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ОЛИМПИАДА ПО ИНОСТРАННОМУ ЯЗЫКУ КАК ФАКТОР СОЗДАНИЯ СИТУАЦИИ УСПЕХА ДЛЯ СТУДЕНТОВ НЕЯЗЫКОВОГО ВУЗА

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Аннотация: В статье рассматривается роль ситуации успеха в раскрытии внутреннего потенциала и всестороннем развитии студентов. Авторы полагают, что даже единожды пережитый успех может запустить процесс интеллектуального и креативного развития личности. Успех, переживаемый на регулярной основе, меняет основу взаимоотношений с окружающими, отношение студента к своей деятельности, побуждает студентов переходить на все более сложные уровни деятельности, искать все более креативные подходы к решению задач. В статье приводятся философские и психолого-педагогические обоснования значимости переживания успеха для развития личности, особое место отводится ситуации успеха как педагогическому инструменту развития креативности и профессиональных компетенций, обозначаются основные элементы, ее составляющие. В качестве оптимального педагогического инструмента для создания ситуации успеха авторы рассматривают подготовку и участие в олимпиаде по иностранному языку.

Ключевые слова: успех, ситуация успеха, олимпиада по иностранному языку, участники олимпиады, всестороннее развитие, преподаватель, студент.

FOREIGN LANGUAGE OLYMPIAD AS A FACTOR FOR CREATING STUDENT SUCCESS

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Abstract: The article is devoted to the impact success has on students' inner potential and comprehensive development. The authors think that even a single instance of success can trigger off the process of a students' intellectual and creative development, while feeling successful on a regular basis changes their relationships with other people, attitudes to the activities they are engaged in, encouraging them to move on to higher levels of activities and look for more creative ways to solve problems and tasks. The authors describe philosophical and psychological grounds making the situation of success an important pedagogical tool for developing students' creativity and professional skills and competences. A situation of success in its turn consists of a number of elements and can be created by a teacher through getting students involved in a foreign language olympiad.

Keywords: Success, situation of success, foreign language olympiad, olympiad participants, comprehensive development, teacher, student.

Today the processes, taking place at all levels of our society, their nature, scale and rate – all require us to change out attitudes, reconsider our system of values and start looking for new solutions and ways to adapt to the changes in all spheres of human life.

The system of education plays the key role in securing future development of the social framework, providing its ability to keep pace with the upcoming changes, get constantly updated, reforming and modernizing not only the contents of the educational process, but also the roles and relationships between the participants, their goals and motives.

In 1890 the American philosopher and psychologist W. James came the conclusion that a person's happiness was determined by the level of success achieved, divided by his perceptions, which meant that people's self-concept directly depended on their success. W. James believed one could bring humanity to happiness following the way of success [2].

Since then many scholars have written that success can trigger the processes of personal growth and development. Even a single instance of success can completely change a student's self-perception, the rhythm, style and quality of the activities, he or she are involved in, the nature of their relationships with other people. If that success becomes more stable, tending to grow permanent, that give rise to a chain of reactions, opening students' inner, previously hidden resources. Experiencing success encourages students to try and take up more and more complicated tasks, bringing their activity to higher levels, activates their inner resources and gives a burst to their moral and intellectual development.

It is the philosophy of pride by D. Hume, that we can base our theory of human happiness and its progressive role in human development on. Describing pride as a basis for self-acceptance, D. Hume means «that agreeable impression, which arises in the mind, when the view either of our virtue, beauty, riches or power makes us satisfied with ourselves» [7].

Speaking about possible causes of pride D. Hume mentions, among others, the qualities of our mind, such as «wit, good-sense, learning, courage, justice, integrity» - all those qualities that can be seen, assessed and developed in the learning process.

In D. Hume's philosophy pride is the core of a person developing as a virtuous agent. This is due to the fact that people and their idea of self depend on others' opinions, pride cannot arise without the social framework and our ability to see ourselves through the eyes of other people.

Thus, the pride for being successful makes people more proactive, even more successful in their activities and the «passion of pride» not only creates «the idea of self», but benefits the society [7].

In the Russian education theory the problem of creating student success has been effectively studied by A. Triapitsina and E. Kazakova at the Herzen State Pedagogical University.

The scholars concentrate on success, experienced by students and teachers during their interaction, seeing it as their personal attitude to the educational process and/or its results[2].

A.Belkin, like D.Hume, broadens the circle of people, involved in the situation of success - he thinks it should include other people, who would help us assess our activities and their results. A.Belkin sees success as an optimal correlation between others people's expectations and the person's activity results [1].

To be able to reveal their potential, students must be confident of their talents and abilities, which can be achieved, using success as a pedagogical instrument. Experiencing success in their studies and other activities, students start having the sense of accomplishment, develop a positive attitude to learning, to the obtained results. Success becomes the basis for self-acceptance and moving on to higher levels of activity and accomplishments.

For the goal of students' comprehensive development through the pedagogical situation of success we must define success and mechanisms creating it within the framework of the educational process.

