

POSSESSION OF LINGVODIDACTIC TERMINOLOGY AS AN INDESPENSIBLE COMPONENT OF THE PROFESSIONAL- PEDAGOGICAL COMPETENCE OF THE ENGLISH LANGUAGE TEACHERS

Elena Glazyrina

Russia, Chelyabinsk,

Chelyabinsk State University

Department of Eastern and Romanic-Germanic Languages

454001 Br.Kashirinyh Str., 129

e-mail: glazyr-elena@yandex.ru

Abstract: The paper draws the readers' attention to the problem of necessity of teaching lingvodidactic terminology to future foreign language teachers. This need is reflected in the Federal State Educational Standard of Higher Professional Education but the educational process at pedagogical universities or faculties doesn't include the appropriate training of students to meet this need. Possession of lingvodidactic terminology being an imprescriptible part of the professional pedagogical competence enables foreign language teachers to organize and implement scientific intercourse with colleagues from abroad on professional pedagogical topics.

Keywords: lingvodidactic terminology, professional pedagogical competence, general cultural competencies (GCC), general professional competencies (GPC), professional competencies (PC)

Introduction

Modern processes of internalization and globalization in the world stipulate for increased requirements to the quality of linguistic education of students of various categories. From the standpoint of a global modernization of society, possessing a good command of a foreign language is viewed as an ability of a person to participate in the cross-cultural interaction in different spheres. The significance of the interculturally oriented paradigm in modern linguistic education is generally acknowledged and requires no additional proves. Nevertheless, in spite of the fact that ideas of intercultural communication have been fruitfully developed in theoretical works of many Russian and foreign scientists (I. Haleeva, V. Safonova, V. Furmanova, O. Obremko, C. Bennet, A. Knapp-Potthoff, G. Neuner, etc.), nowadays there is an evident contradiction between the declaration of the intercultural approach and real absence of interculturally oriented system of a foreign language teaching aimed at professional

intercourse at universities. While on the subject of linguistic higher educational establishments and linguistic faculties in particular, the above mentioned contradiction concerns intercultural professionally oriented teaching of foreign languages to future foreign language teachers. The main goal of this paper is to examine and specify main components of the system of professionally oriented teaching of foreign languages of students at pedagogical universities or faculties with a particular emphasis on the imparting of the lingvodidactic terminology as a tool to a successful professional intercourse with associates from abroad.

The introduction of the new Federal State Educational Standard of Higher Professional Education

The importance of a specialist to be an effective participant of the process of intercultural communication on professional topics is predetermined by modern paradigm of social

development that dramatically influences all fields of human life. It has led to the development and introduction to the process of higher professional education of a new state educational standard of higher education – the Federal State Educational Standard of Higher Professional Education (FSES of HPE). The requirements to the results of mastering the main bachelor educational programs of pedagogical disciplines are expressed in the full formation of the following competencies by future foreign language teachers: general cultural competencies (GCC), general professional competencies (GPC) and professional competencies (PC) [1]. According to the authors of the dictionary of modern Russian professional education [2], competency is an ability to apply knowledge, skills and practical experience for successful professional activity. At the same time, availability of such competencies that allow a person to successfully implement his or her professional activity is defined as a competence. Possession of the above mentioned competencies (GCC, GPC and PC) imparts a certain characteristic to the personality of a foreign language teacher, providing readiness to the professional activity and professional development in the course of life. And the set of these competences represents professional pedagogical competence of a foreign language teacher. Thus, we may define professional competence of a foreign language teacher as «an integral characteristic that predetermines a specialist's ability to solve professional problems and typical professional tasks emerging in real situations of professional activity with the application of one's own knowledge, professional and life experience, values and inclinations» [3].

The reflection of the necessity to possess the skills of professional discourse in the set of standard competencies

Proceeding to studying at a higher pedagogical educational establishment or at a pedagogical faculty, students have to deal with professional discourse in the process of mastering the cycle of pedagogical subjects such as Pedagogics, Methods of teaching foreign languages or Lingvodidactics. Professional discourse is defined as a professional, linguistic, legal and social field, in which a specialist fulfils his or her professional activity, exchanging

information with other communicators. Let's analyze the requirements of the Federal State Educational Standard of Higher Professional Education concerning the preparation of a future foreign language teacher to be a competent interlocutor on professional topics and a cultural mediator. The formation of the following competencies may result in the preparedness of a foreign language teacher to take part in a professional discourse employing lingvodidactic terminology during the process of communication.

