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OPTIMIZATION OF THE PROCESS OF PROFESSIONAL ORIENTED FOREIGN LANGUAGE TEACHING IN DEPARTMENTAL HIGHER INSTITUTIONS OF THE FEDERAL PENAL SERVICE OF RUSSIA

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The article notes that the development of the economy and politics, as well as the geopolitical situation in the world have radically changed the idea of foreign-language training of officers of the Federal Penal Service of Russia. The increase in international contacts has led to the fact that the officer can no longer be considered as isolated from the rapidly developing information environment. In this situation, the improvement of the quality of foreign-language training with a focus on its practical implementation in daily professional activity in the Federal Penal Service of Russia acquires special significance. The methodology for the formation of the student's foreign language independence is based on the provisions of the competence approach, on the interconnected system of didactic, general, private, linguistic and psychological principles of independent organization. The contest is represented by a three-component structure (linguistic, methodological and psychological components). It involves the gradual formation of foreign-language independence in conditions of cadets implementing independent work of different types. The latter allows developing the student's need for continuous self-improvement in the sphere

of learning a foreign language and the acquired skills of independent work, which provides the basis for this continuous foreign language education.

The limited terms of foreign language teaching in a departmental higher educational institution and the mandatory target setting (oral speech skills formation and reading texts on the specialty) set the task for the lecturer to use an optimal system of work that could ensure the interaction of various types of speech activity. The article views the necessity of optimization of the process of professional-oriented foreign language teaching in higher educational institutions of the Federal Penal Service of Russia in the context of Russian education modernization. The author views innovative technologies in teaching professional-oriented English for cadets in these institutions. It is stated that person's activity in learning is determined by the level of learning motivation development. It is necessary to create such psychological and pedagogical conditions so that a cadet could take an active personal position and express himself/herself as a subject of educational activity. The basis of innovative learning technologies is the motive to practical and intellectual activity. Certain active learning methods are described as well as some efficient and widespread methods in organizing cadets' cognitive activity are proposed.

According to the opinion of the majority of leading specialists dealing with the problems of the methodology of foreign language teaching, the existing traditional approaches to foreign language teaching are not perfect and have need for modernization, since they do not fully meet the basic needs and requirements of modern society. Innovative educational technologies introduction in educational process can become a powerful tool for improving the quality of education, which will allow timely making necessary adjustments in educational process. Innovative teaching technologies include new forms and methods of teaching, a new approach to the learning process, as well as the usage of new information resources (Internet resources, software, hardware).

In practice of foreign language teaching, such most wide-spread technologies are used as: game technologies (role-playing games, business games), technology of learning in cooperation, integrated learning technology (quiz, competition, dispute, conference), interactive technologies

(SMART interactive whiteboard), the technology of personal-oriented training (humane-personal approach, multimedia presentations, Internet resources), testing technology, modular training technology, case-study technology, the method of associograms. The use of interactive technologies in communicative learning significantly improves material quality and cadets' learning effectiveness. As practice shows, the use and introduction of modern technologies in combination with the use of multimedia resources enriches the content of the educational process, increases cadets' motivation for studying the discipline. Besides, there is a close cooperation between a trainer and a trainee.

The purpose of the study was to demonstrate the author's professional experience of using innovative learning technologies of professionally oriented foreign language learning for the cadets of higher educational institutions of the Federal Penal Service of Russia.

Methodology of the research includes such methods as analysis of the methodical material describing purposefulness of innovative technologies usage in professionally oriented foreign language learning.

Results of the study can be used in methodical activity of a lecturer, in the improvement of the quality of the process of professionally oriented foreign language learning.

Keywords: modernization of education; innovative learning methods; creative activity; analytical thinking.

