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ВНЕДРЕНИЕ ТЕХНОЛОГИЙ ПРОВОКАТИВНОЙ ПЕДАГОГИКИ В ПРОЦЕСС ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ СТУДЕНТОВ МАГИСТРАТУРЫ В ВУЗЕ

Аннотация: в главе рассмотрены вопросы организации учебного процесса в техническом вузе студентов магистратуры по дисциплине «Иностранный язык в профессиональной сфере» с внедрением технологий провокативной педагогики; выявлены преимущества использования данных технологий с целью увеличения интереса студентов магистратуры к изучаемому материалу, повышению степени усвоения учебного материала, усиления мотивации и эффективного их взаимодействия и восполнения отсутствие языковой среды. В работе обоснована необходимость применения этих технологий, приемов и средств обучения в зависимости от уровня владения иностранным языком студентов; приведены примеры заданий по предложенным технологиям и проведен анализ эффективности разработанных заданий.

Ключевые слова: технологии провокативной педагогики, студенты магистратуры, обучение иностранному языку, технический вуз, проблемное обучение, кейс-метод.

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THE IMPLEMENTATION OF PROVOCATIVE PEDAGOGY TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE FOR UNDERGRADUATE STUDENTS AT THE UNIVERSITY

Abstract: the chapter deals with the organization of the educational process in a technical university for master's students in the discipline «Foreign language in the professional field» with the introduction of technologies of provocative pedagogy; the advantages of using these technologies in order to increase the interest of master's

students in the material being studied, the degree of assimilation of educational material, motivation and their effective interaction and compensation for the lack of a language environment have been revealed. The paper substantiates the need to use these technologies, techniques and teaching aids, depending on the level of foreign language proficiency of students; examples of tasks for the proposed technologies were given and an analysis of the effectiveness of the developed tasks was carried out.

Keywords: *technologies of provocative pedagogy, master's students, foreign language teaching, technical university, problem-based learning, case-study method.*

The actual tasks of professional training of undergraduate students in technical fields at the university can be considered not only the formation of theoretical and practical knowledge, the creation of conditions for gaining experience in practical activities, but also the impact on the personality of a future professional, namely an undergraduate student of the technical direction of training, through the development of his critical and creative thinking, increasing cognitive activity and the level of readiness for communication on professionally significant topics, educating the need for self-determination. The use of provocative teaching methods in the organization of educational activities of undergraduate students of technical areas of training in foreign language classes at a higher educational institution seems to be one of the possible ways to solve this problem.

It seems obvious that in quickly changing world approaches to teaching should be rethought and modified according to the new situation and demands of the society, especially for professional training of undergraduate students at the university. Despite giving practical and theoretical knowledge the teacher is implied to develop creative thinking and increase cognitive activity. Hence, to work out this task the implementation of technologies of provocative pedagogy while managing the educational process in foreign language classes at a university seems to be one of the possibilities.

In order to increase the degree of assimilation of educational material, to increase the motivation and effective interaction of undergraduates, to make up for the lack of a language environment, one of the ways that will contribute to it will be the inclusion of technologies of provocative pedagogy in the process of teaching a foreign language in professional activities at the university.

The term «provocation» is defined practically in the same way in different dictionaries, for example in Cambridge Dictionary it is specified as «an action or statement that is intended to make someone angry» [1], in Oxford Learner's Dictionaries as «the act of doing or saying something deliberately in order to make somebody angry or upset; something that is done or said to cause this» [6] and all these definitions has a negative connotation having the steady association in the mind of people. How reasonably is it to use the provocation in the educational process? Analyzing the semantics of the word interdisciplinary in communicative aspect it is possible to come to the conclusion that provocation is neither bad nor good. It becomes positive or negative only depending on the communicative intention of the person, who uses it. It is evident, that during the educational process the teacher aimed the students to find a creative non-typical solution, and in communication to act and reply in a way that a teacher planed.

The aim of the provocative behavior usually distinguishes as the encouraging to the necessary activity, to the communication of the given person [13]. Besides, the important part of such behavior is self-identification and self-improvement of the individual [7]. It can be reached by destabilizing the emotional state and by contravening social expectations.

In the aspect of the professional activity of a teacher of a higher educational institution, the issue of using provocations is practically not studied. Particular attention is drawn to the studies of A.V. Enin, who, in the aspect of pedagogy of education, singles out provocative pedagogy [4]. In his opinion, the main methodological techniques are the analysis of a negative sample, the task «from the contrary», so-called «harmful tasks».

