



**Competence
Development For
The Competitive
Specialist Education.**



Competence Development For The Competitive Specialist Education **Desarrollo de competencias para la educación especializada competitiva**

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Abstract

The article is devoted to the study of the ways of special courses for training in foreign languages development. The attention is drawn primarily for English language courses, for the future specialists in tourism, service and hospitality sphere. In addition to the competences connected with the development of professional knowledge and skills, the knowledge of foreign language is undoubtedly having paramount value for future graduates. Modern methods and forms of education not always allow reaching the demanded level for fast communication with foreign experts in this area and to provide services to foreign guests. Introduction of new programs, forms and methods of training will make development of colloquial skills of a foreign language during the limited time period of time possible and will increase competitiveness of future specialists, our graduates, in labor market.

Keywords: foreign language learning, student, education, professional activity, communicative.

El artículo está dedicado al estudio de las formas de cursos especiales para la capacitación en el desarrollo de idiomas extranjeros. La atención se dirige principalmente a los cursos de inglés, a los futuros especialistas en turismo, servicios y hotelería. Además de las competencias relacionadas con el desarrollo del conocimiento y las habilidades profesionales, el conocimiento del idioma extranjero sin duda tiene un valor primordial para los futuros graduados. Los métodos y formas de educación modernos no siempre permiten alcanzar el nivel exigido para una comunicación rápida con expertos extranjeros en esta área y para proporcionar servicios a huéspedes extranjeros. La introducción de nuevos programas, formas y métodos de capacitación hará posible el desarrollo de habilidades coloquiales de un idioma extranjero durante el período de tiempo limitado posible y aumentará la competitividad de los futuros especialistas, nuestros graduados, en el mercado laboral.

Palabras clave: aprendizaje de lenguas extranjeras, estudiante, educación, actividad profesional, comunicación.



Introduction

The Relevance Of The Topic

The relevance of the topic under research is conditioned by movement for training quality that ensures the graduates' competitiveness in the international labor market is becoming more and more supported worldwide. Modern socio-economic conditions require educational institutions to develop a clear mechanism that will allow to take the social order into account, and that will determine the training quality (Heyneman, 2001, Vinnikova, 2017; Oveisi et al., 2018a).

In modern conditions a graduate must be not only highly qualified professional in a particular field, but also a widely erudite person, having a thorough humanitarian preparation and the ability to express himself adequately - socially, professionally, intellectually and emotionally, including foreign language means.

In this respect in the course of language training program development it is necessary to change the approach to foreign language teaching radically and give more attention to linguistics and intercultural communication (Boram, 1997). The purpose of modern foreign language education, in our opinion, can be formulated as the formation of students' ability communicate in a foreign language, which allows him to be engaged in equal dialogue with other cultures and traditions and to participate in a variety of intercultural communication areas and situations (Kramsch et al., 1998).

Besides, as it was rightly pointed out by Lyudmila Deikova in her thesis "Formation and Development of Foreign Language Linguistic Education in Russian Universities": "...in today's world foreign language linguistic education becomes not only a measure of intellectual development, mastery of universal and professional culture, but also social welfare guarantee, the condition of specialists' competitiveness in labor market" (Deikova, 2010). With the opening of borders between the states people's mobility intensified, their motivation to learn foreign languages, desire to establish and develop contacts with foreign countries strikingly increased. In this regard, one of the world's educational paradigm trends is including communication disciplines, including foreign languages, into priorities (Mukhametzhanova, 2018; Oveisi et al., 2018b). Foreign language linguistic education having great educational potential, in addition personality development problems solving is a resource of communication skills' formation and development.

Materials And Methods

Russian linguistic education experienced several stages of its development: after the era of Peter the Great who allowed in the first open contacts with representatives of European cultures, followed the period of XVII-XVIII centuries, when knowledge of several foreign languages was considered the norm for a noble educated man. Finally, during the Soviet period languages have been studied for the perception of written information, and not for the purpose of communicating with other people. It resulted in creation of the so-called "grammatical method" and the method of "board and chalk", in which the language became the subject and content of training.

