

Н.Ю. Гришина, М. Шток

SUPPLEMENTARY UNIVERSITY COURSES AIMED AT BUILDING GLOBAL AWARENESS AND SUSTAINABILITY



ГРИШИНА Наталья Юрьевна – кандидат педагогических наук, доцент кафедры «Международные отношения»; Санкт-Петербургский политехнический университет Петра Великого; ул. Политехническая, 29, Санкт-Петербург, 195251, Россия; e-mail: grishinan@list.ru

GRISHINA Natalia Yu. – Peter the Great St. Petersburg Polytechnic University Politekhnikeskaya ul., 29, St. Petersburg, 195251, Russia; e-mail: grishinan@list.ru



Мари ШТОК – преподаватель кафедры «Международные отношения»; Санкт-Петербургский политехнический университет Петра Великого. ул. Политехническая, 29, Санкт-Петербург, 195251, Россия; e-mail: marish2020@yandex.com

Mari STOCK – lecturer; Peter the Great St. Petersburg Polytechnic University. Politekhnikeskaya ul., 29, St. Petersburg, 195251, Russia; e-mail: marish2020@yandex.com

The article gives the insights about the number of courses given by lecturers of Peter the Great Saint-Petersburg Polytechnic University in the English language. The courses are organized under Mobility module. They are aimed at forming the competences of intercultural communication and the English language as lingua franca. The demands of the contemporary world are satisfied with the new technologies, creative approach to teaching, effective time management competences, skills to switch fast among very different activities and a lot other cognitive abilities. Career development course considers such important issues as forming career preferences. The important thing is how to get maximum from the University studies and find yourself in your future profession. The goal of Intercultural communication course is to consider the basic principles of intercultural interaction. The assignment where the students are working together with foreign partners are crucial to succeed with the course. The joint project is aimed at being aware of cultural specifics. In Globalization course, the students are discussing global contexts in the framework of modern tertiary education as they influence a lot our everyday life.

PROFESSIONAL EDUCATION; TRAINING COMPETENCES; GLOBAL AWARENESS; BUILDING SUSTAINABILITY; INTERACTIVE LEARNING; COGNITIVE DEVELOPMENT.

Citation: Grishina N.Yu., Stock M. Supplementary University Courses Aimed at Building Global Awareness and Sustainability. *Teaching Methodology in Higher Education*. 2017. Vol. 6. No 21. P. 93–97. DOI: 10.18720/HUM/ISSN 2227-8591.21.10

Peter the Great Saint-Petersburg Polytechnic University as one of the leading Universities in Russia is keeping up the pace of the modern technological world. The number of courses that are given at Peter the Great Saint-Petersburg Polytechnic University

by tandem of lecturers in the English language are considered as innovative. They are organized under Mobility module giving a chance to all students from humanities and science, from different departments and years to attend. The courses may be called as idiosyncratic for a variety of reasons: first, the courses are aimed at building soft skills [1] that help to communicate and work efficiently in team but else "... to go further to the future..." [2]. Vladimir Putin says at the Youth Forum in Sochi 2017 – "very profound and competent may become those people who can think in advance and those who have knowledge in different scientific spheres, who can combine them and use these knowledge to solve contemporary problems..." [2]. Troika of courses are given in the English language that it very helpful to improve their language and communicative skills while working with foreign students. Third, the content of the courses satisfies the demands of rapidly evolving technologies. Because of this, the education system becomes different as well. The creativity and effective time management are becoming the main priorities in forming the skills along with other cognitive abilities. The courses are very innovative as they combine different methodologies to improve the competences of students with different learning styles. Besides, they are oriented at the future demands of job market and thus give a chance for professional development and improvement for future job getters.

1987 UN Brundtland Commission defined sustainable development as "meeting the needs of the present without compromising the ability of future generations to meet their own needs." [3]

Undoubtedly, global shifts underway touch upon every aspect of our daily lives, and education is no exception. In the academic context, the timeless, 1987 Brundtland Commission sustainability definition takes on special meaning. How can

educators contribute positively to aiding future generations of students "to meet their own needs"?

