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МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ПРОЦЕССА РАЗВИТИЯ ИНОЯЗЫЧНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ УНИВЕРСИТЕТА

В эпоху глобализации с развитием современных информационных средств, приоритетное значение приобретают коммуникативные умения студентов, умения ясно выразить свои мысли как письменно, так и устно. Развитие ценностного отношения студента к процессу познания иностранного языка в значительной мере зависит от умения преподавателя создать эмоционально-мотивирующую атмосферу и от выбора стратегий, его успешного ценностного взаимодействия со студентом.

В ходе педагогического эксперимента было апробировано методическое обеспечение развития иноязычной компетенции студентов. Методическое обеспечение представлено совокупностью организационных форм и методов, таких как учебный диалог, учебный текст, интенсификация иноязычного материала, проективные методы оценки. В эксперименте участвовало более двухсот студентов.

Нами было установлено, что в ходе учебного диалога на всех этапах развития иноязычной компетенции, формируется аксиологически значимая профессионально ориентированная среда в образовательном процессе. В этой среде происходит ценностное взаимодействие между студентами и преподавателем, что способствует развитию иноязычной компетенции. Выполнение творческих заданий студентами активизирует их познавательную ценностно ориентированную деятельность, а Интернет и современные информационно-коммуникационные технологии значительно расширяют иноязычное диалоговое пространство. Эффективность аксиологической среды определялась с помощью сопоставительного анализа в синхронии и диахронии.

Проведенное исследование позволило нам выделить две стадии образовательного процесса, построенного на базе ценностно-смысловой интенсивности, и ориентированного на развитие иноязычной компетенции. В результате осуществления действий было определено, что активизация механизма системно-ценностного коммуникативного целеполагания проявляется в развитии ценностных ориентаций студента, мотивации профессионально значимой иноязычной деятельности. Аксиологизация лингвистического образования и использование креативных ценностно ориентированных форм и методов обучения являются педагогическими условиями развития иноязычной компетенции студентов.

Ключевые слова: иноязычная компетенция, студенты университета, аксиологически значимая профессионально ориентированная среда, ценностное взаимодействие.

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METHODS OF UNIVERSITY STUDENTS' FOREIGN LANGUAGE COMPETENCE DEVELOPMENT

In the era of globalization with the development of modern information tools, the communicative skills of students, the ability to clearly express their thoughts both in writing and verbally, gain priority. The development of the student's value attitude to the process of learning a foreign language largely depends on the teacher's ability to create an emotionally motivating atmosphere and on the choice of strategies, their successful value interaction with the student.

During the pedagogical experiment, methodological support for the development of students' foreign language competence was tested. Methodological support is represented by a set of organizational forms and methods, such as educational dialogue, educational text, intensification of foreign language material, projective assessment methods. The experiment involved more than two hundred students.

We have found that during the educational dialogue at all stages of the development of foreign language competence, an axiologically significant professionally oriented environment is formed in the educational process. In this environment a valuable interaction occurs between students and the teacher, which contributes to the development of foreign language competence. Creative tasks activate students' cognitive value-oriented activities, and the Internet and modern information and communication technologies significantly expand the foreign-language dialogue space. The effectiveness of the axiological environment was determined using comparative analysis in synchrony and diachrony.

This study allowed distinguishing two stages of the educational process, built on the basis of value-semantic intensity, and focused on the development of foreign language competence. It was determined that the activation of the system-value communicative goal-setting mechanism is manifested in the development of student's value orientations, motivation of professionally significant foreign-language activity. Axiologization of linguistic education and the use of creative value-oriented forms and teaching methods are pedagogical conditions for the development of students' foreign language competence.

Key words: foreign language competence, university students, axiologically significant professionally oriented environment, value interaction.

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The core of the foreign language competence development is a student's personality in the variety of value relations manifestations. The system of value relationships of an individual determines the educational and cognitive motivation in a foreign language professionally significant activity. The methodological support for the development of foreign language competence of university students implies the creation of an axiologically significant professionally oriented environment in the educational process. This task fits into the context of the humanization of higher education in general and engineering training in particular. The problem of humanization remains one of the most urgent in modern pedagogical science (A.G. Asmolov, M.N. Berulava, E.V. Bondarevskaya, V.P. Zinchenko, Yu.V. Senko).

