DEVELOPMENTAL TEACHING IN THE PROCESS OF FORMATION COMMUNICATIVE COMPETENCE IN READING PROFESSIONALLY-ORIENTED TEXTS

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Abstract. The article provides an analysis of some existing interpretations of the concept of developmental teaching. On the basis of this analysis motivation for communicative competence in reading texts on specialty in foreign language is justified. Mastering communicative competence in reading literature on specialty in foreign language is dictated by such needs as: obtaining information in a particular field of science or technology, in-depth knowledge of reality on the basis of scientific data and communication through written forms of speech. For the teaching methodology it is important that developmental teaching forms broad cognitive motives in a relatively short period of time. The examples of educational and cognitive motives, creative and non-creative achievements, social motives, and others are shown. The necessity of reading professionally-oriented texts for the formation of communicative competence by developmental teaching is proved in this article.

Keywords: communicative competence, motives, structural components, developmental teaching.

Introduction

The need for learning foreign languages was caused by strong development of intercultural relations in the world and made the actual problem of teaching foreign languages. In modern time the structural components of old traditional didactic system of education especially in training technology for students in technical higher schools are undergoing significant changes according to the changes of value orientations in society. Education quality is improving after introduction to the universities developmental teaching. What is the essence of developmental teaching? We will compare several points of view. One of the first definitions of developmental teaching is associated with the works of V. V. Davydov [1], who confirms that development is the reproduction of the individual's historical types of activities and their corresponding abilities which are implemented in the process of appropriation, and thereby, the assignment (it can be presented as the process of education and training in the broad sense) is a common form of mental personal development.

The meaning of this statement is further specified by separating two types of thinking: rational-empirical and theoretical. Under this interpretation, developmental teaching is only the formation of theoretical thinking. Then, when developing training technology has released another concept - learning activities development of which along with development of theoretical thinking, has become one of the main goals of it. Another interpretation of the developmental teaching concept is based on structural knowledge of a person. So, for example, differentiation of cognitive structures and processes is the leading content of mental development and the separation in judgments of different properties and relations is a key point of transition from the sensory knowledge to abstract thinking. Such understanding of developmental teaching is clearly seen in the works by L. V. Zankov [2] , in the works of other researchers, and is especially clearly seen in the works of N. F. Talyzina [3]. Developed by these researchers developmental teaching technology provides practicing operations on extraction of object features, operations concepts and classes. This interpretation does not exclude, but add to each other, as in the process of learning should be created a certain system of knowledge, observing a certain style of thinking and progressive technology activities for obtaining and using knowledge.

Materials and methods

One of the leading components of developmental teaching is motivation. The basis of motivation is the needs of inner condition, activity stimulus, negative state, need in something. Requirements can be created as biological needs and social relations of the person. The acquisition of communicative competence of reading literature in foreign language may be dictated by the following requirements:

1. receiving information in a particular field of science or equipment;
2. deep cognition of reality based on scientific data;
3. communicative need for specialists in various fields of knowledge means to communicate with their colleagues through written forms of speech and for learning the fundamentals of science

communication for the purpose of getting well-known in this field of science knowledge and methods of getting them when reading textbooks.

Communicative competence in reading is formed by using an adequate description of the communicative competence content [4]. Description presented in teaching materials and as the goal, and the training content, allows you to bring the learning process to the process of communication, i.e. to simulate it in accordance with the principle of communication.

The presence of certain requirements leads to activity. In accordance with the concept of A. N. Leontiev [5], a motive is required, i.e. the object that meets the varying needs and which in one form or another is reflected as subject and conducts its activities". The main motive functions are the functions of the motivations and activities and the function of meaning. The motives of educational activities are divided into cognitive, achievement motivation and social one.

Cognitive motives are characterized by the student orientation in working with the studied object. There are known cognitive motives (desire to acquire new knowledge), educational (desire to master the ways of getting knowledge) and self-education (self-improvement of methods in acquiring knowledge).