General cultural competency (GCC) that implies a wide humanitarian training of foreign language teachers, their outlook, general level of culture and erudition. Formation of this competency is implemented through studying one's own culture and an alien one in their comparison. According to the Federal State Educational Standard of Higher Professional Education (direction of training "Pedagogical Education", bachelor degree), General Cultural Competency 10 (GCC-10) stipulates for **the possession of a foreign language at the level that enables to gain and assess information in the sphere of professional activity from foreign literary sources** [1]. Taking this into account, the general cultural competency is supposed to include a foreign communicative subcompetency that will be fulfilled in the frames of all communicative spheres, including the professional one, which in its turn will be reflected in the implementation of the general professional and professional competencies.

General professional competency (GPC) or general pedagogical competency that implies pedagogical and psychological knowledge and skills of constructing the process of a foreign language teaching on their basis. GPC-3 stipulates for the possession of linguistic professional culture and also **possession of a foreign language at the level of professional communication** [1].

Professional competency (PC) or methodical that includes skills of organization of a foreign language teaching process in various forms of its manifestation. This competency is compiled by a number of subcompetencies that are predetermined by the needs of one particular foreign language teaching process under particular circumstances. A foreign language teacher's professional competency is an integral concept that presupposes the formation of the following subcompetencies: the organizational one (an ability to arrange and implement the

process of intercultural communication during the lesson and after it); the projection one (an ability to plan and project a foreign language teaching process as a process of teaching an intercultural intercourse; the research one (an ability to analyze the educational and social importance of the pupils' mastering a foreign language as a tool of intercultural interaction); the controlling one (an ability to assess the success of the pupils' intercultural communication at the lesson and beyond it and also to analyze one's own activity aimed at teaching intercultural communication to the pupils).

The necessity of teaching Lingvodidactics

The above described competencies and GCC and GPC in particular vividly demonstrate the emergence of new requirements to the constituents of the professional pedagogical competence of foreign language teachers; moreover, they attach great significance to heightening the level of the professional theoretical training that presupposes acquisition of lingvodidactic terminology, which can be obtained while studying the cycle of such disciplines as Pedagogics, Methods of Foreign Languages Teaching and Lingvodidactics.

Lingvodidactics is a relatively new integrative science that strengthens the theoretical base of Methods of Foreign Languages Teaching, studying general regularities, the specificity of the content, methods and means of foreign languages teaching. Being one of the key subjects taught within the framework of the specialty "Theory and Methods of Teaching Foreign Languages and Cultures", Lingvodidactics is urged to strengthen professional competencies of graduates – foreign language teachers.

Lingvodidactic terminology

Lingvodidactic terminology represents the carcass of lingvodidactic competency, which in its turn is an imprescriptible part of the professional pedagogical competence of foreign language teachers.

A term represents a particular form of a linguistic sign and, owing obedience to the linguistic laws, gets involved in the process and results of scientific cognition. A term as a carrier of a professional scientific memory

plays an important part in the process of formation, storage and transference of specific knowledge.

A lingvodidactic term is one or several lexical units combined together that fully and exactly express a particular lingvodidactic concept (or notion), obey to the general linguistic laws of word-formation and interaction of lexical units in syntactic unities and specify their meaning in the context of a particular specific text on methods of foreign language teaching (Lingvodidactics).

Lingvodidactic terminology is heterogeneous. Representing a pretty wide area of knowledge and being formed on the juncture of several disciplines, Lingvodidactics comprises a number of relatively independent terminological subsystems, namely that of Pedagogics, Methods of Foreign Language Teaching and Psychology.

The necessity to develop in future foreign language teachers the skill of organization and implementation of scientific intercourse with colleagues from abroad

Unfortunately, one has to admit that nowadays professional training of students does not intend to develop communicative skills aimed at transference and perception of scientific information on pedagogical, methodical and psychological topics by means of a foreign language. Thus, in our opinion, the aim of intercultural teaching of future foreign language teachers at higher educational establishments should stipulate for the development of the skill to organize and implement scientific intercourse with colleagues (representatives of other cultures) on professional pedagogical topics using lingvodidactic terminology with ease. Besides, the personality of a foreign language teacher should be multicultural in all respects including the professional one. Multicultural character of a foreign language teacher is revealed in the ability to construct the process of a foreign language teaching relying on the complex application of up-to-date native and foreign scientific knowledge, pedagogical and psychological conceptions, methods and teaching technologies.

Specification of the content of linguistic training concerning the subjects of the professional cycle

According to this, there arises a necessity to specify the content of teaching subjects that belong to the professional cycle. To our mind, in order for future foreign language teachers to effectively participate in intercultural communication on professional topics at a high scientific level using lingvodidactic terminology, the content of linguistic training should comprise the following components:

1. Scientific knowledge of the country of the studied language regarding the subjects of professional training. This knowledge should be oriented on practical work and become useful for a foreign language teacher's future professional activity.

