TECHNOLOGY DEVELOPMENT OF VOCATIONAL SPEECH COMPETENCE OF UNIVERSITY STUDENTS

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ABSTRACT

The approach to the development of vocational and vocational competence of university students is aimed at constructing a pedagogical process, based on the given initial guidelines (educational guidelines, goals and learning content). Technology development of vocational speech competence of university students.

Key words: Competence, speech competence, development technologies, student.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The criteria for goal setting, as rightly pointed out by VG Krivko, are the accuracy, diagnosability, correctness of the goals. A goal is a task or a system of tasks necessary for practicing training activities.

All goals should be set so that the possibility of diagnostics, the possibility of their unequivocal understanding by teachers and trainees, has appeared. The teacher, analyzing the readiness of students (training, the formation of general educational skills, learning motivation), puts certain micro-goals. Then, at any time, the teacher can manage and adjust the educational process.

Goal setting is a level character. The assessment system involves setting goals for three levels:
1) the reproductive level of assimilation of information (reproduction of facts);
2) the reconstructive level of assimilation of information (reproduction of methods of activity);
3) creative (creative) level of mastering information (reproduction of mental operations).

Thus, the method of setting goals, which is offered by educational technology, is distinguished by increased instrumentality. It consists in the fact that the goals are formulated through learning outcomes expressed in the actions of students [1, p. 26].

Pisarenko notes that the essence of the technology of education is: in the preliminary design of the educational process with the subsequent possibility of reproducing this project in teaching practice; in goal setting, providing for the possibility of objective control over the quality of achieving the set didactic goals; in the structural and substantive integrity of the learning technology, i.e. the inability to make changes to one of its components without affecting the others; in choosing the best methods, forms and means of education; in the presence of operational feedback, which allows the adjustment of the learning process.

The structure of the technology of teaching as a didactic system includes: didactic goals, didactic tasks; learning content; teaching methods; forms of learning; means of education; student (student); teacher; the result of their joint activities.

The technological approach to the development of vocational speech competence of university students involves the design of the learning process in order to ensure the achievement of didactic goals, based on the given initial settings (educational guidelines - relevant competences, goals and content of education).

Consequently, learning technology can also be defined as a project being implemented in practice. The project is a set of properties and features of the object, resulting from the synthesis of solutions. According to M.M. Levina, the concepts of "technology" and "project" are not divorced, therefore, pedagogical technology is a project of pedagogical actions, management of educational activities [3, p. 104].

In this vein, the statement of V.I. Bespalko that pedagogical technology is a project and implementation of a system of consistent deployment of pedagogical activity aimed at achieving the goals of education and personal development.

In accordance with the definition of E.S. Zair-Bek pedagogical design is a specially organized understanding of pedagogical projects and systems, when, based on the current state and forecast of the desired results, a new image of the system is created and at the same time the process of implementation is actually conceived.

The ratio of theoretical and practical in the design and determines its place between science and practice, and the essence of the design lies primarily in the practice-oriented side of the activity; since design serves either for the implementation of practical design with the help of scientific knowledge, or on the basis of generalization of practical experience for the advancement of science.

The design of a learning technology reflects the essence of three interrelated and interdependent components - the pedagogical space, the pedagogical activity and the pedagogical profession. This process of developing a learning technology creates a hierarchy of levels of pedagogical design: conceptual, software, technological.

At the conceptual level, the design of the technology of education and the formative process as a whole takes place, a theoretical model is built, conceptual solutions are proposed, their justification is made.

The programmatic level of development of the technology of education is associated with the development of a specific program (plan) of actions in accordance with the chosen concept.

In studies G.V. Lavrentyeva, N.B. Lavrent'eva, devoted to innovative teaching technologies, showed that the design of such technologies should be based on the following didactic principles.

Training on the basis of integration with science and industry. The implementation of this principle should be based on a model of scientific knowledge, that is, on the basis of correlating academic and scientific knowledge that is adequate to the content and structure of knowledge, the methodology and logic of its construction, the reflection of the methods and history of the development of science.

Professionally - creative orientation of training. Teaching students the basics of the methodology and experience of scientific and technical creativity should be due not only to the nature of their future work, but also to the requirements placed on future specialists in the context of profound socio-economic transformations taking place in the country. These include: a high level of skills to realize their intellectual abilities, use their full creative potential for taking initiative and enterprise; the need for continuous improvement of scientific and technical knowledge; the solution of problems in the conditions of rigid mechanisms of market economy [4, p. 152].

Orientation of personality training. According to this principle, learning technologies should be focused on personal development; based on identifying features of students as subjects of the educational process; recognizing his subjective experience as a value in itself; building pedagogical influences with maximum reliance on this experience, continuous coordination during the training of two types of experience - public and individual; the disclosure of individual identity of knowledge through the analysis of educational methods.

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