

THE USAGE PECULIARITIES OF MODERN TEACHING METHODS AS MEANS OF INCREASING EDUCATION QUALITY IN TATARSTAN REPUBLIC

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ABSTRACT

The Government of the Republic of Tatarstan has one aim: to improve the quality of their respective education system through the usage of innovative and communicative technologies. A Company of the Singapore Teacher's Union's Co-operative «Educare» was identified as the appropriate knowledge provider in helping Tatarstan to achieve better outcomes in education through these technologies by training teachers, designing e-contents and materials, and providing technical support to schools. The article describes the results of research on the effectiveness of using the data of pedagogical innovation in the teaching of Tatar language students of Yelabuga Institute of Kazan Federal University; highlights the need for training skills and experience of working with information, self-control and manage the time, apply various technical means and the internet to facilitate the relevant activities, communicate with others and work as a team. The author's studies show that tested modern educational technology, teaching methods of the Company of the Singapore Teacher's Union's Co-operative «Educare» allow an average of three times to increase the interest of the educational process of students - philologists and increase in performance and attendance in the discipline.

Keywords: *education, modern teaching methods, the Republic of Tatarstan, the effectiveness of activities, educational consulting company Educare.*

INTRODUCTION

One of the major problems of modern society is the transition to the new reference points in education and technology, which has a distinct innovative character today. Innovations in education are linked, primarily, to the computerization of society and the development of information educational space.

Since the dissolution of the Soviet Union the system of education in Russia remained almost the same. About innovations in the Russian educational system began to talk since 80s of the XX century. Right during this time the problem of innovation and, accordingly, the conceptual provision in Pedagogics became the subject of special studies, the authors of the most famous of which are K. Angelovski, M.V. Klarin, V.Ya. Liaudis, L.S. Podimova, M.M. Potashnik, V.A. Slastenin, A. V. Khutorskoy, N.R. Yusufbekova, E.A. Yamburg and others. In spite of all social changes and permanent state of underfunding the system is still working. But unfortunately, in respect of the efficiency of the educational system our country practically has not advanced. Life itself, with its constantly accelerating pace, dictated by the need for change in the system. The knowledge, that students receive today, becomes obsolete in 2-3 years, and this process will eventually escalate. Economic and social conditions are changing so rapidly, that there is no need to memorize large amounts of information today. Successful study at school doesn't guarantee success in life. We must acknowledge the fact that knowledge, which is given in a modern school, more than 50% turns out to be useless. School should graduate people, first

of all, healthy, capable of studying, to possess certain knowledge that is truly necessary for professional success.

As practice shows, now success in life often does not achieve those students who were the best in school and teachers had high hopes. Moreover, the results of research conducted by scientists in different years, show that the majority of those on the conventional standards can be considered valid successful people, were never honors. Even in the XIX century, Darwin stated: "Survive not the strongest species nor the most intelligent, but the ones that best adapt to the changes."

So, it is necessary to teach children to deal with information: the ability to be a master of oneself; the ability to use a computer and the Internet to facilitate relevant activities; ability to communicate with other people and to work in a team. All of these should be taught at school effectively and systematically. But, on the other hand, innovations in education should not destroy the already existing system.

METHODS

Realizing the necessity of changes in the system of education, the Ministry of Education and science of Tatarstan Republic is one of the first in Russia to start the collaboration with the Singaporean educational consultancy company called Educare. The President of Tatarstan Rustam Minnikhanov held a meeting with Mike Mariyappa Thiruman, the Executive Director of the company.

In September 2012 during his stay in Singapore Rustam Minnikhanov visited one of the Singaporean schools (HwaChong), where the experience, methods and methodology of Educare are actively used. Then the head of the Tatarstan underlined its interest in cooperation with Educare, and proposed to consider the possibility of founding a branch of the company in the region. Later on, at the meeting taken place in Tatarstan, the parties discussed future trends of the company in the educational market of Tatarstan, one of them is creating an effective system of school teachers coaching, and an individual plan of school development taking into account world experience, and other issues.

