

The Structure and Content of Pedagogical Activity of Teachers of Foreign Languages at the University According to Modern Educational Paradigm

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Abstract: In connection with the radical change of socio-cultural and educational context of language learning in accordance with of the requirements of the modern educational paradigm there is an urgent need to build a new type of foreign languages teacher of the higher school. Pedagogical activity of teachers of foreign languages is an integral characteristic of socially important business and personal qualities of a specialist and the results of his research, reflecting the level of his professional competence, experience, culture, knowledge and skills of creative activity, moral position. That's mastery of a special kind. It must be based on the subjectivation linguistic cultures, axiological, acmeological, gnostic aspects of pedagogical activity of teachers of foreign languages of higher educational institutions according to the Federal state educational standard. The article analyzes the structure and content of pedagogical activity of teachers of foreign languages at the University according to modern educational paradigm.

Key words: Pedagogic activity, paradigm of education, gnostic component of communicative competence, didactic conditions, pedagogical technologies

INTRODUCTION

The process of formation of pedagogical activity of the teacher of foreign languages of the university as any development process is characterized by deployed in time qualitative and structural transformations of professional and personal components of the subject of educational and professional activities and achievements of the characteristics that contribute to its successful functioning in the sphere of pedagogical work as a professional person.

The efficiency of the process of pedagogical activity of teachers of foreign languages at the University according to modern educational paradigm is determined by the creation of cultural and educational environment that includes the following didactical conditions: professional orientation and professional training conditionality requirements of Federal state educational standards and levels of communicative competence (including personal, linguistic, linguo-didactic achievements of the future teacher), as well as the specific of pedagogical activity, its social role, characteristics and tasks of teaching foreign languages in higher education; the fundamentalization and complexity of professional pedagogical training on the basis of targeted active functional level of interdisciplinary integration; the optimal combination and problem developing nature of the substantive and procedural components of

professional training; the humanization of the educational environment of professional and personal development of a specialist and comprehensive liberalization of the content of his training; axiological, acmeological and Gnostic-heuristic approaches to motivation personal needs of students in self-development, familiarizing with the world of science, domestic and foreign culture, integrative processes of self-realization in the educational professional and pedagogical activities; the use of General pedagogical, didactic and methodical instrumental values and techniques for subjectivation of foreign linguistic, extra linguistic cultural communicative competence on the basis of bilingual approach to the theoretical and practical study of linguistic disciplines, as well as cultural, psycho-pedagogical and methodological subjects; the acquisition of socio-cultural aspects of pedagogical communication, the development of reflective position; correctness, intensity, scientific and applied effectiveness of a comprehensive educational information adequate forms and methods of educational-cognitive activity of students; a comprehensive, scientific training and methodological support of the educational environment.

Main part: The task of the modern paradigm of higher education is changing. It depends on the changes of the system of social values in modern society. Regularities of human development and formed concepts related to them

determine the content, methods of teaching and education, teaching position and thinking and way of life in educational institutions. The area and effectiveness of implementation of professional skill of teachers is determined not only by the set of their psychological and pedagogical and special knowledge but by the structure and content of the main components of pedagogical activity which manifests itself in generalized ability of teachers to use their professional and personal values abilities: constructive, communicative, organizational, gnostic.

Pedagogical science determines pedagogical activity as the area of the professional educator in training, education and development of students. It is a social activity aimed at the transfer from the senior generations to younger ones accumulated by mankind in the process of historical practice, culture and experiences, creating conditions for personal development and prepare youth for the fulfillment of social roles.

