

IRSTI 17.82.30

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<https://doi.org/10.55956/HO XV8557>

FORMATION OF THE SKILLS OF PROFESSIONALLY ORIENTED FOREIGN LANGUAGE COMMUNICATION OF FUTURE TEACHERS OF FOREIGN LANGUAGES

Abstract. This article examines the issues of preparing a future teacher of foreign languages for professionally oriented foreign language communication. In view of the specifics and characteristics of professionally oriented foreign language communication, teachers of foreign languages need special training, since foreign language education is both a goal and a means of teaching in professional activities aimed at developing the competence and communicative competence of students. The article presents the content, results of a pedagogical experiment through a special course aimed at the formation of these skills.

Key words: professionally oriented foreign language communication, psychological characteristics of foreign language communication, methods of professionally oriented communication study, special course

Introduction. An analysis of the self-assessment of teachers of general education schools with different pedagogical experience suggests that the skill of professionally oriented communication depends on the length of the teaching experience. From what has been said it follows that future teachers need to be taught professionally oriented foreign language communication from the student's bench. Until now, in the process of training foreign language teachers, much attention has been paid to the acquisition of a volume of practical knowledge of a foreign language and the methodology of teaching it. In other words, in teacher training, great emphasis is placed on didactic training. But at the same time, the question of self-education of those qualities that are necessary for a successful professionally oriented foreign language communication is overlooked.

Our experimental and pedagogical work made it possible to identify the following ways of forming the skills and abilities of professionally oriented communication in future teachers of a foreign language. The first way is the formation of skills and abilities of professionally oriented foreign language communication through in-depth study of a special course. The second way is the compilation and implementation of a program for self-education of skills and abilities of professionally oriented communication, which is the subject of another study. Such approaches require special work on the formation of future teachers' skills and abilities of professionally oriented foreign language communication based on equal partnership with students.

The main goal of the experimental work was to determine the most effective ways to form students' skills and abilities of professionally oriented foreign language communication. Achieving this goal involves solving a number of theoretical and practical tasks aimed at improving these skills. In order to comprehend the real practice of professionally oriented communication, as well as purposeful pedagogical influence on the formation of communicative skills and communication skills, groups of students of the "Ustaz" Institute of the Taraz Regional University named after M.Kh.Dulati were identified as the basis for experimental work. This choice is not accidental. Students of the above groups have studied a full course of pedagogical and psychological disciplines and are interested in the competent construction of foreign language communication with students. At the initial stage, a survey was conducted to clarify their attitude to the problem of professionally oriented foreign language communication. The answers were distributed as follows: 90% are convinced that in their future teaching activities they will strive for a democratic style of communication, for 70% of the respondents - their inability to establish contact with the class staff, with individual students causes fear and anxiety. All respondents were unanimous in the fact that communication with students should be taught specifically. These questionnaires are evidence of the interest of the majority of students in this issue in their future professional activities.

Conditions and research methods. Before entering the teaching practice, students assessed their own skills and skills of professionally oriented foreign language communication. Thus, 47% of students highly appreciated the ability to show empathy towards children, the ability to understand a specific student, use a joke, humor in communication in order to create an atmosphere of trust and partnership. 64.7% of students – the ability to easily and quickly establish contact with individual students in the process of communicating in the classroom with the whole group, to establish contact in the process of dialogical communication, to regulate relations in the team. Skills to resolve conflicts, to prevent them are poorly expressed or absent altogether.

Self-esteem of students allowed us to make the assumption that different assessments of their communicative qualities can speak of objective, overestimated or underestimated self-esteem, since the problem of communication is complex both in theoretical and practical terms. It is necessary to note the peculiarities of professionally oriented communication of a teacher of foreign languages, since a foreign language is both a goal and a means of teaching in professional activity. For effective joint activities and foreign language communication, a future teacher should be able to plan and manage his emotional and psychological state, behavior, as well as show tolerance in communication and know what type he belongs to (introvert, extrovert).

