The Formation of Didactic Competence of A Future Specialist in the Educational Complex Conditions

Sergeeva M.G.1, Zorina O.A.2, Petrukhina N.B.3, Amkhadova M.A.4, Saltovets M.V.5 and Matiushenko M.S.6

1. Doctor of Pedagogic Sciences (Advanced Doctor), Associate Professor, Senior Research Officer; Research Institute of the Federal Penitentiary Service of the Russian Federation (Moscow, Russia);
2. Doctor of Medical Sciences (Advanced Doctor), Professor, I.M. Sechenov First Moscow State Medical University (Sechenov University),
Central Research Institute of Dental and Maxillofacial Surgery of Ministry of Health of the Russian Federation,
3. Doctor of Medical Sciences (Advanced Doctor), Associate Professor, I.M. Sechenov First Moscow State Medical University (Sechenov University),
Central Research Institute of Dental and Maxillofacial Surgery of Ministry of Health of the Russian Federation,
4. Doctor of Medical Sciences (Advanced Doctor), Associate Professor,
Moscow Regional Research Clinical Institute n.a. M.F. Vladimirsky,
5. Candidate of Medical Sciences (Ph.D.), I.M. Sechenov First Moscow State Medical University (Sechenov University),
Central Research Institute of Dental and Maxillofacial Surgery of Ministry of Health of the Russian Federation,
6. Moscow Region State University

ARTICLE INFORMATION
Original Research Paper
Doi:
Received November. 2018
Accepted April. 2019

Keywords:
professional activity, competence, competitive specialist, linguo-didactic competence.

ABSTRACT
Introduction. In the modern world of rapidly developing international contacts and relations in culture, politics, and economy practical knowledge of a foreign language becomes a real necessity and a necessary condition for successful professional activity. Research methodology. In recent decades, researchers have been paying more and more attention to the unity of motivational, cognitive and behavioral components in the structure of the graduate’s personality. The most capacious concept reflecting this unity was the concept of “competence” and “competency”. Contextual analysis of such concepts as “competency”, “competence” and “professional competence” shows that to date there are different approaches to their interpretation, which creates difficulties in their systematization, hierarchical sequence and definition of genus-species relations. Research results. One of the effective means of obtaining relevant information and thereby expanding their professional competence is a foreign language, the knowledge of which is an important factor in improving the competitiveness and prestige of a specialist-graduate of the First Moscow educational complex. Discussion. Competence-activity approach to teaching foreign languages will be able to implement the conceptual idea of the learning process modernization: to ensure the mastery of communicative activities through the
formation of a set of competencies with a focus on the capabilities, abilities, needs and development of cognitive activity and creativity of students. Conclusion. The formation of linguistic and didactic competence of students of the educational complex takes place in the process of formation of such components of its competencies as linguistic, communicative, intercultural, social, cultural, intellectual, educational, professional, and important indicators of the formation of linguistic and didactic competence are the willingness and ability of the graduate to put the formed competence into practice.

Introduction

In the modern world of rapidly developing international contacts and relations in culture, politics, and economy practical knowledge of a foreign language becomes a real necessity and a necessary condition for successful professional activity. The specialist is faced with the tasks of great complexity: it is necessary to study advanced technologies, adopt all the new things that have been accumulated in the world production. So that domestic enterprises are able to compete with the best foreign firms, each specialist must know from foreign sources what is being done, what is planned by developed countries in the relevant fields of professional activity. Practice has shown that just translators are less useful in the professional world than qualified specialists who speak a foreign language. Linguo-didactic competence of a specialist is in great demand at the present stage of economic development of our state. On the one hand, practical knowledge of a foreign language helps to increase the level of professional competence of the specialist, on the other hand, it involves the ability to carry out such aspects of professional activity as timely familiarization with new trends and technologies in the development of those areas of human activity that are associated with the future profession of the student; establishing contacts with foreign firms, entrepreneurs; dialogue with foreign-language colleagues [1 – 9].

Requirements to the level of knowledge of a foreign language by students-graduates of professional educational organizations, whose professional activity is connected with the sphere of household services and public catering, have increased significantly. The competitiveness of future specialists largely depends on the level of their general culture and knowledge of foreign languages. When applying for a job, for example as a food technologist, a fashion designer for a hairstyle or a make-up artist for a joint venture, foreign language skills are often a decisive factor [10 – 16].