2. Scientific and professional spheres of communication with respect to pedagogical, psychological and methodical knowledge. "Spheres of verbal communication, i.e. spheres of practical application of the language, in which appropriate types of speech are fulfilled, exist within the borders of a certain state as a typical territorial political unit characterized by stable economic, political cultural and linguistic bonds. Spheres of verbal communication possess informative specificity and represent an array of topics that compose the subject of discussion in particular fields of social interaction" [4].

3. Topics, corresponding to the content of disciplines of pedagogical, psychological and methodical cycles. Topics serve as a mean of giving an idea about scientific conceptions existing in different cultures. They must be selected on the basis of the following principles: relying on scientific knowledge of one's native culture, comparison, novelty, systematic character and coherence.

4. Communicative situations, typical for professional and scientific spheres of communication. E. Passov provides the following definition for the notion "situation": situation is such a dynamic system of interlocutors' interaction that due to its reflection in our consciousness brings about a personal need in a purposeful activity and sustains it [5]. Communicative situations enable to plan the process of formation of future foreign language teachers' ability to proceed to intercultural professionally-oriented and

terminologically loaded communication with representatives of other cultures. Situations are supposed to help students grasp the subject of an utterance, determine its linguistic form, select lexical and grammatical units, incarnate the idea of an utterance in the text and determine the strategy of verbal behavior within the framework of professional and scientific spheres of communication.

5. Texts of scientific content with an abundance of lingvodidactic terminology. A linguistic personality reveals communicative abilities and characteristics in the products of his/her communicative activity, i.e. in texts. Texts, representing a unity of content and speech, by means of which this content is formed, may serve as a linguistic personality's characteristic. Being a holistic and completed regarding the content and the form speech product, a scientific text represents a certain scientific topic and communicative situation, contains a specific lexical and grammatical material, terminology and serves as a pattern of the language carriers' scientific communication.

The need of inclusion of tasks, aimed at solving educational professional problems in a written form with an obligatory usage of professional lingvodidactic terminology

Thus, in our opinion, the content of the linguistic training of future foreign language teachers, directed to the formation of intercultural competence and development of the communicative skills that can be practically applied to the process of professional intercourse with foreign colleagues using lingvodidactic terminology should include additional programs and subjects belonging to the pedagogical cycle but delivered in a foreign language and at a high scientific and linguistic level. What is more, the formation of the skills of operating lingvodidactic terminology in all kinds of future professional activity may become possible only on condition that the educational process with include various sorts of methodical tasks, aimed at solving educational professional problems in a written form with an obligatory usage of professional lingvodidactic terminology, that has been gained by students at theoretical lectures on Pedagogics, Methods of Teaching and Lingvodidactics. Some written tasks may also

be aimed at composing different types of scientific texts with the application of practical lingvodidactic knowledge.

Conclusion

In conclusion it should be emphasized that the significance of possessing lingvodidactic terminology is hard to overestimate. In order for a modern foreign language teacher to feel

free to take professional decisions and make the right choice, he/she should have a clear idea of psychological laws and linguistic principles that regulate the process of a foreign language acquisition, what factor influence this process, what regularities take place during the process of speech generation and how to use the resources of lingvodidactic terminological system.

References

1. Federalnyj gosudarstvennyj obrazovatelnyj standart vysshego professionalnogo obrazovania po napravleniam podgotovki 035700 lingvistika, 050100 pedagogicheskoye obrazovanie (kvalifikatsiya (stepen) «bakalavr») [Elektronnyj resurs]. – Rezhym dostupa: <http://www.fgosvpo.ru/uploadfiles/fgos/3/20111115120152.pdf>
2. Slovar-spravochnik sovremennogo rossijskogo professionalnogo obrazovania / avtory-sostaviteli: Blinov V.I., Voloshina I.A., Yesenina Ye.Yu., Lieybovich, Novikov P.N. – Vyp. 1. – M.: FIRO, 2010.
3. Kozyreva, V.A. Kompetentnostnyj podkhod v pedagogicheskom obrazovanii [Tekst] / V.A.Kozyreva, N.F. Rodionova. – SPb.: Izd-vo RGPU im. A.I.Gertsena, 2004. – 392 s.
4. Galskova, N.D. Sovremennaya metodyka obutshenia inostrannym yazykam [Tekst]: posobiye dla uchitela / N.D.Halskova. – M.: ARKTI, 2000. – 169 s.
5. Passov, Ye.I. Kommunikativnoye inoyazychnoye obrazovanie. Kontsrptsiya razvitiya individualnosti v dialoge kultur. [Tekst]/ Ye.I. Passov. – Lipetsk: Izd-vo LGPI, 1998. – 159 s.