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PRODUCTIVE LINGUODIDACTIC TECHNOLOGY
AS THE BASIS OF FOREIGN LANGUAGES EDUCATION
IN MULTIDISCIPLINARY UNIVERSITY

В статье определяются сущностные характеристики продуктивной лингводидактической технологии развития иноязычной речи студентов в условиях высшего профессионально-ориентированного иноязычного образования в многопрофильном вузе. Рассматриваются принципы, целевые установки, компоненты и содержание обучения иноязычной коммуникации студентов на основе продуктивной лингводидактической технологии.

К л ю ч е в ы е с л о в а: продуктивная лингводидактическая технология; коммуникация; речь; профессионально ориентированное иноязычное образование; методология; высшее образование.

The article examines the essential characteristics of the productive linguodidactic technology developing students' skills of communication in a foreign language in the context of higher professionally oriented foreign language education in multidisciplinary university. The principles, target settings, components and content of teaching foreign language communication on the basis of productive linguodidactic technology are considered.

Key words: productive linguodidactic technology; communication; speech; professionally oriented foreign language education; methodology; higher education.

Implementation of the productive approach in the process of foreign language education in higher school determines, in the opinion of many scientists, the development of its technological component, which is the main aspect of the methodology of productive foreign language learning [1].

The developed and theoretically substantiated concept of the productive linguodidactic technology within the framework of the productive approach requires, in our opinion, further improvement and its practical implementation in the system of professionally oriented foreign language education.

Productive linguodidactic technology (PLT) is a systemic organization of the educational process, a form of upbringing professionally oriented foreign language education, carried out by a student in autonomous form. Foreign language acquisition within the productive linguodidactic technology is based on the creative activity of the individual and reflexive self-esteem during the foreign language text production and is an effective means of professional and personal growth of a student [2, с. 5].

The main positions of teaching foreign language within the framework of PLT include the principle of the development of autonomous educational activity of the student and modular form of learning, which in general serves the personal development of students, their self-determination and self-realization that are the key criteria for the productivity of the educational process [3, с. 5].

Thus, the principle of modularity reflects the conceptual ideas of modular learning. In relation to foreign language education at a university, it is associated with the use of training modules in the learning process of the foreign language as the main effective means of the foreign language acquisition. In addition, this principle ensures individualization of the educational process, since it

reflects the factor of variability of the content of the foreign language training and the methods of its acquisition, depending on the level of the student's language proficiency, implementing in the model of an individual educational trajectory.

In this regard, it should be emphasized that the principal goal of PLT is the trend of individualization in the foreign language methodology at a university and creation the most comfortable conditions for the student's personality development. This aim can be achieved by the variability and flexibility of the learning content, adaptation of the linguodidactic system to the individual needs of students and to the level of their basic language proficiency by developing individual training programs implemented in autonomous form.

We note that, in the context of the productive approach, foreign language acquisition is a consecutive design of the productive foreign language educational activity of students learning a foreign language and their independent movement through the main stages of this process [4, P. 25]. In order to assist the student to master this methodology of foreign language learning, it is necessary, from our point of view, to design an appropriate educational situation when the student trains the language without direct guidance from the teacher in an autonomous mode. In the conditions of autonomous language learning, the personal positions of the student as a subject of educational activity are realized to the greatest extent: the position of training activity, "I am a teacher", the position "I am a reflexive user of the foreign language".

From this point of view, the methodological basis of PLT is the development of the student's ability to independently manage personal educational activity from setting a goal and specific educational task to self-control and self-assessment of the result and ways to achieve it. In this regard, the autonomous self-directed educational activity of the student is simultaneously a form of organizing the process of studying a foreign language and culture and a means of productive development of communication in a foreign language, which in general provides the student with the opportunity to independently and effectively use the foreign language.

During the development of students' communicative skills on the basis of PLT, the educational process is carried out through the expanded structuring of the content of education. It is also necessary to consider the choice of adequate methods and techniques for mastering the foreign language, means and forms of education, taking into account the priority of students' independent plan of learning the language. At the same time, the process of foreign language acquisition is implemented in the context of the individual educational trajectory, which, in general, ensures the productive nature of the integral educational process.

