

ОПУБЛИКОВАТЬ СТАТЬЮ

в изданиях НИЦ "Социосфера"



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- *Российский научный журнал*
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- *РИНЦ*
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PARADIGMATA POZNÁNÍ

- *Чешский научный журнал*
- *ISSN 2336-2642*
- *Публикуются статьи по социально-гуманитарным, техническим и естественно-научным дисциплинам*

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II. FORMATION AND DEVELOPMENT OF TRAINING AND EMPLOYMENT OF PROFESSIONAL QUALITIES OF THE PERSON



ORGANIZATION OF FOREIGN LANGUAGE PEDAGOGICAL INTERACTION DURING FOREIGN LANGUAGE CLASSES IN THE PROCESS OF FUTURE TEACHERS' PROFESSIONAL TRAINING

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Summary. The article deals with organization of foreign language interaction during foreign language practice classes for students of non-linguistic specialties of a pedagogical institute. Special attention is paid to forms and methods of active interaction used in process of study aimed at communicative competence formation of future teachers.

Keywords: foreign language pedagogical interaction; pedagogical interaction; educational activities; foreign language; teachers' language training; oral and written communication; professional pedagogical activity; communicative competence; methodological competence; professional methodological skills; communication technique; speech practice.

Both domestic and foreign teachers, methodologists, and psychologists considered the problem of pedagogical interaction. At the same time, not enough attention is paid to the organization of foreign language pedagogical interaction during foreign language classes for students of non-linguistic specialties of a pedagogical institute.

Let's formulate the definition of the concept "interaction". Interaction is a process of direct relationships between people based on understanding and intentional transfer of knowledge, thoughts, feelings in accordance with social norms and conditions of their activities. Pedagogical interaction, according to A. A. Leontiev, is the professional communication of a teacher with students in the classroom or outside of it (in the process of training and education), which has certain functions and is aimed at creating a favorable psychological climate, as well as another kind of psychological optimization of educational activities and relations between the teacher and students and within student team [1].

We will consider foreign language pedagogical interaction within the discipline of "foreign language" for bachelor / master students of non-linguistic specialties of the pedagogical institute. One of the aspects to solving the problem of improving the quality of teacher language training in modern conditions

is the organization of foreign language pedagogical interaction during foreign language classes, where speech communication is realized as a form of interaction between a teacher and students using a foreign language. In this case, foreign language speech communication can be considered as an activity aimed at achieving communicative and non-communicative goals using the means of a foreign language.

In accordance with the requirements of Federal State Educational Standard of Higher Education-3++ (FGOS VO-3++), a university graduate, along with the acquired knowledge and skills, must be able to use various forms and types of oral and written communication in foreign languages in educational and professional activities, master various methods of verbal and non-verbal communication in foreign language environment and professional pedagogical activity.

The question is under discussion: what forms and methods of teaching should be used in the classroom for the practice of oral and written speech in order to form students' communicative competence to provide program requirements for practical knowledge of communication in a foreign language?

With the communicative orientation of teaching bachelors / masters of non-linguistic specialties, the main task is to form students' communicative competence. Interactive activity is based on the need for communication. On the one hand, foreign language speech communication is the goal of learning. On the other hand, you can only learn to communicate in the process of interaction. Consequently, foreign language speech communication acts as a means of realizing the activity of communication and as its indispensable condition, that is, it is a means of learning, a means of forming foreign language communicative competence.

It should be noted that foreign language pedagogical communication is not the influence of the teacher on the student, but their interaction as equal partners. As the organizer of the educational process, the teacher must organize speech interaction and interpersonal relationships in the student group. The search for various ways to improve the effectiveness of teaching a foreign language convinces of the need for a teacher to have methodological competence. Methodological competence is a set of theoretical knowledge on the methods of teaching foreign languages, pedagogy, linguistics, psychology, as well as the possession of professional methodological skills that ensure that a foreign language teacher performs all his pedagogical functions.

The most important component of the methodological skills of a teacher is mastering the technique of communication, various methods of its organization, creating an atmosphere of cooperation and psychological comfort in the study group, which makes the learning process as effective as possible, and communication in the classroom achieves the goal. In the course of professional and pedagogical activity of a teacher, his (her) pedagogical interaction with students takes place in the course of joint work aimed at the formation of communicative competence. At the same time, foreign language pedagogical communication not only determines joint collective activity in the modes "teacher-student",

“teacher-group”, “student-student”, “student-group”, “student-teacher”, but also acts as the most important factor in the formation of learners’ personality, a means of education.