It is generally recognized that a foreign language has become a kind of productive force, and foreign language literacy – an economic category. Consequently, students of secondary vocational schools need to acquire such a level of communicative linguo-didactic competence that would allow them using a foreign language as an additional means of improving their professional skills. Thus, the social order imposes new requirements to the system of foreign language teaching, stimulates the search for rational ways of organization and development of its target and motivational sides. Any student’s ultimate educational goal is to acquire knowledge in the chosen profession. Therefore, the leading motive in the learning a foreign language in the First Moscow educational complex should be gaining knowledge in the field of future profession of students, and the basis of the content of the discipline “Foreign language” should be its professional orientation. However, the discrepancy between the lack of development of the problem of teaching a professionally oriented foreign language course in secondary vocational schools, both in theory and in practice, and the need to implement sufficiently high final goals – practical knowledge of a foreign language in the field of the profession of students remains unresolved. The practical implementation of these goals is also complicated by the limited terms of training, the lack of textbooks, manuals
and recommendations for working with special literature on the subject of a number of specialties of the educational complex, including the sphere of household services, fashion and catering.

Implementation of professionally oriented content of a foreign language course in the educational plant is possible in our opinion on the conditions of interdisciplinary integration of a foreign language and specialized disciplines. Only in this case the presented language training material will contain new and necessary professional information for the future specialist.

The role of information value of educational material in the process of learning a foreign language is well correlated with the main function of the language – to be a means of communication, the main feature of which, as it is known, is the subjectively felt need to obtain the necessary information and exchange it.

Purposeful, consistent and systematic work on the selection of professionally-oriented content of the language material with the necessary level of information in the field of knowledge of the future professional activity of the student, and corresponding to this material teaching methods will contribute to the formation of a stable system of motives for learning a foreign language, which are the basis of educational activity of the student [17 – 25].

**Research methodology**

The urgent task of the vocational education system is to improve the quality of specialist training. The quality of professional education is a complex multi-level and dynamic system of qualities aimed at ensuring a holistic result – the quality of the graduate, which is determined by the degree of compliance with the goals and results of education. It is the goal that sets the forms, means, content, the course of the educational process and, of course, the result of education depend on the goal. Defining the goals and results of human education, researchers in recent decades, pay more and more attention to the unity of motivational, cognitive and behavioral components in the structure of the graduate’s personality. The most capacious concept reflecting this unity was the concept of “competency” and “competence”.

Competence-based education (CBE) began its formation in 1965 at the University of Massachusetts (USA) with the concept of “competence” proposed by N. Chomsky (1972) in relation to the theory of language and transformational grammar. Besides, N. Chomsky defined the understanding of the differences between the concepts of “competence” and “competency”, where the latter is interpreted by us as based on knowledge, intellectually and personally-conditioned experience of social and professional life.

At the Symposium in Bern (1996) in the summary report of V. Hutmacher, it was noted that the concept of competence itself, being a part of a number of concepts such as skills, mastery, ability, competency, is not precisely defined to date. The concept of “competence” is closer to the concept of “know how” than to the concept of “know what”. The concept of modernization of Russian education and the Federal State Educational Standard present a detailed description of the role and place of the key (basic, universal) competencies of the specialist.

A contextual analysis of such concepts as “competence”, “competency” and “professional competence” in pedagogical, psychological, references, and other sources indicates that, to date, different approaches to their interpretation have been developed, which creates difficulties in their classification, hierarchy and the definition of generic-specific relations. Despite the fact that their semantic load is different, sometimes there is an interchangeability of these concepts. The concept of “competency”, being systemic and multicomponent, in addition to professional knowledge, skills and abilities includes such properties of the person as orientation (motivation, value orientations, etc.), the ability to overcome stereotypes, shrewdness, flexibility of thinking,
character (independence, purposefulness, volitional qualities). The term “competence” refers to the result of cognitive activity, knowledge and experience of a person in any field, and “competency” – the ability, skill of a person with this knowledge and experience to apply them in this field of knowledge or activity. Competency implies in addition to professional technological training of a specialist such qualities of personality that are necessary for any specialist today.