Axiologically significant professionally oriented environment implies the existence of educational scope for the actualization of the axiological meanings of a student's personal and professional self. The pedagogical task is to show a student how to find the individual meanings that enable his self-development. «The meaning of education is in the formation of meanings», – the position elaborated by Yu.V. Senko, defines the «existential goal of education» [18, p.22]. The image of a person being formed, becoming, endowed with an understanding of meanings, is the result of education (Yu.V. Senko). The search for personal meanings can evoke an individual to gain effective humanitarian knowledge.

Relying on the thesis that «meaning, as a personal attitude of participants in the education process to cognitive content, exists only «at the boundary of two consciousnesses», as a relationship between them, we build methodological support for the foreign language competence development of university students by applying the following organizational forms and methods of updating axiological ideas:

- educational dialogue and educational text;
- intensity of foreign language material;
- projective evaluation methods.

The methodological support for the development of the foreign language competence of university students includes consideration of:

- the main blocks of foreign language competence (information-cognitive, activity, axiological);

- the main phases and stages of foreign language competence development (phases of formation, functioning, development itself; stages: beginner, generating, advanced);

- the activation of the development mechanisms of foreign language competence of university students.

The main goal in such conditions is the development of foreign language competence of university students.

Educational dialogue

The humanistic understanding of education treats dialogue as a phenomenon associated with the priority role of an individual (V. S. Bibler, A. A. Verbitsky, V. P. Zinchenko, M. S. Kagan, Yu.V. Senko). Dialogue, as the definition of humanitarian thinking (according to V.S. Bibler), becomes the basis for solving problems related to the development and realization of an individual in the world of objects of foreign-language reality. The dialogue creates the conditions for mutual empathy of the process of education by its participants. Learning in dialogue is able to humanize the process of vocational education; the dialogue brings human bases into education (according to Yu.V. Senko).

In pedagogical research, academic dialogue is referred to as the development of a position or a point of view in the context of the dialogue participants – the subjects of the dialogue. Academic dialogue is viewed not only as a «fragment of pedagogical reality, but also as a co-being, cohabitation» ... of individuals in the personality horizon [18, p. 37]. Dialogic thinking and dialogic communication are interpreted as the main components of a dialogue (AA Verbitsky, Yu.V. Senko, VA Slastenin). Academic dialogue fills the lack of communication between teaching and learning.

When applied to the development of foreign language competence, the training dialogue assumes:

- focus on the spiritual needs of both a student and a teacher;
- axiologization of the external environment of foreign language competence development – pedagogical «subject-subject» interaction.

In the educational dialogue various pedagogical functions are combined: informational, contacting, creative, professionally significant. In the course of the educational dialogue covering all

stages of foreign language competence development, an axiologically significant professionally oriented environment is formed in the educational process.

Inside this environment there is a dialogue interaction of the subjects of the educational process – students and teachers. In the course of such interaction, the mechanisms of foreign language competence development — the value relationship between a student and a teacher — are being updated. In the process of dialogue interaction, feedback develops – value reflection, which enables a student to make self-diagnostics – to identify himself in the world of objects of a foreign language reality – in the world of foreign language values.

In the educational dialogue «understanding and co-creation, the search for meanings, personal development – the key characteristics of an intellectual» are formed [18, p. 38]. It follows that the educational dialogue places high demands on the teacher's pedagogical culture and on the student's communication culture.

The educational dialogue, created for developing foreign language competence, is realized at the level of intersubjective relations and information-value exchange from the experience of spiritual and practical activities (reports, communications). The forms of functioning of the educational dialogue create dialogue unity – co-creation of subjects in the topic being developed.

Educational text

The objects of an authentic foreign language reality, which form the basis of linguistic education, are represented by texts in the practice of teaching foreign languages. In linguistics, the text is considered to be a kind of unity of semantic and structural completeness (G.V. Kolshansky, V.N. Komissarov).

The didactic interpretation of the text, expressed in verbal language, is based on the methodological principles of humanitarian disciplines (M.M. Bakhtin, Yu.V. Senko), and means, first of all, the broad «sociocultural context, which includes the anthropological model of understanding» [18, p. 126]. The guiding features of the educational text, defined through a socio-cultural context, are humanitarian orientation and dialogue (ibid.).

The text material used on the basis of foreign language competence development of the univer-

sity students is expected to be a pedagogically adapted product – an educational text. The pedagogically adapted text is focused on the fusion of explanation and understanding, which implies the assignment of individuals to one sociocultural environment, as well as the presence of common joint experience, knowledge, and ideas [18, p. 128]. Dialogue of understanding (searching for meaning) assumes the cooperative activity of a teacher and a student in the comprehension of meanings in the context of educational dialogue. Consequently, an educational text is one of the ways to implement an educational dialogue.

