Schaffung einer informationspädagogischen Umgebung zur Bildung einer fremdsprachlichen Komponente eines Fachmodells

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Zusammenfassung: Der Artikel befasst sich mit der Begründung der funktionalen Elemente, die die Struktur der informationspädagogischen Umgebung bilden, mit dem Ziel der Bildung der Komponenten des Spezialistenmodells, basierend auf einer Reihe von allgemeinen didaktischen und speziellen Prinzipien, den Anforderungen an die Inhalte elektronischer Bildungsressourcen des informationspädagogischen Umfelds, die auf die Bildung der Fremdsprachenkomponente des Fachmodells abzielen.
Schlüsselwörter: Fachkompetenz, kompetenzbasiert, informationspädagogisches Umfeld, Selbstbildung, Selbstverbesserung, Lernergebnis, Umsetzung/

Creation of an information educational environment for the formation of a foreign language component of a specialist's model

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Abstract: The article deals with the substantiation of the functional elements that form the structure of the information educational environment, aimed at the formation of the components of the specialist's model, based on a set of general didactic and special principles, the requirements for the content of electronic educational resources of the information educational environment, aimed at the formation of the foreign language component of the specialist model.

Keywords: professional competence, competence-based, information educational environment, self-education, self-improvement, learning outcome, implementation/

Introduction. In the context of competition in the international economic, information and educational space, caused by the processes of globalization, the social order of society for the training of specialists is changing. One of the trends in the educational paradigm is the competence-based approach, which involves the formation of a person's ability to use existing knowledge and skills to solve specific practical problems. The effectiveness of training specialists in the conditions of informatization of society requires the selection and updating of the content of training, its approximation to the real needs of life in the conditions of an objectively developing information environment, which determines new requirements for the model of a specialist.[1]

Analysis of scientific literature devoted to the problems of professional training of a student at a university, within the framework of a competence-based approach to creating a model of a specialist that is adequate to the modern requirements of an information educational environment, as well as an analysis of an information educational environment and the current state of the system of language training for students of economic specialties, the results of the search and analytical stage of the experiment, made it possible to identify a number of contradictions:

- between the requirements of the State Educational Standard of Higher Professional Education for the professional training of a future specialist and the insufficient specification of the structure of the model of a specialist in the field of economics, which we will further call the model of a specialist;[2]

- between the recognition of the importance of creating an information educational environment that reflects the dynamically changing conditions of the socio-economic development of society, and the focus of most researchers on software and hardware issues, without taking into account the content of the environment for a specific subject area "Foreign language".[3]

- between the recognition of the need to include a foreign language component in the composition of professional competence and the impossibility of solving professional problems that arise before a future specialist in the context of modern informatization of society, by means of a foreign language professionally oriented competence.[4]

The above contradictions determined the problem of our research: what are the features of creating an information educational environment

aimed at forming a foreign language component of a specialist's model, taking into account the socio-economic perspective and the rapid spread of new infocommunication technologies.[5]

Transformation of the modern educational environment into an information educational environment, which allows integrating a foreign language component into the composition of professional competence and the need from these positions to clarify the role and place of a foreign language professionally oriented competence in the formation of a specialist model, as well as ensuring variability and alternativeness, flexibility and dynamism of the educational process, its adaptability to socio-economic conditions, through the creation of new educational resources that meet the requirements of the information educational environment and determines the relevance of the research: "Creation of an information educational environment for the formation of a foreign language component of the specialist's model."[6]

