

ЛІНГВІСТИЧНІ ТА ДИДАКТИЧНІ ОСНОВИ ІНШОМОВНОЇ БІЛІНГВАЛЬНОЇ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ПЕРЕКЛАДАЧІВ

Стаття присвячена актуальним проблемам іношомовної білінгвальної професійної підготовки майбутніх перекладачів. Проаналізовано педагогічні та лінгвістичні аспекти формування та розвитку професійної та комунікативної компетенції студентів в межах білінгвального іношомовного навчання. Предметом дослідження також стали теоретично-методологічні основи концепції професійного іношомовного білінгвального навчання та його стадії. Досліджено ознаки білінгвального середовища, сприятливого для навчання. Розглянуто сутність штучного білінгвізму (опанування нових лінгвістично-культурних кодів у спеціально створеному середовищі) та перешкоди на шляху білінгва.

Ключові слова: білінгвальна освіта, професійна підготовка, комунікативна компетенція, професійна компетенція, штучний білінгвізм, природний білінгвізм.

The new paradigm of the higher professional education contemplates reinterpreting of both: content and structural components. New generation's peculiarities include competence approach realization while transferring to the new level of educational system, where the stress is shifted from "educator plus subject content" to "student plus education expected results". Educational goals' transformation in the university from the discipline content (what the teacher is supposed to teach) towards the results (what the student is able to demonstrate at the final stage of the educational process) expects plainly defined results and open evaluation system, which can be followed by changes alongside teaching-educative process.

Increase of international economic and cultural connections has transformed operating and conducting conditions of Foreign Language teaching. One of the most prospective possibilities of teaching process activation and subject (specialized) skills and abilities system development is bilingual teaching. Foreign languages are treated as instruments for drawing into the professional specialized field, while such teaching content is characterized by subject and lingual elements' combination through all the stages of teaching-educative process. The purpose of such education is forming students' professional communicative competence, vital for successful intercultural communication.

Over the last decades a significant number of researches dedicated to issues of professional foreign language training as well as peculiarities of bilingual teaching in higher educational system have been accomplished. I.Bryskina analyzed the role of bilingual education while training specialists of social field; besides, she examined the mechanism of bilingualism and lingual code switching at foreign language classes. P.Größer's work is dedicated to the problems of text interpreting within bilingual teaching. In his research B.Helbig gives recommendations for more efficient bilingual foreign teaching of some specialized subjects. R.Bart underlined such linguistic-cultural codes as: social-historic, scientific, chronological, topographic, onomastic, rhetoric, narrative, emigrational, meta-linguistic and others [2]. V.Krasnyh analyzed linguistic-cultural code as the "net", spread by culture over the environment, separating, categorizing, structuralizing and evaluating it [6]. According to V.Shahovskiy's research, cultural word includes ethnic world image, lingual-national outlook, based on the society history, its stereotypes, traditions, evaluation scale and values. Notwithstanding the significance of completed

researches, not all aspects of foreign language teaching providing specialists' professional development have been analyzed.

While teaching foreign language as a part of bilingual professionally-focused training of non-linguistically specialized students we can witness the phenomenon of artificial teaching bilingualism formation. Bilingualism, in its narrow sense, means comparatively fluent mastering of two languages (native and foreign), and in its wide sense – considerable mastering of the second language and ability to use it in the definite communicative circumstances. Artificial bilingualism denotes grasping two linguistic-cultural codes, one of which has been learned in the conditions of special training. Artificial bilingualism can be both: developed (underlining teaching process results) and developing (still being in process). From the point of view of teaching foreign languages in non-linguistic institutions, usually the second type of bilingualism (developing) falls under consideration, which means investigating the evolution of human communicative personality, obtaining new linguistic-cultural code.

Professional communicative competence of artificial bilingual performer, level of his mastering professional knowledge and skills' system, ability of using linguistic-cultural codes, due to his personal communicative potential, covers three basic elements: lingual element – basic international communication skills (BICS) – language tools, necessary for building efficient common communication; subject element – cognitive academic language proficiency (CALP) – language tools, necessary for professional activity (specialized terms, notions, clichés); bicultural element – knowledge of foreign and native language culture [5].

Major part of the lingual element is the artificial bilingualism opposed to natural two-languages mastering. Being a linguistic phenomenon, bilingualism expects mastering two linguistic-cultural codes and abilities to use these gained signs systems within intercultural communication. The notion of “linguistic-cultural code” highlights close connection and similar importance of both: language and culture, for humans' effective communication. The basic factor of communication efficiency is the unity of separable cognitive-communicative environment. Students master two languages at different levels as far as there are no identical language and culture operation fields. For that reason, bilingualism notion identification is not characterized by the demand of absolute fluent native and foreign languages mastering.

From the point of view of perspective teaching, artificial bilingualism notion can be identified through the concept of “approximate bilingualism”. The level of this approximate goal achievement depends upon some factors: learning material specification, level of foreign language skills and abilities formation, possibility of positive interference in the process of professional discipline mastering.

Foreign bilingual professionally-focused training doesn't expect conducting exclusively all classes in foreign languages, but alternative form of teaching and learning which implies native language in combination with foreign language at comparatively higher level and frequent basis, depending on the students' knowledge level and applied teaching methods. It means that language code switching can be used as professionally-focused training technique. At the initial level of foreign language teaching we consider so-called subordinate bilingualism where dominant role in the bilingual speaker's communication is performed by native language, as far as he hasn't yet firmly mastered the second lingual system and his speech is regulated by the identical native language rules. At the advanced level of foreign language mastering correlation between native and foreign language skills are getting equal and artificial bilingualism is turning into coordinative.

