

PSYCHOLOGICAL AND EDUCATIONAL ASPECTS OF MODERN PROFESSIONAL ACTIVITIES

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FORMATION OF PROFESSIONALLY ORIENTED FOREIGN LANGUAGE COMMUNICATIVE READINESS OF TECHNICAL SPECIALTIES STUDENTS

Abstract. The article presents the opinion on the necessity of readiness formation of professionally oriented foreign language communication of future technical specialists. The essence of the concept of readiness for any activity, including professionally oriented foreign language communication is revealed. It is considered in detail the problem of psychological readiness as a complex education and individual traits. The article focuses on the main components of preparedness activities. It is summarized the scientists approaches to the interpretation of the concept of readiness as a result of future specialist training. The author analyzes different approaches to the definition of “readiness”. The article is devoted to the problem of formation of readiness for professional oriented foreign language communication of future specialists in technical educational establishments. Some aspects of this concept influencing formation process success of readiness for foreign language communication were examined.

Keywords: *readiness, readiness formation, professionally oriented foreign language communication, specialist, professional activities.*

Relevance of study. Conditions of social life, modern production technologies, the development of global ties in the labor markets, production and science, the integration of Ukraine into the world society have changed the labor market requirements for specialists in various industries whose professionalism depends on the level formation of professional foreign language communicative competence and readiness for professional business communication with representatives of other cultures. Foreign language training should ensure the active command of future specialists in the technical sphere in a foreign language as a means of forming and formulating thoughts during the performance of professional duties, as well as the formation of the personality of the future specialist. Professionalism of a specialist is determined not only by professional training since the overall efficiency of his activities largely depends on the skills formed to organize and use the acquired knowledge, educational and life experience in a particular professional situation; the ability to find and analyze the necessary information; the ability to resolve conflict situations and find compromise solutions; the ability to conduct a dialogue. It is the humanitarian disciplines that play an important role in the formation of a creative and harmonious personality of a future specialist in the technical field, contribute to the development of his worldview, professional communication skills and communication skills. Knowledge of foreign languages contributes to the creation of a person positive image in everyday life, scientific and business spheres. Therefore, the study of a

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professionally oriented foreign language is a prerequisite for effective interaction at different levels, mobility, establishing business contacts with national and foreign colleagues.

At the present stage development of new intellectual educational technologies, it is envisaged to use means of increasing the efficiency of perception and preservation of information, development of memory and attention, the formation of logical thinking, processing and computer processing of information. It is necessary to use pedagogical means of educational purpose, that is, the means in which the subject areas are reflected, the technologies of their study are implemented to a certain extent, conditions for the implementation of various types of educational activities are provided.

Recent publications review. The main goal of the pedagogical process is the formation of a personality that is able to work independently and creatively, fostering such an attitude to study and profession, activity, independence, which ensure the ability and readiness of an educational establishment graduate for future professional activities. The works of scientists M. Artyushina, L. Baranovska, R. Gurevich, O. Dominskiy, L. Yershova, I. Zyazyun, M. Kademina, A. Lobanov, V. Madzigon, N. Moiseyuk, N. Nychkalo are devoted to the problems of theory and methods of vocational education.

In our opinion, special attention should be paid to the development of cognitive and professional activities. Cognitive and professional activity as a psychological and pedagogical problem is actively discussed in the scientific community. Scientists S. Velikanova, Ye. Skubitskiy, N. Talyzina and others indicated the need for the permanent development of cognitive activity.

An important feature of the learning process in technical educational establishments is the professional orientation of foreign language teaching. Studies on the professional orientation of foreign language teaching were carried out by T. Alekseyeva, L. Birkun, L. Gaidukova, S. Gaponova, N. R. Petrangovska, L. V. Pukhovska, S. Radetska, T. Serov, S. Folomkina.

The article's objective is to reveal the essence of the concept of readiness for professionally oriented foreign language communication, as well as to attempt to analyze theoretically the peculiarities of formation of readiness for professionally oriented foreign language communication of future specialists in technical establishments.

Discussion. The determining factor of the effectiveness of professional activity is communicative activity, the leading component of which is communicative skills. The practice of a foreign language teaching testifies to the diversity of the organizing educational forms and cognitive activities for mastering communication skills in a language that is studied and based on the educational materials provided by the program. These forms of work provide an opportunity to realize more fully the goal of education – mastering the foreign language communicative skills, taking into account the students' future specialization. Without mastering communicative skills at foreign language lessons, any activity cannot be effective.