When teaching foreign language communication during a foreign language classroom, the teacher organizes and develops dialogue communication, which includes the exchange of information based on interaction, mutual understanding, mutual learning, and joint solution of communication tasks common to each participant. For this purpose, various forms of work are used in the educational process: paired, group, active involvement of students in a dialogue or polylogue, change of communication partners, creation of natural situations of communication and their purposeful variation, role-playing and business games, studies and situations that require creative solutions by students, solving problematic tasks that reproduce reality, texts staging, conducting educational discussions, conferences, interviews, press conferences, discussing what they saw, heard, read, contests, quizzes. In recent years, the method of projects has been effectively used, which is distinguished by the cooperative nature of completing tasks, is creative in its essence and is focused on the development of students’ personalities. At the same time, information and communication technologies are widely used [2].

As can be seen from the above-mentioned information, the means and methods of communication purposefully used by a foreign language teacher in professional pedagogical activity are diverse. Communication is a kind of art, which has its own rules and its own characteristics.

The pedagogical process of foreign language communication is a creative activity. Various forms and techniques of active communication used in the educational process are means of teaching communicative behavior, form the communicative competence and competence of the future teacher.

To organize foreign language pedagogical communication, the teacher must create favorable conditions in the classroom, conditions of psychological comfort, allowing each student to realize himself to the maximum extent. The task of the teacher is to create personal rather than formal communication in the group. He (she) should act not only as a strict arbiter, but also as a benevolent interlocutor who creates communication situations, enters into communication with students, and ensures that verbal contact with them is not disturbed. Improving the methods of teaching a foreign language at a university, mastering new forms and methods of work by a teacher, his (her) methodological skills are a necessary condition for optimizing the educational process of teaching foreign language speech communication.

As an organizer of communication, the teacher must have the highest degree of contact, sociability. According to the fair remark of E.I. Passov, the creation of an atmosphere of communication is not just another fashion, but also a requirement arising from the patterns of learning. If the goal is to teach communication, and it is possible to successfully teach any activity only in adequate conditions, then creating an atmosphere of communication is an urgent need [3].

Teaching practice shows that the above-mentioned organization of foreign language pedagogical communication during foreign language classes is an important means of increasing the effectiveness of the professional training of bachelor / master students, future teachers.

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ПРОФЕССИОНАЛЬНОЕ САМООПРЕДЕЛЕНИЕ ПЕДАГОГА

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Summary. This article discusses the problem of professional formation of a teacher. The meaning of this concept is defined. The system of criteria for self-determination of a professional teacher is indicated.

Keywords: self-determination; teacher; criterion; personality; development.

Учитель в современных условиях сталкивается с непредсказуемыми образовательными ситуациями, вынужден постоянно принимать решения о приоритетности тех или иных педагогических действий, о перспективности появляющихся педагогических технологий, выступать в роли субъекта профессионального выбора. Понимание смысла конкретных педагогических действий и социально-исторического смысла педагогического труда в целом влияет на выбор целей, задач, содержания, способов образования, определяет характер отношений участников педагогического процесса, обуславливает выбор собственной профессиональной стратегии педагога. В ситуации творчества и свободы действий увеличивается степень личной ответственности педагога за выбор индивидуальной стратегии профессиональной деятельности. Стихийность, неопределенность профессионального поведения должны уступить место сознательной, свободной, ценностно избираемой педагогической деятельности, в основе которой лежит профессионально-личностное самоопределение учителя.

Профессиональное самоопределение – это процесс формирования личностью своего отношения к профессионально-трудовой сфере. Профессиональное самоопределение может рассматриваться как составная часть

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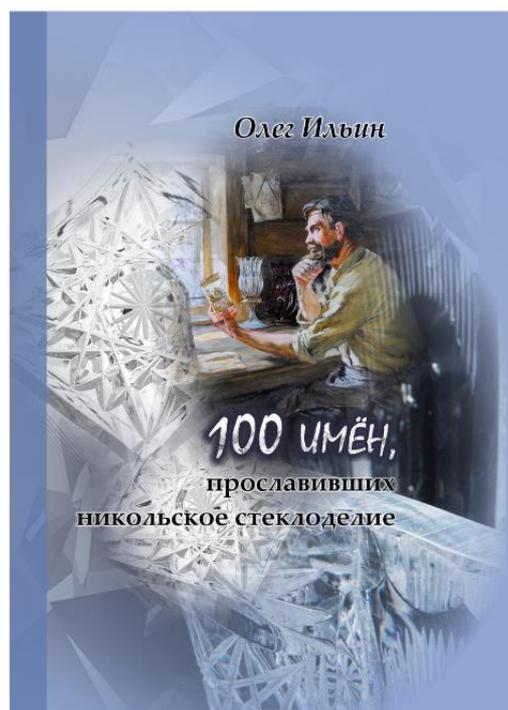
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