Discussion. We agree with the opinion of E. Burns [1] that "... at all times, true teachers emphasized the importance of emotional aspects in education and communication. However, if earlier attention was paid to negative emotions, such as fear of punishment or failure, then we are more interested in the possibility of a positive impact of emotional experiences in the upbringing and educational process". He believes that when preparing a teacher, it is necessary to take into account the development of his psychological stability, which allows him to communicate, cope with conflicts. The issues of professionally oriented foreign language communication are considered from the standpoint of intellectual development and knowledge transfer. For successful communication of a future teacher of foreign languages with his students, special training is required. The

educator must be ready to solve problems of a general nature before he encounters them. We believe that the result of this part of the work is the awakening of interest in the problem of communication, the desire to master this knowledge. Gradually, this leads to an awareness of the necessary preparation for communication with students. The main tasks of the next stage of work are the need to deepen the knowledge of students on the problem of professionally oriented foreign language communication, taking into account the specifics of the subject being taught, with the help of pedagogical training to form communicative skills in the future teacher, to identify their satisfaction with communication in the student – dental group, the ability to create and maintain a favorable psychological atmosphere of communication in the group. On this basis, a gradual formation of the readiness of a future foreign language teacher to communicate with students will take place. In order to improve the preparation of the future foreign language teacher for professionally oriented communication, we have developed and tested a special course.

The curriculum of the special course "Professional-oriented communication of a teacher in foreign language lessons".

Purposes:

1. To reveal the essence and features of professionally oriented communication of a future foreign language teacher and his role in professional activities.

2. To form skills and abilities of professional-oriented communication in future teachers.

Thematic plan of the special course (tabl 1).

The objectives of the special course:

- the accumulation and expansion of students' knowledge about professionally oriented foreign language communication and its role in the activities of a foreign language teacher;

- the formation of future teachers' skills and abilities necessary for successful communication with students;

- creation of preconditions for students for self-education in the field of professionally oriented foreign language communication.

The program of the special course provides for a certain amount of knowledge about the communication of a foreign language teacher, reveals the psychological characteristics of professionally oriented communication in teaching a foreign language, considers the theoretical foundations of interaction between a teacher and a student, using active forms of pedagogical training, future teachers introduce the basic methods of pedagogical diagnostics, and also provide recommendations for the study and generalization of advanced experience.

The first lesson in the special course included a discussion of the relevance of this problem at the present stage. We based on the works of psychologists (B.G. Ananiev [2], A.A. Bodalev, B.F. Lomov and others), pedagogues (V.A. Kan-Kalik, A.A. Leontiev, A.V. Mudrik). The purpose of this lesson is to consider various points of view on the problem of correlating activity and communication, in which communication is not just an action, but interaction. Communication is characterized as a way of social interaction and as the main means in the process of personality formation in the process of mastering a foreign language.

When studying the topic "The role of professionally oriented communication in the professional activity of a foreign language teacher" we based on the definition of A.A. Leontyev. In it, the author defines professionally oriented foreign language communication as professional communication between a teacher

and students in the process of education and upbringing, which creates optimal conditions for the formation of the student's personality and the use of the teacher's personality characteristics on a democratic basis in the process of mastering a foreign language. In this lesson, we note the specificity of the professionally oriented communication of a foreign language teacher. According to A.A. Alkhazishvili [3] a foreign language teacher must have the ability to be both a partner and a teacher at the same time, directing verbal communication and correcting its shortcomings, without disturbing the atmosphere of communication. A questionnaire survey conducted after the lesson gave the following results: 75% are convinced that a future teacher of a foreign language should be taught professionally oriented foreign language communication at the university, only then the teacher will be a professional.

Table 1

Thematic plan of the special course

№	Theme	Lecture	Semester	Practice
1.	Psychological and pedagogical foundations of professionally oriented foreign language communication	1	1	
2.	The role of professionally oriented foreign language communication in the professional activity of a foreign language teacher	1	1	
3.	Psychological features of communication in the classroom in a foreign language			
4.	Some forms of interpersonal contacts in professionally oriented foreign language communication.			
5.	The role of feelings and emotions in communication.			
6.	Methods of studying professionally oriented foreign language society			
7.	Communication technology			1
8.	Ways of developing skills and abilities of professionally oriented foreign language communication (pedagogical training)		2	2
9.	Methodology for studying and generalizing the best practices of teachers on the problem		2	
10.	The problem of professionally oriented communication in foreign pedagogy		1	1
	Total: 26.	10	12	4