Analyzing the current state of foreign language training in technical educational establishments it can be concluded that teachers of foreign languages meet a number of problems at professionally oriented foreign language teaching. Their efforts are aimed at eliminating the negative factors that exist in the organization of the teaching process and hinder the achievement of the necessary results. It should be noted that a low communicative orientation of classes in a professionally oriented foreign language in technical educational establishments is due to the richness of the educational process with formal language exercises that minimizes the number of communicative exercises, doing which students learn to express a certain content of the communicative professional situation in the communication process. The low level of intensity of foreign language learning is caused by the insufficient amount of time for active training and practice in using the language. Analysis of the current state in foreign language teaching at technical educational establishments allows us to assert that there are certain difficulties associated with the problems of language specialization in technical sphere: 1) the lack of professionally oriented textbooks; 2) the contradiction between the amount of information and the study time allotted for its assimilation; 3) insufficient consideration of students' individual abilities.

The dynamics of the modern science development leads to the fact that technical educational establishments are not able to respond quickly with the appropriate level of professional foreign language training of future specialists in technical specialties. The current state of affairs can be characterized as a gap between the level of professional foreign language training of future specialists and the requirements of the labor market. Consequently, the

relevance of this issue is determined, first of all, by the growing requirements for foreign language training of specialists in technical specialties and the need to form readiness for foreign language professional activity in the context of growing competition.

The issue of improving foreign language training in vocational education is relevant and is considered in details in the works of L. Bekrenyova, O. Bernatska, P. Bekh, L. Birkun, L. Morska, S. Nikolaeva, N. Sura. Despite the high degree of urgency of the problem, which is associated with the formation of professionally oriented foreign language communicative readiness of future technical specialists, it is not fully covered in special literature.

The analysis of psychological and pedagogical scientific research on this problem has shown that in the modern theoretical base there are various approaches to the definition of this concept. Basically, "readiness" is defined as the result of training. So, in the dictionary of S. Ozhegov, this term is defined as a state in which everything is done, everything is ready for something [5].

If we consider readiness as integrated new formations in thinking, consciousness, self-awareness, personality traits (intellectual, mental, physical), ensuring the productive performance of professional activities, then we can argue that readiness is an integral stable personal formation which is characterized by emotional-cognitive and volitional mobilization of the subject at the moment of its inclusion in a certain type of activity. We understand readiness as a unity of two directions – moral and psychological, which includes professional and moral views and beliefs, professional orientation of mental processes, self-control, working capacity, attitude to work, the ability to overcome difficulties, self-assessment of results, the need for professional self-education that ensures high work results.

The main component of readiness, according to scientists, is the unity of the personal and procedural components. Willingness is personal, emotionally intellectual, strong-willed, motivational. This includes interest, attitude towards activities, a sense of responsibility, confidence in success, the need to perform tasks at a high professional level, management of your feelings, mobilization of forces, overcoming uncertainty.

D. Usmonov believes that the state of readiness is a psychological prerequisite for the effectiveness of activities. It is a complex dynamic formation, has a complex dynamic structure that includes motivational orientation, operational, volitional and evaluative components [6, p. 58]. The scientist considers the state of psychological readiness as a complex dialectical structure, which is a personality trait and is characterized by a set of intellectual, emotional, motivational and volitional components of the human psyche in relation to external conditions and future tasks.

Based on the analysis of the literature [7] on the problem of the readiness formation, we determine that psychological readiness is the presence of an orientation towards activity, general psychological stability, the presence of qualities and abilities for further personal self-improvement, the presence of interest in learning, and developed professional thinking. Scientific and theoretical readiness is a deeper and more complete mastery of concepts, laws, theory, widespread use of similar subjects and knowledge of innovative technologies. Practical readiness is the presence of professional knowledge, skills and abilities of effective work, formed at the appropriate level, the ability to generalize world and personal experience. It also includes cognitive (understanding professional tasks, assessing them), motivational (interest in the profession, striving to achieve success), and volitional (overcoming doubts, the ability to mobilize one's strength) components. We believe that readiness is a variable characteristic that depends on age, experience, individual characteristics. It is advisable to consider this phenomenon as a complex multilevel form, an established structure of a person's qualities and abilities that is realized in activities.