Thanks to information technologies, shifts are happening at a rapid pace. Meanwhile, human brains are developing at an even more frenetic pace. Each day, we encounter new challenges. We do not have time to comprehend all the underlying processes, but it is impossible to be uninvolved. Students are extremely flexible and thus, they are adaptive receptive to change. International exchange students have even more advantages to be less rigid, and thus more adaptive. A good command of the English language gives students a tool with which to explore the world, and opens their minds to new possibilities.

Yet language alone, without self-analysis, awareness or global insight, is a blunt instrument. When students study abroad, they break down barriers, become more open to new knowledge and cultures. Yet, this presents academia with challenges; students develop increased desire to acquire new, sophisticated knowledge, as well as dreams to develop new skills. Thus, for any university programme with an international focus, the priorities become open-mindedness and a clear orientation toward relevant, real-world competencies to aide students in their quest to carve out a niche of their own in a fast-changing, globally-networked world.

Today, information technologies offer plenty of 'information'. Yet, there are few student-focused tools to help students build scenarios of their future professional and personal lives. Given the ample opportunities to acquire knowledge and skills at present, perhaps more plentiful than ever before in human history, it is imperative for students receive sound support from educators in this arena. Curated guidance by educators can help students reach a more informed understanding of their place in 'virtual' and 'real' worlds.

One task for a university is to guide students to analyze their individual interests, current skillset, as well as to identify skills needed, in order to align with their personal goals and visions the future. The idea of building real-life competencies changes the vector of the educational processes. Certainly, the idea is not new. The novelty is arises when current global opportunities are presented innovatively to a diverse student body.

Peter the Great Saint-Petersburg Polytechnic University in St. Petersburg, Russia has a strikingly diverse student body. Students hail from around the Russian Federation, from north and south Europe, Africa, Central and East Asia, as well as the Far and Middle East. Diversity affords both challenges and exceptional opportunities to design courses relevant to the entire group. Course information presented needs to account for different values, perspective and histories, yet stay focused toward building graduates' consciousness to both 'think globally', as well as to 'act locally' effectively.

The University offers three complementary courses designed to help students create their own personalized 'interest maps'. Thus, students draw greater relevancy from their tertiary education, and are better equipped to situate themselves in today's mutable cultural and professional environments.

Career development. The course is offered to bachelor's degree students to prepare students for adulthood in the context of today's varying professional and social environments where self-awareness, communication savvy and confidence are tantamount.

Modules create opportunities to reflect – beyond the classroom. Students ponder issues, such as: Where am I headed in my studies and in my life? How can my university experience influence my dreams and my chance to achieve my goals? What do I value? Will my time in university impact on my values and what I consider to be most important in life?

What are my current life responsibilities? Do I have a responsibility to make the world a better place?

Exercises plant awareness beyond a shorter-term day-to-day landscape to longer-term life horizons. Students learn beneficial self-assessment tools to aide them to live a life, aligned with their knowledge, values and interests. The course also reviews personal financial issues and priorities. At times, students discover their own personality changing. Thus, the course fosters self-awareness and provides relevant, curated feedback to better design their futures.

Intercultural Communication. The course creates experiences that result in significant insight and mutual understanding, far exceeding those encountered in traditional classroom settings. The course is mandatory for social science students.

International and Russian students are paired, and work together on one project. At the end of an assignment, students reflect on their work in writing. This technique is helpful to develop analysis, reflection and empathy skills. The students who take the course exhibit more openness to other cultures, more understanding of their own culture, as well as awareness of the role of culture in today's world.

Students use technologies to demonstrate how these can be used fruitfully to improve social relations across international boundaries. Opportunities for cross-border communication and analysis of the nature of intercultural communication are highlighted. Contrasting cultural values, oral and written communication patterns, as well as business and social customs are studied. Students experience, first-hand, how people differ, and examine images of other cultures that we often see around us [4].

In addition, a drama workshop gives students a method to feel, perceive and empathize with new perspectives and opinions [5]. The course fosters global awareness for a multicultural world.

Globalization. The bachelor's degree course focuses on globalization's renewal and educational aspects. Students use skillsets developed in the Career Development and Intercultural Communications.

Students explore their 'university world' within the global context. They are guided to observe global trends that are impacting their daily lives: What examples of globalization do they witness daily? What environmental impacts do they notice in their daily life? In what way are they linked to the global financial system? Are there any international policies or politics that they sense impact them?

