

Modern Methodology in Language Teaching and Successful Engagement at the Job Market

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Introduction and aim: The aim of the presentation is the modern outlook for designing the educational programmes based on gaining the needed competences require the corresponding teaching/learning process management which should be oriented on engagement of the potential worker on the job market.

Research methodology: Mixture of the traditional and modern outlooks appear to be guarantee for getting the best results in student oriented studies. A teacher knows what a student should learn in his course means the needed concerns for the teacher oriented studies. But when a teacher acknowledges what qualifications a student should owe for his further upbringing already corresponds a student-oriented approach. A new model of a modern class is oriented on a teacher's and a student's corporative approach grounded on corresponding activities , students' involvement in collecting the teaching material and methods to achieve the needed results for the further engagement on the job market easily and sufficiently. To plan a collaborative class three layer model has been acknowledged to be valid and efficient (Ch. Temple 2005). Layer 1__ motivates a student for thinking and critical approach while asking-answering questions. Layer 2__ is content oriented, as a student tries to understand the new material, layer 3__ reflexive approach oriented, thinking on new ideas, while acknowledging the assumption, interpreting/discussing/analyzing.

Results and implications: To observe the factual results I have organized a mini experiment .The seminar format has been a sufficient design for the planned observation exploring the above presented model of layers. A teacher as well as the student's involvement in presentation preparation as well as the discussion and brainstorming appeared to be a fruitful bias for objective judgement of the validity of suggested model. The learning process was delivered at university classes. We organized them for increasing the special competences for the engagement on the job market. We planned two directions , such as : a) simulation of a language classroom and b) true-to life situation. Correspondingly in situation ____a student organizes a visit alone or with another student in the simulated surrounding. In situation b___ a student together with the potential employer acts in the teaching process which takes place in the true-to life situation under the potential employer's guidance.

Conclusion: Observing the teaching-learning process we distinguished two components, such as mental and emotional ones. We paid emphasis on operating the teaching principles connected with teaching the language items of the language system in class(grammatical, lexical and phonological) . As for the emotional components –we distinguished an ability of self-control, self regulation and detecting as well as correcting mistakes, adapting with the unfamiliar reality and the hope for success for the future professional to be easily engaged on the job market.

Keywords: student oriented studies, simulation, true-to life situation, needed competences, collaborative approach, self-control, engagement

The last of joining the common European framework of higher education claims new demands for school teachers. They are to bring the new approaches to students with new needed structures and innovations to apt to the existing curriculum. So that to make it possible and find a descend place on the job market.

Then when the current trends are being taught within the common European framework in the curriculum and the student owns certain knowledge and skills in this respect still the question of engaging a student on the job market in and outside of the republic remains much disputable.

Teachers' upgrading and qualification rise has been a matter of concern and dispute for decades and the subject of the presented article.

Article Design/ Data Collection

The study of syllabuses has shown that very little is reflected in them connecting the trends of so called "Cultural Dialogue". The students with the perspective of engagement on the international job market appear to be less aware of the modern demands connected with the main concerns of dealing with different nationalities in class with different national and cultural back ground. What often appears to be a snag while being engaged on the job market.

The reason of the existing problem appears to be the lowered rank of self effectiveness among students what causes a negative deals towards the reform revealed in the following approach. Like : ' I can not do it ', 'It overweighs my efforts', 'I can go through without that', all mentioned approaches are in contrast with the reform.

Thus a very affective concept for social studies has been self -regulation. The psychologist Anthon Bandera mentioned that people usually observe their behavior. They sometimes estimate their behavior in accordance with their own standards and correspondingly they praise or punish themselves. Everyone has experienced the sense of self-satisfaction after successful fulfillment of the job. We can also notice when we are not fully in harmony with the demands of the work. The following criteria appear to be the issues of self-regulation:

- Individual standards and goals
- Methods for monitoring mental behavior and processes
- The result we claim for self success and failure when we set goals for ourselves and can manage and have skill of self-regulation.

Self-effectiveness is a man's impression on his sub consciousness i.e. with its reflective thinking. It is a complicated mental skill, the process of critical elaboration which comprises analyzing of behavior and thinking, planning and control mechanisms.

Professional approach, self-assurance , inner and outer motivation, usage of modern methods will help to evaluate the rate of self effectiveness.

We have held an experiment to evaluate the self- effectiveness of a teacher.

The aim of the research : detecting the self-effectiveness to encourage the university teacher to raise competence of "cultural dialogue" as a modern approach in teaching.

Research Factors:

1. The teacher's experience
2. General interest towards a teacher's professional level
3. Improving self-effectiveness of teaching/learning process

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Research methods: survey , questions from 1 to 5 points.

The indicator of a teacher's experience

Questions	seldom	sometimes	always
Do you think you have a successful experience	35%	10 %	55%
Do you want colleagues to know your experience?	35%	10%	55%
Have you observed other teachers' participation in your activities?	45%	20%	35%
After sharing your experience do you care of its improvement?	37%	13%	50%

The indicator of a teacher's experience of 'Cultural Dialogue' in teaching/learning process

questions	less	medium	fully
Do you find yourself interested in sharing your experience in 'cultural dialogue'	0	0	18
Do you find your experience effective for others?		2%	16%
Have you shared the colleague's experience in your work?	2%	7%	9%

Conclusion

The research has conditioned the criteria for estimating the teacher's experience to deliver a valid language multinational English class . In accordance with the teacher's qualification and goals research outcomes have been as following

A Teacher's Experience Indicator

A teacher's education	Wish to share the personal Experience	Cultural Dialogue Outcomes to Share
Higher	2%	3%
Doctorate	25%	7%
Doctor	37%	8%

The Final Findings of Teaching Drawbacks

	yes	no	partly
Can you make finding for Assumption and solution of the teaching problem?	+		
Feeling of failure	+		
Would you do another work for the same salary?		+	
Can you protect the position in any situation	+		

Are you interested in correcting the remark?	+		
Do you know how to achieve progress in teaching?	+		+

Thus, we can easily say that in the development of self-effectiveness the research helped us to find out that university teachers acknowledge teaching and learning process modern approaches , the necessity of needed changes and newly planned approaches in fulfillment of aims in the process of teaching to raise the motivation and make really successful teachers to identify the indicator of their self-effectiveness, competence and plan the ways of achieving their goals in class. The presented criteria will form a better opportunities for raising issues of 'cultural dialogue' in the process of studies to encourage corporative principles in a multinational language class .

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