

PROFESSIONAL STUDENTS' DIRECTION AT UNSPECIAL LANGUAGES CLASSES AT THE FOREIGN DEPARTMENTS

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Abstract

In the article the professional direction of future teachers is dedicated. The forming of professional direction is formed at the classes on pedagogies, psychology and special subjects and foreign languages.

Professional direction forms the language preparation with all pedagogical and psychological subjects together. It helps to disclose in students the ability to use in their education and future work foreign languages.

Keywords: professional direction, activity, skills, the process of teaching, personality.

Introduction

The main task of teaching a foreign language at non-specialized faculties is the practical mastery the foreign language for the purpose of its use in practical activities, as well as the means of professional self-education. There is no doubt the need for practical mastery a foreign language for each specialist. However, this issue is especially relevant for graduates of pedagogical universities, educators of the future generation.

The relevance of the problem is caused by many factors: increasing requirements to the level and quality of teacher training, increasing the self-education of teachers, expanding political, economic and cultural ties between peoples.

The purpose of our article is to determine the didactic laws of the organization of the process of teaching a foreign language that are necessary for the formation of the vocational and pedagogical orientation of the future teacher's personality on the basis of the subject communication with the disciplines on the pedagogical cycle.

Many scientists such as S. I. Arhangelsky, Yu. K. Babanskiy, S. V. Bodnar, I. V. Boiko, V. M. Bilytska, G. A. Kitaygorodskaya, Ye. M. Karpenko, T. M. Yablonskaya consider this problem in their works.

The professional readiness of a future teacher is formed not only at the classes of pedagogics, psychology and specialized disciplines, but also at all subjects classes. The quality of specialist training depends on how all departments solve the problem of professional orientation in the learning process. The professional teacher of each specialty should determine the role and place of each subject in the formation of the teacher's personality. It is a vocational-oriented nature of the subject. The foreign language belongs to those subjects that are studied, above all, in order to know their specialty better. Focusing on the future specialty as the main goal of language learning should penetrate the entire course of a foreign language studying.

The issue is complicated due to the breadth and diversity of the graduates of pedagogical universities. A future teacher must combine profound and solid knowledge of the pedagogical cycle of sciences with deep and solid knowledge of the subject and methods of teaching it, he must be a skilful educator both at the lesson and as out of an educational process. The graduates' specialty has often two subjects, for example, physics and mathematics, sociology and psychology, Ukrainian and English. Consequently, the literature on the specialty of graduates of such a profile should be considered the literature of pedagogical character, as well as the literature on two specialties of a student and teaching methods of these subjects. With a small

amount of hours for learning a foreign language, it is difficult to develop the skills of reading and understanding foreign literature of such a heterogeneous nature.

From our point of view, a graduate of the pedagogical university is a teacher, and as a teacher he must be aware of the achievements of pedagogical science both in their country and abroad. It is necessary for the improvement of the educational process, as well as for expanding the horizons, erudition of a teacher. The teacher must also be able to read and understand a subject foreign literature and, above all, methodological literature. We share the opinion of N. V. Kuzmina, that the main feature of pedagogical qualification is not the knowledge of the subject but the ability to teach, to cause interest in knowledge, to form certain features of a personality and character. In cases where a student studies simultaneously two specialties, it should be possible, when he studies special literature, to restrict the literature of the student's main specialty. Having the skills of independent work, the student, if it is necessary, can independently learn reading the second specialty literature. The ability to read newspapers and magazines will allow the teacher to obtain the necessary information from them in a pedagogical content, as well as to use up-to-date materials in educational work. Thus, taking into account the specifics of a pedagogical university, students have to teach reading foreign literature of pedagogical content, reading the newspapers for the purpose of obtaining pedagogical information and materials for educational work, as well as reading the basic specialty literature and mainly, methodical and educational literature.

Conversational topics must meet real life questions. When communicating with a foreigner, the teacher usually talks about school, the problems of education, the system of education in our country and in other countries, the problems of the youth; possible talk about current events, social and economic problems. It seems expedient to broaden the coverage of oral topics concerning our country.

According to the content of teaching the professional orientation of a foreign language plays the important role in the organization of the educational process.

The success of the learning process depends, first of all, on the positive attitude of the students towards the learning the foreign language. Psychologists and methodologists point out the relevance of the study of the motivation in connection with the search for the ways to increase the effectiveness of the learning process. The motive for learning a foreign language should be a real interest in both as a result and learning process. One of the conditions for developing the interest is a clear formulation of the goals of teaching, awareness of a student of the close and long distance tasks of mastering a foreign language. The teacher must understand and open to the students the place and role of the subject in the system of professional training of a specialist.

An important stimulus in increasing the interest in a foreign language is the use of the language in its direct function, that is, as a means of communication. For this purpose, the study of literature of a pedagogical nature and reading of newspapers must begin at the first stage of study, first in the audience, and then as an extra reading. At the second and third stages it is necessary to study mainly specialty literature along with the development of oral skills with programmatic topics with an extended study of pedagogical subjects. Work with foreign sources should find practical application: students use the information they receive when they prepare for seminars, write course papers, as well as for their research work. Creative language activity helps to ensure that learning approaches to real life conditions of students. Assimilation of conversational topics can be linked to current events at the university and with a group. It will reveal all the specific opportunities for the future speaker to use foreign language skills on this basis we can provide a series of different life situations and role-playing games in the process of learning. The main role in the organization of live communication is given to the teacher. The use of audiovisual means of training plays a great importance in revival the educational process.