After the agreement was signed Educare starts to carry out a special project «The Improvement of teaching quality in the Republic of Tatarstan», aimed at development and improvement of the professional competence of teachers of the Republic. Within the framework of this joint cooperation about 30 thousand teachers of Tatarstan schools had a chance of training in modern innovative teaching methodologies. According to the Ministry of education and the company, the result of this major project should be the modernization of the system of methodical support of teachers.

According to the head of the company at the courses organized in Tatarstan, Singaporean experts tried to explain why certain changes in the education system were required and how to implement the planned project through resource planning. The participants of the project had a chance to learn the cooperative, problem-based, active methods of training and critical thinking. These methods are used in schools in Singapore, and they are based on team work, creation of psychologically comfortable and safe atmosphere for students, using a variety of structures for academic purposes and for class-building, team building, etc. Much attention in this system is given to the formation of cooperated and caring team, where everyone is able to listen, hear and support his partner. In addition, participants can compare group forms of work and cooperative learning, to understand that a cooperative approach has an elaborated system of teamwork. This, in its turn, leads to discipline, care and automatic way of performing actions.

It should be noted, that the first part of teachers Kazan city studied in English. After successful completion of the work trainers began getting interpreters to help, which allowed capturing a wider circle of teachers.

During 2013-2015 years methodists all over the Republic were collected all in Kazan, the capital of the Republic. They got acquainted with the project and attended seminars. In fact after all the methodists were to train teachers in their districts and cities. This plan was being fulfilled from September till October of the year. It should be noted that this work is still ongoing, the Methodists are examining lessons of teachers and giving recommendations how and at what stage of a lesson to use a particular structure of the Singaporean project.

The educational aims of Singaporean techniques may become a significant factor of efficiency of the educational activity of the Republic of Tatarstan, if they simulate the results expected by both teachers and students. Thus, the aims of modern education lie in teaching how to solve a problem, choose the appropriate sources of information, to find the best ways to achieve this goal. Students should know how to organize their activities, collaborate with other students, learn to explain different phenomena, their nature, causes, linkages, using the appropriate scientific apparatus. Also teachers should give instructions in navigating the key problems of contemporary life; teach how to navigate in the world of spiritual values, reflecting different cultures and world views, i.e. to solve the axiological problems; teach to solve problems common to different kinds of professional and other activities (communication, information search and analysis, decision-making, organization of joint activities) and teach to solve problems of professional choice, including the preparation to the further training in other educational institutions. Special attention is paid to supportive and friendly atmosphere in a team, where each student feels comfortable, relaxed, freely expresses his thoughts and ideas.

Singapore teaching method is a method based on the creation of a psychologically favorable environment for the students, using a variety of structures, activities managed by the command. On the basis of international researches PIRLS, PISA, TIMSS, the level of functional literacy of students in Singapore is considered as one of the highest in the world. The essence of this training method is that the child is able to exercise free individual search in the selected direction. Lessons are not concentrated on the study of the theory by means of books.

So, as a rule, during the lesson, students work in teams. They perform tasks and solve problems together. In this process each student is involved, nobody can stay aside, everyone is given an equal time to respond. The most important thing is that the answer of any person depends on the answer of the previous one and they are interrelated. This brings up responsibility to each other, communication skills, tolerance and discipline.

It is proved that the perception of new information decreases after 10 minutes of active listening. Taking into consideration this fact, according to the method of Singapore every 10 minutes teachers should change different kinds of activities throughout the lesson. Though some teachers note that this technique is not new to them as they have already used such techniques as group work or creative approach to study.

Thus, the interaction between the students in the classroom is organized successfully and effectively.

Compared to traditional learning, cooperative learning, it requires teachers a lot of time and effort. If ordinary lessons simultaneous interaction between students is 4-5 percent, in this case, the figure is 20-25 percent.

The main sources of information in our system of education are a teacher and textbook. And during the team work, the children themselves become a source of information. By listening

to each other, they can achieve self-development. The child appears the need for vigorous activity, and she, in turn, helps to demonstrate individual abilities. There are more opportunities for the development of creative and critical thinking.

