

Formation of students' communicative competencies based on the integration of foreign languages and natural science

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Abstract

Determining the learning context involves understanding the factors influencing it (physical parameters, teaching aids, participants, type of language course, time factor). The formulation of expectations by the teacher helps to reflect on their own pedagogical activities in teaching a foreign language. Suggested components (language: linguistic skills, topics / situations, competencies, content; situations: assignments, speaking, reading, writing, listening, communicative functions, genre; learning process and learner: emotional goals, interpersonal skills, learning strategies; social context : sociolinguistic, sociocultural, sociopolitical skills) allow the teacher to conceptualize the content of teaching a foreign language. Diagnostics of the needs and needs of students is a systematic, constant process of collecting information about the needs, preferences, interests of students, their interpretation and generalization for subsequent inclusion in the goal-setting process. The forms of collecting information are letters to the teacher, brainstorming, oral interviews, anonymous feedback, questionnaires, group discussions, conferences, etc.

Keywords

Learning, language, information, students, context.

INTRODUCTION

The essence of professional language education is to form students' readiness for upcoming professional activities in intercultural interaction. A student - the future specialist, a graduate of a humanitarian university, is especially important awareness of the need to develop and improve professional competencies on the profile, as well as in the process of studying a foreign language, the need to apply methods and funds in professional activities, the formation of motives Russia's accession to the Bologna process, the universalization of the European educational system creates a powerful motivation for students of Russian universities, as they will see the real opportunity to apply knowledge gained in the classroom in a particular life situation.

THEORITICAL BACKGROUND

It is logical to assume that this will be taught in the classroom in a foreign language, that is, in the course of training to form the necessary competencies in accordance with the requirements of GEF VPO. Such a task can be implemented using a competence approach in training in foreign languages, which allows you to turn a modern student from the passive element of the educational system in an active participant in the educational process, where he learns to form its worldview, comprehending and horizon. The concept of "foreign language professional communicative competence" is considered as the ability of the future graduate of the university to operate in the mode of a secondary linguistic personality in a professionally directed situation of communicating with specialists from other countries, readiness for the implementation of intercultural professional interaction in society[1]. The concept of "competence" is defined as the intellectually and personally determined human ability to practice, and "competence" is defined as a meaningful component of this ability in the form of knowledge, skills, and abilities. According to I.A. In winter, competence is always a relevant manifestation of competence [2].

The competence-based approach in teaching foreign languages involves the formation of three main competencies in students: linguistic, communicative and intercultural.

Linguistic (or linguistic) competence involves the possession of system of information about the target language according to its levels: phonetics, vocabulary, word composition and word formation, morphology, syntax of simple and complex sentences, the basics of text stylistics [3]. A student has linguistic competence if he has an idea of the system of the studied language and can use this system in practice. It is important to take into account that the quality of language competence in the target language is influenced not only by the degree of proficiency in it, but also by the level of competence of students in their native language [3].

MAIN PART

First and foremost, communicative competence involves knowledge about speech, its functions, the development of skills in the field of four main types of speech activity (speaking, listening, reading, writing). The communicative competence of a student of foreign language communication is the ability to full-fledged verbal communication in all spheres of human activity in compliance with the social norms of speech behavior. The main skill formed within the framework of communicative competence is the ability to create and perceive texts - products of speech activity. It includes knowledge of the basic concepts of speech linguistics - styles, types of speech, structure of description, narration, reasoning, ways of connecting sentences in a text and others, skills and abilities of text investigation [4].

The third competence - intercultural - is an important component of modern student training at any university. This is due to the presence of an intercultural aspect of the professional activity of a modern

specialist, associated with the interaction of representatives of different cultures, with the performance of productive communicative functions: reaching agreement, settling conflicts, the ability to reach consensus through a compromise, overcoming communication barriers. The importance of the formation of students' intercultural competence in teaching foreign languages is dictated by such radical changes taking place in modern society as a result of the integration of our country into the world educational, informational, economic space, which encourages a person to be able to coexist in a common living world, that is, to be capable and ready build a constructive dialogue with all subjects of this space[5].

Showing the specifics of the professional training of specialists in international affairs, E.V. The voivode argues that it lies in the need to teach not only professional skills and abilities, but also the willingness to make decisions and be responsible for these decisions. In this regard, it becomes clear that the professional language training of specialists in international affairs "is a fundamental scientific and practical problem, and it must be considered as a separate direction in the theory of the practice of vocational education, different from the training of specialists of a different profile".

The academic mobility of students and teachers in various cultural exchange programs, educational programs, such as international summer courses of German language and culture at the University of Westphalia (Munster, Germany), educational programs in France, Great Britain, Egypt; joint projects and internships abroad are organized. Thus, the teachers of the department win grants from the Goethe Institute, grants from the British Council, thus participating in intercultural communication and dialogue of cultures[5].

Intercultural competence contributes to the achievement of mutual understanding in the process of intercultural communication. Intercultural competence is the ability to communicate in a foreign language, taking into account the difference in cultures and stereotypes of thinking. The formation of intercultural competence should be considered in relation to the development of students' ability to participate in the dialogue of cultures based on the principles of mutual respect, tolerance for cultural differences and overcoming cultural barriers. Intercultural education is aimed at developing students' ability for intercultural communication and contributes both to the awareness of students of their belonging to a certain ethnic group and to familiarization with the traditions and cultural characteristics of representatives of another culture[6].

Integration of scientific, educational and educational work is a priority area of the department's work. In particular, the integration of educational and extracurricular work in a foreign language acts as a means of forming intercultural competence. Teachers use modern technologies for teaching a foreign language: discussions, project activities, preparation of messages, reports, presentations, writing essays, round tables.

A modern person who speaks a foreign language is involved in the process of communicating with other people who are representatives of their cultures[7]. In this regard, students of a foreign language need not only to have a rich vocabulary and decent pronunciation, to know foreign grammar well, but also to form intercultural competence. This competence presupposes the achievement of such a level of language proficiency that will allow, firstly, to flexibly respond to all sorts of unforeseen turns during a conversation; secondly, to determine an adequate line of speech behavior; thirdly, to unmistakably select specific means from a vast arsenal; and, finally, fourthly, to use these means in accordance with the proposed situation[7].

DISCUSSIONS

In our opinion, all the activities of teachers of the Department of Foreign Languages on teaching, in particular, English, contributes to the formation and development of a number of competencies in students, which underlie the formation of a communicative foreign language professionally oriented competence of a future professional. Having the above competence helps the student:

1. feel like a subject of the cultural and historical process;
2. to have knowledge in various fields of science, literature and art, social and political processes of the modern world, to expand their horizons;

3. understand the laws of the development of culture as a process for the creation, preservation and transmission of universal values;
4. navigate the traditions, morals, customs, realities, spiritual values not only of their own people, but also of other nations;
5. be able to communicate in the modern world in a foreign language.

CONCLUSION

The development of a foreign language professional communicative competence in the context of the use of the latest technologies and methods will allow a future specialist in a humanitarian university to:

1. carry out intercultural professionally oriented communication as a secondary linguistic personality with a high level of foreign language competence;
2. interact with the bearers of another culture, taking into account the modern view of the humanities, scientific worldview, professional characteristics, national values, norms and ideas;
3. create a positive attitude for communicants in professionally oriented communication in a foreign language;
4. choose communicatively expedient ways of verbal and non-verbal behavior based on knowledge about the science and culture of other peoples within the framework of the polylogue of cultures;
5. to maintain national self-identification in the context of international integration and mobility.

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CONFLICT OF INTEREST STATEMENT:

The author declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.