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TO THE PROBLEM OF INNOVATION TECHNIQUES IN FORMING COMMUNICATIVE AND PROFESSIONAL ORIENTED COMPETENCIES

Аннотация: статья посвящена проблеме эффективного обучения иноязычной речевой деятельности, обеспечиваемой инновацией активных и интерактивных методов обучения. Проведен теоретический анализ разнообразных методов, способствующих формированию коммуникативной и профессиональной компетенций на иностранном языке. Обосновывается, что обучение должно быть ориентировано, в частности, на такую новую образовательную парадигму, как модульное обучение.

Ключевые слова: компетентность, коммуникативные навыки, коммуникативная ориентация, профессиональная ориентация, интерактивные методы обучения, модульные методы обучения, речевая деятельность.

Abstract: the article is devoted to the problem of effective teaching of a foreign speech activity, provided by the innovation of active and interactive teaching methods. A theoretical analysis of various methods that contribute to the formation of communicative and professional competencies in a foreign language is carried out. It is justified that training should be oriented, in particular, to such a new education paradigm as modular training.

Keywords: competence, communication skills, communicative orientation, professional orientation, interactive methods of education, modular training techniques, speech activity.

Wilhelm von Humboldt believed that «the uniqueness of language affects the essence of the nation; therefore, a thorough study of the language should include all that history and philosophy associated with the inner world of man» [6, p. 231]. In other words, you need some kind of link between language learning, having its own specifics,

and the general level of knowledge of a student, his scientific outlook and mental activity. That's why one of the components that provide this connection, in our opinion, is to familiarize students with the general linguistic concepts and interpretation of concepts borrowed by linguistics from other sciences, in their linguistic interpretation.

As practice shows, to ensure the necessary language training of highly qualified specialists, it is necessary to use the most effective and appropriate forms and methods for optimizing the learning process. Recently, the methodology of teaching a foreign language has evolved the trend of transition from a communicative approach to its variety – an interactive approach. The adjective «interactive» in literal translation from English means «interacting», «interactive». Interactive learning is learning, which is interactive, based on real life experiences, including an exchange of opinions between students, between students and the teacher and allowing students to develop critical thinking. In other words, unlike active methods, interactive ones are oriented to a wider interaction of cadets not only with the teacher, but also with each other, as well as increasing the activity of students in the learning process [7].

Everyone knows the saying that «the new is a well-forgotten old». Interactive methods of teaching a foreign language were widely used in the 70s – 80s of the last century. The ideas of the suggestion method (Latin *suggestio* – suggestion, hint + Greek *paideia* – training), that is, the accelerated learning system based on the suggestibility of students, the Bulgarian psychotherapist G. Lozanova formed the basis for domestic, intensive methods of teaching foreign languages. This is the emotional-semantic method of I.Yu. Shakhter, the method of activating the reserve capabilities of the personality and the collective G.A. Kitaigorodskaya, the system approach to adult learning L. Sh. Gegechkori [2] and others. In the lessons conducted on these technologies, interactivity is achieved due to the form of the organization of the learning process, the introduction of a new lesson material, the formation of skills and skills of foreign speech activity. Analysis of scientific and methodological literature showed that the main forms of interactive pedagogical interaction are dialogue, polylogue, thought activity, semantic creation, creating a situation of success, positivity and optimism, reflection (self-assessment and self-analysis of their activities) [1, p. 7]. The

current research in the field of linguistics suggests that the effectiveness of the interconnected training of a foreign speech activity is provided by introducing a variety of active learning techniques. Their use clearly increases the level of a foreign language communicative competence. In the modern conditions in the period of increasing volume of information and knowledge, accumulated by mankind, teachers understand that learning should be student-centered [5, p. 35].

With the growth of international and professionally-oriented communication, the development of foreign-language competence takes a big place. The training of specialists in the light of a new approach to the issue of their professional training is conducted on the basis of a communicative orientation of training, which is related to the formation of interactive competence for the purpose of developing cognitive processes, creative thinking, and speech activity. In these conditions, knowledge of foreign languages is also a necessary means for establishing and developing interethnic and intercultural communication, which brings the subject «foreign language» to a new level of significance in the field of general and professional education. So, In the process of teaching a foreign language a great attention should be paid to the formation of common cultural or generic (instrumental, social and personal, system or general scientific), professional and professionally-specialized competencies.

