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Pedagogical Conditions for Developing the Professionally Oriented Communicative Competence in a Technical University

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Abstract

The article considers the development of professionally oriented communicative competence that provides intercultural connection between specialists of radically different countries. The authors of the research make an attempt to identify the particular conditions, applicable to a technical university in the process of foreign language studying. As a result of it, the following conditions are found out: theoretical preparation of students in learning strategies' development; structuring the academic process according to the educational brunch; use of the effective educational area.

These conditions are supposed to be optimal for foreign language professionally oriented communicative competence's development.

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1. Introduction

The key goal of technical universities nowadays in a program of foreign language teaching, according to Federal State Education Standards in Russia is the development of professionally oriented communicative competence that provides intercultural connection between specialists of radically different countries. In this case the education should be more oriented to the shaping of students' abilities to operate multidisciplinary knowledge in the situations

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of academic and professional issues.

The purpose of the research is to find out what education environment would create the necessary conditions for professionally oriented

communicative competence's development in a technical university. To get it the following objectives are solved in the paper:

- Literature analysis of Russian and foreign researchers about the indicated issue was studied
- Education Standards within technical universities and skills that are required for technical university graduates were observed
- Academic Content (areas of communication, topics, situations, language material and rules of its operating) of foreign language program in a technical university was investigated
- Questionnaire among students to define main skills from their point of view for future specialists of Engineering field was organized

The place of an experimental work was the Institute of Power Engineering in TPU.

The questionnaire was conducted among students of the third course, as the first year representatives who begin studying Professional Foreign Language (in Tomsk Polytechnic University, Russia, hereafter referred to as TPU, the course of Professional foreign language starts at the third course). The result of it was outlined skills that help students be ready for professional activity, among these are:

- ability to feel confident about interdisciplinary material given in English
- ability to negotiate with partners and groupmates
- ability to pose individual arguments in oral presentations
- ability to teach and be taught one another
- ability to introduce a variety of solutions for the stated problem (Kachalov & Sobinova, 2014).

Literature analysis (Andreev, 2000; Harmer, 2001; Korthagen, 2001; Littlewood, 2008; Mosina, 2001; Oxford, 2003; Rostovtseva, 2011; Zmeev, 2009) and Education Standards review highlights the fact that graduate of a technical university should: 1) know the basic peculiarities of language behavior and typical field of professional communication; 2) possess ways of materials' getting, processing and operating; 3) use received knowledge in appropriate communicative situations.

As for the Academic Content, it involves such Modules as:

- 1) Career planning (fall term);
- 2) Employment (fall term);
- 3) Engineering communication (fall-lent terms);
- 4) Object of Engineering activity (lent term);
- 5) Engineering design (lent term).

After the careful analysis of acquired data, the authors of the present paper made an attempt to create a methodology that reflects all the education tricks in a technical university.

2. Methodology

The demands for teaching foreign languages at a particular stage of social development are closely connected with the appearance of new approaches in studying them.

The up-to-date approach to teach in conditions of modernization in Educational System is a Competence Approach, which is considered as a theoretical base of constructing an educational foreign language system. The general function of this approach is to focus the attention on the results of teaching, otherwise on the ability of student to act efficiently and independently in different practical situations (Rostovtseva, 2011).

According to the previous statement, the graduate of university should possess not only a complex of knowledge and skills in quasi-professional and professional activities, but also should be ready to use these skills in practical situations.

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