The consequences of non-communicative teaching methods of the Soviet period, unfortunately, complicate the problem of foreign language education in our time.



Results and Discussion

Previously the degree of foreign languages' mastery was assessed primarily through verification of formal skills, such as knowledge of grammar rules and the fulfillment tasks and exercises on them. Currently people want not only to know the language, but to be able to use it as a means of real communication with other cultures.

In the XXI century education is understood more as a "result" rather than a "process". Priority requirements to the graduates' knowledge have been supplemented by the requirements to their practical skills. This was undoubtedly demanded by the Bologna process, when European countries set to themselves a task to achieve such a degree of educational systems' transparency that it would have been clear to each employer what skills and abilities a person educated in any country possesses. Russia joined the process in 2006. And then such notion as of competence was formulated, which is used by the education system today.

The competence-based approach that is widely used in our country today has three main components: knowledge, methodology of this knowledge application and the mastering of this methodology and, finally, a practical skill. All the components being equal, the latter, of course, is the most important for the future professional activity of a specialist.

Common European Framework of Reference for Languages was developed by the Council of Europe as the main part of the project "Language learning for European citizenship» between 1989 and 1996. The main objective of CEFR was to create the training and assessment methodology applicable to all European languages.

Competences included into Common European Framework of Reference fall into general and communicative.

Formation of the latter competence type, pragmatic or sociocultural one is, in our opinion, is the most relevant for future specialists of service and tourism business sphere. This kind of competence implies awareness of a native speaker' cultural differences, their habits, traditions, norms of behavior and etiquette. It is necessary to teach the students how to understand and use them appropriately in the process of communication. Social competence formation involves the individual' integration into the system of the world and national cultures. The importance of such integration is undeniable for future regular contacts not only with representatives of other ethnic groups and nationalities, but also with customers of all ages, social status, religious and secular traditions, customs, etc. The students' skills of not only international and foreign language, but above all, intercultural dialogue will add to the formation of a positive image of our country, republic and city.

According to Russian educational standards in primary schools is necessary to achieve a European sub threshold level (A2), in high school the basic level - the European threshold level (B1) on the profile level - approach to the advanced level (B2).

Unfortunately, not always the universities applicant, especially graduates of not language profile schools may demonstrate knowledge, and more skills corresponding to the B1 level or even A2. Vocational training programs, including the subjects taught at our faculty such as "Intercultural professional communication in a foreign language" and "Foreign language in professional activity" refers to language skills at a higher level, lets



the students have a lecture in a foreign language, lead free discussions and debates at the seminars and practical classes, participate in creative jobs such as role and business games, etc. In addition, Russian Federal Educational standards of the last generation include such a general cultural competence as "ability to communicate orally and in written form in Russian and in foreign languages to solve problems of interpersonal and intercultural communication". Thus, foreign language teachers at high schools find themselves in a rather difficult situation when they are required to achieve good results in a very limited period of time possessing just a small number of classroom hours.

We see the way out of this situation in creation of learning environment that affect the students' socialization within language learning.

The language environment creation in the conditions of higher education is possible in three ways:

1. creating continuous linguistic education;
2. using of interdisciplinary projects;
3. introducing new information and media technologies.

1. Creation of a continuous education system involves a complete chain - high school student – university student - teacher – expert; at every stage of the student masters the necessary competences on the basis of a new generation educational standards.

Continuous education is a reflection of the society's that has reached a certain level of economic and social development objective needs. The principle of continuity is seen as the coordination and succession of knowledge at all stages of the educational process. At the same time, continuing education is a lifelong teaching about human improvement, the development of his abilities and inclinations in all periods of his life.

