

***ОСНОВНЫЕ НАПРАВЛЕНИЯ ПРОФЕССИОНАЛЬНОЙ
ОРИЕНТАЦИИ ПРИ ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ***

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Аннотация

В статье раскрываются особенности профессиональной направленности в процессе обучения иностранному языку. Актуализируется цель профессионально ориентированного обучения иностранному языку в виде приобретения основ иноязычной компетенции, необходимой для профессиональной межкультурной коммуникации. Акцентируется связь системы обучения иностранным языкам с компетентностной моделью подготовки профессионала, в рамках которой цели и результаты образовательного процесса формулируются в терминах компетенций.

Ключевые слова: профессиональная направленность, компетентностная парадигма, коммуникативно-познавательная деятельность.

THE MAIN DIRECTIONS OF PROFESSIONAL ALIGNMENT IN FOREIGN LANGUAGES EDUCATION

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Abstract

The peculiarities of professional alignment in foreign languages education are revealed in the article. The objective of professional alignment education of foreign languages is made actual. Акцентируется связь системы обучения иностранным языкам с компетентностной моделью подготовки профессионала, в рамках которой цели и результаты образовательного процесса формулируются в терминах компетенций. The coherence between system of foreign languages education and competence model of specialist training within the scope of such the objectives and results of educational process are stated in the terms of competences is actualized.

Key words: professional alignment, competence paradigm, communicative-cognitive activity.

The professional alignment of foreign language teaching is a methodological principle that manifests itself in taking into account the interests of students and their future specialization in foreign language classes, which is an integral component of specialists training. The opportunities for intensifying the training process of modern

specialists, laid down in the new federal educational standards, are aimed at a large-scale goal of higher professional education modernizing.

One of the features of the new FSES is the competence paradigm of all disciplines study, including both general and professional competencies of a specialist since without learning and knowing a foreign language it is impossible to form a whole range of professional competencies.

The goal of professionally aligned foreign language learning should be considered as the acquisition of the foreign competence bases necessary for professional intercultural communication, mastering the basics of oral and written forms of communication in a foreign language for use as a means of information and communication activity and further self-education [1].

In accordance with this the system of teaching foreign languages should be based on the competence model of professional training, within the framework of which the goals and results of the educational process are formulated in terms of competences.

The modern educational paradigm requires support on the subject-subject, personality-activity, developing, professionally aligned approaches to learning; on active methods of teaching, providing modeling in the learning process of professional communicative situations and cognitive activity taking into account the modern communication environment; on the idea of continuous education and self-education.

Thus the ultimate goal of foreign language teaching in a non-linguistic institution is the fundamentals formation of a professionally aligned secondary linguistic personality, ready for professional intercultural communication and self-development in a new informative and communication environment.

Indicators of the formation level of professionally oriented language personality is foreign professional communicative competence and foreign professional reflexive competence. Foreign professional competence of a specialist as a professionally oriented secondary linguistic personality is interdependent and

complementary and can be formed only in the multidimensional space of the communicative and cognitive activity of a specialist.

Foreign language is a component of the general vocational graduates training of higher education, and raising the level of its teaching is one of the main tasks of higher education modernization. This requires comprehension, introduction of innovative approaches and technologies into the practice of foreign languages teaching, for example, a competence approach that facilitates the implementation of a communicative methodology for teaching a foreign language, when the focus is on the formation of all types of competences on which the effectiveness of oral and written intercultural communication depends; level approach, which implies gradual mastery of successive levels of foreign language mastery; sociocultural approach, indicating the compatibility of two orientations (professional and socio-cultural) in the educational process as indispensable components of intercultural communication of graduates of non-linguistic profiles; a contextual approach that assumes the subject modeling and social content of the future professional graduates activity of a non-linguistic high school in the process of mastering professionally oriented skills of foreign-language communication; personality-oriented approach, which treats the learner as a subject of learning activity, is aimed both at the all-round development of his personality and on the acquisition of his ability to improve autonomously the level of foreign language knowledge [2].

Qualitatively a new stage in the vocational guidance implementation of foreign languages teaching requires a transition to a new competence paradigm for foreign language mastering. The competence approach is recognized today as the basis for improving the methodology of a foreign language teaching, it allows us to disclose the procedural aspect of professional non-linguistic competence mastering in a non-linguistic institution.

The modern paradigm of foreign-language education which is directed by the Federal State Educational Standard of Higher Professional Education consists in the fact that foreign language becomes an instrument for the formation and improvement of professional competencies, a means of information space using, professional

interaction.

Foreign language training is considered as an integral part of the university program of higher education humanitarization, an organic part of the process of highly qualified specialists training who are proficient in a foreign language as a means of intercultural and interethnic communication in the areas of professional interests and in social communication situations.

Foreign language education is one of the basic components in the structure of the competence model of specialist training. Under modern conditions foreign language knowledge is regarded as an important component of the general professional culture of a specialist.

Foreign language knowledge enables an expert to get acquainted with foreign experience in professional activity, to learn about the achievements of science and technology in foreign countries, opens the way to self-improvement, expands opportunities for professional development [3].

Foreign language is an effective means of a modern specialist personality forming as a carrier of one's own country culture, a model of tolerant attitude towards other people and a researcher example in his professional field taking into account world achievements.

Expansion of international cooperation in the economic, political, scientific, technical, cultural and educational fields requires the specialist to have an active knowledge of a foreign language.

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