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The International Teacher's Foreign Language Professional Communicative Competency Development

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Abstract

The present article highlights the necessity in forming the International Baccalaureate teacher's foreign language communicative competence. The definition to this category is given in the article on the basis of the requirements to the professional competence of a pre-service teacher. The conducted analysis determines the range of educational technologies needed in this regard and described in the article.

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1. Introduction

The category of “*professional foreign language communicative competency*” is widely analyzed and considered both in modern domestic and foreign methodical literature due to its multiaspect nature (V. A. Adolf, I. L. Bim, N. D. Galskova, I. A. Zimnyaya, I. V. Khaleeva, R. Bader, W. Hutchmacher, etc.). Its conceptual basis is the study of the communicative competence forming problem (I. L. Bim, N. D. Galskova, O. G. Polyakov, E. R. Porshneva, V. V. Safonova, E. N. Solovova, G. S. Trofimov, A. N. Shamov, A. V. Schepilova, T. Hutchinson, A. Waters, etc.). The scientific works devoted to students' various professional competencies forming (especially pre-service teachers) (N. I. Almazova V. I. Baydenko, E. F. Zeer, I. A. Winter, N. F. Koryakovtseva, O. G. Oberemko, E. R. Porshneva, T. S. Serova E. N. Solovova, G. S. Trofimov, V. P. Furmanova, A. N. Shamov) are of great actuality

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and demanded nowadays (Bezukladnikov, Zhigalev, Vikulina, 2014).

The need in pre-service International Baccalaureate teacher's foreign language professional communicative competency forming is determined by the strategic goals and objectives of modernization of education, integration processes of the Russian education system into a common European educational environment, which are stipulated by the National Curriculum for Higher education, the National Doctrine of Education of the Russian Federation until 2025 (Bezukladnikov, 2013).

2. Research design and methodology

The systematic analysis of the Perm State Humanitarian Pedagogical University pre-service teachers' competencies at the Faculty of Foreign Languages, conducted in accordance with the International Baccalaureate organization professional competence requirements made it possible to correlate them with the foreign language communicative and professional competencies definitions and structures presented in the works of the Russian and foreign scientists, determine the component structure and formulate the definition of the category under analysis.

"Pre-service International Baccalaureate teacher's foreign language professional communicative competency" - is a personal psychological neoplasm represented by a set of cultural, general and special competencies, which, in their unity and interrelation of both communicative and professional components, includes, alongside with the cognitive and behavioral aspects, the long-term ability and readiness to run professional and research activities by means of a foreign language" (Bezukladnikov, Kruze, 2013).

Long-term readiness includes motivational, emotional, behavioral and assessment components, and ability as a combination of cognitive and adjusting aspects. In the course of the professional competence development the investigated competency is being consolidated and integrates with the other competencies, allowing a subject to build an individual educational trajectory, learn throughout life, become an academically and professionally mobile poly lingual and multicultural personality (Bezukladnikov, Shamov, Novoselov, 2013).

In order to efficiently develop the pre-service International Baccalaureate teacher's foreign language professional communicative competency new disciplines such as "Language for Professional Communication" and "Technologies of the International Baccalaureate" were introduced and implemented in the educational process. In the course of studies, alongside with modern teaching methods, the educational technologies, which are widespread in the system of the International Baccalaureate have been applied. Their distinguishing features are student-centered and activity-based approaches; focus on personal and professional development of a multicultural and poly lingual pre-service teacher; creation of a favorable psychological climate; wide use of pedagogical interaction; independent work skills formation (Safonova, 2014).

Independent work requires creation of special conditions. The most important are specially designed learning tools and rational management of the educational process, which is based on complex practice-oriented, research and developing activities. Students have the opportunity not only to learn about the advanced technologies ("Portfolio", "Training in Collaboration", "Project Method", "Web-quest", etc.), but also participate in self-generated projects (Shulgina, Bovtenko, 2013). They actively apply them in the classroom during the period of teaching practice and work. Independent activity determines a student's ability to put theory and person's experience into practice. This results in forming creative self-realization. The students' need to develop themselves as individuals determines their special competencies development. The process of educational and research independent work skills formation starts with imitative actions at the stage of collaborative work when the teacher then goes through the stage of their own mental processes understanding and analysis and leads to the stage of independent creative activity development.

Creative learning and research autonomy of pre-service foreign language teachers, autonomy of the special competencies development processes is provided by the wide modular training technology application in the course of studies. In the educational process it is associated with a wide implementation of active forms in delivering lectures, running seminars, practical and laboratory classes. Active teaching forms imply social and didactic technologies that include such types of socio-psychological training activities as business and role games, group discussions, collective problem solving, project design. Using active student-developing methodical forms in pre-service training leads to pre-service teacher personality forming, able to introduce and implement innovative methods and techniques of teaching in the future (Gural, 2014).

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