Analyzing psychological, pedagogical literature (Winter, 1997; Bim *et al.*, 1999) it was established that the pedagogical activity is characterized by the universality of the structure inherent in other types of professional activities (S.Y. Batyshev, E.F. Zeer, M.M. Levine, M.N. Skatkin, V.A. Slastenin, A.G. scoldin, etc.). At the same time, as scholars have noted, it has its meaningful specificity, reflecting the subject of cognitive activity, its functions and the area of application. From these positions the common components of pedagogical activities, reflecting its essence, V.A. Slastenin underlines the purpose, motives, actions (operations), the result in their unity and interaction. In the works of M.M. Levina such components as a "purpose-motive, a conceptual model of a hypothetical building solutions (the prognostic element of the activities), the working program, its implementation and performance management of the activities, the assessment made mental and practical actions in terms of their adequacy to the purpose, subject matter, conditions and resources as well as assessment of effectiveness and adjustment of action" are underlined. The researcher stresses that in modern literature all types of teaching activities determine the different approaches in defining the priorities of its functions (M.V. Bulanova-Toporkova, A.N. Whale, N.In. Kuzmin, M.N. Skatkin, V.A. Slastenin, A.N. Shcherbakov, V.A. Yakunin, etc.). To the opinion scientists, it is advisable to correlate the functional purpose of the activities with the stages of pedagogical activity specialization: constructive, communicative, organizational, gnostic (Kuzmina, 1961; Yakunin, 1998).

MATERIALS AND METHODS

In the process of the research it was revealed that the gnostic component in the structure of professional skills is a system of knowledge and skills of teachers of foreign languages of the university, in particular, form the basis of their professional activities as well as certain properties of cognitive activity, affecting its efficiency. The latter include the ability to build and test hypotheses, to be sensitive to the contradictions, to evaluate critically the obtained results. The system of knowledge includes worldview, cultural levels and the level of special knowledge. Worldview knowledge is closely linked to the General orientation of the personality of the teacher, manifested in a stable system of relations to the world, work, people and yourself, as well as in the activity of his position in life.

In the preparation of teachers of foreign languages of the University and the development of his professional skills a special knowledge occupies a prominent position which includes knowledge of the subject and knowledge of pedagogy, psychology and methods of teaching. Subject knowledge is highly valued by teachers, foreign language specialists, their colleagues and is usually at a high level. As for the knowledge in professional pedagogy, psychology, methodology of teaching foreign languages in high school, they represent the weakest link in the system of training of teachers of foreign languages of higher school, in the professional development of the teacher. At the same time, his identity as a professional is as a strong linguistic, speech, cognitive, communicative "supercategory" synthesizing in psychological, pedagogical, linguistic, integrative knowledge and skills.

Socio-pedagogical value of such integration is emphasized in a separate monographic works (Vorobiova, 2002). In scientific research of pedagogy, psychology, didactics of modern higher education it is noted that various field didactics, pedagogy, psychology are fundamental for the achievement of professional skills of future teachers of foreign languages of higher educational institutions. Integrating with other disciplines, they give teachers more and more data about the person: his memory, thinking, age peculiarities, the nature of interpersonal relations in communication and management of resources and patterns of pedagogical communication, psychological characteristics of students, professional and personal self-esteem. The aims of choice didactic signs are to develop in student's skills to analyze patterns, progress and of the learning process, selection of active methods and means of education, development of abilities.

An important projective part of the gnostic component of pedagogical skills of future teachers of foreign languages of the University are knowledge and skills that are the basis for educational activities, i.e., activities to acquire new knowledge and skills for raising the theoretical level of teaching, the effectiveness of the system of methods of pedagogical influence on the course of educational-cognitive activity of students.

RESULTS AND DISCUSSION

Analysis of pedagogical activity of teachers of higher education institutions gave A.V. Barabanshikov opportunity to divide them into three groups: teachers with a predominance of pedagogical orientation (~2/5 of the total); with a predominance of research focus (1/5); with the same severity of pedagogical and research orientation (a bit more than a third) (Berman, 1991). This indicates the necessity of developing the training of teachers of foreign languages of higher school which possesses the research and creative abilities or creative professional activity.

In didactics of the higher school is emphasized that as in any form of creativity, pedagogical activity of the teacher are combined the actions of the regulatory and the heuristic. They constitute the core of the gnostic component of pedagogical abilities.