The situation of success is an organised purpose-oriented combination of pedagogical conditions, permitting a person to experience the joy of success, the latter being an essential outcome of the activity [5].

It is the organised combination of pedagogical conditions that we should be speaking about, including psychologically comfortable environment, certain type of relationships within the group of learners, getting them engaged in productive activity types, which would make it possible to achieve success.

Thus by the situation of success we mean a combination of certain conditions, while success itself is seen as a result of that situation [5].

To illustrate the role of a teacher in creating a situation of success for a student let us refer to the classical experiment, carried out by R. Rosenthal and L.Jacobson in the USA in 1968. In the beginning of the academic year the researchers tested students and then randomly selected a group of kids, irrespective of their test results. They told the teachers those students had demonstrated the highest scores and had enormous potential.

In the end of the academic year R. Rosenthal and L.Jacobson tested the students again to see that the experiment had really proven efficient – those randomly chosen sample group students did show an increase in their test scores. The teachers' idea of their being "intellectual boomers" was transferred onto the students, which, in combination with proper pedagogical conditions, resulted in their intellectual growth and development. The mechanism of the transformation was hidden in the teachers believing in their students' potential, giving more attention and time to them at classes, expressing verbal approval and praising them and so on. The effect, proved by the experiment, is referred to as the "Pygmalion effect" and it showcases a number of conditions enhancing student motivation and the resulting achievements [6].

Later on psychologists tested the opposite effect to show that negative expectations and disadvantageous learning conditions could create quite the opposite effect which they named the Golem effect, which can lead up to students completely losing motivation to learn [6].

Thus, we can conclude, that if we treat a student as talented, active, responsible and capable of acting autonomously and keep transmitting this idea onto them, we will in fact provide the grounds for developing all those qualities.

Thus, speaking about the components making up the situation of success, we must mention the following [5]:

- teacher's personality
- emotionally comfortable environment;
- creative atmosphere in the classroom;
- learning, based on encouragement, not coercion;
- partnership and cooperation between the participants of the educational process;
- all the participants being equally important;

- everyone having their margin for error (searching for one's own mistakes and correcting them is a valuable tool in itself);
- marks replaced with self-evaluation and self-correction;
- freedom within stipulated limits;
- individual approach to tasks, their allocation and the amount of help rendered.

We believe that foreign language olympiads are one of the most powerful pedagogical tools, aimed at creating the situation of success for students of non-linguistic departments.

Firstly, olympiads train students to solve complicated tasks in extremely stressful conditions of limited time and resources; secondly, they require students to search deeper into the problems, moving up to higher and more creative levels of their activity; and finally, in reference to olympiads, solving high complexity tasks requiring creativity stops being the ultimate goal, but is supposed to get the students deeply involved in the professional sphere problems.

Within the framework of preparing for an olympiad students under their teachers' guidance, on the one hand, acquire all the skills and competences, stipulated in the academic programme, while, on the other hand, they develop their sphere of self – often broadening their knowledge and skills to include those from beyond the scope of the programme. Thus, in case of students engaged in olympiads we can speak of an efficient combination of both, development and self-development.

A.Popov thinks that the key role of an olympiad is in the students' constantly growing level of intellectual activity, which makes possible for them to move onto heuristic and creative levels of activity in other spheres of life and future profession [4].

Seeing that olympiad tasks have a broader range of solutions than it is described in standard textbooks, olympiad participants bring those creative and innovative approaches to the real life, emphasising their applicability within the real professional context. During the process olympiad participants analyse and evaluate the knowledge and skills they have, those they don't have yet, but need to obtain or improve – thus shaping their own academic trajectory.

At the same time olympiad participants are having developed such personal characteristics, as intelligence, creativity, leadership, goal-setting, responsibility, communicative skills.

The role of a teacher in the process of training for an olympiad changes from that of a supervisor to a peer, correcting the process of creative self-development in the students and growing and developing together with them.

The major instrument for the teacher to shape this student development within the olympiad training process is a set of creative olympiad tasks, permitting to guide the student development gradually from those tasks, set by the teacher, through those, designed jointly with the teacher, to, finally, tasks resulting from self-immersion into the deeper levels of professional interest.

Students, taking part in olympiads, are not the only participants of the educational process who benefit from the educational situation described. After the olympiad, returning back to the classroom they will share their knowledge, enthusiasm and ideas with other students, learning within the framework of traditional educational methods [3].

A.Popov believes that the olympiad participant's educational interest does not vanish after the event, but grows into a deeper and more powerful motivation, driving them to still higher levels of professional achievements, thus solving two important tasks:

- providing high level training and development for future elite professionals, capable of dealing with the most complicated tasks in stress scenarios;
- raising the general level of creativity and professional skills development of students at university due to their involvement in joint educational activities with olympiad participants [4].

In conclusion we can say that within the context of modern education olympiads are of particular importance as an efficient means of developing students' creativity, professional skills

and competences, which will prepare them for a successful career in a highly competitive professional environment

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