The lesson on the topic "Psychological features of professionally-oriented communication in foreign language classes" was based on the psychological research of Zimnyaya [4, 5], L.A. Karpenko, Ya. V. Goldstein, T.K. Tsvetkova, dedicated to the effectiveness of joint activities of all participants in the educational process on the material of teaching a foreign language. In the lesson, students were

introduced to the general communication skills that allow a foreign language teacher to really manage the educational activities of students. These skills include:

- ability to conduct a lesson in a foreign language, establishing contacts teacher – class, teacher – student, student – student;
- the ability to evoke and form in students the need to use a foreign language in oral and written communication;
- the ability to create and use educational and speech situations in order to stimulate the speech activity of students and control it by constantly increasing the complexity of speech tasks;
- the ability to verbally encourage students to motivated speech activity, to manage it, setting certain communication tasks for them;
- the ability to restructure your speech impact depending on the specific conditions of communication (to simplify or complicate it, to move from one form of communication to another, etc.).

Thus, the peculiarities of professionally oriented communication of a teacher of a foreign language are that the process of foreign language communication is both a means and a goal aimed at the formation of the communicative competence of students.

When studying the topic "Some forms of interpersonal contacts in professionally oriented foreign language communication", much attention was paid to the consideration of two forms of interpersonal communication: collision and alienation. Students note that the lack or excess of interpersonal communication sometimes makes a normal life impossible. The feeling of dissatisfaction with communication is inherent in people in whom two important phenomena manifest themselves with excessive excess: collision and alienation. A collision is most often a form of contact between people, the manifestations of which are diverse: the establishment of moral domination over other people, their submission to their interests for their own benefit. Along with this, there are positive forms: these are intellectual disputes, confrontation of different scientific points of view, positions. Collision sometimes transforms into another form of contact, which can be called alienation. Alienation is not only for unfamiliar people who have no common interests, but also for people united by joint activities, work, study [6]. Such relations are characterized by indifference, alienation. Students note the importance of interpersonal communication, the lack or excess of interpersonal communication which makes it difficult, sometimes makes a normal life impossible.

In the process of studying the topic "The role of feelings and emotions in communication", students are introduced to a diverse arsenal of means through which people express their feelings and experiences. Students, recalling their apprenticeship, student days, gave examples when teachers allowed themselves to express their feelings expressively. calling them "morons", "fools", with remarks: "When will you stop being late?", "You never get ready for lessons," etc. When asked how often they were praised, only a few students answered positively. Students are convinced that censure is not conducive to eliminating a good teacher-student partnership.

When studying the topic "Methods of studying professionally-oriented foreign language communication" [7] we introduced students to the essence and content, with the main methods of professionally oriented foreign language communication, which allow the best way to study themselves as a person and their student.

Before using this or that method, you must:

1. Carefully read its description, purpose, indications for use.

2. Work out in advance the procedure for collecting, processing and interpreting research results.

3. Think over the introductory instructions and conduct it so that the subjects showed maximum activity and desire to participate in the experiment.

4. During the questioning, testing, observe the rules of pedagogical ethics: recognize the rights of the respondents to their own opinion, to preserve professional secrecy.

One of the common methods of studying professionally oriented foreign language communication is controlled observation, survey methods. During the practical classes with the students, some study methods were used: a test for self-assessment of communicative abilities, tests for the need for communication. The seventh lesson of the special course program was devoted to the consideration of the problem of communication technology.

The general concept of communication technology includes various types of interpersonal interaction techniques. Mastering the technology of communication contributes to the improvement of the skills and abilities of professionally oriented foreign language communication and an increase in the general level of communicative culture. The classes included exercises for the development of volitional qualities of the individual, necessary in communication. They are aimed at expanding the range of means of self-expression, at creating a favorable psychological environment, at developing the ability to listen, predict, and simulate communication situations. To develop these skills, we offered students the following types of exercises:

1. Exercises that develop the ability to accept and fulfill a certain functional role.

2. Exercises that develop the ability to accept and play a role:
a) interlocutor.

3. Exercises that develop the ability to use along with speech non-speech means of communication.

Thus, with the help of role-playing exercises, students learned to build their communication with students in a foreign language in various communication situations.

