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### IMPROVING THE QUALITY IN TEACHING PROFESSIONAL ENGLISH

In Russia the priority of public policy in education is the improvement of the quality of professional education. The system of quality improvement includes close connection of professional education with practice through the development of efficient organizational forms (innovative universities, basic industrial departments, research centers) and the efficiency of educational performance – the use of new educational technologies (e-learning, distant learning).

The paper focuses on the successful experience in the use of e-learning for teaching “Introductory Internship” university course (IIC) with the application of interdisciplinary approach [6]. We teach bachelor degree students of Chemical Technology, Institute of Theoretical and Applied Chemistry, Northern (Arctic) Federal University. IIC is organized in the end of the second year of studies, after finishing General English course (students’ native language is Russian). Students have 108 academic hours/3 credits on IIC - a blended e-learning course, organized on Sakai educational platform.

The IIC is based on the benchmark threshold standards [2] in chemistry with the focus on four major aspects concerning programs leading to bachelor’s degree qualifications:

- the major aims and purposes that may be associated with the program;
- an outline of subject-matter that may be expected to be covered in study program leading to degree qualifications;
- the abilities, competences and skills to be developed in students through the study of chemical technology;
- recommendations concerning procedures appropriate for the teaching, learning and assessment of the knowledge, abilities and skills.

**Aims of Introductory Internship course in Chemical Technology:**

- to provide students with a broad and balanced appreciation of key chemical

technology concepts in both Russian and English languages;

- to develop in students a range of practical skills so that they can understand and assess risks and work safely in the working place;

- to develop in students the ability to apply standard methodology to the solutions of problems in chemical technology;

- to provide students with a knowledge and skills base from which they can proceed to further studies in chemical technology and multi-disciplinary areas involving chemical technology.

There are also some general aims of the IIC: to instill in students an enthusiasm for chemical technology, an appreciation of its application in different contexts and to involve them in an intellectually stimulating and satisfying experience of learning and studying; to establish in students an appreciation of the importance and sustainability of the chemical sciences in an industrial, academic, environmental and social context; to develop in students, through an education in chemical technology, a range of appropriate generic skills, of value in chemical and non-chemical employment.

In the aspect **Subject knowledge and understanding** we should mention that IIC is the beginning of professional studies at the university, still the course should ensure that students:

- acquire major aspects of chemical technology terminology in both Russian and English languages;

- demonstrate an understanding of general scheme and principles of organization of pulp and paper mill.

There are also some activities to be undertaken by the student in research training – accessing literature in both Russian and English languages; making oral presentations in English; participating in discussions.

Students are expected to develop a wide range of different **abilities and skills**, which can be divided into chemical-technology-related cognitive abilities and skills (i.e. the ability to demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to the subject area; the ability to recognize and analyze problems and plan strategies for their solution; skills in the practical application of theory using computer software; skills in communicating scientific material and arguments; IT and data-processing skills, relating to chemical technology information and data); chemical-technology-related practical skills; generic skills that may be developed in the context of chemical technology and are of a general nature and applicable in many other contexts (communication skills, covering both written and oral communication; problem-solving skills; numeracy and mathematical skills; information retrieval skills, in relation to primary and secondary information sources, including information retrieval through online computer searches; IT skills; interpersonal skills, relating to the ability to interact with other people and to engage in team working; time management and organizational skills, as evidenced by the ability to plan and implement efficient and effective modes of working; skills needed to undertake appropriate further training of a professional nature).

**Teaching and learning strategies** in IIC are designed fundamentally to provide students with the necessary subject knowledge, understanding, abilities and skills for the chemical technology profession. The assessment of student achievement includes planning, conduct and reporting of collaborative project work, oral presentations in English, and

portfolios on activities on the pulp and paper mill undertaken.

In recent years, benefit has been derived from Information and communication technologies (ICT) in attempting to overcome the difficulties encountered in the conceptual learning [1, 4, 5]. Though Web-based technologies are considered to be widely used for educational purposes, the process of integrating ICT in education is hardly a simple and straightforward one [3]. The transition from traditional teaching to ICT-enhanced environment is not always obvious. ICT in **Introductory Internship course in Chemical Technology** is used in combination with non-ICT strategies such as shifts from textbooks based to web-based books or from power-point presentation in class to power-point presentation via the Internet. They both operate in parallel, in conjunction or interchangeably.

#### Literature:

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