Both of these terms are widely used in modern scientific and methodological literature in the field of education as a qualitative indicator of the level of knowledge and skills of specialists or students. The quality of professional activity is usually defined by the term “qualification”. However, the broader term “competency” is increasingly used, which includes, in addition to purely professional knowledge and skills that characterize qualifications, qualities such as initiative, cooperation, group work ability, communication skills, learning, logical thinking, evaluation, selection and use of information, etc. The concept of “professional competence” should include, first of all, the possession of a high level of professional activity, the ability to design their further professional development, the ability to communicate professionally, the ability to be professionally responsible for the results of their work. The most common criterion of professional competence of the individual is their professional adaptation, the ability to model their activities in society in certain spiritual, moral and professional and economic guidelines and to follow steadily the developed professional strategy. In general, competency appears in its various specific forms, and professional competence, in particular, acts in a form adequate to the specific profession that the person has chosen.

Therefore, starting from the first stage of training, it is necessary, first of all, to develop students’ motivational sphere: interest, awareness of the choice of profession. In addition, developing the necessary specialist skills, forming professional skills, plus the knowledge gained and accumulated over the years of training, even a small, professional experience gained in practical training, professional educational institution will help the future specialist to adapt more quickly to the appropriate professional environment.

The strategy of modern development of vocational education is focused on the preservation of the fundamental nature of education and the simultaneous strengthening of its practical, activity-oriented orientation on the basis of the formation of a set of competencies that will become a means of further development of students. That is, we can say that the modernization of education is carried out from the standpoint of the competence-activity approach, the essence of which is that the content of education is the basis for the formation of competency (or a set of competencies) of students, and the process of mastering the selected content is of activity character.

Research results

Professional activity of the graduate of the First Moscow educational complex extends mainly to the sphere of service and amenities, which includes a set of methods, means and ways aimed at meeting the needs of people.

In accordance with the fundamental and special training, they will perform such types of professional activities: production and technological; artistic and performing; production and management.

The main socio-economic, psychological and pedagogical requirements of vocational education in this area are: compliance of existing knowledge with the needs of the market; versatility of activities; the ability to respond quickly to changing trends in fashion, styles and consumer demand services; the ability to adapt to new types and conditions of professional activity; readiness for continuous improvement of professional skills and mastery of qualitatively new knowledge; a sense of professional responsibility for the results of their work, which
are associated with the preservation of health and healthy appearance of the services consumer of a specialist in this category; a high level of artistic perception and aesthetic consciousness; the ability to form an artistic image of a person; the ability to navigate quickly the flow of information and implement it in their professional activities; knowledge of information technology and foreign languages in the profession; competitiveness.

As it can be seen from the list of socio-economic, psychological and pedagogical requirements of professional education in the field of services and catering, future specialists – graduates of the educational complex – must quickly respond to all the latest fashion trends and the emergence of new technologies in the field of their professional activities – whether it is stylistics and artistic modeling of hairstyles, cosmetics and make-up art, modeling and designing clothes or cooking technology. Possession of the most modern technologies and the most relevant information in the field of the profession is a guarantee of specialist’s competitiveness.

There are a great number of ways to obtain information in any field of activity in the modern world; you just need to be able to use them. As it is noted by the graduates and students of the educational complex, one of the effective means of obtaining relevant information and thereby expanding their professional competence is a foreign language. Foreign language is in demand by a specialist in the sphere of services in the performance of such professional activities as: obtaining relevant information on the profession on the websites of foreign companies; exchange of information with foreign colleagues via e-mail; expansion of professional horizons through reading foreign publications in the profession; independent study of annotations and instructions on the use of professional products and equipment in a foreign language; participation in international competitions of professional skill and communication with foreign-language colleagues; professional development training abroad; meeting and service of foreign-language consumer services in the workplace; work in a joint venture and abroad.

Thus, knowledge of a foreign language is an important factor in improving the competitiveness and prestige of a specialist in the sphere of services and catering.

Discussion

Competence-activity approach to teaching foreign languages will be able to implement the conceptual idea of modernization of the learning process: to ensure the mastery of communicative activities through the formation of a set of competencies with a focus on the capabilities, abilities, needs and development of cognitive activity and creativity of students.