Under the competence model it is commonly understood “... the scientific basis of the result and the process of high school preparation, expressed by the systematic quality – competence, ensuring the readiness and ability of graduates to successful (productive) activity in professional and social life» [3, p. 58].

We adhere to the viewpoint that competences are integral dynamic graduate characteristics expressing the expected and measurable learning outcomes (knowledge, skills and personal qualities) and reflecting the achievements of the graduate, his willingness and ability to carry out certain activities after the development of the course or its separate part. To go on, the content of competences is formulated with the help of commonly used terms, «knowledge», «understanding», «skill», etc. There is no doubt that when studying a foreign language, first of all, communication skills are formed.

Thus, currently experts in different fields should primarily have an ability of carrying out competently logically, convincingly and clearly business-oriented professional oral communication, both in the native and in the foreign language. In this regard, we believe that the course of studying a foreign language at Higher Educational Establishments, assuming the communicative and professional orientation poses a number of problems, the solution of which is possible only through an integrated approach.

There is no doubt that learning should be student-centered. This means that you must take pay attention to the abilities and needs of the specific features of students. Therefore, training should be developing, motivating, differentiated, etc. In this regard, the main task is training the independent selection and use of the information you need. One of the most effective means of training, allowing to solve these problems, is a modular training. Its essence lies in the fact that students achieve their own goals of teaching and learning activities in the course of work on the module, which integrates learning objectives, training material, indicating tasks, recommendations on the implementation of these tasks [4, p. 89].

It should be noted that in the application of modular technology a central place is occupied by the student and the teacher only controls his training – motivates, organizes, advises, monitors. Personality-oriented technology based on modular technology is characterized by advancing study of theoretical material in large blocks. The leading principles of modular technologies include: the principle of modularity; structuring principle (listening module, module of speaking, writing module); the principle of dynamic activities; the principle of versatility of methodical counseling; the principle of conscious learning activities. The blocking principle implies wholeness, completeness and fullness of teaching material in the form of educational elements of the system. The teacher can easily interchange the elements within the module unit [2, p. 56].

Practice shows that the application of the method of modular training forms students' skills of self-education, removing it to independence. So the whole process of learning is based on the perceived hierarchy of close-in, medium and long-term general educational purposes. Thus, we put forward the concept that provides training to all

kinds of speech activity in the complex, which combines the most effective techniques and teaching methods necessary for oral communication in the area of professional activity: reading of a special literature and materials of the periodical press with the extraction of professionally relevant information; business correspondence and documentation with the application of modern means of communication; translation of information on the specialty from English into Russian and from Russian into English; writing various types of summary, report, essay, essays in a professionally oriented field; content-stylistic analysis of authentic materials.

The explanation of phonetic, grammatical, lexical, textual effects of a foreign language, to some extent, must be based on the knowledge of students from philosophy, logic, information theory and other fields of knowledge including to the cycle of general studies. Thus, in his practice the instructor receives a powerful auxiliary tool allowing to generate in the student not only the knowledge of a foreign language, but also to influence the formation of his outlook, the principles of perception and understanding of extra-linguistic reality and the ability to analyze the logic of events. As a result, the mental activity of the whole course of learning during the training period is greatly activated.

The main motives for introducing modular technology into the educational process are: guaranteed achievement of learning outcomes; parity of the teacher and students; the ability to work in pairs, in groups; the possibility of communicating with partners; the choice of the level of training; the possibility of working at an individual pace, etc. The leading principles of block-modular technology include: the principle of modularity; the structuring principle (audit module, speaking module, writing module); the principle of dynamic activity; the principle of versatility of methodical counseling; the principle of conscious learning activity. It's worth noting that in the process of forming communicative and professional-oriented competences it's necessary to pay attention to the acquiring of lexical and grammatical minimum in the extent necessary to work with the texts of professional orientation and socializing in a foreign language, as well as the foundations of social and cultural business communication.

To conclude, the process of forming communicative and professional-oriented competences must be based on block-modular learning technology. On its basis, communication is taught in various spheres and communication situations with the aim of solving professional problems.

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