For methods of teaching it is important that broad cognitive motives can be generated for a relatively short period of time, the motives of self-improving in the course of professional activity during all life [6]. The appearance of broad cognitive motives takes place in using the process of formation called communicative competence of textual material that meets the following requirements:

- adequate characteristics of simulated training text (microtext, suggestions) to characteristics of communicative units in reading relevant literature in real environment of professional or educational activities;
- presence in professionally-oriented texts of new information for students to form communicative skills.

For the formation of learning-cognitive motives it is important to show students the existing methods of obtaining knowledge (at the stage of explaining the material), for example, by heuristic conversation and to organize using these methods to perform a variety of tasks that require techniques of analysis, comparison, matching, synthesis of information derived from several different texts [7].

Among the achievement motives creative and non-creative achievements can be distinguished. First manifested in the desire is to achieve creative success in science. The latter consists in the aim in achieving high academic achievement and successful passing exams, doing homework well. For the development of creative achievement motivation it is necessary to use such instructional techniques, which are based on creative tasks, techniques of problem-based learning which developmental teaching offers. For example, creative tasks are aimed at forming the ability in use of the comprehension techniques of scientific text: the methods of the text logical process, dividing it into parts and determination of logical relations between them; definition of logical sequence in information presentation, detail structure; understanding of described phenomena logical relation, facts and techniques relation [8]. For the formation and development uncreative achievement instructional techniques are used, which allow the student to implement correctly training actions on the basis of full and summarized benchmark system. When learning to read professionally-oriented texts such benchmarks are lexical and lexico-grammatical units defined semantic units of scientific texts. To meet the achievement motives it is also necessary that the tasks have instructions on the optimal method for their solving and the keys to self-checking.

Psychologists note that the form of social motives is much more difficult than informative as this process is associated mainly with the system of extracurricular activities and not with the organization of learning activities in the classroom. For effective behavior of the learning activity it is not necessary to have all of these motives. Sometimes a single highly active motive is enough.

Due to the fact that the purposefulness of human action initially occurs in co-curricular activities, an important role in the process of communicative competence formation acquires group and collective forms of work. For example, you can prepare a joint report to scientific conference or business game, using learnt literature on a particular topic.

The form of manifestation and expression of such activity motives as needs, motives, goals is interest. Interest is the deliberate orientation of the person to the satisfaction of unmet needs. From the methodical point of view it is important that the interest can be managed. For the formation of persistent cognitive interests, which are based on human needs for new knowledge and experiences, it is recommended as early as possible to introduce independent creative individual tasks with elements of research, systematic use in the process of training additional literature on profession able to arouse the interest of students or the availability of new scientific facts and discoveries, achievements or new regional geographic information. Cognitive interest arises in the use of problematic ways, variety in introduction of new linguistic material, for example, using heuristic conversation.

The effectiveness of cognitive motives is closely associated with emotional-volitional regulation of teaching. The most important component of motivation is emotions. In terms of educational activity, with increased mental workload of students, the teacher should be able to have a positive impact on their emotional state. Here are a number of conditions affecting the emotional state of students.

1. Optimal pedagogical communication between students and AS teacher that helps relieve emotional stress. The teacher's skills to positively influence emotions contributes to the formation of a correct self-assessment The teacher's skills in positive influence on emotions help to the formation of the right self-esteem. Particular importance is control organization.
2. The nature of educational material and the learning process.
3. The attitude towards the subject of study among a wide range of people.
4. The nature of individual needs, developing and converting in activity.

For positive emotional state it needs a value and use of different means of visualization and the ability of the teacher to present different situations. Thus, the complex variety of factors (needs, motives, goals, interests, emotions) creates different types of motivation of educational activity among students: external and internal. For effective implementation of activities internal motivation is especially important which has two motivational orientations: on the process of educational activity and its result.

Adequate self-esteem is also facilitated by the use of programmed learning, e.g. various tests. Every teacher should own general reception which can be called "reception of reasoned award". It is the ability of the teacher to mark very significant success of the student and to praise him for it.

Motivational orientation on the desire to avoid trouble allows the use of such methods that would ensure the implementation of educational activities in accordance with full and summarized benchmark system and thereby enable to find information from the text quickly, accurately and adequately.

