

PSYCHOLOGICAL AND PEDAGOGICAL GROUNDS FOR APPLYING COMMUNICATIVE METHOD OF TEACHING FOREIGN LANGUAGES IN HIGHER SCHOOL WITH THE PURPOSE OF REALIZATION OF STUDENTS' PROFESSIONAL ORIENTATION

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The article deals with the notion of "professional orientation", its components and levels. The principles of communicative method of teaching foreign languages are analyzed from psychological and pedagogical point of view. Expediency of applying the given method with the purpose of realization of students' professional orientation is substantiated.

Keywords: professional orientation, components of professional orientation, levels of professional orientation, communicative method of teaching foreign languages, activity approach, activity, communicative competence, communication, authentic process of students' socialization.

Professional orientation is the main constituent of any adult personality. Professional orientation is a complex of stable motives, independent of the circumstances, and directing person's behavior and activity towards the acquisition of professional skills, their development and improvement. [1]

The problem of professional orientation levels has been researched by many scientists. [6; 7] We define six components of professional orientation. They are: (1) motivation of professional choice, (2) interest in future profession, (3) goal-setting, (4) professional expectation, (5) degree of self-sufficiency and self-confidence, (6) perception of educational process. Each component is notable for its manifestation degree in the personality of students with different levels of professional orientation development. According to the manifestation degree we define three levels of professional orientation development: the zero level, the first level and the second level.

The zero level is characterized by:

- the superficial, uncertain, dependent professional choice;
- the episodic, situational interest in future professional activity;
- the goal-setting, not connected with future profession;
- the vague and inexplicit professional expectations;
- the low degree of self-sufficiency and self-confidence;
- the unconscious perception of educational process, i.e. without comprehension of its aims and dyadic relationship.

The first level of professional orientation includes:

- material incentives and career prospect as the reason of professional choice;
- relatively stable interest in future profession;

- the goal-setting, connected only with material aspect of future job;
- mercenary, exploitative expectations of profession;
- the middle degree of self-sufficiency and self-confidence;
- relatively positive perception of educational process, but without any relation with future professional activity.

The second level of professional orientation is notable for:

- deliberate, purposeful professional choice, infatuation for the future profession;
- the firm, stable interest in it;
- the goal-setting, connected with development of the future professional sphere, and professional self-development;
- the expectations of professional self-realization and self-improvement;
- the high level of self-sufficiency and self-confidence;
- professionally motivated perception of educational process.

Hence it is possible to assume that we can correct the level of professional orientation affecting its components. We consider communicative method to be the most appropriate one to fulfill this task. This is the method of teaching foreign communication by means of communication itself. Communicative method of teaching foreign languages is based on the following principles: (1) the principle of activity approach, (2) the principle of communicative competence formation, (3) the principle of authentic process of students' socialization.

Thus the first principle is the one of activity approach. The activity nature of the

communicative teaching is put into practice through activity tasks which are called activities. It is necessary to stress that activities are worked out by the teacher and they should contain a communicative purpose and a problem-solving task for students.

Psychological structure of activity has been described by A.N.Leontiyev [3] perfectly and in detail. Integral activity consists of three layers. The first layer includes: wants – motives – goals – conditions of the goal attainment. It is the substantial content of activity. The second layer correlates with the first one and includes: activity – actions – operations. It is a structure of activity, its realization. These two layers compose the psychological structure of activity. The third layer is reciprocal transitions and transformations of its structural components: motive – into goal, activity – into action etc. It is activity dynamics.

Transitions and transformations of activity as an integral system in the process of its realization is a special aspect of our analysis. The reason of such transformations is in the fact that the results of actions composing activity become in some conditions more important than their motives. The most significant changes take place in the students' activity to the end of the first academic year. If to speak about future profession, not all students make the reasonable and the independent choice. It is sometimes parents' or friends' influence or simply randomness. But in the course of study the transformation is possible. Everything depends on the results. If result is negative, a student finds the other motives and activity changes. (It may be the activity of mastering some other profession or it may be the

working activity). If the result is positive, the motive transforms into goal. A student now has a goal to get good marks, to master the subject, to become professional. It is called motive – goal shift [3]. Thus it means that it is possible to correct students' motives in the course of activity, creating situations of success and then gradually complicating activity. We can also modify students' goals, interest in profession, professional expectations by means of their activity. Situations of success undoubtedly can raise students' degree of self-sufficiency and self-confidence.

The second principle of communicative method of teaching foreign languages is communicative competence formation. Communicative competence include: (1) linguistic competence, i.e. readiness to use foreign language as an instrument of intellectual and speaking activity; (2) pragmatic competence, i.e. readiness to reproduce communicative content in communicative situation; (3) cognitive competence, i.e. readiness to the intellectual and communicative activity; (4) informative competence, i.e. grasp of communicative subject. Communicative competence is formed in all kinds of speech activity: in listening, in speaking, in reading and in writing. In other words, communicative competence formation is communication skills training by means of communication itself.

Communication is a complex and many-sided process, which may be a process of people interaction and, at the same time, an informational process, and people relationship, and process of people reciprocal influence, and process of mutual understanding [5]. All the functions mentioned above are realized in total in the communi-

cative foreign language teaching and contribute to the professional orientation development.

It should be mentioned that communication is of great importance not only for a single person, but also for the whole society. In psychology there is a thesis of correlation and cohesion between communication and activity. Communication and activity in the framework of communicative foreign language teaching are also inseparable.

The most important way of communication is a dialogue, i.e. a discussion between two or more people or groups, especially one directed towards exploration of a particular subject or resolution of a problem [9]. The dialogue presupposes: uniqueness and parity of partners; different and original viewpoints; partners' focus on the understanding and active interpretation of their points of view; expectation of the answer and its anticipation in the statement; mutual supplementing of standpoints, which correlation is the goal of the dialogue. It is a dialogue that is the basic activity in communicative method of teaching foreign languages.

The third principle of communicative method is authentic process of students' socialization. We mean not only authentic, original linguistic material for studying, but we also mean creating methodically expedient conditions of natural educational communication. Socialization is formation of the person's social role in conditions of acquisition of the social interaction experience and social values. [4]

Factors of socialization are developmental environment, which is not spontaneous and casual. It should be planned and well organized. Scientific researches disclose

that the better social groups are organized, the more possibilities we have to exert socializing influence on the person. The principal requirement is creating the atmosphere of moral treatment, trust, safety, possibility of personal growth. This atmosphere should provide possibilities for free creativity realization, aesthetic and moral development, and communicative pleasure.

Socialization processes are the necessary "nutrient medium" for the foreign communicative competence formation and the main link in foreign language acquisition. Authentic communicative foreign language teaching employs interactive activities. Interactive activities are impossible to perform without a partner or a group of partners. They presuppose pair or group work. There are three basic types of interactive activities: cooperation to produce a common idea; information combining; message transfer. Authentic communicative foreign language teaching also employs spontaneous communication. It takes place if educational situation transforms into natural one. Then foreign language is used according to its intended purpose.

Thus the communicative foreign language teaching is authentic process of students' socialization, in which they acquire social experience by means of organized communicative activity. This process content is professional orientation of linguistic material and that of students' activity. The principles of communicative teaching themselves are called to form person's professional ori-

entation, to correct motives and goals, to develop interest in future profession, to raise the level of self-sufficiency and self-confidence, to demonstrate significance of every educational subject on the example of the foreign language.

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