The next lesson was devoted to the topic "Ways of developing skills and abilities of professionally oriented communication", in which students get acquainted with the active methods of professional and pedagogical training. Role-playing and business games are one of the forms. Unlike a role-playing game, which is an imitation of situations of real communication in a foreign language, a business game is a simulation of the conditions for the future professional activity of trainees and the activity itself.

The topic "Methods of studying and generalizing the advanced experience of teachers in pedagogical communication" was aimed at teaching students to observe and study the experience of their colleagues. Thus, the approach to the advanced experience of theoretical scientists is characterized by a search for new trends in it that improve the existing theory and practice of modern foreign language education.

Conclusion. The results of the study confirm the effectiveness of experimental work to deepen the knowledge of students when they acquire the skills and abilities of professionally oriented foreign language communication in the process of studying a special course.

This proves the importance and necessity of widespread use of a special course in the training of teachers of a foreign language, since it gives future

teachers an opportunity to acquire psychological and pedagogical knowledge in the field of professionally oriented foreign language communication and to form the skills and abilities of communication with students [8]. Moreover, such an organization of purposeful work contributes to the psychological attitude of students to a responsible attitude not only to the acquisition of skills and abilities of practical knowledge of a foreign language, but also to the need for special preparation of oneself for communication with students.

Thus, in the course of the experimental work, it became clear that the formation of professionally significant skills and skills of professionally oriented foreign language communication occurs in a complex process of transformation of external requirements into internal motivations of the individual and is determined by the specifics of the educational influences of the university.

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Material received on 12.02.23.

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ФОРМИРОВАНИЕ НАВЫКОВ ПРОФЕССИОНАЛЬНОЙ ОРИЕНТИРОВАННОЕ ИНОЯЗЫЧНОЕ ОБЩЕНИЕ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННЫХ ЯЗЫКОВ

Аннотация. В данной статье рассматриваются вопросы подготовки будущего учителя иностранных языков к профессионально-ориентированному иноязычному общению. Ввиду специфики и особенностей профессионально-ориентированного иноязычного общения учителя иностранных языков необходима специальная подготовка, так как иноязычное образование является одновременно целью и средством обучения в профессиональной деятельности, направленным на формирование компетентностно-коммуникативной компетенции обучаемых. В статье приведены содержание, результаты проведения педагогического эксперимента путем спецкурса, направленного на формирование данных навыков.

Ключевые слова: профессионально-ориентированное иноязычное общение, психологические особенности иноязычного общения, методы изучения профессионально-ориентированного общения, спецкурс.

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БОЛАШАҚ ШЕТ ТІЛІ МҰҒАЛІМДЕРІНІҢ ШЕТ ТІЛІНДЕГІ БАҒДАРЛАНҒАН КӘСІБИ ҚАРЫМ-ҚАТЫНАС ДАҒДЫЛАРДЫ ҚАЛЫПТАСТЫРУ

Аңдатпа. Бұл мақалада болашақ шет тілі мұғалімін кәсіби бағдарланған шет тілді қарым-қатынасқа дайындау мәселелері қарастырылады. Шет тілі мұғалімдерінің кәсіби-бағдарланған шет тілдік қарым-қатынасының ерекшеліктері мен ерекшеліктеріне байланысты арнайы дайындық қажет, өйткені шет тілдік білім беру білім алушылардың, болашақ шет тілі мұғалімдерінің құзыреттілік-коммуникативтік құзыреттілігін қалыптастыруға бағытталған кәсіби қызметте оқытудың мақсаты мен құралы болып табылады. Мақалада кәсіби-бағдарланған шет тілдік қарым-қатынастың кәсіби маңызды дағдылары мен дағдыларын қалыптастыруға бағытталған арнайы курс арқылы педагогикалық эксперименттің мазмұны, әдістері, нәтижелері келтірілген. Бұл дағдылардың қалыптасуы сыртқы талаптарды тұлғаның ішкі талпыныстарына айналдырудың күрделі процесінде жүреді және университеттің оқу-тәрбие әсерінің ерекшелігімен анықталады.

Тірек сөздер: кәсіптік-бағдарланған шет тілдік қарым-қатынас, шет тілдік қарым-қатынастың психологиялық ерекшеліктері, кәсіптік-бағдарланған қарым-қатынасты зерделеу әдістері, арнайы курс.