The creation of a heuristic background for cognitive-professional activity of future teachers of foreign languages, for example, by mastering the technique of teaching of foreign language of high school by Halperin gives the future professional opportunity to acquire his skills in managing the process of formation of student's foreign language thinking on the basis of analytical selection and the use of appropriate methodological aids.

The realization of future teacher the role and essence of thinking processes in the use of various types of speech activity must be the foundation that will help better understand the regularities in mastering activities are improve the efficiency of learning a foreign language and the formation of foreign language professional extralinguistic culture.

Important personal and professional qualities of the future teacher of foreign languages of the University, along with the gnostic abilities which form the basis of pedagogical activity and reflecting the level of professionalism of the experts, are projective abilities of the teacher.

The formation of future teachers of foreign languages of the University of projective abilities provides strategic direction to their teaching. The projective abilities of

teachers of foreign languages are aimed at implementation of an integrative approach in the training of students, the creation of the integrative complexes on the interdisciplinary basis and the decision of other project tasks. Constructive ability in the development of professional skills of teachers of foreign languages of higher educational institutions is required to ensure the implementation of tactical goals: structuring of the course, the selection of specific content for certain units, the choice of forms of delivering classes, etc.

The content of professional skill of the teacher of foreign languages of the University is also expressed in the external subject-specific skills which, according to Slastenin can be observed. The researcher includes organizational and communicative skills above mentioned. Organizational skills actually serve not only for organization of the learning process of students for including them in various activities, transforming the students from the object to the subject of cognition and education but also self-organization of activity of the teacher in higher school.

Following the modern educational paradigm in teaching foreign languages, managerial function of the teacher must focus on the creation and implementation of models of organization of teaching students which, according to some researchers (O. V. Afanasyev, I. N. Vereshchagin, V. P. Kuzovlev, V. V. Safonova, etc.) is the most flexible and mobile system of training and development in the context of multilevel (Komkov, 1984).

At the modern stage of development of various types of communication (international, social, cultural, political, scientific, engineering, technological, interpersonal, etc.), increases the role of the communicative component in the structure of pedagogical activity and formation of professional skill of the teacher of foreign languages. From the level of his communicative ability and competence in pedagogical communication depends on the skill of establishing contacts between teachers and students and other teachers, as well as the effectiveness of this communication from the perspective of the solution of pedagogical tasks of learning a foreign language.

The communicative component is the most important part of pedagogical skill of higher schools. On the one hand, it determines the effectiveness of educational activities; on the other hand, it is always included in the research, constructive and organizational activity of the teacher.

High-quality professional activity of the competent specialist characterizes the knowledge of a foreign language. In the Federal Law "On education in the

Russian Federation” the attention is focused on “creation of favorable conditions for the integration of the education system of the Russian Federation of the education systems of other States on equal and mutually beneficial basis”. It becomes an essential need of learning the basis of the dominant attention to the study of communication as a specific region, for formation of communicative culture as a component of the development of the human personality, especially the communicative competence of the individual specialist. New means of communication increase the need and possibilities of mediated communication in a foreign language. This requires an appropriate level of language and cultural training. Alongside with quality changing needs of society major reorganizations in University education are required which should form competitive specialists of intercultural communication with the use of modern technologies of communication. The necessity for creating a system of self-educational activity led to the need to update the self-education systems in educational institutions. Specially equipped media university laboratories were actively used for independent cognitive activity of students in the development of cross-cultural communication. The main content of self-independent work using information technologies in teaching a foreign language is to fulfill a variety of tasks connected with the search of information on the internet (Galustov *et al.*, 2016). Today, the contradictions between the need to establish international relations in the information space and the real level of training and communication activities are revealed. Society and the state are in need of a competent specialist. It has become an urgent problem of insufficient elaboration of the theory and technology of student’s training for intercultural communication. Necessary to overcome the contradictions in the training of future specialists. Exploring the readiness of specialists to Cross-Cultural Communication (CCC), we carried out a diagnosis and identified several groups of specialists.

