

FOREIGN LANGUAGE TRAINING OF FUTURE SPECIALISTS OF NON-LINGUISTIC INSTITUTE OF HIGHER EDUCATION IN RUSSIA

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Abstract: The article describes the factors hindering the process of mastering of foreign language communication by future specialists from non-linguistic institute of higher education, despite the fact, that foreign language becomes an important resource for social and professional growth. And also a gradual process of foreign language training of bachelors at non-linguistic institute of higher education is considered, the criteria of formedness of foreign language acquisition are indicated.

Keywords: Bachelor, foreign language training, professional competence, non-linguistic institute of higher education.

INTRODUCTION

Fast update of technology and technique requires from contemporary specialists not only availability of knowledge and skills, but also the ability to acquire new knowledge, to adapt to changes in the workplace and in society, to work in a team. New requirements to graduates of universities entail changes in the education system, for example: new state educational standards are being created, the curriculum is being changed, the concept of competence is being introduced.

New demands are made to the organization of higher education, specifically the level of foreign language training of bachelors on the basis of the competence approach, as well as all disciplines are valued according to their contribution to the formation of professional competence (Obraztsov, 2005).

In the Federal state educational standards the result of foreign language training at institute of higher education is forming the ability to use foreign languages fluently as a means of professional communication.

Knowledge of a foreign language gives to the future specialist the access to foreign sources of information, without which the activity of certified specialists is inconceivable at present. Ability to work with original literature in the specialty includes the obtaining of information, contained in the text, its critical thinking, synthesis, analysis and evaluation of authenticity (Bim, 1977). Foreign language training provides the readiness of the graduate to use the acquired knowledge actually in a professional environment.

The mastery of foreign language communications should contribute to the development of professional competence. Therefore, the purpose of learning a foreign language at non-linguistic institute of higher education is the formation of a system of common cultural and professional competences in the process of mastering foreign language communication.

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There is a need of a gradual organization of the training programme for future specialists at non-linguistic institute of higher education, which is defined by the system of competencies that provides the managing of the process of competences' development and operates as the system of education.

METHODOLOGY

The analysis of psychological and pedagogical literature on the research topic contributed to the release of a number of factors, hindering the process of mastering foreign language communication of future specialists of non-linguistic institute of higher education. For example:

1. There is no integrated system of purposeful organization of educational process taking into account the specifics of the future activities of future specialists of non-linguistic institute of higher education;
2. There is lack of accent to the individual character of mastering the technology and techniques used in the linguistic sphere. Because of this, recent graduates having found themselves in the real conditions of professional activity, often face difficulties related to inability to use a foreign language for solving practical problems, *i.e.* they are not ready socially and psychologically to solve professional tasks;
3. Low level of students' motivation to educational and professional activities;
4. The prevalence of reproductive type of training in comparison with the problem-searching and research types;
5. Low cultural level.

Understanding of pedagogical experience and scientific literature shows that various aspects of foreign language training of the bachelor are relatively new and under-researched.

The openness of the modern Russian society, expansion of business and cultural contacts of our country with the countries of the world community gave rise to the necessity for academic mobility, for specialists who speak foreign languages in their professional activities. Despite a certain degree of theoretical elaboration of identified questions, low level of speaking foreign languages of students from non-linguistic institute of higher education is revealed, they are not aimed for its use in professional activities.

Let's phased consider a logical sequence of the necessary components of the training process at non-linguistic institute of higher education – a training objective, content, methods, organizational forms of training and controlling performance of achieved results in accordance with the intended purpose of training.

The first stage in the context of the competence approach is the analysis of the preconditions, which aimed at the correlation of formed competencies with future professional objectives of the bachelor for the correct setting a goal and training content.

The second stage is the formulation of training objectives. In accordance with the concept of training a foreign language by I.L.Bim, the effective implementation of learning objectives is possible only providing the communicative orientation of education, the allocation of training tasks in each kind of speech activity, the subordination of the training process to the formation of skills and experience (Bim, 2009). Thus, the formation of a system of common cultural and professional competences as a goal of bachelors' foreign language training arises from the mastery of professional foreign language communication, which implements informative, regulatory, procedural, reflexive and etiquette functions. Informative function is implemented through informational, research and prognostic skills. Regulatory and procedural function is expressed through communicative, organizational, managerial and projecting skills. Reflexive function is expressed through the analytical and evaluative skills. Etiquette function is manifested in the culture of business communication (Khutorskoy, 2002). The above features of professional communication help to concretize the purpose of the study according to the objectives of business communication.

The third stage is the representation of training objectives in tasks of professional foreign language communication of bachelor. The formation of skills of foreign language communication takes place in various types of speech activity: reading, speaking, listening, writing (Grushevitskaya, 2002). Hence the following question appears: what objectives should be set for each type of speech activity, to form skills that characterize foreign language communication of bachelor.

The fourth stage is selection of content training. The content of training, taking into account innovative and creative, heuristic and forecasting, organizational character of the future professional activity of the bachelors, is being built in the context of this activity, is being presented to be functionally important for realization of goals by communicative minimum, is being integrated with the contents of professional subjects, provides variability of communicative and training professional tasks, makes possible the development of bachelor's creative and research skills, the abilities for independent work and objective assessment of achieved results.