The purpose of provocative behavior is to encourage students to take necessary actions, to communicative activity of students, by destabilizing the student's emotional state, by violating his communicative expectations. A foreign language teacher initiates provocative communication, stimulating the activity of his students, causing a reaction of bewilderment, indignation, disagreement, and it is this emotional reaction that is the condition for the implementation of volitional and cognitive processes of students in their educational process.

Provocative pedagogy is an approach to teaching that seeks to provoke critical thinking and deep knowledge. It aims to challenge students' assumptions, beliefs, and values in order to develop their analytical and problem-solving skills. It claims traditional teaching methods and engages students through provocative activities and discussions. If we speak about teaching a foreign language at the university than provocative pedagogy can be a powerful tool for stimulating the development of critical thinking [2].

Furthermore, provocative teaching covers a range of problems associated with learning a foreign language, including:

- Fear of making mistakes: One of the main obstacles to speak a foreign language is the fear of making mistakes and being judged by others. This fear can prevent learners from speaking and practicing the language, which hinders their progress. Provocative learning encourages students to take risks, make mistakes, order to learn from them and improve their language skills.

- Lack of motivation: Learning a foreign language can be challenging and requires a lot of time and effort. It is important to keep students motivated throughout the whole process particularly if they do not see the relevance or usefulness of the language in their daily lives. Provocative learning engages students by presenting them with interesting and relevant topics, providing real-life scenarios and activities that stimulate their curiosity and encourage them to explore the language further.

- Ineffective teaching methods: Traditional teaching methods often focus on grammar rules and memorization, which can be tiresome and ineffective particularly for those with different learning styles or backgrounds. Provocative learning chal-

lenges these methods by using creative and interactive activities that encourage students to use the language in real-life situations. It also seeks to provide a variety of teaching methods that cater to individual learners' needs and preferences.

- Limited exposure to the language: Learners who are not immersed in the target language may have limited exposure to authentic language use and may struggle to develop listening and speaking skills. In provocative learning it is possible to find authentic language materials such as podcasts, news articles, and social media to supplement the educational process.

- Cultural barriers: Studying a foreign language usually involves learning about the culture and customs of the country. Cultural barriers can hinder language learning if they are not addressed. Provocative teaching integrates cultural elements into the language curriculum, making the learning experience more meaningful and relevant.

- Moreover, while investigating all the effects of implementation of the provocative pedagogy we come to the conclusion that it has positive influence on the whole process of education.

- First of all, it encourages students to take ownership of their learning. Provocative learning emphasizes the importance of learner autonomy, which implies that students take an active role in setting goals, monitor their own progress, and reflect on their learning process. This can lead to greater motivation and engagement in the language learning process.

- Then, it fosters a positive studying environment. Provocative learning underlines how important is it for a teacher to create a safe and supportive learning environment where learners feel comfortable taking risks and making mistakes. This can lead to increased confidence and willingness to use the target language [9].

- Besides, it promotes a holistic approach to the whole process of teaching a foreign language. Provocative learning recognizes that language learning is not just about mastering grammar and vocabulary, but also involves developing cultural awareness, interpersonal skills, and other competencies. Therefore, it became clear, that a teacher should integrate these different aspects of language learning into the teaching and learning process [5].

- Provocative learning can be adapted to different learning contexts, from formal classroom settings to informal language exchanges and self-directed learning. This flexibility allows for a more personalized approach to language learning that can cater to individual learners' needs and preferences, what is quite important if teaching undergraduate students a foreign language for professional needs.

- While provocative learning emphasizes learner autonomy, it also values the important role that teachers play in making learning easier. Teachers are seen as facilitators who guide students through the learning process, providing feedback, support, and scaffolding as needed. This collaborative approach can lead to more effective and meaningful language learning experiences.

- In the same way it motivates undergraduates through curiosity. Provocative learning aims to involve students in the process by arousing their curiosity and encouraging them to explore the language in a more meaningful and engaging way. This can be achieved by presenting learners with real-world scenarios, challenging questions, and intriguing problems that motivate them to think critically and creatively.

- We can't but mention about the personalizing the learning experience. Each learner has unique strengths, weaknesses, interests, and learning preferences. Provocative learning seeks to personalize the learning experience by providing students with choices and options that match their individual needs and preferences. This can be achieved through differentiated instruction, project-based learning, and self-directed learning activities.

- A further challenge associated with learning a foreign language is the potential for students to feel embarrassed or self-conscious when speaking in front of others. Provocative learning can help address this by creating a safe and supportive environment in which students can take risks and experiment with the language as a natural part of the learning process without fear of judgement. This can be done by providing opportunities for students to work in pairs or small groups, giving them time to practice speaking in a low-pressure setting, and providing feedback and support to help build their confidence.

