

On the Analysis of Technologies for Selecting Effective Methods of Teaching Foreign Languages

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Abstract: *Determining ways to develop a teacher's professional competence brings to the fore the question of its determinants. Questions about the social determination of the development of human consciousness were developed in line with the cultural-historical concept of the development of higher mental functions, in the position introduced into the methodology of Russian psychology that human nature itself is a product of history, in the definition of activity as the main method and condition for the development of personality. These provisions were later supplemented by the principle of the unity of consciousness and activity, the disclosure of the role of communication in the formation and development of the consciousness and personality of the individual, the position of the individual as an active subject of his own development.*

Keywords: *foreign languages, methodology, pedagogy, effective pedagogical technologies, and assessment methods.*

1. Introduction

From the point of view of the systems approach, determination is a system of determinants of different types, that is, it is a system. The main thing in this system is causal relations. In its most general form, a cause is "an event (object, process) that necessarily causes another event and consequence. If there is no cause, there is no effect" [7, p.26]. However, determination is not limited to causal connections alone. It also includes external and internal factors, along with their mediating links.

Factors that initiate the development of professional competence, presented in the works of I.A. Zimnyaya, E.F. Zeera, N.V. Kuzmina, A.K. Markova, L.M. Mitina, V.A. Slastenina et al., in our opinion, can be conditionally represented by three groups: changes in leading activities, the social situation of development and human subjectivity. The identification of the determinants of the development of professional competence is based on

the definition adopted in the work, as well as the idea of the structural components of the phenomenon being studied. It should be noted that this division is conditional, since the presented components are components of an integral structure, respectively, and the determinants are also interconnected.

The group of factors for changing the leading activity includes the following - a change in the leading activity, a change in the way the activity is performed, in particular its improvement. These factors have the greatest impact on the development of the activity component of professional competence.

2. The Main Results and Findings

One of the most studied factors in Russian psychology is the change in leading activity during the transition from one stage of development to another (L.S. Vygotsky, V.V. Davydov, A.V. Zaporozhets, D.B. Elkonin, B.F. Lomov and etc.). In the process of professional development, a change in leading activity occurs at the stages of option, professional training and professional adaptation. At the same time, it should be noted that as the teacher develops professionally, this factor loses its determining significance.

There is no doubt that mental development in adulthood occurs within the framework of the same activity. Therefore, the next factor is a change in the ways of performing activities within the same professional activity (B.G. Ananyev, N.S. Glukhanyuk, E.F. Zeer, E.A. Klimov, A.K. Markova, etc.) . At the stage of primary professionalization, the way of performing activities is of a normatively approved nature, and at the stage of secondary professionalization or mastery it is individually creative, which allows us to conclude that qualitative changes in the development of professional competence occur with an increase in work experience.

Improving the ways of performing professional activities (introducing new educational programs, technologies, etc.) also leads to the development of professional competence. V.A. Slastenin, considering innovative processes in pedagogy, points to the contradiction that is caused by the development of professionalism [12]. On the one hand, the differential characteristics that distinguish the teacher's profession from others lead to a system of requirements, non-compliance with which deprives him of his image of professionalism. On the other hand, the higher the level of complexity of tasks, the more frequent the manifestation of innovation, the desire to overcome norms, create products and ways of working that do not coincide with the "generally accepted" ones. "Innovative aspiration leads to creative self-expression that does not fit into the usual framework. The closer the peak of achievement that an innovator surpasses, the greater the number of "non-compliances" with the norm he demonstrates and involves in this "ignoring" a greater number of other teachers" [12, p.54]. The second group of factors is represented by changes in the social development situation: changes in the socio-economic situation, conditions of the educational environment, circumstances in the implementation of professional plans, random events, etc. This group includes factors that have the greatest influence on the development, first of all, of the social and communicative component of a teacher's professional competence.

A change in the social situation of development contributes to the development of professional competence, as it "forces" a person to change his usual ways of behavior and motivates the search for new opportunities for implementation in the profession (L.I. Bozhovich, L.S. Vygotsky, etc.). This is most clearly manifested at the stage of professional training and professional adaptation (E.F. Zeer, E.A. Klimov, A.K. Markova, etc.).