Thus, the selection of training content is based on personal activity, professionally-oriented, integrative, systemic and communicative approaches, taking into account the principles of contextness, minimization, functionality, variability, innovativeness, interdisciplinarity (Zimnyaya, 2001).

The fifth stage is the organization of training content. For the formation of system of the competencies, the phased modular organization of understanding of subject content is needed, where each module is a logically complete section of the training material, and follows the structure of the program. The module offers a fragment of the content of future professional activity and creates conditions for practicing the ways of this activity. At the introductory and instructional stages of the module, work is practiced with information, also there is problem solving, presentation, professional communication.

The control stage is directed towards obtaining a new result in the process of working on a project and combines all types of activities. Methods and forms of training for a bachelor degree must imitate the methods of the future professional activity of the bachelor, be communicatively and problem-oriented, aimed at getting new result (knowledge), take into account the required level of mastery of the training content by the students (Passov, 2000). At University the activity for a given algorithm is developing, with access to creation of own algorithm of actions in new situations in the process of solving problem tasks and working on a project.

The sixth stage in the construction of programs is evaluation of training results in the forms of intermediate and final control. We consider it appropriate to distinguish and describe the levels of mastering of abilities in the activity of educational and professional character, promoting the complex manifestation of skills formed in the process of learning. We marked three levels of skills' evaluation in key types of bachelor's activity. They are: level of understanding (reproductive), application level (transformational) and level of research (productive).

RESULTS

TABLE 1: LEVELS OF FOREIGN LANGUAGE PROFICIENCY

Level of understanding	The level of survival
	Preliminal level
Application level	Liminal level
	Liminal advanced level
Level of research	Proficiency level
	Advanced level

The mastery of the students of non-linguistic faculties of institutes of higher education a combination of language knowledge and skills, communicative skills is limited due to the insufficient number of hours, devoted to the study of a foreign language. This limitation makes it necessary to determine the level of proficiency in the foreign language, so we marked three levels of skills' evaluation in key types

of bachelor's activity: level of understanding (reproductive), application level (transformational) and level of research(productive) (Table 1. Levels of foreign language proficiency).

Each of these levels is characterized by the following indicators:

1. The different degree of formation of communicative skills; the character, level of complexity of the situations in which these skills can be implemented; different level of development of the ability to adapt to new language situations;
2. Variability of the purposes and methods of verbal communication, appropriateness of using of language and verbal means;
3. Different quality of caused/perceived speech utterance from the point of view of novelty, complexity, extent, availability and implement of one's own communicative intention, language difficulties and diversity of used language means;
4. Standardization of linguistic shaping of text in terms of correctness and appropriateness of use of language means, exactness of understood or transferable information, and the correspondence of the used linguistic tools to specific situations of communication (Sepir, 1993);
5. Fluency of speech, which is manifested in the speed of execution of the communicative tasks in specific situation, and the confidence/uncertainty in the use of language means, absence/presence of undue pauses and iterations in the process of verbal communication;
6. Degree of autonomy/freedom in the course of verbal communications, which is expressed in initiative of the speaker/hearer, in the absence of the need for additional assistance from the communication partner, reference materials and other means (Sokolova, 2005).

CONCLUSION

Focusing on the objectives and content of teaching foreign language non-linguistic institute of higher education, we were able to specify the criteria of effectiveness of the process of foreign language teaching at non-linguistic institutes of higher education, as well as their corresponding indicators:

1. Having professionally-relevant knowledge;
2. Having skills of linguistic projecting of communication (grammatical correctness; the adequacy of the choice of lexical means to solving the communicative tasks);
3. Speech speed of the reaction (the speed of forming of initiative utterance; availability of undue interruptions; the speed of response when answering);
4. Formation of personal qualities of professionals (value orientation of students in foreign language teaching; communicative mobility in social situations; capability for corporate engagement).

A model of organization of training process at non-linguistic institutes of higher education was proposed (Table 2. A model of the training process of future professionals at non-linguistic institutes of higher education in Russia)

TABLE 2: A MODEL OF THE TRAINING PROCESS OF FUTURE PROFESSIONALS AT NON-LINGUISTIC INSTITUTES OF HIGHER EDUCATION IN RUSSIA

<i>The stages of the organization</i>	<i>Brief characteristics</i>
Analysis of prerequisites	1. Social order; 2. Taking into account professional tasks; 3. Skills
Setting goal of training	The formation of a system of elements of common cultural and professional competencies through mastery of foreign language communication
The definition of the tasks of the study	1. Informative: to teach to work with information, investigate, predict; 2. Regulatory procedural: to teach professional communication, organizational, managerial and projecting skills; 3. Reflexive: to form analytical and evaluation skills; 4. Etiquette: to form a culture of business communication.
The definition of the training content	Approaches: personality-activity, professionally-oriented, integrative, systemic and communicative (Solovova, 2002)
Organization of training content	The use of modular training
Assessment of training outcomes	The formedness of the elements of common cultural and professional competences. Criteria: level of understanding, level of application, level of research

Thus, the proposed process of training a foreign language at non-linguistic institute of higher education must provide the managing of process of mastering the system of competences in the educational environment close to professional conditions and the organization of phased controlling of training outcomes.

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