An important place in the teaching of a foreign language is the inculcation to the students skills of independent work, learning their ways of action with the digestible material. The attention of the teacher should be addressed not only to the result, but also to the process of

activity. In the methodological literature, there are many valuable guidelines for the management of various kinds of reading texts. Good results provide the use of specially designed manuals that provide the management of independent work of students not at the classes. The management of the process of teaching a foreign language both at the class and out of the classroom will ensure the formation of students with professional significant skills and abilities.

Of course, professional oriented teaching a foreign language is not conceived without a close contact with the specialized departments, for example, the Department of Pedagogy and Psychology, as well as special departments. Together with the teachers of these departments the selection of educational literature in the specialty is determined; the sequence of its origin is established.

Educational and research work includes various types of activities: acquisition of skills in the work with a dictionary, work with reference literature in the explanation of the realities, terms, historical events, the selection of factual material, work with other types of sources during the collection of the information about the life and activities of wonderful people, selection of articles from newspapers and magazines, and the processing of material of a certain subject in the connection with significant dates, as well as in the preparation for the final conferences with certain sections, the refereeing and annotation of articles in informative reading of foreign literature.

It is necessary to ensure the connection of students' research work with their research work. The ability to work with foreign literature, with reference literature, to select the material and study it, the ability to refer and annotate articles, to make a comparative analysis of facts and events. All these skills are a prerequisite for the research work of students. At senior courses it is necessary to associate work with the specialty literature using its results of the MES at the process of writing course papers and theses. The management of course and diploma works can be done by the profile departments in conjunction with the teachers of the department of the foreign language; it is possible when the teacher manages the works on pedagogical subjects. In other cases, a foreign language teacher is a student advisor during writing their research papers. As such work will be related to cognitive interest in the field of the pedagogical profession or in the field of a narrow specialty; it will contribute to the formation of positive motives of the students to self-education. The need for self-education, in creative growth, aspiration for pedagogical skills must be an inalienable quality of a teacher.

Educational subject «Foreign Language» can, moreover, contribute to the formation of a teacher's personality through the implementation of educational tasks at the classes: educate students upbringing of the feelings of patriotism, internationalism, ideological conviction, high moral and ethical qualities, as well as the features such as activity, perseverance, curiosity, emotionality, diligence, discipline. Foreign language classes should also be used to inculcate students' pedagogical skills; ability to stay in front of an audience, to control their voice, ability to listen to the person who answers, to evaluate the answers, to argue their assessment, to work at the board, etc. Foreign language classes are supported and developed the skills of working with technical teaching aids. Students can also be involved in the production of visual aids. A proper organization of a classroom tutor in a methodological manner serves as a visual example for students to conduct training sessions.

At the initial courses of studying the subject «Foreign Language», the basic grammar and vocabulary of a foreign language are studied. The potential of a foreign language allows to give the foundations of the professional orientation of students simultaneously. The success of this work depends on the interrelation of the main blocks determining the learning of a foreign language by students for example targeted, informative, technological, problem-informative, methodical, evaluative and effective ones. One of the main skills that students should acquire when studying English in a higher education institution is the ability to read literature in their specialty independently in order to extract information from foreign-language sources. The process of teaching a language includes mastering the specifics of reading and translation special literature, reading educational texts; compulsory doing exercises aimed at fixing vocabulary,

reading with a general the content and with elements of analysis. Texts should be selected based on their informativeness and relevance. It is very important to use original sources from American, English popular science literature or periodicals of recent years, as well as from the Internet. When working with the text you need to use the creativity. It is necessary to determine what aspects of the language and content you need to pay attention using various exercises. The independent work of students in reading texts in their specialty, both in the classroom and at home is necessary and useful. Professional orientation in teaching foreign language, cooperation of foreign language teachers and teachers of special disciplines, the selection of modern the techniques, the use of technical training tools contribute to the quality of training of a real specialist.

Conclusion

The creation of a pedagogical atmosphere at the university, the professional and pedagogical orientation of all educational work, the use of all opportunities of the educational process for the educational and comprehensive development of the future teacher is an important factor in the preparation of the students for practical work at school.

Learning a foreign language is a developing process. The student uses his knowledge to obtain a new information, and only by supplementing them he can achieve a desired result. Learning a foreign language is an active process. This means that the main thing is not to have certain knowledge to understand the language, but to be able to reproduce it and apply it in the right situation. A specialist may know his specialty very well, while linguistic knowledge may not be sufficient. An English teacher should build learning with regard to the above. The creation of positive emotions is an essential necessity in the process of learning a foreign language. Modern technologies in teaching a foreign language not only create the possibility of its effective study, but also they are a means of increase and extension of students' professional knowledge which necessary for realizing themselves in their chosen specialty.

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