We will also consider linguo-didactic competence as a set of competencies that should be mastered by a future mid-level specialist. In modern scientific literature in the field of philology and methods of teaching a foreign language, the terms competence and competency are widely used to determine the formation of various aspects of the discipline “Foreign language”: “foreign language professional communicative competence” (O.Yu. Iskanderova), “sociolinguistic competence” (E.Yu. Panina), “social competence” (M.V. Druzhinina), etc. We use the term linguo-didactic competence in our work, because our goal is not only the formation of language knowledge of students (linguistic competence), but also the comprehensive development of the personality of students and the expansion of the putting knowledge of a foreign language into their practice in the learning process and in future professional activities. Important indicators of the formation of linguo-didactic competence of the graduate are: the need for active use of existing knowledge to solve practical problems, a sense of the need for this knowledge in the upcoming professional activities, the ability to perform such work, which will have a socially useful significance and certain consumers.
Changes in the social and economic life of Russia defined such requirements for a new type of mid-level specialist, where the linguo-didactic competence of the graduate is in demand not only by the individual, but also by the state. Knowledge of a foreign language will help him to adapt more quickly in the modern professional world and carry out more successfully his professional functions; acquire more competence in his future professional activity; form a methodological and psychological readiness to change the type and nature of his professional activity. Knowledge of a foreign language can also improve the overall competence of the future specialist, which is a powerful reserve for accelerating economic, cultural and social development, both in individual fields of activity, and the whole state. Therefore, it can be rightfully argued that linguo-didactic competence is an economic category.

Our concept of forming linguo-didactic competence reflects such progressive ideas of improving the modern system of Russian education as the idea of continuous education and the idea of advanced education. The main meaning of the idea of continuous education is the constant development and improvement of each person throughout life, “lifelong education”. The formation of linguo-didactic competence in the context of continuing education can be viewed from two sides. Firstly, it is the continuity of educational activities, curricula, plans, and the content of training in the transition of students from one stage of learning a foreign language to another (primary school – secondary school – secondary vocational institution – university. Secondly, it is a constant continuous self-education of the individual, the decision of each person to move up the levels of foreign language proficiency, the ability to achieve a high level of foreign language competence and change the profile of education or professional activity, based on their personal needs and opportunities and requirements of the labor market.

Advanced education purposefully prepares students for life and professional activities in an information-rich environment that requires specialists to a wider and at the same time flexible educational base that should be continuously developed, ready to adapt to the changing conditions of the working environment. Foreign language is a universal means of expanding opportunities for professional development and socialization of the individual.

Conclusion

Linguo-didactic, pedagogical, psychological and other scientific directions emphasize the need for the formation of students’ social competence. The content of education should create sufficient and necessary conditions for students to socialize both during their studies at the educational institution and after it – in their professional activities.

The main purpose of a foreign language as a discipline is to master the ability of students to communicate in a foreign language. In this case, we are talking about the formation of communicative competence, that is, the ability and willingness to carry out both direct communication (speaking, listening) and indirect communication (reading with the understanding of foreign language texts, writing). Communicative competence is a possession of skills of free communication, ability of establishment of vertical and horizontal contacts, adaptation to a certain social and psychological situation, motives of their behavior, interests, ability to understand the person. Foreign language, like no other discipline, contributes to the formation of communicative competence, developing the ability to build personal and business communication with people, mastering various communication techniques depending on the field and type of activity (professional, managerial, household, etc.).

Familiarity with the original literature on the specialty develops the ability to understand other national cultures, forming the intercultural competence of students.
Knowledge about the country of the studied language, about the daily life of the people of this country, speech etiquette and the ability to own it, knowledge about the achievements of the people of the studied language in various spheres of social life and in the field of the studied profession, customs and traditions of national culture – all this contributes to the formation of cross-cultural competence.

Learning a foreign language is an intellectual work aimed at mastering knowledge about the system of a non-native language and obtaining new information through foreign language means and ways of its expression, so we can rightfully talk about the development of intellectual competence in the process of learning a foreign language.

An obligatory component of the content of teaching a foreign language is the educational competence of students. The process of mastering a professionally oriented course of a foreign language involves the formation of the ability to independent, autonomous development of language and culture, which provides conditions for its more free creative use as an educational medium.

The professional orientation determines the specificity of the discipline “Foreign language” in secondary vocational school. By reading professionally-oriented literature and extracting new information from it, students expand their professional competence. The academic discipline “Foreign language”, being theoretical in form, contains a huge potential of knowledge that can expand the professional outlook of the future specialist and make a significant contribution to its formation.

The formation of linguo-didactic competence of students of the educational complex takes place in the process of formation of such components of its competencies as linguistic, communicative, intercultural, social, cultural, intellectual, educational, professional, and important indicators of the formation of linguo-didactic competence are the willingness and ability of the graduate to put the formed competence into practice.

References