Thus, it is necessary to highlight the conceptual components of the productive linguodidactic technology as the basis for the development of students' communication in a foreign language.

1. Productive target component determines:

- establishment of a comprehensive linguodidactic goal and the title of the modular program;
- designation of integrating goals and titles of corresponding training modules;

- designing the structure of a modular curriculum;
 - the structure of private goals as part of each integrating linguodidactic goal;
 - modeling a specific module based on the structure of private goals.
2. Structural elements of the content of training modules in PLT include:
- linguodidactic goals as a form of a targeted action program for a student;
 - educational material, structured into educational elements, and methodological support for its development;
 - methods of control, self-control, forms and methods of the foreign language improvement.

At the same time, the functional orientation of a personal foreign language communicative product in the course of teaching communication based on PLT is associated with the accumulation of educational experience in the real use of the target language in various communicative situations and the presentation of personal experience in different foreign language speech products.

Hence, from the perspective of a student foreign language learning, the development of communication in a foreign language within the framework of the PLT will be based on:

- goal setting, including the motivational aspect;
- determination of the means and methods of the productive foreign language acquisition;
- modeling a personal foreign language text product;
- reflexive self-assessment of the result/product and methods of the productive foreign language acquisition;
- self-support of the language proficiency, including correction.

It is necessary to emphasize that *self-esteem* in the process of communicative skills development within the PLT, is a universal ability, which functions at all stages of the productive foreign language educational activity, including goal-setting, the choice of means and methods of studying foreign language. At the same time, the stage of self-control and self-assessment of the result of productive foreign language speech activity is especially highlighted: the correlation of the accumulated language, speech, communication and learning experience, the qualitative assessment of the material in foreign language speech product from the point of view of the educational task and the accepted criteria of the effective foreign language acquisition. Assessment criteria are determined in cooperation with the teacher or are based on standard requirements in the process of setting goals and learning objectives as a specific “learning contract”.

Self-support in the process of communicative skills development within the framework of the PLT include correction and a complete learning element in accordance with the self-assessment of the result and the methods of used educational activity. This aspect is mandatory, since it completes the full training cycle and ensures the stabilization of the achieved level of knowledge of the foreign language [5].

In addition, it is necessary to highlight the main features of the productivity of the educational process, carried out on the basis of PLT, aimed at the development of communication in a foreign language:

- the cognitive problem, expressed, for example, in the meaning and form of a word, syntactic and communicative intentions, reflected in a foreign language text, expression and interpretation of the meaning of a word, phrase, etc., as well as in the problem of adequate interpretation of linguistic, cultural, philological and background information, etc.;

- the principal role of autonomous foreign language acquisition, reasoned by the research activities of students with the help of productive methods and techniques for solving a cognitive task (for example, self-formulation of a communicative problem, determination of productive ways of organizing foreign language speech material, solving a linguistic problem, preparing language means for various purposes of foreign language learning, etc.);

- predictability/planning of foreign language communication activity;
- reflection of personal communication activity;
- implementation of the empathic component of foreign language communication activity.

So, the productive linguodidactic technology of the development of communication in a foreign language in the interdisciplinary university in general is characterized by such criteria as consistency, controllability and integrity, which, first of all, are ensured by the fact that self-organization and self-management of the student in the process of foreign language acquisition based on the functional system of productive foreign language educational activity and the system of personal qualities (positions) and abilities (competencies) of the student as an autonomous subject of this process.

PLT effectiveness is supported by the special methodological way. Actualization and implementation of the student's personal positions as an autonomous and prior subject of the educational process ("I am a teacher", "I am a creative researcher", "I am a reflexive user of a foreign language") provides freedom and creativity of the individual conditions for complex development of student's personality.

From the point of view of reproducibility, this linguodidactic technology can be used as a model for organizing a student's independent learning in the traditional system of the educational process, including basic and additional education, and in the conditions of distance learning, as well as in the course of training a student in the educational resource center in the process of self-learning activities.

Thus, the content and structure of the PLT provide real conditions for self-determination and self-development of a student in the educational communicative environment, as well as fostering personal responsibility in students for their success in the field of studying foreign language, which, in general, has a productive effect on the comprehensive development of the internal potential of students.

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