

РОЗДІЛ 2

ПІДГОТОВКА МАЙБУТНІХ УЧИТЕЛІВ В УМОВАХ ІНФОРМАЦІЙНО-ОСВІТНЬОГО СЕРЕДОВИЩА ПЕДАГОГІЧНИХ ЗАКЛАДІВ ОСВІТИ

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THEORETICAL AND METHODOLOGICAL FUNDAMENTALS OF FOREIGN LANGUAGE PROFESSIONAL AND COMMUNICATIVE INTERACTION IN PROFESSIONAL ACTIVITY OF FUTURE SPECIALISTS WITH HIGHER EDUCATION

Abstract. Today there is an interdependence in society between the quality of future specialist with higher education professional level → the quality of a specialist training – a higher education graduate. The article considers future specialists with higher education foreign language training in the professional activity as a process of personal development in the context of "polylogue of cultures". Defining new goals, teaching content and methods, the research topic contributes to the foreign languages education reform, taking into account Common European Framework of Reference for Languages, providing flexibility in selection and distribution of educational material, without limiting the independence and creativity of professional activity of future specialists with higher education. Emphasis has been placed on the fact that during the century of information society, with the expansion of migration processes around the world, the individual with his vital needs to optimize international relations should remain the most

important asset and value. It has been found that future specialists with higher education are not aware of professional foreign language terminology and research methods, do not know how to express their opinions properly, substantiate their claims, motivate them, analyze, synthesize, compare, classify, and highlight the main information. It was concluded that the basic factor in this interaction is the future specialist with higher education professionalism, which is determined by a number of modern time's professional requirements to the specialist personality, as well as the expansion of intercultural contacts in personal and professional spheres. In particular, the problem of the future specialist personality competences formation is reflected in pedagogical literature mainly in the researches of personality's professional formation, development and self-improvement as the subject of professional activity by K. Abulkhanova-Slavskaya, O. Bodalov, I. Zimnyaya, N. Kuzmina, A. Markov, V. Semichenko, V. Slastyonin, Y. Fokin, V. Shadrykov and others. The recent research and publications analysis has made it possible to prove that control over the process and results of learning foreign languages is revealed through the criteria for assessing the coherence of oral monologue speech (I. Andreasyan); teacher's controlling function of the learning oral language process (L. Shaverneva); control of spoken monologue and dialogic speech (I. Antonov); determining the proficiency level in foreign productive language (M. Astvatsatryan, O. Bashmakova); the basic level of success control (L. Denisova, N. Dogonadze, N. Efremova, E. Zhukova, N. Yelukhina, O. Polyakov, E. Ten, etc.); formation level control of the students' communication skills (V. Natalin, S. Natalina, B. Parashchuk). The concept of "competence" from an educational point of view has been also defined. It is concluded that the important condition for future professionals with higher education training is to build the learning process on the basis of a competency approach, the essence of which we understand as the learning process focusing on the key and subject competences development of future professionals. The basic principles of foreign language professional-communicative interaction have been defined as the fundamentalization of general professional training as a process of multivariate (nonlinear) interaction of educational space subjects, the result of which is the key general and professional competences formation, generalized ways of thinking, readiness for future professional development, and lifelong learning.

Key words: foreign language communicative training, future specialists, higher education, professional activity.

1. INTRODUCTION

Growing needs for communication and cooperation between countries and people with different languages and cultural traditions and new educational system in Ukraine requires significant changes in the approach to teaching, updating the content and methods of foreign language teaching in higher education system.

The foreign language knowledge is an important prerequisite for personal, cultural, professional and economic contacts. Updating the goals and content of education leads to updating educational technologies. It is based on the results of modern psychological, pedagogical and methodological research, which considers future professionals foreign language training with higher education in professional activities as a process of personal development in the context of "polylogue of cultures".

You can learn to speak the language well only in the process of speaking. This process should be carried out in the course of students solving a system of oral and written speech tasks, arranged in order of increasing complexity. Thus, the communicative-activity linguodidactic principle should be one of the main ones in language learning.

Defining new goals, content and methods of teaching, the research topic contributes to the reform of education in foreign languages, taking into account Common European Framework of Reference for Languages, providing flexibility in selection and distribution of educational material, without limiting the independence and creativity of teachers and professional activity of future specialists with higher education.

