

Bilingual teaching high school students of information communication technologies by means of the Russian and English languages at schools of Tatarstan

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Abstract

© Medwell Journals, 2015. Now a days the most important factor of functioning of integrated educational space in worldwide space becomes the process of mass international communications. Information technologies and English language knowledge provide an opportunity of rapid integration into information environment, allow to efficiently use modern education information resources. Consequently, there an objective necessity of development of Russian-English Bilingualism at school. The researchers of the study have developed a subject-oriented pattern of teaching of information communication technologies by means of the Russian and English languages at school. The principle of integration of a foreign language and subject content of classroom discipline was taken as a basis (Content And Language Integrated Learning) that has been widespread throughout Europe for the last years. Educational experiment on bilingual learning of information communication technologies has been realized for 5 years (years 2008-2013). In experiment 108 high school students of the 10th forms for whom the elective course "Information Communication Technologies" was developed and taught have participated. Two hypotheses have been put forward. Group 1: H_0^1 (bilingual learning does not effect on acquiring knowledge and skills of the learners on information communication technologies); H_1^1 (bilingual learning effects on acquiring knowledge and skills of the learners on information communication technologies). Group 2: H_0^2 (bilingual learning does not effect on acquiring knowledge and skills of the learners on English); H_1^2 (bilingual learning effects on acquiring knowledge and skills of the learners on English). According to the decision rule on the first group hypothesis for chi-square, the obtained results didn't give rise to dismissal of null hypothesis as $Xemp^2 < X_{0.05}^2$ at error level 0.05. An alternative hypothesis has been confirmed. Therefore, it has been proved that bilingual teaching by means of the Russian and English languages does not effect on shaping knowledge and skills in English. In addition, the use of English in the process of teaching allows to increase the level of knowledge and in information communication technologies. It has been revealed that English language proficiency and use extend opportunities of the learner in the process of his information activity, grows him in intelligence experience.

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Keywords

Bilingual learning, Bilingualism, Information communication technologies, Principle of foreign

language integration and subject content of classroom discipline, Subject-oriented pattern of bilingual learning