Understanding the text implies an appeal to the context, the concept of a multidimensional, including linguistic-cultural, historical, ethnic aspects of learning. Consequently, learning through the text and within the framework of the educational dialogue creates prerequisites for the development of a student's personality, expanding his capabilities in understanding the values located in the sphere of foreign language reality, foreign culture. Thus, the procedure for creating an educational text includes:

- text content processing aimed at identification of value meanings;
- structural processing of the text for revealing context links (broad, socio-cultural context) as well as for the adaptation to the level of a student's understanding;
- pedagogical processing of a text aimed at its inclusion in the educational dialogue and the creation of axiologically significant professionally oriented environment.

The intensity of foreign language material

The intensity of foreign language material is considered to be an effective form of updating axiological ideas in the process of developing foreign language competence.

The problem of educational process intensification is one of the most pressing in modern psychological, pedagogical and methodological literature (N.I. Gez, E.T. Passov, N.I. Minina, G.A. Kitaygorodskaya) and is determined by such concepts as compression, compactness, saturation.

The intensity of a foreign language course is understood as a measure of its appropriation by students and actualization as a way of expressing their own thoughts. The intensity of training, un-

derstood from the above positions, is based on the principles of the construction of educational dialogue and educational text.

The foreign language acquisition by students is the comprehension of meanings (explicit and hidden), enclosed in foreign-language texts in the process of dialogue interaction. The richness of the texts with axiological, professionally significant meanings and their dialogical recognizability determines the measure of appropriation of textual material and, consequently, its intensity. From the standpoint of the ways of expressing thoughts, the intensity of foreign language textual material suggests the presence of discursive, hypothetical aspects that orient students to value-semantic exchange in the context of educational dialogue.

The educational process, based on the value-semantic intensity, and focused on the development of foreign language competence, includes two stages:

– realization of the intensity of general cultural, cognitive and spiritual-moral meanings in educational texts;

– realization of the intensity of professionally important meanings in educational texts.

The stages of the educational process, reflecting the different levels and content of the intensity of the text material, correspond to the stages of linguistic education at the university.

The peculiarities of students' foreign language competence development, organized in accordance with the content of the unique course «Development of foreign language competence in the course of professionally oriented translation», are as follows.

In the course of the first stage of the educational process, organized on the basis of value-semantic intensity, the general orientation of a student to the study of axiologically significant content of various topics of the text material under study is provided. A teacher is expected to assist a student in the realization of the axiological sense in the topic being studied and an understanding of how the practical activity should be organized in a foreign language professionally significant field. Further, a plan is developed for the study of this discipline. This procedure includes: highlighting the leading positions in the process of interaction between a teacher and students; the formulation of questions aimed at the disclosure of axiologically

significant content of topics; joint discussion of the latest achievements of medical technology and the emphasis of its value-semantic significance for a person, his health.

The intensity of the presentation of textual material is focused on the result of its appropriation by a student, as well as on the degree of its activation in the process of expressing his thoughts. Hence, axiologization of educational process becomes very important. In this case, a series of lectures on the axiological sense inherent in the content of the studied topics are appropriate.

The first stage of the educational process, taking into account the intensity of the textual material on the basis of the special course, marks the beginning of the first stage in the development of foreign language competence – the beginner stage. During this stage, there are dynamics in the development of value relationships – from value detachment to value inclusion and personal transformation. The process of development of foreign language competence in the context of value understanding in educational texts created in the joint activities of a teacher and students is activated. The openness of a student to the knowledge of a foreign language reality and cognition of the values of the culture dialogue is manifested.

The main stage of the educational process is aimed at ensuring that the student perceives the axiologically significant content of the course at a conscious level. This requires the use of didactic tools that actualize the pedagogical functions of educational values and the values of the dialogue of cultures. At this stage, specific goals are set for a student and the main ways of achieving them are explained. The interaction between the teacher and the student in the process of updating the pedagogical functions of values of a foreign language and the dialogue of cultures is carried out on the basis of a set of didactic means (educational texts on specialty; video and audio materials revealing the axiological meaning of educational topics; creative tasks aimed at the design of foreign language activities). In the process of performing creative tasks, the student activates cognitive value-oriented activities. Motivation is developed ensuring the implementation of the student's actions in a professionally important foreign language activity. For the development of information-cognitive, activity and axiological blocks of foreign language

competence, a system of training tasks is necessary based on the intensity of the presentation of textual material. Intensity implies the degree of language material acquisition by students and the gradual complication in terms of its axiological content. It is assumed that each new task is based on previously acquired knowledge and develops the desire for their further accumulation, contributes to the development of new skills and value orientations of an individual.