- Mainly, provocative teaching intends to create a dynamic and engaging learning environment that encourages students to explore and experiment with the language, take risks, and learn from their mistakes. It challenges traditional teaching methods and promotes a more student-centered approach to language learning [11].

- On the whole, provocative learning offers a dynamic and engaging approach to language learning that addresses the challenges and problems associated with studying a foreign language. By providing learners with meaningful and challenging language tasks and activities, it helps to foster deeper and more effective learning outcomes.

- Nevertheless, every teacher tries to make the process of studying more interesting and successful handling new stratages. There can be recognized a number of strategies applying in the classroom to get better results.

- It is evident that using authentic materials such as newspapers, magazines, and movies, on the one hand, arises interest to study a foreign language and, on the other hand, exposes a real-world of language application. In this matter, different multimedia and technology tools such as online resources, videos and podcasts help to choose the best fitted material for the given topic. By interacting with multimedia data and technology, students can develop their language skills and learn to analyse and evaluate information from multiple sources.

- Inquiry-based learning involves posing questions to undergraduate students and encouraging them to find answers through research and investigation. In other words, they should find out something new, give the explanation to this phenomenon, make up and check the process of research and estimate the results.

- Collaborative learning concerns solving problems or completing the tasks working in groups of three or more. In such lessons undergraduate students are trained to achieve the goals together and share their ideas.

- Mind mapping is a convenient visual technique reflecting the associative links in human brain by creating a diagram or map to represent ideas and concepts. Mind maps are perceived better than tables, lists and texts, as they better suit the human mind. The structure can be different and usually depends on the personal perception

and choice, but the maps always contain the key words with main notion and their derivatives. There are some effective characteristics of the mind maps:

− easiness of memorizing any material and visual expression of information, which can be difficult to understand;

− esthetical attraction and stimulation of creativity;

− possibility to look through the mind maps from time to time and in the course of time, which helps better storage, analysing the data and finding new facts and ideas.

Noticeably, we can create a mind map to any grammar notion and vocabulary as concerning teaching a foreign language. Here is an example of the mind map for modal verbs. (pic. 1).
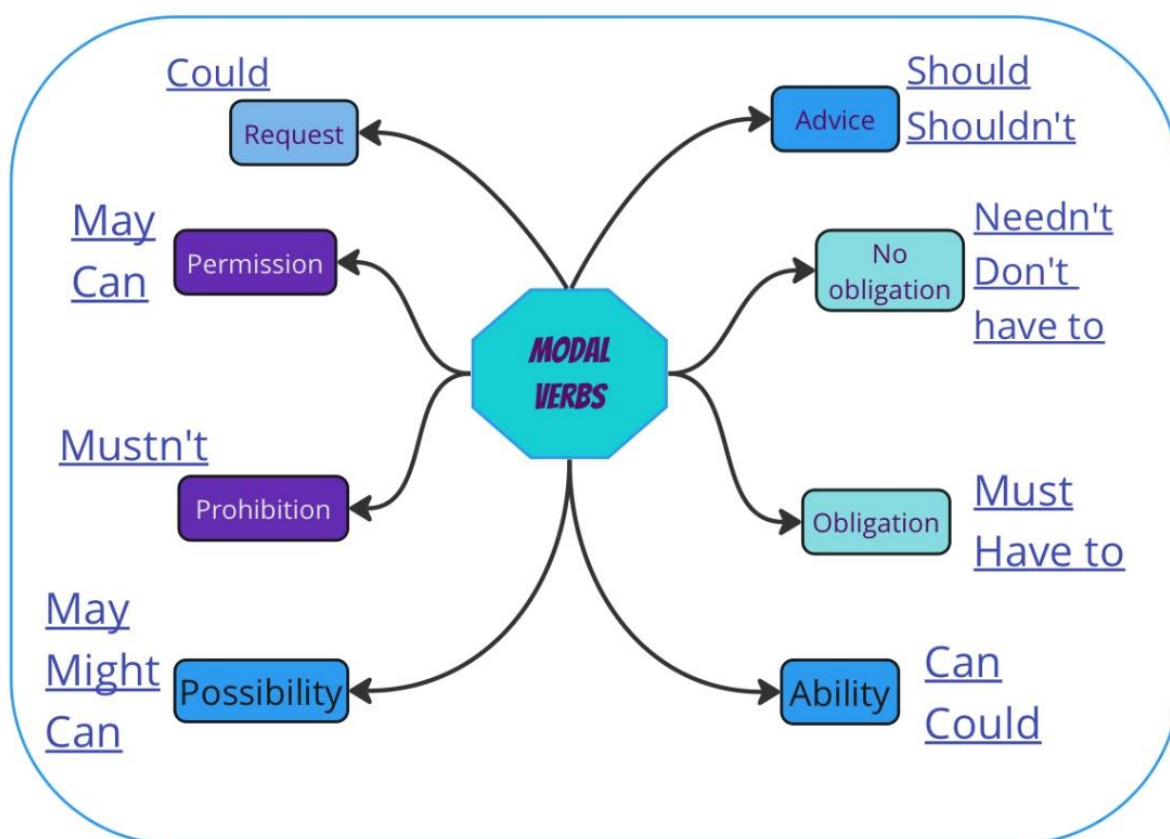
Pic. 1. The mind map «Modal Verbs»

