

Section 3. LANGUAGE EDUCATION FOR SPECIFIC PROFESSIONAL SKILLS

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COMMUNICATIVE ORIENTATION IN PROFESSIONALLY FOREIGN LANGUAGE TRAINING OF NON-LINGUISTIC STUDENTS

КОММУНИКАТИВНАЯ НАПРАВЛЕННОСТЬ ПРОФЕССИОНАЛЬНО-ЯЗЫКОВОЙ ПОДГОТОВКИ СТУДЕНТОВ НЕЯЗЫКОВЫХ ВУЗОВ

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ABSTRACT

COMMUNICATIVE COMPETENCE, THE PROCESS OF MASTERING, EXTRACURRICULAR ACTIVITIES, FACTORS FOR IMPLEMENTING, EXTERNAL FEEDBACK, PROFESSIONAL ACTIVITY

This article deals with the issues of learning a foreign language in a non-linguistic higher education institution. The importance of using the author's distant Moodle-based student courses to increase the efficiency of control in teaching students a foreign language in a non-linguistic higher education institution is shown. The factors for implementing external feedback are proposed: the content of control; control functions; types of control;

АННОТАЦИЯ

КОММУНИКАТИВНАЯ КОМПЕТЕНТНОСТЬ, ПРОЦЕСС ОСВОЕНИЯ, ВНЕУЧЕБНАЯ ДЕЯТЕЛЬНОСТЬ, ФАКТОРЫ РЕАЛИЗАЦИИ, ВНЕШНЯЯ ОБРАТНАЯ СВЯЗЬ, ПРОФЕССИОНАЛЬНАЯ ДЕЯТЕЛЬНОСТЬ

Эта статья определяет проблемы изучения иностранного языка в неязыковом вузе. Показана актуальность использования авторских дистанционных учебных курсов, размещенных на платформе Moodle, для повышения эффективности контроля обучения студентов иностранному языку в неязыковом вузе. Предложены факторы реализации внешней обратной связи: содержание контроля; функции контроля;

control methods; forms of control. The specifics of the content of control are revealed. The functions of control are stated. The features of internal feedback are presented. *виды контроля; методы контроля; формы контроля. Выявлена специфика содержания контроля. Изложены функции контроля. Представлены особенности внутренней обратной связи.*

Presently training highly qualified personnel who know the basics of intercultural communication is one of the most important objectives of higher education.

It is impossible either to develop skills of intercultural communication or to have an adequate attitude to intercultural interaction without linguistic and cultural knowledge.

Therefore, the main task is to develop intercultural professional competence, which is understood as the readiness and ability for intercultural professional communication, based on the ideas of universal human values, orientation on them in the field of intercultural communication on the basis of empathy, allowing people to understand the national and cultural characteristics of the cultural object, to see similarity and difference between contacting cultures and to achieve mutual understanding. Taking into account the peculiarities of studying at technical university and especially the lack of educational disciplines or special courses in intercultural communication, it is necessary to pay special attention to mastering intercultural competence in foreign language classes.

The main stage of the educational process, organized on the basis of the intensity of the textual material, is characterized by the implementation of mechanisms for the foreign language competence development – from the value implication of an individual to value transformation and the design of foreign language activities. The main stage is focused on the formation of concepts, value orientations, and skills in foreign language professionally significant activities.

Due to the application of communication approach to the learning process, the students' creative potential is to develop when interactive methods are used in the English language teaching which, in their turn, are the source of sustainable motivation and cognitive interest to the discipline. The use of MOODLE and its capacities helps to make the learning process more effective and efficient because students can explore the educational resource anytime anywhere.

Working with students in MOODLE we faced one more problem: students are not used to deadlines, they often fail to submit their works in time when the access to the tasks is not available anymore. This situation is rather paradoxical considering that students spend hours in the Internet and social networks but they lack some

time to complete tasks in their English language course in MOODLE.

During e-learning of foreign languages by students in non-linguistic higher educational institutions there are realized the following control functions:

- the testing function showing the results and evaluation of students' study;
- the educating function coming by means of recollection, consolidation, specification, updating of the acquired knowledge;
- the developing function consisting in developing the student's personality, his or her cognitive abilities, concentration, memory, thinking, imagination.

The purpose of our experiment was the development of goal-skilled communicative competence within the framework of variable educational aspects. At the developing stage of research and exploratory work, the study was conducted in areas organically associated with the ascertaining stage and was focused on: analysis of the content of academic disciplines developing the university students' foreign language competence. The content of integrated, professionally significant courses comprising various educational aspects was analyzed; an experimental study of the foreign language competence development in the course of interdisciplinary integration that constitutes variable educational aspects and special professional disciplines.

In the process of mastering the educational content of special courses related to professionally oriented interpretation, in terms of creative value-oriented forms and teaching methods, students of various specialties: engineers, economists, designers, showed in most cases high – creative proficiency in professionally significant vocabulary, proficiency in business documentation in English, participation in scientific conferences, mastering the basics of professionally significant behavioral style.

According to the criterion of the integration degree of professionally significant foreign language skills as a result of the experiment, there were substantial differences in the development of the activity block of foreign language competence of the students of both experimental and control groups. Methods for assessing the development of integration in the field of foreign language professionally essential skills included the analysis of the results:

- participation in student scientific conferences;
- writing of additional papers during the final state exam in the final language;
- participation in meetings with the specialists from abroad on relevant professional activities;
- translation and processing of original texts taken from the Internet, and intended to create technical innovative instruments and tools.

The basis for the development of the axiological block of foreign language

competence was the students' knowledge of the foreign language values, a foreign language culture, dialogue of cultures. In the process of formation of professional intercultural competence, all its components-ethnographic, sociolinguistic; socio-cultural; subject-professional – are developed. All these components are interconnected, each of them interacts with the others, which leads to the growth of intercultural competence at large.

The effectiveness of the proposed model of the development of intercultural competence can be ensured when the following pedagogical conditions are created:

- taking into account the individual characteristics of students, the level of their linguistic and general cultural training;
- communicative training of professionally oriented foreign language considering the specifics of the university;
- unity of classroom and extracurricular activities;
- use of authentic teaching and methodological material;
- interdisciplinary integration;
- reliance on the comparative principle of languages and cultures studies and the dialogue of cultures.

Communication barriers were reduced and the students developed confidence in the situation of intercultural communication. There was a growth in the level of skills to compare and understand similarities and differences in socially-conditioned behavior of native speakers and to use creatively cultural knowledge to solve communicative problems in professional intercourse. The students demonstrated emotional-value attitude to culture, tolerance and respect for foreign culture, readiness to take an active part in intercultural interaction.

It can be stated that there was an evident increase in the level of intercultural competence: the number of students at a low level decreased by 64 percent, the number of students classified as having a high level of intercultural competence increased by 35 percent.

Thus, it can be considered that the proposed model of the development of intercultural competence is rather efficient and can serve as a basis for the development of educational trajectory of students and is recommended to be introduced into practice of professionally-oriented foreign language teaching.

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