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PEDAGOGICAL CONDITIONS FOR THE FORMATION OF THE PROFESSIONAL ORIENTATION OF STUDENTS IN THE PROCESS OF STUDYING A FOREIGN LANGUAGE

Abstract. Professional activity includes active personal and professional development, an integral component of which is the development of the professional orientation of the specialist's personality. Despite the considerable number of definitions of this concept, the common feature of the authors is the understanding of professional orientation as a positive selective attitude towards a profession and a tendency to work in a given profession. That is why the problem of individualization of the training of future specialists, its personality oriented nature, is brought to the fore as a priority trend in matters of improving professional and technical education.

The conceptual basis of the technologies of learner centered foreign language learning is a valuable attitude towards the student as a subject of knowledge, creativity, reliance on independence, initiative; actualization of creative potential; mechanisms of self-realization, self-development, self-regulation, and his integration into society.

The implementation of technologies takes place through the use of collective forms of work between students, the organization of business games, role-plays, discussions on real-life problems and future professional activities; organization of interpersonal communication, dialogue; creation of



a favorable emotional background for activation of internal sources of personal self-development; psychological and pedagogical support. The use of information and telecommunication technologies, distance learning technologies in teaching foreign languages, help implement a learner centered approach to teaching process.

In accordance with this model of learner's centered technologies, the main conditions for teaching foreign language students of non-linguistic specialties are processes that stimulate self-determination and self-realization of students and ensure their professional and personal development.

Person oriented foreign language learning technologies in non-linguistic specialties allow the student to become a real subject of activity, create conditions for determining content, values, and choosing ways of professional and personal development.

Keywords: professional orientation, personality, learner centered technologies, self-development.

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ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ПРОФЕСІЙНОЇ СПРЯМОВАНOSTІ СТУДЕНТІВ В ПРОЦЕСІ ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ

Анотація. Професійна діяльність включає активний особистісно-професійний розвиток, невід'ємною складовою якого є розвиток професійної спрямованості особистості фахівця. Саме тому проблема індивідуалізації підготовки майбутніх спеціалістів, її особистісно-орієнтований характер висувається на перший план як пріоритетна тенденція в питаннях вдосконалення професійно-технічної освіти.



Концептуальною основою технологій особистісно орієнтованого навчання іноземній мові є ціннісне ставлення до студента як суб'єкта пізнання, творчості, опора на самостійність, ініціативу; актуалізація творчого потенціалу; механізмів самореалізації, саморозвитку, саморегуляції, його інтеграції у суспільство.

Реалізація технологій відбувається за допомогою використання колективних форм роботи між студентами, організації ділових, рольових ігор, дискусій з проблем реального життя та майбутньої професійної діяльності; організації міжособистісного спілкування, діалогу; створення сприятливого емоційного фону для активізації внутрішніх джерел саморозвитку особистості; психолого-педагогічної підтримки.

У відповідності до даної моделі особистісно орієнтованих технологій головними умовами у навчанні студентів не мовних спеціальностей іноземній мові є процеси, які стимулюють самовизначення та самореалізацію студентів та забезпечують їх професійно-особистісний розвиток.

Особистісно-орієнтовані технології вивчення іноземної мови на не мовних спеціальностях дозволяють студенту стати справжнім суб'єктом діяльності, створюють умови для визначення змісту, цінностей, вибору способів професійно-особистісного становлення.

Ключові слова: професійна спрямованість, особистість, особистісно орієнтовані технології, саморозвиток.

Formulation of the problem. The main goal of higher education in Ukraine is to create conditions for the development and self-realization of each individual with skills for creative activity and continuous education throughout life. Therefore, it is important to create the necessary conditions for the future specialist to be the bearer of universal values, which are based on the priority of humanism, morality, the full disclosure of the creative potential of the individual, the realization of abilities and talents.

Professional activity includes active personal and professional development, an integral component of which is the development of the professional orientation of the specialist's personality. A high level of professional orientation meets the requirements of the profession, which are rapidly changing and becoming more complex nowadays. It is important to train the specialists who are distinguished by the formation of professional principles, views, beliefs, interests, desires and motives of activity.

The assigned task requires the higher school to organize a search for pedagogical ways of increasing the effectiveness of the professional orientation of students' personalities.