However, every educational process needs not only theoretical basis but also practical application, where various techniques, methods and technologies are put into action.

The authors conducted an experiment in which 130 undergraduate students of the Institute of Oil and Gas of the Astrakhan State Technical University took part, studying a foreign language in their professional field / activity in the first year.

Having analyzed the works of scientists who made their research in implementing the provocative behavior in different discourses, including philosophy, psychology, jurisprudence and some others, we can distinguish some technologies of provocative pedagogy that can be used while teaching a foreign language at the university.

One of the most interesting technologies of provocative pedagogy is «Problem-Based Learning» in our point of view. This approach involves presenting students with real-world problems or scenarios that they must solve using the language they are learning. By working through these problems, undergraduate students are fortified to think critically about the language and its use in practical situations.

The examples of tasks and exercises that were aimed at activating the speech-cogitative activity of undergraduate students, the further development of their language, speech and socio-cultural competencies were the following:

«You are at the production facilities. The occasion has arisen and you should use Emergency Shut Down systems or a catastrophic failure will occur resulting in loss of production, damage to equipment, injury and loss of life».

So, the problem has been defined and the task of students is to solve it as quick as possible. But to do it properly students should be prepared for it with concrete vocabulary, previous discussion and debates on the topic «Emergency Shut Down systems».

Thus, we go to the next technology, which can be applied as a group work, pair work, or whole-class discussion, it is «Debate and Discussion». Encouraging debate and discussion in the classroom can help to develop critical thinking skills by challenging the assumptions and beliefs. The tasks and exercises that were given to undergraduate students were of the following structures:

The teacher divided the group of undergraduate students into the subgroups of 3 or 4 persons and gave them task to discuss in small groups such kind of questions: 1. What are Emergency Shut Down systems used for? 2. What must field personnel

know about Emergency Shut Down systems? 3. What are the main purposes of Emergency Shut Down systems? 4. In what cases is it admissible to bypass Emergency Shut Down systems? After short discussion the undergraduate students changed their partners and discussed the same questions in the other groups. The next step was to organize them in the group of 5 members and concrete tasks were given to each group of students individually.

So, the third technology that demands a great imagination of a teacher is «Role-Play», as it involves assigning undergraduate students different roles or characters to take part in a simulated scenario. While playing their roles undergraduate students learn to think carefully about the language and its use in various contexts. Such kind of tasks were given to students: for example, one of the groups should explain a new engineer at their production facility what control point activates the Emergency Shut Down systems and what actions they should do to maintain conditions within the control limits, besides how to restart the equipment and rearm the Emergency Shut Down systems. One of the participants was a new engineer, the other two students were specialists that had a long lasting experience at the plant and knew much about the technical side of the production and two more students were those ones who knew a bit, but could give wrong advice or recommendations from time to time. So, their roles were explained in detail in their personal cards, their task was to follow the instructions in them.

The fourth one widely spread nowadays in different trainings at universities is «Case Study». Using case studies in teaching the language can help to develop critical thinking skills as is requires analysing and evaluating real-life scenarios. By examining the context, background, and details of a particular case, students can develop a deeper understanding of the language and culture, and learn to apply critical thinking skills to real-world situations. Such kind of task was suggested to students: «you should explain why the Emergency Shut Down systems are designed to provide a final safety back up in case something goes wrong and should not be made inoperative for any reason».

The fifth one is «Project-Based Learning». This technology involves designing and implementing projects related to the language and culture being studied. By working on a project, it is possible to improve language skills by planning, organizing, and executing tasks, and by learning to evaluate their own work and the work of their peers. The authors of the experiment note the importance of discussing information in a group, comparing it with previously studied materials and suggesting, based on the reviewed and analyzed material, the implementation of the project as an individual work of undergraduate students. As part of the study of the discipline «Foreign Language in Professional Activities», the undergraduates were offered the following tasks: Prepare a brief talk summarizing the main points of the material you had read before the lesson during your preparatory work and discussed in group of students at the lesson. Speak on the following topics the video is dedicated to: e.g., the main cases when it is admissible to bypass Emergency Shut Down systems; the main steps of actions that must be done in case there are problems with Emergency Shut Down systems; examples of Emergency Shut Down systems. Get ready to present your findings.