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.

Thus, the intensity of foreign language material can be considered as one of the pedagogical criteria for the development of foreign language competence of university students. Developing didactic means of activating a foreign language professionally significant activity of a student, it is advisable to include creative technologies in the educational process, in particular, system-value technology based on the concept of interdisciplinary integration. Within the framework of the technology built on the basis of the content of the special course «Development of foreign language competence in the course of professional translation», it should be highlighted:

- use of Internet techniques;
- use of multimedia.

The implementation of the pedagogical sense of foreign language values in terms of Internet and multimedia means involves the following criteria:

- creation of software for the course of the professional-oriented interpretation, including comments – explanations to the lecture and practical blocks of disciplines;
- computerization of an educational dialogue creation as an axiological environment for the foreign language competence development.

Internet and multimedia techniques greatly expand foreign language conversational space, and have great pedagogical value. They combine

information, movement, graphics, sound, and open a student to the development of interactivity in real time and space. The information resources provided by the Internet and multimedia tools reveal tremendous opportunities for a student in interdisciplinary search. This search activates the self-organization of a student's actions in mastering the knowledge system, developing skills and accumulating experience. For example, to complete coursework on professionally oriented interpretation students are invited to perform a creative search on the Internet to find out interdisciplinary information on the topics: «Biotechnology», «Retinal treatment means and equipment», «Short sightedness», «Equipment and treatment of diseases of the retina», «Myopia»).

Due to the application of the axiological approach to the learning process, the students' creative potential is to develop when interactive methods are used in the English language teaching which are 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 any time anywhere. «Learning in motion» became one of the key features of the modern educational reality implying the opportunity to study outside the classroom due to the information technologies development.

It is obvious that MOODLE system provides a lot of opportunities both for the teachers and for the students making the learning process more interesting, interactive and effective. However, we should mention that some of the students use standard answers, simple sentences, trite expressions while doing creative tasks fail to think «out of the box». It seems to be quite paradoxical that students almost never use pictures to illustrate their answers, though they attach many photos while communicating in social networks.

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 already available. This situation is rather paradoxical taking into account 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 [27].

Developmental experiment

The purpose of the experiment was the development of foreign language 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 constitute 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, lawyers, programmers 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. For example, the following tasks were used to form the projective foreign language knowledge:

1. Find the necessary information for the report «Artificial heart and blood circulation system».

2. Prepare project-report «Negotiations and business lunch» / Prepare a draft report on the subject: «Negotiations and business lunch.»

3. Prepare the dialogue «Business discussion with your boss» / Prepare a dialogue on the topic: «Business meeting with the manager.»

4. Prepare oral discussion «Modern medical equipment» / Prepare an oral report «Modern medical equipment.»

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 important 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: «Ophthalmological hydro-cutting» / «Ophthalmic hydraulic cutter»; «Laser endoscopic equipment» / «Laser endoscopic equipment»; «Artificial kidney ventilation system» / «Artificial kidney ventilation system».

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. The development of the axiological unit was carried out in the process of activating the system-value communicative goal-setting. The functioning of this mechanism ensured the deployment of each of the stages of students' foreign language competence development. At the initial and developmental stages of foreign language competence, the process of the person's entering into the value realities of a foreign language was actualized. The process of a person's entering into the world of values implies the internalization of foreign language values and the development of individual personal meanings, ensuring, in the future, the conversion of values into motives of a person's actions. The intensification of the mechanism of system-value communicative goal-setting was manifested in the development of personal value orientations, the motivation of professionally significant foreign language activities in axiologisation of the content of linguistic education, the use of creative value-oriented forms and teaching methods.

The aim of the article was to show the effectiveness of the methodical providing of the development of university students' foreign language competence. By using empirical methods it was determined that the academic dialogue, academic text, as well as intensifying authentic material and projective evaluation methods appear to be valid methodical providing of the studied phenomenon. This methodical providing build up system-value communicative goal-setting necessary for foreign language competence.

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