One of the features of modern education is its humanitarian and personal orientation, when an important place is given to the development of the individual. An essential component of the cultural process is mastering the values of world culture, which makes the study of foreign languages vital. Changes in the attitude towards studying a foreign language are also connected with globalization processes, Ukraine's integration into the European Union, and a return to humanitarian values. Under such conditions, knowledge of a foreign language gives the opportunity to expand intercultural communications, and therefore is a necessary condition for the professional development of future specialists. Today, the study of foreign languages contributes to the development of professional activities in such areas as familiarization with new technologies, scientific hypotheses and trends, outstanding innovations in the field of technology; establishing contacts with foreign firms, enterprises, educational institutions; increasing the level of professional competence of specialists. Knowledge of a foreign language is a necessity of a modern engineer, technologist or designer. And in general, a foreign language at the stage of development of skills and abilities to establish contacts in a foreign language environment helps to master a native language, to learn the culture of communication.

Therefore, the relevance of this problem lies in solving the contradiction between the need to form the professional orientation of future specialists in the process of learning a foreign language and the insufficient research of the relevant conditions in pedagogical theory and practice.

The purpose of this article is to determine the necessary pedagogical conditions, forms and methods of foreign language classroom and independent work, which ensure the formation of the professional orientation of students of non-linguistic specialties.

Analysis of recent research and publications. The problems of future specialists training at foreign language classes were raised in the works of S. Amelina, N. Borysko, S. Kozhushko, E. Miroshnychenko, L. Morska, O. Tarnopolsky, E. Yemelyanova, T. Hutchinson, V. Evans. The range of questions highlighted by these authors is quite plentiful; however, the problem of forming the professional orientation of the future specialist still remains relevant.

The problem of professional orientation in pedagogy and psychology was examined in many studies by leading scientists: A. Verbytskyi, N. Kuzmina,

A. Seyteshev, V. Slastyonin, and others. The research of conditions and ways of formation of professional orientation among university students of different specialties occupy a prominent place in pedagogy (O. Hanopolsky, L. Spodin, S. Tyholaz, B. Fedoryshyn, S. Yaremchuk, V. Zinchenko).



The purpose of this article is to determine the necessary pedagogical conditions, forms and methods of foreign language classroom and independent work, which ensure the formation of the professional orientation of students of non-linguistic specialties.

Presenting main material. The complexity and multifacetedness of the concept of “professional orientation” caused a variety of judgments about its nature and peculiarities of formation.

Researchers emphasize that the orientation of the personality is the system-forming core of the personality (V. Slastenin), which is a system, hierarchy of motivational formations (L. Bozhovich) and personality relationships. K. Platonov proposes to consider orientation as a substructure of personality, which includes aspirations, desires, interests, inclinations, beliefs, ideals and is characterized by such parameters as level, breadth, intensity, stability, effectiveness. This approach was reflected and developed in the works of many scientists.

Professional orientation is an important aspect of the general orientation of the individual, since the motivational and value sphere of a person is formed primarily in professional activities. If the general orientation characterizes the sphere of all the needs and interests of a person, the system of his attitudes towards others, towards himself, then professional orientation characterizes the sphere of only those needs and interests that are connected with the behavior of a person when choosing a profession, with future professional activity.

Therefore, one should distinguish between broad and narrow interpretation of the concept of "professional orientation". In a broad sense, professional orientation is a system of emotional and value attitudes, a hierarchical structure of motives that prevail and motivate the individual to implement them in professional activity. In a narrow sense, this is a professionally important property that occupies a central place in the structure of a specialist's personality and determines his individual distinctiveness (M. Didukh).

L. Spodin, in order to reconcile the narrow and broad understanding of the term "professional orientation", suggests considering the structure of this concept in two interrelated aspects: personal and procedural [8]. The components of the personal aspect are:

- motivational component (motives for choosing a profession and higher education institution, inclinations, interest in future professional activity);
- emotional component (steady positive attitude to the profession, satisfaction from professional activity);



- evaluative volitional aspect (self-esteem, belief in the right choice of profession, attitude to the difficulties of one's professional activity).

The components of the procedural aspect are:

- cognitive component (awareness of the professional definition, understanding of the social significance of the profession);
- effective and practical component (motive to actively acquire special knowledge and skills);
- orientation component (awareness of the content of the profession, conditions of professional activity, professional requirements for the individual).

Investigating the issue of the formation of professional and technical orientation of students, A. Seyteshev singles out the following components:

- subject content;
- worldview as a product of the development of consciousness and the motivational sphere of the individual;
- dynamic features, including the speed of reaction to educational or professional activities, the degree of tension and stability of emotional states, interest and passion for the profession.

Many researchers consider this concept as a complex integral formation. Other researchers interpret the professional orientation as the attitude of the individual to the profession.