The six technology is «Critical Reading and Analysis». We applied it in stimulating undergraduate students to read and analyze authentic material such as news articles, literature, and academic texts the teacher intensifies the skills by requiring them to analyse and evaluate information from multiple perspectives. By learning to read critically and evaluate sources, students strengthen the skills they need to become more independent learners. For example, undergraduate students were given tasks for individual work to read and translate the texts for better understanding of the problems that can occur at the plants of oil and gas industry in case of unforeseen and unexpected accidents. They had to learn the new vocabulary in the suggested texts in order to apply it in future in their discussion and debates. They had to agree or disagree with the statements that were given in after text exercises, correct the wrong ones and explain their point of view.

Another technology is «Socratic Dialogue». During the lesson to encourage critical thinking and discussion the teacher made a quiz for undergraduate students in

some provocative situation. This technique can be used to inspire undergraduate students to question their assumptions and beliefs about the language they are learning.

The eight one is «Reflection and Self-assessment», which can be depicted as asking undergraduate students to reflect on their own knowledge. Analyzing the progress, they began to evaluate their own strengths and weaknesses. Being involved in self-assessment and reflection, undergraduate students can identify the areas which they need to improve, and develop the strategies for further learning and growth. For example, while making notes about their point of view in oral speech they might feel the lack of words or specific terms that they didn't know and should pay attention to. On the one hand, the teacher didn't point directly on it but asked the undergraduate students about this or that topic or problem in such a way that students with grade – A demonstrated the high level of vocabulary and the understanding of the problem in comparison with those students who didn't prepare properly for this or that kind of tasks and had opportunity to see and analyze how it can be and should be. The concrete examples of group mates, not their teacher was before their eyes and it was one of the incentives, i.e., healthy competition among group mates. On the other hand, students from one lesson to another one had an opportunity to improve their level of knowledge in the form of competition to provide more solid evidence of their vision of the problem or its solution.

The authors of this work come to the conclusion that technologies of provocative pedagogy can help to develop critical thinking skills in foreign language teaching at the university by engaging students in active and collaborative learning. By using a variety of teaching strategies and technologies, instructors try to inspire their students become more interested and invested in their language and cultural studies, and develop the skills they need to succeed in a globalized world.

Overall, the technologies of provocative pedagogy provide a range of strategies that can be used to promote critical thinking in the foreign language classroom. By encouraging undergraduate students to question their assumptions and beliefs about the language, these strategies can help to foster a deeper understanding of the language and its use in practical contexts.

At the end of the course of studying the discipline «Foreign Language in Professional Activities», 96% of the surveyed undergraduates spoke about the effectiveness of using provocative methods in the process of learning a foreign language. The answers were indicated in the questionnaires developed by the authors and proposed for filling. 76% of the respondents noted that it was better to do this type of work on their own, as this allowed each undergraduate student individually choose the optimal pace of work and the speed of completing tasks. The time to complete the tasks varied for each undergraduate student, which did not affect the overall result. 24% of undergraduate students believed that it was better to fulfill such kind of tasks, using provocative methods of learning foreign language in practical classes, as the teacher guided and helped in completing assignments.

The undergraduate students distributed their preferences to the presented materials for working out in the foreign language classes in different ways. 65% of undergraduate students preferred such kinds of technologies as «problem-based learning», «case study» and «role-play»; 15% – «critical reading and analysis»; 20% – «debate and discussion».

The authors have developed guidelines for organizing work with different kind of material of a professional nature in English, which is the practical significance of the experiment. All undergraduate students participating in the experiment confirmed that provocative methods of learning are a motivating factor in learning a foreign language in the discipline «Foreign Language in Professional Activities». The obtained results allow us to state that the introduction of provocative methods of learning into the educational process is an effective means of optimizing foreign language learning at a technical university, which contributes, on the one hand, to increase interest in teaching undergraduate students due to the attractiveness of presented material, and on the other hand, to develop various aspects of foreign language competence of technical university undergraduate students.

At the end of the course of studying the discipline «Foreign Language in Professional Activities», 98% of the surveyed undergraduates spoke about the effectiveness of provocative methods of learning in the process of learning a foreign language. The

answers were indicated in the questionnaires developed by the authors and proposed for filling. 79% of the respondents noted that it was better to do this type of work on their own, as this allowed each undergraduate student individually choose the optimal pace of work and the speed of completing tasks.

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