The expediency of the study is motivated by the solution of contradictions between: society's requirements to improve the quality of foreign language communication training of future professionals with higher education and insufficient level of foreign language communication skills in professional activities, which hinders effective professional development; the importance of students' professional training in the educational environment of higher education in foreign and domestic students and the insufficient level of training on the basis of theory and practice in higher education in Ukraine; the need for purposeful symbiosis of the above principles in future professionals with higher education in professional activities and the lack of appropriate content and methodological support; society's need for highly qualified specialists with a high level of professional training and an insufficient level of formation of these professional qualities and skills in future specialists with higher education; the need to develop and implement new methods and

technologies that promote the development of professional foreign language communication skills and abilities of future professionals with higher education and insufficient development of their scientific and theoretical justification.

The urgency of the research topic: there is no doubt the urgency of the problem of theoretical and methodological principles of foreign language training of future professionals with higher education in professional activities in higher education institutions, because in the century of information society, the expansion of migration processes around the world, the most important asset and value should remain the individual with his vital needs to optimize interethnic relations.

The problem formulation. Today in Ukraine there is an insufficient level of foreign language professional and communicative training of future professionals with higher education in professional activities. Future specialists with higher education are imperfect in foreign language terminology and research methods, they do not know how to express their opinion properly, substantiate their claims, motivate them, analyze, synthesize, compare, classify, highlight the main among the large amount of information. The research is a component of the research topic of the Department of Ukrainian Studies of National Pirogov Memorial Medical University "System of Medical University foreign students teaching of Ukrainian-language communication in educational and professional spheres".

The analysis of recent research and publications. Various aspects of the communication and the formation of interpersonal interaction problem are covered in the study of B. Ananiev, G. Andreeva, L. Batkin, M. Bakhtin, M. Baker, V. Bibler, O. Bodalyov, M. Buber, G. Vasyanovich, P. Vaclavik, L. Vygotsky, O. Goykhman, V. Goryanina, M. Kagan, V. Labunska, O. Leontiev, B. Lomov.

The studies by M. Ivanova, S. Klauchek, O. Kobernyk, O. Korotun, I. Kushnir, L. Moskalyova, L. Rybachenko, A. Solodka, N. Stuchynska, Ya. Tsekhmister are devoted to the problem of studying the peculiarities of teaching and education of students, in particular foreign ones.

Various definitions of the general ability to adapt to new living conditions are given in the works (W. Stern, J. Piaget, L. Thurston, E. Clapared); method of acquiring knowledge (A. Binet, W. Diaborn, C. Spearman, W. Henmon); activity and self-regulation in solving problems (M. Akimova, E. Golubeva); application of information and communication technologies in professional education of future doctors J. Ward, V. Hryn, P. Dev, V. Kalibabchuk, M. Koval, J. Lashofor and others.

The control of foreign language process and results learning is revealed through the criteria for assessing the coherence of spoken monologue speech (I. Andreasyan); controlling function of the teacher in the process of learning oral language (L. Shaverneva); spoken monologue and dialogic speech control (I. Antonov); determining the level of proficiency in a foreign productive language (M. Astvatsatryan, O. Bashmakova); control of the basic level of success (L. Denisova, N. Dogonadze, N. Efremova, E. Zhukova, N. Yelukhina, O. Polyakov, E. Ten, etc.); control of the level of formation of students' communication skills (V. Natalin, S. Natalina, B. Parashchuk).

The purpose of the article: to analyze the state of the researched problem in pedagogical theory and to determine the theoretical and methodological principles of foreign language professional-communicative interaction in the professional activity of future specialists with higher education.

2. THEORETICAL FUNDAMENTALS OF RESEARCH

Today in society there is an interdependence between the quality level of professional qualification of the future specialist with higher education → the quality of training of a specialist → a graduate of higher education. The basic factor in this interaction is the professionalism of the future specialist with higher education, which is determined by a number of professional requirements of the new era to the personality of the specialist. Expansion of intercultural contacts in the personal and professional spheres, which leads to the transformation of education aimed at solving complex problems of preparing young people for life in a multicultural environment requires the creation of new conditions for teaching and educating students, aimed at better training education.

The problem of future specialist's personality competences forming in the pedagogical literature is reflected mainly in the research of professional formation, development and self-improvement of the personality as a subject of professional activity (K. Abulkhanova-Slavskaya, O. Bodalov, I. Zimnyaya, N. Kuzmina, A. Markova, V. Semichenko, V. Slastyonin, Y. Fokin, V. Shadrikov, etc.).

In the scientific literature, a significant place is given to social and pedagogical components as the main component of such a systemic phenomenon as the professional competence of the specialist (O. Bodalyov, N. Kuzmin, A. Markov, L. Mitin, O. Polunin, Y. Fokin, etc.), because they provide the ability of the specialist to personal and professional self-development and self-improvement. [7].