This phenomenon is justified by the difficulties of predicting and overcoming mistakes, even if the bilingual speaker finds himself within foreign environment and speaks this foreign language absolutely correctly [4].

Consequent development of the student's bilingual personality, while learning foreign languages, includes following stages: 1) formal stage of acculturation (formation of the ability to bear oneself in the conditions of foreign culture reality); 2) informal stage (development of the reflexing – ability of self-evaluation from the point of view of native and foreign languages); 2) integration stage (formation and development of bilingual communication ability, skills for interpreting texts with specialized subject content into native and foreign languages, considering cognitive level of bicultural language personality etc.) [3]

Principal idea of bilingual professionally-focused training concept discovers that foreign language along with native language can be applied as the means of learning-cognitive activity of mastering definite specialized subjects knowledges in the process of potential specialists' professional training. At bilingual professionally-focused training the problem of foreign language thinking and speaking process disconnection is removed while there is a non-lingual object for cognition – special professional notions and methods, and cognitive activity is realized together with speech activity; and subject content perception is realized simultaneously with mastering expression means in native and foreign languages [1]. Thus, there are such theoretical-methodological backgrounds of foreign bilingual training concept: 1) personally-focused paradigm of modern education; 2) activity approach as the background for psychological training concept; 3) cognitive-communicative and competence approach; 4) humanization concept; 5) sample of interlingua model of foreign language mastering; 6) sample of professionally-focused (teaching) activity; 7) cultural dialogue concept.

Such complicated social-pedagogic objectives demands corresponding system of teaching process management and quality monitoring, concerning bilingual education model specifications. We consider rating organizational form of module education is the most suitable for better mastering professionally-focused foreign language teaching material and control over it. Integration of bilingual professionally-focused foreign language teaching and module-rating teaching technology within a higher educational institution intends to such teaching goals as: developing interpersonal relationship skills, socially accurate behavior, partnership behavior, tolerance etc.

Conclusion

Foreign bilingual professionally-focused training within non-linguistic higher educational institution is conducted through combined teaching of various types of speech activity: specialized texts usage, composed by representatives of two lingual cultures. While conducting teaching-comparative analyses, we found out that it is possible to estimate a required type of interference for any type of speech activity (at phonetic, lexical and grammar levels). Inclusion of cognitive and affective training factors expects: involving gained specialized professional and foreign language knowledge, its combination with newly-coming knowledge, this knowledge categorizing and recategorizing; discovering new factors, identifying contradictions and its overcoming, considering moral dilemmas and other emotional-willing subjects.

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Current article is dedicated to the authentic problems of foreign bilingual professionally-focused training of future specialists. Pedagogical and linguistic aspects of the process of developing students' professional and communicative competence within bilingual foreign language teaching fall under analyses in this paper. Theoretical-methodological backgrounds of the concept of bilingual professional teaching and its stages also have become the object of the following review. Besides, attributes of favorable bilingual environment, required for learning activation, are being scrutinized. Therefore, attention is drawn to the nature of artificial bilingualism (mastering new linguistic-cultural code in the specifically created environment) and obstacles, opposed to a bilingual speaker.

Key words: *bilingual education, professional training, communicative competence, professional competence, artificial bilingualism, natural bilingualism.*

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ОРГАНІЗАЦІЯ САМОСТІЙНОЇ РОБОТИ В ЗМІСТІ ПІДГОТОВКИ ВИХОВАТЕЛІВ ДОШКІЛЬНИХ НАВЧАЛЬНИХ ЗАКЛАДІВ

У статті розглянуто зростаючу роль самостійної роботи у вищій школі в умовах інтеграції України в європейський освітній простір. Обґрунтовано актуальність самостійного навчання як ефективної професійної підготовки майбутніх вихователів дошкільних навчальних закладів. Охарактеризовано мету, зміст, планування та методику організації самостійної роботи студентів.

Ключові слова: *самостійна робота, умови, знання, уміння, планування, контроль, професійна підготовка, фахівці, педагогічна рефлексія, вихователі дошкільних навчальних закладів.*

Актуальність. Сучасні швидкі темпи розвитку суспільства, технологічні, економічні і соціально-політичні умови, сформовані процеси глобалізації освіти вимагають перегляду наших уявлень щодо традиційних освітніх практик, які не повною мірою відповідають соціальному замовленню. Сьогодні очевидно для всіх: вища освіта України перебуває в епіцентрі суспільних змін, пов'язаних з інтеграцією держави до європейського освітнього простору. Саме тут формується нове покоління професіоналів освіти і виховання, які будуть будувати суспільство майбутнього. Як влучно зазначає Л.В. Рускуліс: “Освіта стає головним показником інтелектуального, культурного, духовного, соціального, економічного розвитку суспільства та держави” [6, с. 82].

Модернізаційні процеси, що відбуваються в державній освіті під впливом інтеграційних змін у країні, обумовлюють такі основні напрями вдосконалення професійної підготовки студентів, майбутніх вихователів дошкільних навчальних закладів (ДНЗ), у вищих навчальних закладах: