

## Designing Foreign Language Lessons Basing on Meta-Subject Approach

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**Abstract:** This study covers the questions of effectiveness of meta-subject approach's application in projecting foreign language lessons and intercultural communication. Modern condition of pedagogical activities is characterized by switch to work according to new-generation federal state educational standard. In conditions of modernization of educational system teachers have faced the tasks of achieving personal, meta-subject and subject results that would allow pupils act in new conditions at a totally new level. These tasks have been implemented on test lessons of foreign language with the help of systematic and activity-related approach which is a methodology base of new-generation Federal State Educational Standard (FSES). The base of this approach is such educational environment in which the student is not a subject which is obtaining cut and dried knowledge but the subject of educational process and thus, knowledge and skills for such a student would be the result of his solutions, searches and creative work. In the course of our investigation, we have used search method, the method of analyzing theoretical sources, analysis and synthesis of data obtained, observation, test teaching speaking on the lesson of foreign language in secondary school based on systematic and activity-related approach; descriptive method, studying best practices. We have studied methods and forms of organization of educational activity for the students that favor personal developing. We have analyzed the methods of introduction of mental means of activities aimed at working with knowledge in classes of foreign languages with such units as scheme, notion, differentiation and problem. We have demonstrated an interrelation between the need in cognition of meta-subjects in practical English classes, inter-cultural communications and their further practical application by future pedagogues in educational process at secondary school.

**Key words:** Foreign language and inter-cultural communication, language training method, meta-subject approach, new-generation educational standard, pedagogues

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### INTRODUCTION

In recent years, new challenges in higher educational system have formed, there have appeared a necessity to project educational process that would be directed at development of such students' competences like sense of direction in current events, ability to analyze surrounding reality to develop and be aware of one's viewpoint to be able to solve practical and theoretical tasks to project actions. It is work with competences and abilities of students or activity directed at achievement of inter-subject educational results that is a key turn in educational system that would lead to implementation of its methodological component. New-generation FSES specifies new requirements to results of education which are reflected in necessity to change the content of education itself with consideration of principles of meta-thingness which is a prerequisite for achieving high quality of education.

Meta-subject approach in education has been developed with the aim to resolve problems of

segregation and disunion of academic disciplines and academic subjects as well. Modern teacher must be able to develop new pedagogical situations, to present students with new tasks, to develop problems, the aim of which is the ability to use joint methods of activities, development of individual cognitive style and creation of individual projects of their mental activity by students in the process of knowledge assimilation. Let us inquire about which method of communicative and competence-based education in foreign language in combination of meta-subject approach of university students in conditions of introduction of new-generation FSES. There is a question of effectiveness of meta-subject approach's application in projecting foreign language classes and intercultural communication. Phased and gradual introduction of meta-subject methods in training future pedagogues of foreign languages, recognition of practical application of meta-thingness in one's own individual recognition in the course of education, profound understanding of intercultural communication's place and instruments (Foreign language) will allow future

pedagogues on further practical stage of acquiring methods of teaching Foreign languages to create new models and scenarios for testing their effectiveness while performing professional activity at school.

Theoretic and methodological base of the research was presented by provisions, formulated in psychology works of Davidov (1996), study of meta-subject approach in teaching foreign languages has been performed on the base of researches Gromyko (2001, 2009).

Meta-subjects are the subjects that differ from the ones from traditional cycle. Creating this new educational form and new school model that would correspond to us, developers of research center of Institute of innovation strategy of advancement of education proceeded from the key world outlook idea of their teacher, an outstanding psychologist Davidov (1996) that school must first of all learn children to think, regardless of differences in social and psychological character of pupils.

As Doctor of Psychology, Professor Gromyko states, meta-subjects must respond to such questions like what is integrity and how it may be built. Developers of “Innovational strategies of development of general education” Research institute put forward practice-oriented type of unification of traditional training material. This means that in the form of meta-subject common training material re-organizes in accordance with basic elements of activity which are of universal character, training material is completely revised with consideration of logics of formation of certain competences.

## **MATERIALS AND METHODS**

**Methods of research:** Search method is method of analyzing theoretical resources which includes analysis of literature, dedicated to questions of teaching foreign languages and application of meta-subject approach; descriptive method which lies in description of meta-subject approach’s essence as a base of methods of teaching Foreign languages and intercultural communication according to new-generation FSES; analysis and synthesis of obtained information, benchmark study.

**Hypothesis of the research:** Foreign language classes would be efficient in case they are conducted with application of meta-subject approach. Since, Foreign language classes projected on the base of meta-subject approach should be aimed at educational result, a range of questions appear that touch upon teacher’s working technologies.