Specialists with high level of CCC are distinguished by a high degree of awareness in the field of cross-cultural communication, the ability to make contacts with the representatives of other cultures and foreign-speaking interlocutors, high communicative self-control, a high degree of emotional etiquette, of non-verbal means of communication through which they broadcast their own disposition to the communication partner, thus, demonstrating a high degree of emotional, etiquette and speech culture. Such specialists are also characterized by the ability to manage emotional state in the process of communication by the assertiveness in dealing with other cultures representatives.

Specialists with average level of CCC are distinguished by partly formed intercultural skills, by partial level of awareness in the field of CCC. Such specialists are also characterized by the inability to implement sign systems of information process in interaction (communication) situation: optical kinetic, para-and extralinguistic; inability to control their emotional state in cross-cultural interaction (communication). Specialists with this level of CCC have the average communicative self-control.

Specialists with low level of CCC experience similar difficulties in communication, as the specialists with average level of CCC but are more straightforward in perception and evaluation of a foreign-speaking interlocutor; they show negative motivation in learning the basics of etiquette culture, the lack of preparedness and capacity for dialogue of cultures, the lack of emotional and etiquette culture of interaction, low self-communicative control (Papernaya, 2003).

Specific feature of pedagogical activity of the teacher of foreign languages is that learning a foreign language is carried out in a situation where the teacher should control not only the process of learning (linguistic) material but the process of communicating in a foreign language. Communication is the purpose of learning. This explains the special relevance of the communicative functions of pedagogical activity of the teacher of a foreign language.

During research it is established that in the conditions of democratic transformations in language teaching should be the teacher of democratic learning style. These requirements apply to teachers in General as the bearers of the profession and to teachers of foreign languages in particular. They are unrelated to social conditions, social formations, educational institution, teaching the subject. Teachers of foreign languages of the democratic type, organizing and managing academic activities of students in any learning environment should be characterized by: high level of professionalism in the field of teaching language which gives them the moral right of the subject and ability to teach others, the true objectivity of the evaluation results and the progress of learning and didactic, i.e., possession of pedagogical skills, allowing to organize the dialog learning process, etc.

Foreign languages teacher democratic type is the personal readiness for pedagogical activity, system of professional competence, a strong conviction of the person, socially significant orientation of the personality and the presence of communicative and didactic needs, the needs of communication, transfer of experience. For foreign language teachers in the democratic style of communication characteristic of the cognitive-linguistic

need for finding and expansion of linguistic resources in the formation and formulation of thought in a foreign language; the need for reading and listening to foreign texts; at the same time, they must have the need to learn, transfer of foreign language knowledge to communicate in a foreign language with a weaker than themselves partner, enriching it, raising to a higher level of foreign language communication.

In the process of our research it was revealed that the correspondence of future foreign language teacher to his pedagogical activities is determined by including into the pedagogical communication the correctness of establishing contact with the speaker, the ability to monitor the reaction of your speaker and his own react to it. The future teacher of foreign languages in their pedagogical activities it is necessary to use not only the didactic and linguistic skills but also skills related to the professional didactics of higher school. While teaching he should take into consideration didactic features of a foreign language, its existence in individual and social consciousness.

Professional skills of a foreign language teacher of the higher school consist of forming of students systemic language knowledge based on concepts about the specifics of a foreign language. The main task of a foreign language teacher of the higher school is the formation of linguistic competence of the future specialist.

Summary: Thus, the requirements of the modern paradigm of education are determined by the structure and content of the main components of pedagogical activity which manifests itself in generalized ability of teachers to use their professional and personal abilities.

CONCLUSION

Pedagogical activity of teachers of foreign languages is an integral characteristic of socially important business and personal qualities of a specialist and the results of his work, reflecting the level of his professional competence, experience, culture, knowledge and skills of creative activity, moral position. The status of teacher of foreign

languages of the University is determined by the possession of professional skill of projective and optimal implementation in the educational process of the multifactorial functions and foreign languages. Nowadays the teacher of foreign languages at the University is a strong language personality, possessing thoroughly linguistic and communicative competence, the active subject of pedagogical activity in higher school.

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