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SELF-EDUCATION IN THE SYSTEM OF CONTINUOUS PROFESSIONAL LANGUAGE EDUCATION

САМООБРАЗОВАНИЕ В СИСТЕМЕ НЕПРЕРЫВНОГО ПРОФЕССИОНАЛЬНОГО ЯЗЫКОВОГО ОБРАЗОВАНИЯ

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ABSTRACT

INSTITUTION OF HIGHER EDUCATION,
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OF FOREIGN LANGUAGE SKILLS,
VOCATIONAL-ORIENTED TECHNOLOGIES,
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LEARNING

The article is devoted to the problem of self-education of law students. The key to the effectiveness of vocational education is to increase attention to the process of foreign language training in a non-linguistic institution of higher education, as well as to the formation of foreign language competence, which is due to the demand of time and the labor market.

АННОТАЦИЯ

УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ, САМООБРАЗОВАНИЕ, ИНОСТРАННЫЙ ЯЗЫК, ПРОФЕССИОНАЛЬНОЕ ОБРАЗОВАНИЕ, ФОРМИРОВАНИЕ ИНОЯЗЫЧНЫХ НАВЫКОВ, ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННЫЕ ТЕХНОЛОГИИ, ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ, НЕПРЕРЫВНОСТЬ ОБУЧЕНИЯ

Статья посвящена проблеме самообразования студентов юридических факультетов. Усиление внимания к процессу иноязычной подготовки в неязыковом учреждении высшего образования, а главное ее результату – формированию иноязычной компетенции – это объективная необходимость, обусловленная требованием времени, рынка труда и являющаяся залогом эффективности профессионального образования.

The task of the higher school includes training specialists with a sufficient level of key competencies to effectively continue their professional and personal self-improvement in the future as part of lifelong education. A great deal of hours is devoted to independent work with students in recent foreign language curricula, both for classroom and extracurricular work. A large proportion of this type of educational activity requires the search for new forms of work, which, on the one hand, is facilitated by the variety and availability of Internet resources. On the other hand, it is complicated by the need for a clear organization of the process itself and a system of control over the performance of tasks, the degree of independence and originality of their implementation.

The search for new methods of work in the classroom and outside it is associated with the transition to the paradigm of student-centered learning. This is especially true in the field of teaching business communication, since it is in the professional field that a future specialist will need the ability to transfer skills and abilities of effective speech and communicative behavior into identical situations of professional communication. Teaching the skills of self-educational activity allows a young specialist in the future to solve independently various language problems in the field of his/her professional activity. The implementation of the concept of independent activity in mastering a foreign language allows to maintain and develop a system of continuous language education, provides the student with the opportunity to independently maintain and improve their language level in various educational situations in a variable educational context, a variety of educational systems, changing social needs in the field of foreign languages.

It is important to stress that the effectiveness of independent activity concerns not only the academic success of students but also indicators of the development of their intellectual independence and creative thinking. We consider the teaching of independent activity in a foreign language in the context of classroom practice, guided independent work, educational language practice, work at home, which corresponds to our understanding of the essence of continuous learning.

Experience shows that a higher level of formation of independent activity skills provides students with a more successful solution of simulated professional tasks in the field of business communication. It is in this area that communication failures are most noticeable and fraught with consequences. [1; 22].

We teach professional English on the basis of a communicative system-activity approach, which involves:

1. Unity of goals, process and methods of teaching a foreign language;
2. Combination of practical orientation with the systematization of linguistic and speech material in the minds of students;

3. Combining active communication with a conscious analysis of the native and foreign languages and reliance on the speech experience of students;
4. Consistency in the organization of training for all types of speech activity;
5. Effective management of controlled and independent forms of work;
6. The use of intensive teaching methods and the use of innovative technologies;
7. Individualization of the learning process.

In our practice, we use an integrated technology that includes collaboration pedagogy and differentiated tasks. This technology helps to strengthen the professional orientation, enhance the experience of cognitive activity, the ability to independently design their knowledge, which will allow students to develop the ability to self-esteem, teach them to make decisions and be responsible for them.

Guided independent work is carried out in the following areas:

1. Research work: supervising the preparation of reports for participation in conferences in the direction of the specialty;
2. Preparing students for participation in the competition of presentations in English (presentation skills);
3. Development of teaching materials for additional work, as well as assignments for independent work;
4. Development of complex cases, work with articles, reports, video and audio materials, solving the problematic tasks, translation, abstracting on the subject of the course.

We understand out-of-class independent work in a foreign language as an activity organized by students themselves according to the program proposed to them, deepening and complementing the classroom work, and at the same time as independent preparation for subsequent work in the classroom, for example, a discussion, role-playing, business game as an effective form of reinforcing the result of independent educational activity. The development of intellectual independence of students is carried out on the basis of a phased organization of independent work, taking into account the level of problematic nature of cognitive and communicative tasks. As the student's independence increases, the content of the activity changes accordingly.

When preparing the tasks for independent work, the need to create a student's communicative and cognitive needs as part of the general system of his/her motivation is taken into account. To form a specific motivation for learning a foreign language in the process of extracurricular independent work, the following conditions must be met:

1. The student's awareness of the relevance and importance of in-depth independent work as an effective way of preparing for active speech activity in the

classroom; the novelty of the acquired knowledge, the ability to go beyond the program;

2. A variety of forms of extracurricular independent work (in a computer class and at home), which contributes to the development and maintenance of activity and a positive emotional attitude towards independent work;

3. The use of visualization means, supports, and keys that provide self-correction and a feeling of successful independent work;

4. Informative richness of materials that are diverse in content and style, taking into account the cognitive interests of this contingent of students.

In our work, we widely use innovative technologies. E.A. Borisova points out that among innovative technologies the most promising are:

1) "case-technology" (learning based on specific educational situations);

2) reflection as a method of self-knowledge and self-assessment and as a technology itself – diagnostic and developmental;

3) training technologies (training in business communication, personal development, communication skills);

4) project method [2, c. 43].

In the senior courses, we use case technology: "Creative stations". This technology is used to consolidate and systematize knowledge on the studied topic. Participants are divided into groups of three (in a group on average up to 15 people). Working time at each station is 10-15 minutes. Each group should work on the material at 5 to 10 stations. At practical classes we actively use the training "Public speaking"; intellectual workout "Brainstorming"; round table on topics: "Euthanasia - mercy or murder?", "Problems of the European Union", "On the matter of the death penalty. The main ways of carrying out a sentence to execution", "Modern terrorism"; computer-oriented methods: performing tasks using pedagogical software and information resources of the Internet to monitor students' knowledge on the legal aspect. The first and second-year students in the specialty "International Law" are proposed to prepare a project on the topics studied: "Criminal Case", "Civil Case", etc. The process of developing students' cognitive independence is complex and contradictory. It is necessary to look for such ways of guiding the educational process that would contribute to the development of the cognitive powers of students. A person engaged in self-education is always able to find themselves, if necessary, retrain, to compete in the labor market. Therefore, when preparing a modern specialist, it is important for each teacher to pay attention to how students relate to the process of self-education, to help them develop the necessary skills and abilities and to stimulate them. Only in this case higher educational institutions will train competent graduates.

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