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Vocational training of foreign languages of students - future psychologists

Abstract. The paper provides materials of the research on increasing level of industrial competence of students - the future psychologists in a context of professionally focused development of foreign languages. The purpose of research is to increase a level of professional readiness of the future teachers - psychologists basing on the development of the foreign language curriculum promoting realization of the effective international branch communication. The primary goals of research are to reveal features of professional work of the teachers - psychologists causing the contents of their language preparation; to determine the list of the psychologicalpedagogical conditions providing a necessary level of mastering foreign languages by the future teachers - psychologists; to develop and substantiate efficiency of an experimental course "Language preparation of the future psychologists for realization of the international professional interaction".

Key words: professional and language competence, the international professional interaction, pedagogical conditions, components of language competence.

Building professional competence is a process preparing future specialists for the effective implementation of their production functions [1]. It begins in the system of university training and is inextricably connected with its content; it should adequately represent procedural and substantive a component that ensures the language readiness of future psychologists for international professional cooperation [2].

However, linguistic training in vocational education prior to insufficient attention is still being paid. The degree of linguistic preparation of graduates of non-language specialties today still does not correspond to the level of functional literacy stated as necessary in the Concept of Modernization of Russian Education. This fact is noted both in conceptual government documents and by representatives of various universities.

Consequently, it is necessary to review the system of teaching foreign languages in the context of professional training of specialists - both in quantitative (increase in the number of hours allocated for studying foreign languages), in qualitative (increase in the level of mastery of foreign languages by students) and in substantive aspects [3].

The above is fully true for the training of pedagogopsychologists. Training of foreign languages in the context of professional training of psychologists should be aimed at solving the problems of developing the ability of future specialists to carry out international interaction and ensuring the possibility of their constructive professional communication with foreign colleagues [4].

Currently, there is a contradiction between the increased role of knowledge of foreign languages in the effective activities of psychologists and their professional self-development and the insufficient level of foreign language training of these specialists [5]. Based on this, the goal of our study was to identify the totality of psychological and pedagogical conditions effective language training of future teacher-psychologists for international professional cooperation.

We assumed that the language training of future teacher-psychologists will be more effective, appropriate to the requirements of modern society and the content of professional activity, if:

- Consider as the purpose of foreign language training of teacher-psychologists the competence of future specialists in the field of foreign languages;
- Simulate the content of foreign language training of future pedagogopsychologists, based on their professional functions and tasks, as well as the essence of professional problems, the solution of which is advisable at the level of international interaction;
- In organizing the educational process, be guided by the provisions of the a competent approach to learning, use means and methods specific to foreign language education, as well as modern information technologies [6];
- Develop and implement a special course in the educational process foreign languages for students of psychological specialties in substantive accordance with their future activities, aimed at preparing specialists for international professional interaction.

To achieve the goal of the study and to test the hypothesis put forward, we were the following tasks have been solved:

- Content of professional activities, tasks and functions identified Psychosocial educators who are updating the need for language training in this Professional category for interaction, including at the international level;
- The structure, content and criteria for the formation of the competence of future teacher-psychologists in the field of foreign languages are defined;
- a set of pedagogical conditions for an effective organization has been identified Foreign language training of future psychologist teachers aimed at developing their competence in the field of foreign languages;
- An experimental foreign language course was developed and tested, aimed at preparing future psychologists for international professional cooperation.

Analysis of the results of theoretical and practical studies made it possible to do the following conclusions:

1. Effective solution of existing theoretical and practical problems of psychology, progressive professional development of specialists is possible within the framework of international cooperation. International interaction of psychologists is actively carried out in the forms of participation in joint conferences, congresses, symposia, during which new scientific ideas are exchanged and discussed, experiences are exchanged, as well as practical activities in various international and national teams (medical, psychological, social, etc.) and are aimed at direct assistance to people who find themselves in difficult life situations, including in foreign countries. International cooperation contributes to the effective implementation of scientific and psychological research, the improvement of professional skills of specialists, their self-development, therefore, the foreign-language training of future teacher-psychologists is an important component of their professional education.
2. Competence in the field of foreign languages is one of the "meaningful layers" of professional competence of a teacher-psychologist, determines his ability and readiness to carry out professional communication in a foreign language, to be

a full member of the world professional community. It includes motivational (the desire for actual and subsequent study of a foreign language, for professional communication in a foreign language), functional (speaking, auditing, reading and writing skills in a foreign language) and reflexive (the ability to analyze one's own communicative act) components. Assessment of the level of formation of foreign-language competence of students (high, medium, low, initial) can be carried out according to the following criteria: interest in learning a foreign language, the desire to maintain a high level of their own foreign-language communicative competence; fluency in foreign language speech, perception of foreign language speech by hearing, understanding and faithful translation of the text; the ability to identify and correct your own errors.

3. The choice of pedagogical conditions for the training of future teacher-psychologists for

the implementation of international professional cooperation is due to essence, structure and content of foreign-language competence, technologometodic peculiarities of language education, essence of future professional activity. The set of such conditions includes:

- reliance on the provisions of a competent approach to vocational education (the use of forms, means, methods and techniques of active training, the organization of vocational-oriented communication activities of students, the targeted impact on the motivational, functional and reflexive content of foreign competence of future psychologists, the development and use of control and evaluation procedures corresponding to the essence of the formed quality);
- taking into account the methodological features of the language training of students, modern requirements to its result and procedural and substantive realities of the educational process at the university (organization of communication-oriented training, application of methods and techniques of intensive training in foreign languages, organization of video classes, use of the potential of computer training);

- contextuality and practical orientation of foreign-language education (interdisciplinary integration of the information content of general professional and special educational subjects, modeling in the educational process of professionally oriented foreign-language communication activities of students, using theoretical descriptions of current international problems of practical psychology and the content of tasks and functional areas of activity of teacher-psychologists as the content of communication).

4. Effective form of professionally oriented language training

The experimental course "Language Training of Future Psychologists for International Professional Interaction," the teaching of which is based on the identified psychological and pedagogical conditions, is an experimental course for future psychologists. The cognitive basis of the course is an integrated consideration of issues related to the essence of the professional functions of teacher-psychologists and current international problems of psychological science and practice in the context of the subject of the taught discipline, reflected in the content of some general professional, subject and special educational disciplines.

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