S. Tykholaz considers professional orientation as integral personality quality, which is a hierarchically organized system of professionally significant motives, interests and value orientations, which determine a selective attitude to the profession, the success of mastering it, the effectiveness of the performance of professional functions and the activity of professional self-improvement [9].

Despite the considerable number of definitions of this concept, the common feature of the authors is the understanding of professional orientation as a positive selective attitude towards a profession and a tendency to work in a given profession. Professional orientation as a generalized form of attitude towards the profession includes private, local assessments by the subject of the degree of attractiveness or unattractiveness of professional activity, its content and conditions of implementation. In the process of learning and mastering this activity, this vision changes and becomes an adequate image of the future profession. The formation and development of a stable professional orientation of the student's personality affects the internal restructuring of his needs, motives, drives, norms of behavior, conscious assimilation of professional requirements.



In the social and economic relations that currently exist in Ukraine, a special role in professional work is played by the efficiency of professional activity, competitiveness, competence of a specialist, his professional skill, which in general determine the individual and creative levels of self-realization of an individual. That is why the problem of individualization of the training of future specialists, its personality oriented nature, is brought to the fore as a priority trend in matters of improving professional and technical education.

At the present, it is very important to apply humanist oriented education in the process of studying a foreign language in non-linguistic specialties, to create an environment for comprehensive personality development, to develop innovative models of the educational process and appropriate pedagogical technologies [5, p.138].

The study and analysis of practice showed that the motivation of students in the process of learning a foreign language in non-linguistic specialties is oriented to a greater extent to professional activity and to a lesser extent to personal self-determination and self-development. The needs of students in communicative and linguistic activities during the study of a foreign language are not fully realized, which can be explained by the insufficient implementation of learner's centered technologies in the teaching practice.

In our opinion, the conceptual basis of the technologies of learner centered foreign language teaching is a valuable attitude towards the student as a subject of knowledge, creativity, reliance on independence, initiative; actualization of creative potential; mechanisms of self-realization, self-development, self-regulation, and his integration into society.

The content component of the technologies of learner centered education is enriched by the inclusion of universal human, national and regional values of culture in the content of education; it is replenished with life problems of students; the practical orientation of learning a foreign language as a language of specialty and conversational and communicative communication (local history, everyday topics) is strengthened.

The implementation of technologies takes place through the use of collective forms of work between students, the organization of business games, role-plays, discussions on real-life problems and future professional activities; organization of interpersonal communication, dialogue; creation of a favorable emotional background for activation of internal sources of personal self-development; psychological and pedagogical support. "Business and role-playing games in universities are not so much a means of testing the learned theoretical material as a means of developing the personality of a



future specialist in any field" [4, p.76]. The use of role-playing and business games forms creative readiness for future professional activity through awareness of one's future professional self; allows students to develop thinking, makes the student an active participant in the learning process (involves students in the process of interested acquisition of professional knowledge); teaches the rules of communication, ethics of business communication; is a productive technology for the creative solution of professional tasks; provides a psychologically comfortable environment for student learning; involves imaginative thinking.

One of the most promising innovative technologies at the moment is the "case study" - teaching using specific educational situations. Students are involved in situations that are as close as possible to real practice; to research activities, analytical and evaluation work, learn to defend their own point of view, to prove the legitimacy or falsity of what is being analyzed.

An integrated class is one of the methods of a foreign language teaching, which contributes to the professional orientation of training - this is a class in the content of which different disciplines are combined around the study of one topic. The specificity of such classes is that they are conducted by the teachers of two or more related disciplines. The integrated lesson sets the foreign language teacher the task of teaching the future specialist on the basis of interdisciplinary connections to use a foreign language as a means of improving his professional knowledge and as a means of forming professional skills and abilities.

The use of training technologies that ensure interaction between subjects of the pedagogical process in the form of cooperation is relevant. At the same time, it is assumed, first of all, the cooperation of the students themselves. The most famous forms of pair and group work: brain storm; jigsaw reading; think-pair-share; pair-interviews and others. The advantages of group work are:

- increase in the amount of learning material, depth of understanding;
- growth of cognitive activity and creative independence of students;
- important social skills acquired by students;
- increasing the possibilities of individualization of training.

The experience of using the latest forms and methods of work in practical foreign language classes has shown that they contribute to the development of such personality qualities that are necessary for a future specialist (responsibility, diligence, organization, initiative), develop students' ability to build interpersonal relationships, and also develop such qualities such as creativity, responsibility for one's own actions.