2. Integration should not be seen only in terms of relationship of knowledge in academic subjects, but also as of technologies' integration, methods and forms of education. Educational activity is a fusion of norms and creativity, science and art. Therefore, it is important to integrate to combine in a right way a variety of educational activity methods of that already exists. The success and, therefore, the result of learning will depend on it (Mendelson & Ziganshina, 2017; Sadeghpour et al., 2017).

Binary lessons are one of the forms how interdisciplinary connections may be realized. This form integrates knowledge from different fields to solve a problem, provide an opportunity to apply knowledge in practice. Preparing and conducting a binary class is a short-term interdisciplinary project in which both the coauthors and supporters are not only teachers. The students themselves have the opportunity to become participants of the creative process (Fakhruddinova et al., 2018; Agara, 2017).

3. At the moment all spheres of education are being reformed, especially vocational one. The problem of information and communication technologies in the education process becomes an acute one. Introduction of new approaches that involve the use of language in a real context of the future professional activity is quite acute for foreign language teaching.

The technology of continuous foreign language education at our department is implemented in the following ways: at the beginning of the 1st year the students are divided into 2 or 3 flows (elementary, intermediate or advanced), depending on the level of



language skills after high school. Baseline is determined on the basis of entrance (input) testing of the students on the basis of European six-level scale of the European Council.

- after the completion of the basic course of foreign language students pass a test that allows them to continue the foreign language education at the undergraduate bachelor program;

- after the completion of undergraduate students are tested and the certificates that allow them to enter the magistracy are issued.

Such level-based approach requires modular training:

Module 1: Remedial: 1 year.

Module 2: Basic Foreign Language (modules 1 and 2): 1-2 courses.

Module 3: Foreign Language for Special Purposes (3 and 4 modules): 3-4 courses.

Module 4: Foreign language for scientific purposes (5-6 units): 5-6 courses (magistracy).

Foreign language training takes into account the diversification presupposes the existence of invariant obligatory (according to Federal Standards) and optional modules.

It is known that the quality of knowledge is determined by what the student is able to do with them. Key competences on several levels that should be taken into account during the highly qualified specialists' preparation, regardless their professional orientation. These are: communication, calculations, information technology, working with people, improving the ability to learn, problem solving, development of personal skills. This problem is closely related to the development and implementation of new educational technologies in the educational process. Education renewal requires the use of non-traditional methods and forms of training.

Conclusions

Fundamental changes in society dictate new requirements for a modern specialist, who should now be able to transform the acquired knowledge into innovative technology, have the skills of self-development, improvement of professional and linguistic competence (Kondrateva & Fakhrutdinova, 2016; Fakhrutdinova et al., 2018; Matias & Sousa, 2017). The need for improving the quality of student training in the field of foreign language linguistic education allows to provide positive dynamics information of professional and linguistic competence.

In the future, the study of this topic can be conducted on the following boards: the development of optimal models for the formation of a foreign linguistic competence; introduction of prognostic development model into education and research process; formation and development of training of pedagogical personnel within the framework of foreign language linguistic education; comparative analysis of the formation and development of foreign language linguistic education in Russia and other countries; forecast of the development of foreign language linguistic education in Russia in context of its accession to the united European educational framework.

A lot of teachers-researchers give their attention to this acute problem. The tasks of a high school education are defined first of all communicative and informative needs of



experts of the corresponding profile, and it includes studying the language's regularities, thinking, features of the spoken communicative activity, and also modeling and training to the concrete situations of communicative interrelations. For the students of non-linguistic specialties the subject "foreign language" is not the major one, and therefore to make the training process more effective and purposeful, the teacher has to imagine a role and a place of a foreign language in life and activity future professional (Mukhametzyanova et al., 2017). For the students of such specialties there may be the following spheres of a foreign language use: reading (specialized literature, periodicals, fiction); communication (as a rule official and not official, everyday); educational and research work. Although in each case the features of foreign language use are defined by the contents of the students' activity and the profile of the higher education institution.

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