

ТЕОРІЯ ТА МЕТОДИКА НАВЧАННЯ

Bielova Valeriia

Student,

V.N. Karazin Kharkiv National University

THE ROLE OF A FOREIGN LANGUAGE IN THE FORMATION OF THE PROFESSIONAL COMPETENCE OF A FUTURE SPECIALIST

Formation of professional competence of students of any profile is a necessary condition for the professional training of future specialists. Higher education is the fundamental institution of professional development, while the professional competence of future specialists is the result of this process, one of the most important indicators of the degree of professional development of a young specialist's personality, its integral characteristic.

Currently, there is a tendency to expand ties in various spheres of scientific knowledge. This leads to an awareness of the need for the implementation of intercultural communicative and professional competence. And in this respect, a foreign language plays a special role. Currently, the main goal of teaching foreign languages is teaching it as a means of intercultural communication in the field of professional activity, as a means of forming the personality of a future specialist, as one of the conditions for successful adaptation in the social and scientific area [1].

Education ceases to be a mean of assimilating ready-made generally recognized knowledge, but becomes a way of information exchange of individuals with each other, leading to their acquisition of competence and erudition. Therefore, modern processes in the field of language education require rethinking the technology of organizing the educational process at all stages and levels of education [2] and, at the same time, preserving and enriching the best traditions of teaching a foreign language.

A foreign language is considered at the present stage of education as an integral component of the professional training of a future specialist of any profile. The goal of teaching foreign languages at universities is to achieve a level sufficient for the practical use of a foreign language in future professional activities. Today, teachers of a foreign language are faced with

the task of not just giving knowledge of the discipline, but also making students realize the significance and importance of foreign language training in solving various problem situations in personal, social and professional activities. Therefore, there is a need to search for new approaches to teaching a foreign language at a university in order to train a «specialist, whose professional competence becomes deeper due to knowledge of a foreign language» [3].

The formation of foreign language communicative competence is one of the important aspects of professional training of specialists. Professional communicative competence can be defined as the ability to solve communicative tasks within a certain framework of a variety of communicative situations. Being enriched at the expense of relevant knowledge, skills and abilities in the process of educational and professional activities, language competence contributes to the formation of communicative competence of students and ensures their further successful cultural and professional activities [4].

The role of foreign language education in professional competence lies in the formation of students' readiness for future professional activities in the context of intercultural interaction. It is especially important for a student-future specialist to realize the need to develop and improve professional competencies in the profile, as well as in the process of learning a foreign language, the need to use methods and means in professional activities, the formation of motives for achieving professional skills and self-improvement.

The formation of professional foreign language competence requires changes in the content, structure and technology of teaching a foreign language for special professional purposes. A prerequisite for the effective formation of the professional foreign language competence of a specialist is the interdisciplinary integration of the educational activities of students in a foreign language and special courses, within which foreign language speech acts as a means of solving simulated professional-subject tasks and problems of a specialist's activity. The methodology of integrative education can be implemented as a scientific basis for the formation of professional competence of specialists in the natural sciences, which constitutes the theoretical significance of the proposed teaching methodology. The practical significance of the use of interdisciplinary integration lies in the fact that such a technology of teaching a foreign language increases the incentive and cognitive interest of students, both in special natural science disciplines and in mastering a foreign language for professional purposes [5].

Thus, a foreign language becomes a significant didactic condition for the formation of communicative competence as an integral part of professionalism, at the same time – a means of developing a linguistic personality, possessing an arsenal of ways to carry out speech actions of varying degrees of complexity in the process of self-realization in a multicultural area. Teaching a foreign language, taking into account its culturological capabilities, allows to form the personality traits that are in demand in a new dynamic environment. Every person who knows a foreign language to some extent increases the cultural potential of the country. For a modern specialist, proficiency in a foreign language becomes one of the conditions for his professional competence.

References:

1. Vojtovich I.K. Inostrannye yazyki v kontekste nepreryvnogo obrazovaniya [Foreign languages in the context of continuing education]. Izhevsk: Udmurtskij universitet, 2012. P. 212.
2. Verbickij A.A. Aktivnoe obuchenie v vysshej shkole; kontekstnyj podhod. [Active education in higher education; contextual approach]. M.: Vyssh. shk., 1991. P. 207.
3. Bulatova D.V. Inostrannyj yazyk kak sredstvo professional'noj podgotovki studentov neyazykovyh vuzov [Foreign language as a means of professional training of students of non-linguistic universities] // Professional'noe obrazovanie [Professional education], 1996. № 1. P. 78–83.
4. Fedotova O.L. Konceptual'nye podhody k sisteme raznourovnevoj podgotovki po inostrannomu yazyku v vuzah neyazykovyh special'nostej [Conceptual approaches to the system of multi-level training in a foreign language in universities of non-linguistic specialties] // Rossijskoe pravo v Internetе [Russian law on the Internet], 2008. № 2. P. 55.
5. Abaeva F.B. Formirovanie i razvitie inoyazychnoj kompetencii studentov estestvennonauchnyh fakul'tetov [Formation and development of foreign language competence of students of natural science faculties] // Sovremennye problemy nauki i obrazovaniya [Modern problems of science and education], 2014. № 6. P. 32.