The approach to competence as a result of training a specialist with a higher education and the use of competencies as the main targets in the training of a specialist means a significant shift towards student-centered learning, an attempt to implement the activity-practical and cultural components of education, to move from subject differentiation to interdisciplinary integration. When designing a model of a specialist, it is the professional competence of a specialist that determines the scope of competencies, terms of reference, a range of issues in which a specialist must have knowledge, experience, reflecting social and professional status and professional qualifications in the field of professional activity.[7] Various types of professional competence of a specialist include: professional self-education and self-improvement; adoption of a system of professional and moral values; possession of a professional situation; ability to solve non-standard professional tasks. Based on this, professional competence is significant for the learning outcome, in the structure of which knowledge, values, skills and abilities are distinguished. The general criterion for its formation should be the degree of the future specialist's readiness for professional activity. Based on the basic competencies that are part of the professional competence of a specialist in the field of economics, defined by the State Educational Standard, the professional competence as one of the components includes the competence in the field of a foreign language.[8] The foreign language component contributes to the accumulation of social and professional experience, the development of motivational and emotional-volitional spheres, which ensures the readiness of the future specialist for the independent implementation of professional activities. The formation of skills and abilities of a foreign language, the

orientation towards a professional orientation is reflected in the formation of a foreign language professionally oriented competence. The structure of a foreign language professionally oriented competence depends on specific goals and objectives, which are determined by the model of a specialist. Being an integrated whole of professional competence and future professional activity, the specialist's model is built on the basis of a system of educational actions, maximally correlated with future professional activity, in accordance with the capabilities of the academic subject.[9] The development of a model of a specialist involves the definition of the content and technology of training, corresponding to professional activities, professional competence and ensuring their implementation.

Foreign language professionally-oriented competence is considered as correct knowledge of a foreign language within the scope of the non-linguistic specialty course and covering the topics of everyday life (General English) and the professional sphere (ESP - English for Specific Purpose). Foreign language professionally-oriented competence is understood as the ability and readiness of the student for productive verbal interaction with the surrounding professional and social environment, as well as electronic information networks, mass media, computers, etc. Which implies mastery of the modern culture of working with all available information resources in a foreign language in the context of their professional activities; independent implementation of communication activities, based on knowledge of the theory and practice of intercultural interaction.[10]

The modern educational environment, accordingly, should create conditions for the formation of the components of the specialist's model, meeting the requirements imposed by the level of development of modern technologies for a graduate of economic specialties, without which he will not be able to be competitive in the modern labor market. These conditions include: the use of electronic educational resources in the study of disciplines not directly related to information technology (including in the study of a foreign language); the use of computer programs in the implementation of the learning process and control of students' knowledge; the use of the latest information learning technologies that allow you to process all kinds of information, not only text, but also sound; the use of computer programs and Internet resources as a means of obtaining knowledge through the use of telecommunications and the use of multimedia resources.[11]

The formation of a foreign-language professionally-oriented competence of students of economic specialties within the framework of creating an information educational environment presupposes the satisfaction of those needs and goals dictated by the model of a specialist in

the field of economics, which are associated with the active integration of our society into the world economic system, that is, mastering a foreign language for the purpose of professional communication flowing in contact with representatives of a different cultural community.[12]

Revealing the features and substantiating the principles made it possible to concretize the concept of an information educational environment and substantiate the place and role of the resources of this environment for the formation of the foreign language component of the specialist's model. An educational information environment is a complex of components that ensure the system integration of infocommunication technologies into the learning process in order to increase its efficiency and act as a means of building a personality-oriented pedagogical system. The composition and interconnection of the components of the educational information environment should have a flexible structure that adapts to the characteristics of the specific content of the environment, the needs and abilities of students. [13] The creation of an information educational environment is based on the target setting on the formation of a foreign language professionally oriented competence as a foreign language component of a specialist's model at a qualitatively new level. It defines new requirements for educational results, which is the main factor in the selection of media and content (content) of the environment.

Thus, the educational information environment presupposes its own system of teaching aids. Only in this case, electronic educational resources, as software and methodological support of the educational environment, will be able to show their specific didactic properties, such as dynamism, ability to modify, renewability, relevance, and thereby fundamentally (on a targeted and effective basis) change activities, which includes future specialists in the field of economics. Clarification of ideas about the essence of the specialist model, identification of the features of the formation of a foreign language component of this model, development of teaching principles in an information educational environment, determination of the role and place of environmental resources for the formation of a foreign language component of a specialist model, made it possible to proceed directly to the development of technology for the formation of a foreign language component and check its effectiveness based on a multimedia educational complex as a software product that implements the resources of an information educational environment.

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