ОПТИМИЗАЦИЯ ПРОЦЕССА ОБУЧЕНИЯ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОМУ ИНОСТРАННОМУ ЯЗЫКУ В ВЕДОМСТВЕННЫХ ВУЗАХ ФСИН РОССИИ

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Развитие экономики, сложившаяся геополитическая ситуация в мире кардинально изменили представления об иноязычной подготовке сотрудников Федеральной службы исполнения наказаний. Увеличение межнациональных и международных контактов привело к тому,

что будущий офицер уже не может рассматриваться изолированно от быстро развивающегося информационного пространства. В этой ситуации особый смысл приобретает повышение качества иноязычной подготовки с ориентацией на практическую ее реализацию в повседневной профессиональной деятельности, в деятельности уголовно-исполнительной системы.

Методика формирования иноязычной самостоятельности курсанта основывается на положениях компетентностного подхода, на взаимосвязанных и представляющих систему дидактических, общеметодических, частнометодических, лингвистических и психологических принципах самостоятельной организации, содержание которой представлено трехкомпонентной структурой (лингвистический, методологический и психологический компоненты); предполагает поэтапное формирование иноязычной самостоятельности в условиях реализации курсантами самостоятельной работы разных видов [12].

Ограниченные сроки обучения иностранному языку в ведомственном вузе ФСИН России и обязательная установка – формирование умений и навыков устной речи и чтения текстов по специальности – ставят перед преподавателем задачу использования такой системы работы, которая могла бы обеспечить оптимальное взаимодействие различных видов речевой деятельности. Следовательно, возникает необходимость оптимизации процесса обучения профессионально-ориентированному иностранному языку в ведомственных вузах ФСИН России в рамках модернизации российского образования. В статье актуализируется необходимость процесса использования инновационных и активных методов обучения в преподавании иностранного языка. Утверждается, что уровень проявления активности личности в обучении обусловлен уровнем развития учебной мотивации. Следовательно, необходимо создавать такие психолого-педагогические условия в обучении, в которых курсант может занять активную личностную позицию и выразить себя в качестве субъекта учебной деятельности. Основа активных методов обучения – побуждение к практической и мыслительной деятельности. Дается характеристика некоторых активных методов обучения, а

также предлагается ряд эффективных и распространенных методов организации активной познавательной деятельности курсантов.

Согласно мнению большинства ведущих специалистов, занимающихся проблемами методики преподавания иностранного языка, нынешняя, а именно традиционная система обучения иностранному языку, а также образовательная система в целом, является не совершенной и остро нуждается в модернизации, поскольку данная система не может отвечать основным потребностям и запросам современного общества. К инновационным технологиям обучения можно отнести новые формы и методы преподавания, новый подход к процессу обучения, а также применение новых информационных ресурсов (интернет-ресурсы, программное обеспечение, технические средства) [3, с. 96].

В практике обучения иностранным языкам наиболее активно используются такие технологии как: игровые технологии (ролевые, деловые игры), технологии обучения в сотрудничестве, технология интегрированного обучения (викторина, конкурс, диспут, конференция), интерактивные технологии (интерактивная доска SMART), технология личностно ориентированного обучения, ИКТ, технология тестирования, технология модульного обучения, метод ассоциограмм.

Ключевые слова: модернизация системы образования; инновационные методы обучения; творческая деятельность; аналитическое мышление.

Currently there are essential differences in departmental education that are determined by transformations taking place in the penal system. Besides, a lot of requirements are put forward to graduates of higher educational institutions of the Federal Penal Service of Russia in the conditions of Russian education modernization.

In non-linguistic institutes of higher education foreign language is a compulsory component of professional training of future specialists. Foreign language teaching can be more effective provided it has a clear professional orientation. Thus, it becomes possible to use a foreign language in future professional activity [7, с. 136].

It should be noted, that the formation of language culture of a cadet's personality can lead to a successful service in the penal system. The professional penal officer's activity is a complex system of interactions and relations, which is characterized as the type of relations «a person – a person». Therefore, penal officers must try hard to be capable of the constructional perception of convicts and literate and professional communication. Consequently, language training is necessary for penal officers during their education in higher educational institutions of the Federal Penal Service of Russia.