The analysis of psychological and pedagogical study results testify about a large number of scientific researches devoted to questions of the theory and practice of competence formation on the basis of the competence approach (N. Bibik, R. Grishkova, D. Demchenko, O. Zelenskaya, V. Kuzmenko, O. Kulikova, O. Malkova, L. Maslak, O. Ovcharuk, L. Pershina, A. Khutorskaya, M. Cherkesova, D. Chernilevsky, etc.). The numerous researches by O. Akimova, M. Ivanova, S. Klauchek, O. Kobernyk, O. Korotun, I. Kushnir, L. Moskalyova, L. Rybachenko, Ya. Tsekhmister and others are devoted to the problem of studying the peculiarities of students's teaching and education. [5].

One of the important aspects of forming highly qualified future specialists with higher education, which helps to increase the efficiency of a person's professional activity, is communication, through which a significant amount of information that is important for professional decision-making is transmitted. Modern domestic and foreign researchers, in particular S. Goncharenko, I. Zimnyaya, I. Zyazyun, T. Ivanova, N. Kolominsky, S. Klepko, A. Markova, N. Nychkalo, O. Ovcharuk, A. Khutorsky and others deal with the issues of competence approach in teaching. Currently, there are works in which certain problems of formation of professional communication of specialists (L. Baranovska, S. Goncharenko, L. Nechiporenko, N. Nychkalo) are analyzed, some aspects of communicative competence are developed (G. Danchenko, S. Kozak, V. Kunitsyna, Yu. Emilyanov, Y. Zhukov, I. Zimnyaya, M. Lisina, L. Petrovska, etc.).

Competence translated from Latin *competentia* means a range of issues in which a person is well aware, has knowledge and experience. A person that is competent in a certain field has the appropriate knowledge and abilities that allow him to reasonably judge this area and act effectively in it [2, p. 8].

Currently, there are a number of attempts to define the concept of "competence" from an educational point of view. For example, at the conceptual group meeting of the project "Standard of General Education" the following working definition of the "competence" concept was formulated: "Readiness of the student to use the acquired knowledge, skills, and ways of life". [3, p. 58]. It should be noted that there is no single agreed definition and list of key competences. Since competences are primarily the order of society to train its citizens, such a list is largely determined by the agreed position of society in a particular country or region. [7]. The scientific sources analysis proves that the concept of "competence" is already quite established in psychological and pedagogical science. Most modern scientists include in this concept: a set of knowledge, skills, abilities acquired by the subject while learning. [4, p. 88].

Focusing on a new paradigm of education, as today's priority, requires directing the training of future professionals to develop skills to operate with their own knowledge, manage professional information, act actively and professionally, make quick decisions in atypical professional situations, ie, the formation of competences, and above all communicative competence as a future specialist with higher education key competence. Knowledge and technologies that are being transformed into all aspects of society is growing significantly, and we are seeing a corresponding shortage of highly qualified specialists who meet today's requirements. Therefore, we consider an important condition for training future professionals with higher education to build the educational process on the basis of the competence approach, the essence of which we understand as the focus of the educational process on the development of key and subject competences of the future specialist. We have formed such characteristics in students in the process of studying the humanitarian disciplines. [7].

The main principles of foreign language communicative-competence interaction are defined as follows:

Fundamentalization of general professional training is the process of multivariate (nonlinear) interaction of educational space subjects, the result of which is the formation of key, general professional competencies, generalized ways of thinking, readiness for future professional activity, self-development and self-learning "throughout life" [8].

Fundamentalization of general professional training is carried out on the basis of systemic, synergetic, competence, prognostic, personality-oriented, personality-developmental, educational-research and informational approaches that allow improving the quality of an individual education.

Fundamentalization of the professional training content is defined by us as an objective process of deepening and mutual enrichment of theoretical, methodological and ideological orientation of socio-humanitarian, natural sciences, general and professional disciplines, selection of invariants (fundamental knowledge and skills, systems, values, methods of activity) systematic structuring of subjects as scientific-fundamental and professional-fundamental components and establishment on their basis of interdisciplinary connections and postdisciplinary synthesis (university education).

Fundamentalization of future physicians general professional training is realized in the educational space, which is formed as a crossroads of personally significant, valuable, cultural, communicative, activity,

information spaces based on the competence approach "initial learning ability → readiness → competence → practical independent activity" [8].