For testing methods of meta-subject approach we have projected scenarios on “Foreign language and intercultural communication” subject for the topics “Language and culture”, “National character”, “Culture dialogue”, “Communicational problems”, “Socialization and self-identity in society” which were tested by students of Kazan Federal University (future foreign language teachers) of the 2nd and 3rd grade. The aim was to access meta-subject results in particular, regulative, cognitive and communicative abilities:

- Ability to work with knowledge systems
- Ability to understand and schematize conditions (students learnt to use schemes to express what they understand, what they want to say, what they try to think, what they wish to do)
- Ability to discuss questions that are open questions (students tries to master techniques of positional analysis, ability to organize and perform poly-positional dialogue, developing skills of setting goals, defining problems and self-identification).

On further classes students also tried to master the working technique that includes comparisons (differentiation in the process of understanding of various cultures).

At the first stage, there have been formulated the questions and instruments with the help of which students would analyze above mentioned linguistic and cultural phenomena.

At the second stage, the students were offered with questions for opened and free discussion which allowed defining tasks and problems, needed for further solution. Students tried to find differences in cultures (Englishmen, Russians and Tatars). Students gathered the required material from various disciplines (linguistics, culturology, intercultural communication, pedagogy, psychology, sociology, theology) in order to examine cultural phenomena as a whole.

At the third stage, the students detached cultures’ key forming parts (Englishmen, Russians and Tatars), analyzed technologies of successful intercultural communication and reasons of communication breakdown; solutions for overcoming communication breakdown were offered; students understood some reasons that influence self-identity of poly-cultural society’s representative.

At the forth stage, the students defined effective techniques of meta-subject approach for problem’s analysis. The students projected teaching scenarios of linguo-cultural character with application of meta-subject approach’s instruments for their further testing in the course of education at school.

## **RESULTS AND DISCUSSION**

After completing complex cross-disciplinary approach for data collection from various subjects foreign language, intercultural communication (it has been revised from the viewpoints of linguistics, culturology, theology, sociology, psychology, methods of teaching) of comprehensive analysis with complex usage of split-level meta-subjects “knowledge”, “problem”, “task”, the students practically realized an importance of meta-subject approach and its instruments. There are no doubts that technologies of meta-subject approach became essential elements of understanding complex linguistic and cultural phenomena for future teachers of foreign language. On the opinion of future pedagogues, only after individual analysis meta-subject approach, one may pass to its application in future pedagogical practice.

Thus, self-analysis of pedagogic activity, teacher’s methodical efforts on reconstruction of one’s own way of thinking, ability to perform several types of activities simultaneously, skillful application of new technologies and innovational teaching methods, excellent mastery of informational computer technologies, need in constant self-education and readiness for creation of new values and what’s the most important ability to project classes basing in meta-subject approach and to work with educational content units (notion, difference, problem, task) in classes of foreign language are the components of multidimensionality of professional competences of teacher of Foreign language, who introduces new standards and solves the tasks of Modern Russian School System.

Combination of meta-subject approach and communicative competence of future teacher in conditions of humanization of the society, the efficiency of educational system is determined by the communicative culture of the “teaching” as the main subject of integral pedagogical process, providing the preservation and communication of humanistic values, ideals and traditions from generation to generation (Auhadeeva, 2014).

In the course of implementation of educational standard, the teacher should constantly expand horizons of one’s subject and think of development of students’ individual skills, the need to create universal skills. Otherwise, he may fail to succeed at higher educational levels. New approach requires teacher’s meticulous work on self-improvement.

Pedagogue must constantly improve one’s professional skills, realize one’s talents and expand the

horizons of one’s world outlook. In other words, the teacher of Foreign language must have perfect command of one’s subject and know methods and instruments with the help of which he would construct educational process for achieving higher results while working with knowledge and such units as scheme, notion, difference and problem.

Mastering techniques of meta-subject approach implies perfect command of subject (discipline) which allows quickly revising all material from the viewpoint of activity-oriented content units. Meta-subject approach doesn’t imply complete refusing from subject form, vice versa, it implies its development on reflexive bases of pupils and students’ development of secondary linguistic personality. The teacher must be an innovator in his/her profession, overcoming his/her own professional expertise, considering students’ individual peculiarities and specific training situation.

Now a days the question of tolerance to other cultures becomes topical which goes through teacher’s profound understanding of his own native language and culture as well as language and culture of english-speaking nations. This helps preserving our own culture, understanding models of successful intercultural communication and cultural dialogue between civilizations, moreover, it is believed that the higher national self-awareness of an individual is the more respectful his attitude to the culture and traditions of other nations becomes; the more respectful the individual’s attitude to the culture and traditions of other nations becomes, the more responsible and productive international communication of his can be (Yamakeev and Pimenova, 2014).

Modern teacher must practically master arts of pedagogic and be able to project training process, considering modern challenges for science and practice, considering three connected aspects of this process, like: processual and psychological, personal, pedagogical ones.