M. Levitov distinguishes long-term, short-term, normal, increased and decreased readiness for activity [4]. In turn, we can distinguish temporary and sustainable readiness. Based on many years of experience in Vinnytsia technical college, we state that in order to form the professionally oriented foreign language communicative readiness of a future technical specialist it is important to have both temporary and sustainable readiness. Their positive sides can be: 1) sustainable readiness – the compliance of the structural composition of the individual professional qualities with the work's content and conditions in the specialty, actualization and inclusion in the process of completing tasks, a combination of stability and dynamism; 2) temporary readiness – relative stability, the ability to switch and concentrate attention, instantly make professional decisions to achieve a goal. The development and inclusion of these two types of readiness in the process of activity is not an automatic process,

which leads to an increase in the productivity of thinking, representation, memory, knowledge, skills, and the work of a specialist as a whole. They become effective only when creating appropriate conditions for influencing the consciousness and subconsciousness of a future technical specialist in the process of his professional training.

Based on the research, we concretize the concept of "readiness for activity" as a complex formation in the structure of the personality, and the term "readiness" is used in two meanings: training, readiness to perform the tasks ahead and the presence of competence, knowledge and skills necessary to perform the assigned tasks.

Regarding the concept of professional readiness, since the 70s of the twentieth century, it has been studied as the influence of personality traits on future professional activities. Therefore, it can be argued that professional readiness is a subjective state of a person who considers himself capable and prepared to perform a certain professional activity. Professional training includes knowledge, abilities and skills corresponding to the profile of the activity and is considered at professional levels.

L. Akhmetov, I. Fayzrakhmanov, A. Fayzrakhmanova see the basis of the future specialist readiness in the totality of qualities and properties necessary for effective professional activity which determine the position of a specialist in relations with colleagues at work. These are professional self-determination, readiness and ability for self-education, quality of professional training, responsibility [1, p. 35]. With regard to technical specialists, in our opinion, the quality of foreign language professionally oriented training and knowledge of information and communication technologies can be added here. Since professional readiness is an integrative characteristic of a person, including a set of professional qualities necessary for independent professional activity, we can say that this is an indicator of professional competence.

Formed readiness for professional activity ensures high work results. It includes professional knowledge, abilities, skills; professional views and beliefs; professional orientation of the psyche; the need for professional development; the ability to evaluate the results of their work. Considering the above mentioned it can be argued that the basis of the readiness of a future specialist is the degree of professional qualities and properties expressed in him, his readiness in the process of professional interaction to confirm his qualifications, improve its level, achieve results in work and cope with emerging difficulties.

The concept of professional communicative competence is inextricably linked with the concept of professional readiness because it is the formation of competence in a particular industry that is a prerequisite to readiness for professional activity. I. Vyakhk understands communicative competence as a set of knowledge, skills and abilities, covering the functions of communication and the features of the communication process (types and means of communication) [2, pp. 32-33]. We deem it necessary to note that the specificity of professional communication is due to the personal structure. Professionally significant personality traits in the basis of their development depend on the individual properties of a person.

Mastering the basics of the profession begins with the assimilation of a certain amount of general and professional knowledge that can include mastering the language of professional communication. The language of professional communication (professional language) is a functional type of language used by representatives of a certain profession, occupation. Therefore, a professional language is a set of linguistic means that provide mutual understanding between people working in the same professional field. To know the language of professional communication means: to adhere to the grammatical and lexical norms of professional communication; know special terminology; use all this knowledge in practice. We consider it necessary to point out that professional speech is first of all terminology inherent in one or another branch of science and technology. A real specialist must have a well-formed linguistic, speech and communicative competence.

Linguistic professional competence is the sum of systematized knowledge of the language rules, according to which the correct language constructions and messages in the specialty are built. Professional language competence is a system of skills and abilities to use knowledge during professional communication to transfer information. Consequently, in order to form readiness for professionally oriented foreign language communication of technical specialists, it becomes necessary to create a favorable language environment. The language environment can be considered a certain information space that surrounds a person in everyday life. A favorable linguistic environment is a special foreign language environment that

purposefully contributes to the formation of linguistic knowledge and speech skills. The teacher's function is to influence the formation of a productive linguistic environment in the classroom. He should be aware that his behavior is an important component of the learning environment – the environment in which language acquisition takes place. The effectiveness of the communicative skills forming process is ensured by attracting students to activities, which maximally simulates the educational process and creates conditions for professionally oriented communication.

In the process of teaching a foreign language, elements of future professional activity are combined with linguistic phenomena which act not only as a means of communication, but also as a way to familiarize students with a new activity for them. From a socio-psychological point of view, a student should be ready to assimilate new information, intercultural communication and mutual understanding. This readiness manifests itself in such qualities of a future specialist as: 1) the ability to show your world to representatives of another country in a foreign language; 2) the ability not to be afraid of meeting with foreign-speaking colleagues, to contact with them.