During foreign language professional-communicative interaction in the professional activity of future specialists with higher education in socioeconomic specialties, we say that professional self-realization is an important component of the system of personal self-development, professional competence of a modern specialist, as it is a conscious activity to improve their personality according to qualification requirements. According to the sixth part of Article 59 of the Law of Ukraine "On Education", the Cabinet of Ministers of Ukraine aims to:

1) acquisition of new and / or improvement of previously acquired competencies (in particular, key competencies and skills common to all competencies) within the professional activity or field of knowledge and taking into account the requirements of the relevant professional standard;

2) person's experience acquisition in performing additional tasks and responsibilities within the specialty and / or profession;

3) information and communication skills formation and development, media literacy, managerial, inclusive, language competencies, etc. [6].

It was important for our study to define a certain hierarchy of competencies, which is the basis for the practical implementation of the competence approach. The book "Competence approach in modern education: world experience and Ukrainian perspectives" (ed. By O. Ovcharuk) presents the following system:

- the so-called "supersubject" ("interdisciplinary") competencies, they are often called "key", "basic";
- general subject competencies - they are acquired during the study of a subject (educational field);
- special subjects that are acquired during the study of a particular subject during a particular academic year or degree. This classification was the basis of our study.

On the basis of the competence approach realization experience in foreign countries O. Pometun notes that the key competence is that corresponds to the widest range of specifics, universal for various kinds of activity and can be conditionally named as "ability to activity". Thus, the concept of "competence" is integrative, which contains the following aspects: readiness to set goals; readiness for evaluation; readiness for action; readiness for reflection. [7, p.15]

Higher professional education involves the formation of not only highly specialized knowledge for direct entry into the labor market, but also effective long-term knowledge that can be provided only if it is fundamental. Raising the status of basic training also requires the humanization of education, which is declared a key trend in the paradigm of modern education [8].

3. RESEARCH RESULTS

The main means of communication is verbal language, which regulates the worldview of any nation, so in the process of communicative problems solving, language also transmits to the subjects of communication information about their ethnic culture. In this context, the future specialist with higher education necessary characteristics are: foreign language communicative competence in professional activities at the level of European and world standards, mobility, competitiveness, creativity and responsibility, flexible, independent and critical thinking, foreign languages, new information technologies, activities in conditions of uncertainty and change, focus on effective self-education, self-improvement throughout life. Only by forming and developing the above characteristics, we will be able to prepare a highly qualified specialist of the new generation, ready to implement ever-growing and complex tasks of teaching and education, able to adapt to social change, ready to respond to external challenges and minimize emerging risks [6]. The educational, upbringing and developing potential of foreign language professional and communicative interaction in the professional activity of future specialists with higher education in socioeconomic specialties is huge. After all, it teaches, educates, develops, prepares for continuing education both in our country and is a starting point for continuing education abroad.

4. CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Prospects for further research are associated with the peculiarities of professional self-realization and the conditions for the readiness for it in the process of professional training formation. These factors of our study on foreign language communicative training of future professionals with higher education significantly reduce the quality of training. That is why this problem remains relevant and needs to be further addressed.

Conclusions. The effectiveness of foreign language professional and communicative interaction in the

professional activities of future professionals with higher education will increase significantly if:

- Theoretical and methodological principles will be developed, pedagogical conditions of foreign language professional and communicative interaction in professional activity of future specialists with higher education will be defined and provided (motivation of future specialist to succeed in foreign language communicative training; implementation of personal self-improvement; deepening the professional orientation of the content of professional and communicative interaction of future specialists with higher education) and applied the proposed method, which is the result of the experiment and takes into account the specifics of studying at a medical university;

- There will be the content orientation of professional and communicative training of the future specialist with higher education on fundamental educational disciplines, their optimum combination with applied and professional disciplines taking into account essence and features of training will be carried out;

- The goals of professional-communicative interaction will be focused on meeting the individual educational needs of the future specialist with higher education and will provide him with the opportunity to choose his own trajectory of development and self-improvement.

The main idea of the vocational education theory and methods is to create conditions for the disclosure and development of the internal potential of each future specialist, the formation of his positive "I-concept" in the process of mastering the basics of professional activity. The transfer of reserve potential from the potential to the actual state, the acquisition of personal and professional maturity, the formation of professionalism, stimulating the achievement of acme are guidelines for radical changes in the training of future professionals, as noted by L. Rybalko. In particular, as M. Vatkovska emphasizes, the study of an individual the self-realization process in the educational space in Ukraine is additionally updated by a number of national development features. First, these are domestic education system modernization reforms, aimed at integrating into European and world educational space. Secondly, it is the formation of a democratic society in the country with a gradual transition to humane-centric and civil law principles of governance. Third, it is a national-cultural revival, which puts personal self-identification among the main priorities of social development and its rooting in the national tradition, as well as the problems of multiculturalism, intercultural dialogue and intercultural synthesis. Professional activities and communication are deeply interrelated processes. Communication not only helps to organize activities, but also promotes the emergence of new connections and relationships between people [1].