Requirements, set to students’ results urge the need in revision of training content, using meta-subject principles. Modern teacher must be an architect of new pedagogical situations, oriented at practical application of generalized methods of activity and students’ creation of their own thinking products in the process of resolving intellectual tasks.

For achieving meta-subject results, we took the instruments of system and activity approach as a base which in their turn help mastering accumulated social experience by means of partner cooperation within the framework of joint activity with both adults and peers.

This should serve as a base for development of modern lesson with application of meta-subject approach. In the study, let us formulate peculiarities of lessons that are projected on the base of meta-subject approach.

Stage-by-stage work with pupils that implies not only transfer of knowledge but also active means of working with knowledge and with such units as scheme, notion, difference, problem.

Command of meta-subject approach's techniques is a perfect knowledge of (discipline) which allows quickly revising all material from the viewpoint of activity-oriented content units. Meta-subject approach doesn't imply complete refusing from subject form, vice versa, it implies its development on reflexive bases of pupils and students' development of secondary linguistic personality.

The teacher must orient at development of students' basis skills, like: imagination, ability to differentiate, ability to set goals, self-actualization, ability to idealize, communicative skills etc. meta-subject approach is characterized by orientation at competences' development. Teacher of Foreign language must clearly see what skill would be formed during classes. Teacher must have some metrics that would help him reveal such ability and diagnose its dynamics in the training process.

Be an innovator in his/her profession, overcoming his/her own professional expertise, considering students' individual peculiarities and specific training situation.

**Readiness for improvisation:** Practice-oriented approach implies that the teacher bases not only on topical planning of the lesson but to the greater extent on developing scenario. Teacher is free to choose communicational strategy and methodological techniques, depending on the situation while sticking to built strategy of didactical actions.

## CONCLUSION

The study, we performed allowed examining separate aspects of projecting classes of foreign language and intercultural communications basing on meta-subject approach.

In this study, considering the expertise of previous researches in the area of methods of teaching Foreign languages, pedagogy of mental activity, adapting it for solving questions of projecting Foreign language classes based on meta-subject approach in higher educational establishments, we have developed a series of classes, theoretically grounded and tested efficiency of using meta-subject approach in classes of Foreign language and intercultural communications.

For realization of stated goals of the study and confirmation of hypothesis, we have performed theoretical

and methodological analysis of theoretical and practical material on this problem as a result of which we were able to solve the first four tasks of our study in particular: to examine psychological and methodological literature on the problem in question, to examine the content of fses as well as new approximate programs on foreign language subject with the aim to detect the content of notion "meta-subject results", to reveal the essence of meta-subject approach in teaching foreign language and intercultural communication, to study professional competences of teacher of foreign language basing on meta-subject approach of teaching foreign language having prepared the base for realization of the 6th task development of series of classes of foreign language and intercultural communication based on meta-subject approach and development of methodological recommendations on projecting knowledge of foreign language of linguistic and culturologic character basing on meta-subject approach in future.

We have proved that application of meta-subject approach in teaching foreign language in the course of the main educational program of higher education favours achievement (on various levels) of meta-subject results, particularly, regulative, cognitive and communicative skills: ability to work with knowledge systems; ability to understand and schematize conditions; ability to discuss questions that are open questions which would effect in increasing the level of educational quality would allow the students to be successful in both studies and in everyday life as well to flexibly adapt in conditions of informational society.

Generalization and systematization of results of performed study allowed making the following conclusions:

- New-generation fses make pays primary attention to educational results of meta-subject and general educative character. Application of obtained knowledge in practice and well-developed critical thinking of students are the main indicators of success in the process of teaching foreign language
- Meta-subject and meta-subject approach in education have been developed to resolve the problem of disunity and segregation of various academic disciplines and as a sequence, school subjects. This approach allows achieving much higher level of education. Thanks to meta-subjects and meta-subject approach the students may master scientific knowledge, perform scientific researches, analyze serious literature, bring up topical questions and offer one's solutions

- Meta-subject's advantage lies in the fact that it may be smoothly combined with various educational technologies, like: technology of critical thinking, technology of problematic education, technology of research and projective activity, game technologies which favours formation of universal educational activities (regulative, cognitive, communicative abilities of students), particularly, ability to work with knowledge systems, ability to understand and schematize conditions; ability to discuss questions that are open questions which in its turn is meta-subject result of learning Foreign language in accordance with new-generation fses
- Self-analysis of pedagogic activity, teacher's methodical efforts on reconstruction of one's own way of thinking, ability to perform several types of activities simultaneously, skillful application of new technologies and innovational teaching methods, excellent mastery of informational computer technologies, need in constant self-education and readiness for creation of new values and what's the most important ability to project classes basing in meta-subject approach and to work with educational content units (notion, difference, problem, task) in classes of foreign language are the components of multidimensionality of professional competences of teacher of foreign language, who introduces new standards and solves the tasks of modern russian school system

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