High-quality language training of students is impossible without the use of modern information technologies. The use of information and telecommunication technologies, distance learning technologies in teaching foreign languages, creating presentations in PowerPoint, using Internet resources, the latest test technologies help implement a learner's centered approach to teaching process, provide individualization and differentiation of learning, taking into account the abilities of students and their level of training.

Intentional use of Internet materials in foreign language classes allows a teacher to effectively solve a number of didactic tasks, namely:

- to improve reading skills;
- to enlarge the vocabulary of a student with a modern foreign language vocabulary;
- to improve the skills of monologue and dialogue speech, discussing network materials;
- to provide modern, relevant and authentic material that meets the interests of students;
- to form sustainable motivation for foreign language activities in the process of discussing problems.

The use of information technologies during the independent work of students creates favorable conditions for self-realization of the individual, provides an opportunity for everyone, depending on the level of training and mental abilities, to choose the sequence, volume and pace of mastering the material, to exercise self-control.

Studying with the help of modern computer programs, students experience real immersion in a living language, get many opportunities to learn and memorize new vocabulary, as well as to develop communication skills.

In accordance with this model of learner's centered technologies, the main conditions for teaching foreign language students of non-linguistic specialties are processes that stimulate self-determination and self-realization of students and ensure their professional and personal development.

The first condition is that foreign language learning is built on the basis of a system of professional and personal values: professional competence and the need for self-realization and self-expression, culture and creativity, mutual understanding, spirituality and morality. For this purpose, situations are created for the discussion of professionally-oriented texts for students of various specializations, but with the emphasis on cultural, value-based and humanitarian aspects. In the process of teaching foreign languages, it is important to use authentic sources of scientific literature, periodicals of recent years, and the Internet.



Personal ideals are formed on the basis of interests and inclinations. A professional ideal is an image that embodies the best and most characteristic features of a profession. It includes the desire to master this profession. Finally, the professional ideal has its own special meaning - professional and social. Professional interest contributes to the professional ideal - the desire to learn more about the profession. The social content of the professional ideal expresses the civil and moral side of the professional orientation of the individual. Acquainting students with the images of outstanding people and scientists contributes to the formation of the ideal. It is important to promote self-education, that is, to create favorable conditions for the practical realization of the desire to imitate the ideal (a fashion house, an informational computer center, a car workshop, etc.).

According to the second condition, the content component of foreign language learning technology is filled with personal content. Classes are devoted to specific topics related not only to the enrichment of the general culture of students, but also to the strengthening of professional interests. The texts contain dialogues aimed at the development of monologue and dialogue speech. Tasks are creative in nature and aim to develop professionally important skills and abilities to work with specialized literature.

The humanist orientation of teaching a foreign language is carried out due to the fact that the problems under consideration are brought to the level of personal values (professional competence as a personal quality, as an opportunity for self-realization in life, work, society, orientation in special knowledge as an opportunity to participate in international projects, etc.).

Thirdly, in the process of mastering a foreign language, students need the help and support of a teacher to ensure the transition from object to subject behavior, which is manifested in value self-determination, adaptation in the process of professional personal development. It is the teacher who should provide his/her students the algorithm of actions for mastering professional vocabulary, to teach them to select authentic information properly for use in the classroom and independent work.

Teaching students a foreign language with the use of learner centered technologies allows determining the conditions of their influence on the processes of professional and personal development of future specialists:

- learning a foreign language is filled with personal content;
- the mechanisms of professional and personal development of students are updated (self-knowledge, self-evaluation, self-affirmation);
- implementation of the principles of professional competence and individualization is ensured;
- independent work of students is stimulated;



- the priorities of the humanist and personal approach are implemented during classes, when the student acts as the subject, and the goal is related to the prospects of his professional and personal development as a future specialist;

- wide use of communicative forms and teaching methods (dialogue, debate, business games, etc.);

- implementation of an individual and creative approach to students while learning a foreign language.

Conclusions. At the stage of professional training, the pedagogical conditions for the development of interest in the profession may develop a contradictory situation associated with a discrepancy between the learning objectives and the results of professional training. To resolve this contradiction, in our opinion, is possible with the creation of learner centered learning.

Learner oriented foreign language teaching technologies in non-linguistic specialties allow the student to become a real subject of activity, create conditions for determining content, values, and choosing ways of professional and personal development.

The use of learner centered technologies in foreign language classes contributes to the qualitative improvement of the process of professional training of future specialists and in the long term should become an integral part of the organization of the educational process with the aim of its improvement, as well as the development of new curricula and programs.

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