An important component of the theoretical and methodological foundations of professional and communicative interaction of future professionals with higher education is the ability to analyze and find a way out of problematic, non-standard situations, in the solution of which the future highly qualified specialist is formed.

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ТЕОРЕТИКО-МЕТОДИЧНІ ЗАСАДИ ІНШОМОВНОЇ ПРОФЕСІЙНО-КОМУНІКАТИВНОЇ ВЗАЄМОДІЇ У ПРОФЕСІЙНІЙ ДІЯЛЬНОСТІ МАЙБУТНІХ ФАХІВЦІВ З ВИЩОЮ ОСВІТОЮ

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Анотація. Сьогодні в суспільстві створена взаємозалежність між якісним рівнем фахової кваліфікації майбутнього фахівця з вищою освітою → якістю підготовки спеціаліста – випускника вищої школи. У статті розглядається іншомовне навчання майбутніх фахівців з вищою освітою у професійній діяльності, як процес особистого розвитку в контексті «полілогу культур». Визначаючи нові цілі, зміст і методи навчання, тема дослідження сприяє реформі освіти у галузі викладання іноземних мов, враховуючи Рекомендції Ради Європи, передбачаючи гнучкість у відборі та розподілі навчального матеріалу, не обмежуючи самостійності й творчості ініціативи викладача відповідно до потреб іншомовної професійно-комунікативної взаємодії у професійній діяльності майбутніх фахівців з вищою освітою. Акцентовали увагу на тому, що в епоху інформаційного суспільства, з розширенням міграційних процесів у всьому світі найважливішим надбанням і цінністю має залишатися особистість з її життєвими потребами оптимізації міжнародних відносин. З'ясували, що майбутні фахівці з вищою освітою соціономічних спеціальностей недосконало володіють професійною іншомовною термінологією та методами дослідження, не вміють правильно виражати свої думки, обґрунтовувати свої твердження, вмотивовувати їх, аналізувати, синтезувати, порівнювати, класифікувати, виділяти головне серед великої кількості інформації. Дійшли висновків, що базовим фактором у цій взаємодії є

професіоналізм майбутнього фахівця з вищою освітою, який визначається низкою професійних вимог нового часу до особистості фахівця, а також розширення міжкультурних контактів в особистісній та професійній сферах, що зумовлює трансформацію освіти. Зокрема, проблема формування компетентностей особистості майбутнього фахівця у педагогічній літературі знайшла відображення головним чином у дослідженнях професійного становлення, розвитку і самовдосконалення особистості як суб'єкта професійної діяльності К. Абульханова-Славська, О. Бодальов, І.Зимня, Н.Кузьміна, А.Маркова, В. Семиченко, В.Сластьонін, Ю. Фокін, В. Шадріков та ін. Аналіз останніх досліджень і публікацій дав змогу довести, що контроль за процесом і результатами навчання іноземним мовам розкривається через критерії оцінки зв'язності усного монологічного мовлення (І.Андреасян); контролюючу функцію вчителя в процесі навчання усної мови (Л.Шавернева); контроль монологічного і діалогічного усного мовлення (І.Антонова); визначення рівня володіння іноземною продуктивною мовою (М.Аствацатрян, О.Башмакова); контроль базового рівня успішності (Л.Денісова, Н. Догонадзе, Н. Єфремова, Е. Жукова, Н. Єлухіна, О. Поляков, Є.Тен і ін.); контроль рівня сформованості в учнів комунікативних навичок (В. Натальїн, С.Натальїна, В.Парашук). Визначили поняття «компетентність» з освітньої точки зору. Дійшли висновку, що важливою умовою підготовки майбутніх фахівців з вищою освітою є побудова навчального процесу на засадах компетентнісного підходу, сутність якого ми розуміємо як спрямованість навчального процесу на розвиток ключових і предметних компетентностей майбутнього фахівця. За основні засади іншомовної професійно-комунікативної взаємодії визначили фундаменталізацію загальнопрофесійної підготовки як процес багатоваріантної (нелінійної) взаємодії суб'єктів освітнього простору, результатом якого є формування в них ключових, загальнопрофесійних і професійних компетентностей, узагальнених способів мислення, готовності особистості до майбутньої професійної діяльності, саморозвитку та самонавчання «впродовж усього життя».

Ключові слова: іншомовна професійно-комунікативна підготовка, компетентність, взаємодія, майбутні фахівці, вища освіта, професійна діяльність.

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