The development of international cooperation with the penitentiary systems of foreign states, international bodies and non-governmental organizations actualizes the formation of communicative skills in teaching foreign languages in departmental institutes of the Federal Penal Service of Russia. Undoubtedly, cadets' language training is useful in the process of studying and disseminating foreign experience in the sphere of execution of punishments and detention, conducting scientific activities, participating in international scientific and practical conferences, various forums on the problems of penitentiary system development in Russia and abroad.

Significant changes in the socio-economic life and political system of Russia, as well as the inclusion of the Russian education system in the world educational space, the expansion of real contacts of penal officers with representatives of foreign countries during inspections on the implementation of penitentiary practice in Russia in the context of reforming the penitentiary system and its transition to the principles of humanization, during the implementation of joint penitentiary programs, friendly visits, etc. require a new approach to the language training of graduates of departmental institutes of the Federal Penal Service of Russia [12].

All of the foregoing determines the immediacy of the problem of intercultural communication teaching cadets of higher educational institutions of the Federal Penal Service of Russia, which is conditioned by the increasing demands of the society for the language training of the graduates of higher educational institutions, capable of acting as a participant in intercultural communication in the professional sphere [2, c. 22].

It should be noted that the main purpose of studying the discipline "Foreign language in Law sphere" is cadets' forming of foreign-language com-

municative competence as the basis for professional activity in a foreign language. These facts imply the solution of the following specific tasks of teaching. They include language materials learning, the expansion of vocabulary with legal lexis, improving the skills of special literature reading to obtain professionally meaningful information (codes, normative acts, judgments, scientific literature, etc.). More than that, it is necessary to improve speaking and listening skills, focused on communication in professional and business sphere of future lawyers, to develop professional information working skills in a foreign language [14, с. 123].

Foreign communicative competence is one of the most important components of the professional competence of a modern specialist, which requires awareness and consideration of the national-cultural characteristics of partners in the process of international communication. The success of professional cadets' training depends on foreign language learning to obtain and exchange information. The special importance of a professionally oriented approach to learning a foreign language is to form the cadets' ability to communicate in specific professional, business, scientific spheres and situations, taking into account professional thinking [1, с. 28].

The limited terms of foreign language teaching in a departmental higher educational institution and the mandatory target setting (oral speech skills formation and reading texts on the specialty) set the task for the lecturer to use an optimal system of work that could ensure the interaction of various types of speech activity. It should be noted that the process of language disciplines teaching is communicatively oriented; the specificity of these disciplines is that 100 per cent of classes are practical classes. Therefore, there is a need to use innovative technologies in the process of foreign language teaching during the studying the discipline «Foreign Language in Law Sphere (English)».

The concept of «innovation» (innovation) involves going beyond the limits of typical sets of ways, methods of teaching. Intensive development of information technologies creates prerequisites for active innovative activity, based on the implementation of information technologies in educational process of higher institutions. Innovative technologies are technologies that contribute to integrative process of new ideas in

education. Moreover, there is a growing need to introduce innovative technologies in the educational process based on the achievements of the economy, pedagogy and psychology. One of the most difficult tasks solved by innovative technologies is the alignment of cadets' capabilities and the requirements of training activities, that is, a cadet must be aware of his or her tasks as a subject of educational activity.

According to the opinion of the majority of leading specialists dealing with the problems of the methodology of foreign language teaching, the existing traditional approaches to foreign language teaching are not perfect and have need for modernization, since they do not fully meet the basic needs and requirements of modern society [15, c. 67].

In practice of foreign language teaching, the most widespread technologies being used are as follows: game technologies (role-playing games, business games), technology of learning in cooperation, integrated learning technology (quiz, competition, dispute, conference), interactive technologies (SMART interactive whiteboard), the technology of personal-oriented training (humane-personal approach, multimedia presentations, Internet resources), testing technology, modular training technology, case-study technology, the method of associogrames. The use of interactive technologies in communicative learning significantly improves material quality and cadets' learning effectiveness. As practice shows, the use and introduction of modern technologies in combination with the use of multimedia resources enriches the content of the educational process, increases cadets' motivation for studying the discipline. Besides, there is a close cooperation between a trainer and a trainee.