In our opinion, the main task of developing professionally important qualities associated with foreign language speech activity is the modeling of professional foreign language situations. One of the directions for solving this problem is the specially organized work of the teacher, aimed at the formation of students' readiness for professionally oriented foreign language communication.

During the formation of professionally oriented foreign language communicative readiness in technical establishments, it is necessary to take into account the peculiarities of student age, which are characterized by a gradual growth of self-awareness, deepening interest in professional activity, and independence in making decisions. In our view, the process of professionally oriented foreign language training of engineering students will be more effective if the following set of pedagogical conditions are observed: 1) creation of a favorable professional and linguistic environment in the educational institution for studying a foreign language of a professional direction; 2) modeling of real professional situations of foreign language communication; 3) the use of information and communication technologies; 4) taking into account the peculiarities of interdisciplinary integration. For the successful implementation and introduction of special disciplines educational material into foreign language classes in professional areas, we propose to carry out: 1) analysis of basic professional training subjects; 2) selection of professional topics; 3) study of general issues; 4) discussion of terminology together with teachers of special disciplines.

Conclusions. The analysis of the scientific research on the subject led to the assertion that the readiness of a future technician to communicate professionally in other languages is an important component of overall professional competence, an integrative personal quality which is defined by the ability to set productive communicative contacts with partners in professional activity, effective use of verbal and non-verbal means of communication. Thus, we consider professionally oriented foreign language communicative readiness as a multi-aspect integrated formation of personality, who has a complex, multilevel structure, the degree of component formation of which determines success and productivity of professionally oriented foreign language communication of future professionals. We are convinced that professionally oriented foreign language communicative readiness is not only a professional necessity for successful business contacts with foreign partners, but also influences the satisfaction of the expert by the process and the result of his professional activity, influences the culture of information and communication interaction. Therefore, readiness to communicate professionally in other languages will be considered as one of the main characteristics of future technical specialists. Among the promising explorations in this direction is the experience of foreign countries scientific research.

Conflict of Interest and other Ethics Statements

The author declares no conflict of interest.

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ФОРМУВАННЯ ГОТОВНОСТІ ДО ПРОФЕСІЙНО
ОРІЄНТОВАНОГО ІНШОМОВНОГО СПІЛКУВАННЯ
СТУДЕНТІВ ТЕХНІЧНИХ СПЕЦІАЛЬНОСТЕЙ

Анотація. У статті викладений погляд на необхідність формування готовності до професійно орієнтованого іншомовного спілкування майбутніх фахівців технічного профілю. Розглянуті деякі аспекти даного поняття, що впливають на успішність процесу формування готовності до спілкування іноземною мовою. Розкривається сутність поняття готовності до будь-якої діяльності, зокрема професійно орієнтованого іншомовного спілкування. Детально розглядається проблема психологічної готовності як складного утворення і властивості особистості. Акцентується увага на основних складових готовності до діяльності. Проаналізовані праці з проблеми формування готовності людини до певної діяльності, зокрема, професійно орієнтованого іншомовного спілкування; окреслена й змістовно обґрунтована проблема організації навчання професійно спрямованої іноземної мови, формування комунікативної іншомовної компетентності майбутніх фахівців технічного профілю. Метою автора є експлікація змісту поняття «готовність».

На підставі аналізу наукової літератури можна констатувати, що в психолого-педагогічній науці є різні дефініції поняття готовність до діяльності. Ураховуючи зміст діяльності, цілі, установки, потреби, суб'єкт діяльності, науковці витлумачують це поняття як особливий психічний стан, сукупність персональних якостей, особистісне утворення, яке спрямовує свідомість на виконання дії.

Із поняттям професійної готовності нерозривно пов'язане поняття професійної комунікативної компетентності, адже власне її формування в певній галузі є передумовою готовності до професійної діяльності. Комунікативну компетентність розглядаємо як сукупність знань, умінь і навичок, що охоплюють функції спілкування й особливості комунікаційного процесу (види та засоби спілкування). Отже, готовність до професійно орієнтованого іншомовного спілкування – сформованість професійних комунікативних іншомовних знань, що використовуються під час фахового спілкування. Автор визначає готовність як результат професійної підготовки.

Ключові слова: *готовність, формування готовності, професійно орієнтоване іншомовне спілкування, фахівець, професійна діяльність.*