According to RT Prime Minister - Minister of Education and Science Engel Fattakhov: "The Singapore education system is not contrary to the traditional methods, but rather enriches it with game forms, methods of work. The teacher enters into the role of partner coach. According to him, this project will help to renew the learning process in schools, increase the activity of not only students but also teachers themselves.

The rapid development of the education system requires teachers the ability to use the most productive western technologies, techniques and coordinate them with our unique traditional pedagogy. According to experienced teachers, Singapore method is partly based on the pedagogy of such Russian scientists as Vernadsky, Makhmutov etc., and US scientist Kagan. According to some school teachers trained, this method is not something new, they have already used such methods as group and pair work, creative and problematic approaches to the study subjects. Singapore coach themselves does not hide that use the ideas and methods of such famous Russian teachers as Vygotsky, Ushinsky and others. They study the methods of all countries of the world, select the most effective ones and include them into their own methodical system, bring it to perfection and share their experiences with various countries. Secondly, the teachers believe that this technique is more suitable for primary school, as the use of various gaming structures is applicable specifically to the younger students. But a review of the lessons of teachers of senior classes allows to assert the opposite: high school students are more involved into the educational process, they are more attentive, more relaxed when answering questions, even students with low level of knowledge become more catching up, since a positive atmosphere allows students to help each other, and sometimes weak students begin to think and offer original, non-standard ideas, revealing their potential.

RESULTS

Being a high school teacher, this methodology has been tested by us for Tatar language in the group of students of the Faculty of Tatar philology and comparative Philology of Yelabuga Institute of Kazan Federal University. In the first semester lessons were held in the traditional method. A theme was explained at the lecture, the students listened and recorded the main theoretical material, at seminars they were engaged in practical activities. No doubt, that the traditional teaching at the University has several drawbacks, including:

- The presentation of the material in the form of a monologue, with a minimum of cognitive operations on the part of students, which is not always possible to get rid of even for an experienced lecturer in the course of a problematic organization and presentation of educational materials
- Information in most cases is transmitted to students verbally and somehow imposed on them. In this case, the majority of students try to make notes word for word;
- As a matter of fact, any critical understanding of educational material by students is out of the question because they do nothing but just write.

In such a case these disadvantages can be partially solved only during the seminars, or creative activities of students. They are also among the main factors of low results at examination sessions, reducing the quality of specialists. Thus, it is not surprising that only 30 % of students managed to pass their exams at their first attempt.

In the second term the same group of students trained according to the new method of Singapore. After ten minutes of listening a lecture students were offered to perform tasks associated with the chosen theme. They worked in a team in a strict sequence, given an equal time to answer. The student could not start answering the question until the end of time of the previous participant. At these sessions, no one could escape from being examined. Even the laziest students have to participate in the educational process.

It is pleasant to say that the students began to attend and participate in classes with pleasure. After a few classes the attendance by the end of term increased to 100%. Students helped each other to understand the studied material, and what is most important is they learned to apply this knowledge in practice. The result of the probation of the methodology was obtained in the end of the semester at the examination. All students passed their exams perfectly. Even those students who had remembered the material with difficulty and could not pass the final examination on first attempt answered the questions easily and without preparation. Students became confident and there was no doubt that the discipline was learned completely.

CONCLUSION

Making a conclusion we can say that the intellectual potential of the nation in the modern world is ensured by the system of education in the state. It is the national system of education, as a means of socialization, forms a nation.

Modern education is the result of getting systematic knowledge, skills, it is a result of mental, moral, intellectual, and physical education. The level of education is inextricably connected with the level of society development. The country's educational system is the level of its development: the development of law, economy, ecology; the level of moral and physical well-being, what is called quality of life. Developing society needs educated and initiative people who can independently make responsible decisions in the situation of choice, capable to cooperate, dynamic, constructive, who have developed feelings of responsibility for the destiny of the people and respect for other nations.

GRATITUDE

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