Results and Discussion

The practical application of the theory of developmental education was conducted among the students of the Stavropol State Agrarian University for the future electrical engineers and mechanical engineers in three stages.

1. At the first stage as a priority of means in formation of communicative competence when reading professionally-oriented texts we chose the discussion involving analytic-synthetic activity of students and simulation exercises. As a subsidiary of the forms and methods we used exercises on comprehension, conversation, observation. A necessary condition for the solution of problems at this phase was the need for full consideration of the characteristics in the pedagogical environment of the developmental education technology in the space of which the learning process was continuing (the level of the student knowledge to study this material, the speed of mastering educational information, the quality of learning material for a certain period of time, the standard of training activities, gaps in knowledge). The content of the pedagogical environment in the technology of developmental education is determined by the accumulated knowledge, skills and cultural potential of students. It is noted that the method of discussion is the best way in learning scientific and professional words. The main condition for using the method of discussion is correct explanation of analysis techniques. As a subsidiary of the methods we used conversation and dialogue with the elements of discussion, the principal terms of which are the emotional

intensity and cognitive novelty. We conclude from it that our proposed technology of developmental education creates the necessary conditions to improve the learning, cognitive and emotional motives of communicative competence.

2.   At the second stage we targeted the formation of application acquired knowledge, development of skills in analysis of professional texts, discussions and mastering thesaurus of words and phrases in the specialty and their application in various simulation professional situations. The solution of the tasks at this stage was carried out using the basic methods: communicative training exercises, etudes, communicative and professional situations. As a subsidiary of the methods are advocated dialogue, observation, testing, and interviews. Selection of training communicative exercises is determined as the formation of the motivational basis of communication; materials of subject content, organization of the communicative situation in the classroom. At this stage we must conclude that our proposed technology of developmental education creates the necessary conditions to improve the development of creative and non-creative motives as well as other motives continue their work.

In the technology of developmental education we used tools which have been effective in ensuring continuous improvement of communicative skills.

3.   The main means in formation communicative competence at the third stage was creative tasks aimed at developing the ability to use the techniques of comprehension of scientific texts: the methods of logical text processing (dividing it in parts and definition of logical relations between them; determining the logical sequence of information presentation, details; understanding logical relations of the described phenomena, relationship of facts) and techniques that promote the formation mechanism of anticipation mechanism. And the control methods at this stage were business games. As a subsidiary of the methods we used discussions, dialogues. In business games students had the opportunity to perform professional activity with features of both training and future professional sphere.

All business games were based on the professional situation of communication in which students developed communication skills and intellectual capabilities, the ability to participate in collective decision and knowledge of vocational ethics and culture of business communication. The subject content of the game was made by simulating specific conditions and dynamics of production as well as activities and relations involved in it. At this stage the priority in the formation belongs to the social and emotional motives as well as other motives continue their work.

Conclusion

In the results it is necessary to recognize motivational valuable for the implementation of developmental teaching, the system of techniques that takes into account the existing students' motivation level and would contribute to the formation of a new one. The techniques, which meet the requirements of problem-based learning on the basis of group and collective forms of work, have particular importance. The basis of these instructional techniques is exercises and activities that form the mechanisms of reading and an indicative basis for action.

Thus, the nature of educational activity is determined by its motives. The character of the separate individual educational action depends on the purpose, which determines the orientation of the student activity in the final and intermediate results in the achievement of the requirements. Each educational activity must be correlated with the common objective of the training activities and future professional activities. Adequate reflection of the objective hierarchy in the process of communicative competence formation is mandatory methodological characteristics of the learning process. So, one of the intermediate objectives is the acquisition of various communication units. To achieve it the units of developmental teaching, describing the different stages of communicative competence formation should be learnt.

It is a particularly acute problem in technical universities due to the fact that in their curricula cycle humanitarian and socio-economic disciplines have only a quarter of the total fund of the study time. Future specialists should have the necessary assistance in mastering not only the specific terminological professional thesaurus, but also the ability to freely and naturally express their thoughts

in literary language and be able to build relationships in future team on professional basis and, of course, to know business etiquette.

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