The role of the cadet changes radically in the process of innovative methods using in practical lessons of English. The cadet becomes an active participant of educational process instead of the role of an obedient executor. He or she has the responsibility for the result of training. Accordingly, the role of the lecturer is changing too. He or she is no longer a cautionary or caring mentor. Teaching in new conditions, the lecturer becomes a consultant, a partner and a team player.

Using innovative methods of learning, the lecturer is aimed at not giving prepared knowledge, but providing a competent moderation of the pro-

cess of independent knowledge and skills acquirement. Such methods of education include the following format of exercises, such as discussions, debates, projections, brainstorms, round-table discussions and quizzes. Undoubtedly, the final purpose of any kind of learning is the formation of personality that is capable of constructive thinking in a particular professional activity based on civilized and moral positions. Thinking ultimately presupposes a creative and useful for society product finally.

Such methods are widely used in the process of practical oriented learning foreign language (English) of the cadets of the Perm Institute of the Federal Penal Service.

1. Case-study method. It is an innovative method of learning aimed to solve a particular problem given by a lecturer proceeding from the conditions of a real training situation. Case-study is the method of analyzing situations which allows developing skills of monologue and dialogic speech. Cadets study working in a team, developing different personal qualities that are of great necessity for the improvement of analysis and synthesis skills. This method of learning focuses on the creation of success atmosphere. Case-study method is a complex one and it contains all kinds of speech activities: reading, talking, writing, and listening, stimulating the development of these skills and abilities. I use case-study method in the process of summarizing all the knowledge and skills of any topic of the discipline “Foreign Language in Law Sphere”. It is often used at a final practical lesson.

2. Method of associograms that is widely used in practical lessons. The method of associograms is one of the best learning methods for the development of analytic and creative thought of the cadets. Associogram is a graphic and verbal representation of associations, connected with studied phenomenon, term and object. Associograms are used as means of thinking visualization. The application of graphic support can help connect acquired knowledge and skills. This method contributes to the intensification, optimization of the process of foreign language teaching and the improvement of motivate and stimulating spheres of cadets' personality. Besides, this method activates independent work of cadets. It allows using language and intellectual experience of cadets in practice. Associograms are used in reading professional oriented texts. Thus, this active method of learning can implement personally oriented, developing

approach to learning, hence, it gives incitement to the active intellectual activity of cadets at the lessons. Using graphic presentations and “mind mapping” facilitate knowledge integration and structuration.

3. Innovative methods, used in the process of professional oriented foreign language teaching, include playing technologies of teaching. Perhaps, this kind of methods is especially popular with cadets, because it gives the opportunity to appear in artificially created professional situation. Playing the role of a warden, for example, a cadet can use professional lexis in oral and written speech, and become much closer to the implementation of professional responsibilities, can develop leadership as well as teamwork skills. Playing technologies are a pedagogical instrument, which can take away language barrier, intensify learning process and make it more active, productive and approximate to a natural communication process.

4. Information communicative technologies that are actively used in the process of professional oriented foreign language teaching in the institutes of the Federal Penal Service of Russia. Such technologies should be used in the organization of independent foreign activity of cadets. Online resources allow searching additional sources of learning materials, improving listening, reading, speaking and writing skills, enriching vocabulary, making the conditions for the acquaintance with the cultures of different countries. In practice information communicative technologies are implemented by means of using Internet resources, electronic vocabularies, study aids, visual materials.

5. Technologies of critical thinking development. They include exercises where cadets ought to use gained knowledge, to make an analysis, to carry out the estimation of done work.

6. Project technology. It is actively realized in the exercises, which boost cadets' thinking activity. Thus, it is necessary to work with a high volume of foreign language information. It allows using gained knowledge in practice.

Summarizing all the above information, it is necessary to note, that the increase of international contacts makes a future penal officer included into the rapidly developing world. In this situation, much attention must be paid to the increase of the quality of oriented foreign language teaching and its further practical implementation realization in professional activity and in the service in the penal system.

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