Chapter 14

Computer Technology of Pedagogical Monitoring of Foreign Language Training Based on Modular Approach

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ABSTRACT

This chapter presents the structure and content of foreign language communicative competence in the form of a set of competencies (linguistic; speech; sociocultural; strategic; self-education), each of which includes invariant and variable elements. Pedagogical monitoring of foreign language training is considered as a specially organized continuous process of selective monitoring to develop a control action based on the analysis of the results that is multifunctional, and implements information, analytical, diagnostic, monitoring, and corrective functions. The authors' computer program implements informational, analytical, diagnostic, and monitoring functions, and opens up fundamentally new opportunities for testing to assess the success of the development of language disciplines. In the future, the functionality of the authors' patented computer program can be expanded through the development of an intelligent core, which will make it possible to effectively use computer technology for monitoring, evaluation, and forecasting in the process of foreign language training.

INTRODUCTION

At the present stage of the education system development, one of the most important issues requiring a systematic solution is the evaluation of the educational process effectiveness. The concept of education development of the Russian Federation provides for a number of priority measures to ensure the quality of education, among which is the creation of a system of pedagogical monitoring of the quality of education.

In our study we proceeded from the hypothesis that pedagogical monitoring of foreign language training based of a modular approach in a technical university will be effective if:

- the structure of foreign language communicative competence of technical university students is considered as an integrative characteristic of foreign language training of students, reflecting their ability of motivated use of a foreign language in professional activities;
- modular construction of a complex of educational and methodological support contributes to the formation of integrative characteristics of foreign language training of technical university students;
- pedagogical monitoring of foreign language training provides operational and ongoing monitoring in the study of the topic, section, course; conducting boundary control on the results of the study of complex disciplines; conducting final control;
- computer technologies can be used as an effective tool for pedagogical monitoring of foreign language training.

BACKGROUND

In the research, devoted to the educational process monitoring, various problems are discussed, such as pedagogical monitoring in the system of continuous education (S.E. Matveeva), design and implementation of complex qualimetric monitoring (Yu.A. Shikhov), the inclusion of information technologies in pedagogical monitoring (I.K. Dubovik), the use of information technologies in monitoring the quality of the educational environment (A.N. Litvinov), features of the author's software and tools in professional foreign language training (S.E. Tsvetkova, I.A. Malinina).

The methodological basis of the study are the works in the field of management and information assurance education (P.F. Anisimov, V.M. Zuev, A.N. Mayorov, L.V. Shibaeva); the education quality assessment (V.A. Kalney, N.N. Mihaylova, N.A Selezneva); monitoring of the research and practical activities (E.G. Antosenkov, A.A. Ahmadeev, A.I. Byichkov, I.V. Vavilova, I.G. Galyamina, S.A. Gorbatkov, L.P. Gribanova, V.N. Gudkova, T.Z. Kozlova, V.K. Levashov, G.I. Mimandusova, N.A. Morozova, G.P. Saveleva, G.B. Skok, E.N. Tallin, V.N. Shamardin); monitoring of the system of evaluation and management of the quality of education at different levels (M.B. Guzairov, I.N. Eliseev, S.A. Gorbatkov, B.C. Lukmanov, T.D. Makarova, E.I. Muhortova, N.Sh. Nikitina, A.G. Sapronov).

The theoretical basis of the research are the following theses: the ideology of psychological and pedagogical support as the main approach to the organization of practical teaching assistance to students in terms of education (I.A. Baeva, M.R. Bityanova, I.V. Vachkov, O.S. Gazman, A.A. Derkach, N.V Zhutikova, A.K. Kolechenko, I. Romazan, V.V. Semikin, E.N. Shiyanov, etc.); pedagogical monitoring (V.I. Andreev, V.A. Kalney, A.N. Mayorov, A.A. Makarov, D.Sh. Matros, N.A. Selezneva, S.E. Shishov, etc.); taxonomy of education objectives (V.P. Bespalko, M.V. Klarin, V.P. Simonov, V.M. Sokolov, A.O.

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