

Формирование компенсаторной компетенции студентов неязыкового вуза как условие успешного профессионального роста (направление подготовки «Педагогическое образование, профиль «Математика»)

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Аннотация. Данная статья посвящена рассмотрению профессионально-ориентированного обучения иностранному языку в аспекте формирования компенсаторной компетенции, как одной из наиболее важных при овладении иностранным языком. В работе приведены примеры, как компенсаторные умения могут способствовать профессиональному развитию студентов, обучающихся по направлению подготовки «Педагогическое образование», профиль «Математика».

Ключевые слова: компенсаторная компетенция, английский язык, неязыковой вуз, профессионально-ориентированное обучение, учителя математики.

Compensatory competence as a successful professional growth background of non-linguistic students (field of study «Pedagogical education», specialty «Mathematics»)

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Abstract. This article is devoted to the consideration of professionally oriented teaching of a foreign language in the aspect of the compensatory competence, as one of the most important in mastering a foreign language. The paper gives examples of how compensatory skills can contribute to the professional development of students studying in the field of study «Pedagogical education», specialty «Mathematics».

Keywords: compensatory competence, English, non-linguistic university, professionally oriented teaching, math teachers.

Nowadays, the labor market is in demand for qualified specialists of the appropriate level and specialty, who are fluent in their profession and able to navigate in related fields of activity, capable of effective work in their specialty at the level of world standards, ready for professional growth, social and professional mobility [Molchanova, 2009, p. 132]. The high competence of a specialist involves his knowledge, experience, personal qualities into a single system.

Thus, the professionalism of a specialist is not just a set of professional skills and abilities or a set of personality traits, but also the presence of a theoretical base and practical skills and abilities in related fields necessary for high competitiveness and the possibility of business integration in a foreign language environment.

The level of competence of a future specialist is determined by two factors: professional motivation and assessment of the quality of a future specialist, which is made up of competencies formed during the educational process [Uvarova, 2004]. A lot of scientific works are devoted to the problem of the formation of competencies and their classification. After analyzing the works of such scientists as Irina A. Zimnyaya, Yuri G. Tatura and Andrey V. Khutorskoy, we distinguish three groups of specialist competencies:

- 1) Key social and personal competencies (general cultural, communicative, value-semantic, social and labor and personal improvement);
- 2) Educational competencies (educational, informational, subject-oriented, activity-oriented and developmental);

3) Professional competencies (general professional, academic, special and instrumental).

These competencies are formed in the course of professionally oriented training of future specialists. This training format is complex and includes various disciplines, the results of mastering which should function as an «investment» in the competence of a future specialist. Among them is the discipline «Foreign language».

In a non-linguistic university, a foreign language acts as an organic and mandatory component of professional training. It is assumed that a competent specialist in any field of knowledge is able to communicate, choose means of expression for accurate, competent presentation of thoughts in native and foreign languages in the professional field [Schukin, 2006]. Accordingly, such a specialist understands and translates specialized literature.

However, a teacher of a foreign language in a non-linguistic university faces a number of problems. First, there are often no programs and student books in a foreign language that take into account the specialty of the students. Secondly, many students have low interest in the subject, as they do not see the use of a foreign language in their professional activities. Thirdly, in most cases, the initial level of foreign language proficiency among students does not exceed A2 level, which puts certain barriers to the transition to the professional area of discourse. Fourthly, an insufficient number of classroom hours for learning a foreign language in the appropriate professional orientation.

In other words, the question arises – how to compensate for these conditions? How to successfully teach a foreign language in the face of a shortage of academic hours and a rather low initial level of the language? How to promote the professional growth of students in a foreign language field?

In our opinion, the above circumstances make the formation of students' foreign language compensatory competence in the framework of professionally oriented teaching of a foreign language as one of the primary tasks. Compensatory competence is understood the component of communicative competence, which provides full-fledged foreign language communication with insufficient knowledge of language

means. Thus, it is the readiness and ability, using one's own foreign language speech experience, to get out of a difficult situation in the process of personal and intercultural communication associated with a lack of language means [Kreknin, 2012, p. 95].

Compensatory competence includes:

1) knowledge about the structural elements of a foreign language, which are necessary for (professional) communication;

2) skills and abilities of operating with word-building models for the implementation of word creation in the process of foreign language (professional) communication;

3) knowledge of a set of speech formulas used for foreign (professional) communication;

4) the ability to realize speech intention to establish interpersonal and / or professional and active contact with foreign participants in communication;

5) knowledge about the linguistic and speech national-cultural and professional features of the language;

6) knowledge of verbal and non-verbal means of compensation in situations of communicative difficulty, as well as skills and abilities to use them in the process of foreign language (professional) communication;

In practice the lexical component is not easily acquired by non-linguistic students. And in this case, the formation of compensatory competence can contribute to the resolution of this problem. More specifically, we believe that it is worth emphasizing the mastery of word-formation methods, as one of the most effective means of expanding the professional vocabulary.

Let us analyze some specific examples from the professional sphere of future teachers of mathematics and how mastering the methods of word-formation, as a component of compensatory competence, can contribute to their professional training. The word «equal», which corresponds to the mathematical equal sign, is used mathematical equality and therefore is one of the basic words in the professional vocabulary of a mathematician. Using the mean of affixation, the student will be able

to form other single-root words like «equality», «inequality», «equate», «equally», thereby increasing the professional vocabulary.

Mastering the skills of word formation also implies the development of a linguistic conjecture, which can be used in paraphrasing or the selection of contextual synonyms, which, as an option, can fill in gaps in professional vocabulary [Davydenko, 2013, p. 88]. For example, using the words «plusing» and «minusing», formed by adding the suffix «-ing» to convey the meaning of the mathematical signs «+» and «-». This will be very helpful if the student has forgotten the words «addition» and «subtraction».

These examples illustrate the potential of word-building models in the field of professional vocabulary, which is necessary for the development of a future specialist in the framework of profile-oriented education. Therefore, we conclude that the training of word-building skills will be a significant contribution to the further professional growth of the student.

Finally, we can say that mastering the skills of word formation is an important component in the formation of compensatory competence, which, as we said earlier, is very important for students of non-linguistic universities in the framework of profile-oriented education. Such training should contribute to the professional growth and development of the future specialist. Therefore, focusing the teacher's work on the formation of compensatory foreign language competence of students of a non-linguistic university will bring the achievement of the set goal closer.

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