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Professional orientation in the study of a foreign language at the university

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Abstract

The article is devoted to the issue of teaching a foreign language at university in the context of professionally oriented approach. Professional orientation of the foreign language content allows us to turn mastering a foreign language into a creative, personally meaningful process that stimulates cognitive activity of students. Taking into account the context of professional activities contributes to the effectiveness of the learning process.

Keywords: professional content, foreign language learning, contextual learning, motivation.

Аннотация

Статья посвящена вопросу обучения иностранному языку в вузе в контексте профессионально ориентированного подхода. Профессиональная направленность содержания иностранного языка позволяет превратить овладение иностранным языком в творческий, лично-значимый процесс, стимулирующий познавательную активность обучающихся. Учёт контекста профессиональной деятельности способствует эффективности процесса обучения.

Ключевые слова: профессиональная направленность, обучение иностранному языку, контекстное обучение, мотивация.

The modern society requires students to be ready to solve problems, both theoretical and practical, and to continue their professional and career growth.

In connection with the current social and economic situation, the purpose of higher education is "education of professionals", capable of acting in a changing business situation, ready for professional growth in an information society and the development of new knowledge-intensive technologies, a person with a developed "ability to reflect reality adequately, to form and express their own attitude to phenomena, behave according to not only and not so much external regulators, as internal regulators – conscience, morality, honor, human and professional responsibility [1, c.267].

Foreign language communication is becoming an important component of future professional activity of a specialist, in this connection the role of the discipline "Foreign language" in non-language higher education institutions increases significantly. The state educational standard of higher professional education requires that professional specifics of learning a foreign language and its focus on realizing the goals of graduates' future professional activity should be taken into account.

Foreign language is becoming a means of improving the level of knowledge within the framework of the specialty and of forming students' professional competence. Nowadays a foreign language is being transformed from a major into a language for the profession. The professional orientation of the content aspect of foreign language teaching allows us to turn mastering a foreign language into a creative, personal and meaningful process, which stimulates cognitive activity of students by solving cognitive problems.

The orientation of the subject curriculum, its forms and content on the future professional activity of the student is designed to provide a motivational basis for the learning process. Most of the works investigating the problem of organizing educational materials in terms of psychology of their perception conclude that it is necessary to develop motivation for learning a foreign language on a situational-thematic basis, through the subject content of training that meets the interests and needs of students. To become theoretically and practically competent, the student must "make a

double transition in his mind - from knowledge (information) to thought, and from activities to action. Only in this case information becomes meaningful knowledge" [2, с.23]. The needs of trainees are largely determined by their future professional activity. Taking into account the context of this activity activates the mechanism of motivation and thereby contributes to the effectiveness of the learning process. Training will be effective if it has a clear professional orientation. We believe that consideration of professional interests in teaching a foreign language contributes to the creation of motivation to learn it, which is based in this case on the awareness of the purpose of mastering a foreign language. This is facilitated by pedagogical technologies of contextual learning. They provide personal inclusion of a student in mastering professional activity as a part of human culture, "and thus not only simple reproduction of already known social experience is achieved, but also its expanded reproduction, enrichment due to creative development of a future specialist's personality" [2, с.32].

Foreign language is a discipline, the mastering of which provides a sharp increase in active information on the specialty, and hence an expansion of the ways of obtaining this information. Thus, learning a foreign language becomes motivated both in terms of general educational training and in terms of highly specialized activity of graduates. Therefore, the basis of our pedagogical work in teaching a foreign language is its practical orientation.

When a foreign language class is focused on future professional activities, the content of education is enriched with personally significant meanings. The teacher focuses on ensuring the problematization of the learning process, inculcation of a valuable attitude to the chosen profession, to themselves as a unique, worthy of respect personality, capable of overcoming difficulties in mastering the language. The more the content of foreign language education is filled with personally significant meanings for the student, taking into account the needs of the learner, the more his/her value attitude to the subject of study, cognitive interest is motivated.

We consider the correspondence of the content of training in the major subjects with the content of training in a foreign language to be one of the main ways to intensify the work on the formation of professional orientation. Such correspondence allows creating situations close to real conditions of professional communication, intensive use in the learning process of role and business games, i.e. inclusion of students in communication situations, typical for the given professional activity. Foreign language should be a logical continuation of the study of major subjects for non-language students. Integration of professional activity and foreign language allows using a variety of skills and abilities in major subjects and foreign language in the context of a particular problem.

The experience of the author as a foreign language teacher allows us to conclude that it is necessary to proceed from the fact that the learning objectives should correspond to the current interests and needs of students to achieve a conscious attitude of the student to mastering a foreign language. At the same time the process of language acquisition should be stimulated by the teacher. A foreign language teacher uses a variety of forms of organization of training sessions ("round table", business game, presentation, "project defense", etc.) and thus encourages the enhancing of the student's personal position, stimulates the search, further interest in the subject, provides an opportunity for individual self-expression.

Taking into consideration the character of future professional activity of "International Economic Relations" graduates, we consider the main objective of foreign language teaching to be not only mastering a foreign language practically, but also developing professionally important communication skills and abilities (participation in negotiations, making presentations, conducting business correspondence, etc.), which provide effective use of English in business communication.

When studying any topic we focus not on the factual side and objective knowledge, but on the subjective personal sense – the human dimension of any material studied. Such cognition is always cognition of oneself, the discovery of the world in and through oneself. A thoughtful and motivated choice of topics studied by students (e.g. "Business meeting", "How to negotiate", "How to get a job", "How to write a resume", etc.) contributes to the acquisition of personal knowledge by students – the most profound, lasting and valuable for them. The thematic organization of foreign language instruction strengthens interdisciplinary connections. The focus is on the holistic process

of becoming a professional, forming professional competence and communicative competence as its important component.

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