Case studies about individuals, transforming the planet with innovative 'best for our world' services and products are introduced. Studies are chosen to resonate with students' geographical affiliation. Students critique studies and are challenged to adapt an

initiative to their home locale or devise a new one, linking to their interests, values and skills (perhaps, excavated via Career Development and Intercultural Communication).

The course elevates self-awareness, developed in the companion courses to a global level. Students see real-life role models to reinforce self-confidence in their own skills and knowledge. Students discover creative avenues to consider as they design how best to utilize their education, in roles and capacities to benefit the world.

These Polytechnic University courses provide a diverse student body with valuable self-analysis, communication and observation tools to enlighten their life choices, and foster a conscious global mindset. With their interests mapped, students are able to chart unique journeys with confidence and, contribute to a resilient planetary future.

БИБЛИОГРАФИЧЕСКИЙ СПИСОК

1. Гришина Н.Ю. Использование социальных сетей в формировании компетенций межкультурного взаимодействия // Научно-технические ведомости Санкт-Петербургского государственного политехнического университета. Гуманитарные и общественные науки. 2016. № 1 (239). С. 61–69. DOI: 10.5862/JHSS.239.7

2. Путин рассказал, какие люди станут успешными в будущем <https://news.mail.ru/society/31398896/> (accessed date 21.10.2017).

3. Report of the World Commission on Environment and Development <http://www.un.org/>

documents/ga/res/42/a42r187.htm (accessed date 21.10.2017).

4. Гришина Н.Ю. Межкультурная коммуникация. Формирование компетенций у студентов технического вуза: уч.-метод. пособие. – СПб.: Изд-во Политехн. ун-та, 2017. – 104 с. ISBN: 978-5-7422-5716-5

5. Grishina N. and Mikkonen S.-L. Learning through drama in Professional Education / Update 2017 on Higher Education. International week 25.–29.9.2017 Tuuli Mirola (ed.). Saimaa University of Applied Sciences. SUOAS Publications, 2017. – P. 163–175.

Гришина Н.Ю., Шток М. **Дополнительные вузовские дисциплины, нацеленные на осознание глобальных проблем и устойчивое личностное развитие студентов** В статье делается обзор трех дисциплин, которые ведут преподаватели кафедры «Международные отношения» Санкт-Петербургского политехнического университета Петра Великого на английском языке в рамках модуля мобильности. Данные курсы направлены на формирование навыков межличностного общения и развитие иноязычной компетенции. Курсы полностью соответствуют требованиям нового времени, когда современные технологии, творческий подход, умения умело и эффективно распоряжаться своим временем, навыки быстрого переключения на иную деятельность, и множество других когнитивных навыков позволят выпускникам найти свое место в профессиональной среде. Дисциплина «Карьерное развитие» направлена на формирование карьерных

предпочтений, получение максимума из обучения в вузе, приобретение навыков адаптации к профессиональной деятельности. Дисциплина *«Межкультурная коммуникация»* направлена на изучение основных принципов межкультурного взаимодействия. Обязательным для успешного прохождения курса является задание, где студенты из разных стран должны сделать совместный проект, направленный на изучение культурных особенностей разных стран. В курсе *«Глобализация»* рассматриваются глобальные контексты в рамках современного университетского образования. Студентам предлагается рассмотреть основные тенденции, которые влияют на мировое развитие и, соответственно, на образ жизни студента и каждого человека в целом.

ПРОФЕССИОНАЛЬНОЕ ОБУЧЕНИЕ; ФОРМИРОВАНИЕ КОМПЕТЕНЦИЙ; ГЛОБАЛЬНОЕ ПОНИМАНИЕ, УСТОЙЧИВОЕ РАЗВИТИЕ; ИНТЕРАКТИВНОЕ ОБУЧЕНИЕ; КОГНИТИВНОЕ РАЗВИТИЕ.

Ссылка при цитировании: Гришина Н.Ю., Шток М. Дополнительные вузовские дисциплины, нацеленные на осознание глобальных проблем и устойчивое личностное развитие студентов // Вопросы методики преподавания в вузе. 2017. Т. 6. № 21. С. 93–97. DOI: 10.18720/HUM/ISSN 2227-8591.21.10