The next factor included in this group is changes in socio-economic living conditions. These include changes in the work of an educational institution, job cuts, changes in wages,

etc. Modern socio-economic conditions can be considered extraordinary and “experimental”. According to B.A. Sosnovsky, social instability affects “a person’s orientation in time (past, present and future), the development of self-awareness, the level of professionalism, intellectual capabilities,” increasing the number of critical situations in a person’s life [15, p. 51]. The conditions of the educational environment, in particular its innovative nature, are a significant factor in this group. This is a set of various conditions necessary for the development of innovative educational activities in school, a system of organizational forms and means that influence innovative educational activities.

The transformations currently taking place in the education system place new demands on the level of teacher professionalism. In the current conditions, those teachers who develop professional competence in accordance with innovative transformations will be competitive. A factor in the development of professional competence can also be the expansion of the social and professional environment as a result of absorption in professional activities. Workaholic specialists, obsessed with work as a means of achieving recognition and success, sometimes seriously violate professional ethics, become conflicted, and show cruelty in relationships, but at the same time they have a fairly high level of professional competence.

Finally, a factor in the development of professional competence are random events and circumstances in the implementation of professional plans (for example, a forced change of residence, job reduction, etc.). By disrupting the usual course of professional life, they generate mental tension, discomfort, create a situation where the previous state is impossible, and, on the other hand, motivate changes in professional development. As a result, the teacher is forced to look for the application of his knowledge in areas new to him (for example, in the field of additional education, which is today one of the priorities in the development of an educational institution).

Accordingly, this requires him to actively use communication skills. The third group of factors are the characteristics of a person’s subjectivity, determined by the internal conditions of personality development and the activity necessary for self-development. We have identified as such characteristics: increased social and professional activity, dissatisfaction with individual needs, readiness for professional self-determination, desire for self-development and self-realization, and a subjective feeling of stagnation in development. The factors included in this group have the greatest influence on the development of the personal component of a teacher’s professional competence.

L.I. Antsyferova, discussing the mechanisms of personality development, draws attention to the internal conditions of development, which reflect the basic need of a person “... to constantly go beyond one’s limits, to achieve the possible fullness of embodiment in the individual form of one’s generic essence. A person constantly extrapolates himself into his future, and projects his distant future onto his present.

The desire for one’s future is the desire for development” [14, p. 4]. Here, attention is focused on the incompleteness, “openness” of the psychological organization of the individual, which is a factor in the unlimited development of the individual. In the development of personality, the activity of the individual itself is of great importance. A person’s subjective activity is determined by a system of persistently dominant needs, motives, interests, orientations, etc.

A study of the literature has shown that the most significant features of the concept of “activity” are quantitative and qualitative characteristics of the intensity level of a process or interaction, the potential of a person’s capabilities, and, finally, the source of any process or interaction (K.A. Abulkhanova-Slavskaya, A.I. Krupnov, A.V. Petrovsky, etc.).

One of the important factors determining the development of professional competence is socio-professional activity. Carrying out professional activities, the teacher develops; as he

develops, he develops his activities. However, if the activity begins to be strictly regulated, a person with a high degree of activity in this situation experiences severe discomfort and dissatisfaction with his position in the workplace. This condition is sometimes called “loss of self” [59]. As a rule, this manifests itself quite often in traditional schools, where the content of activities is subject to strict compliance with standards, without creativity and innovation. Self-satisfaction and a subjective feeling of constant development initiate the development of professional competence. There comes a time when the further development of professional activity and the formation of its individual style are impossible without a radical change in normatively approved activity. The teacher must perform a professional act and show above-standard activity. Excessive professional activity can be expressed either in a transition to a new educational and qualification level, or to a qualitatively new, innovative level of activity performance.

An increase in social and professional activity can also be a factor in professional competence. However, this factor appears at later stages of professional development. In the studies of N.V. Kuzmina found that at the stage of professionalization, as an individual style of activity develops, the level of professional activity of the individual decreases, and conditions arise for stagnation of professional development. Similar results were obtained in studies by L.M. Mitina. L.I. Antsyferova, revealing the factors that determine the identity crisis, highlights professional stagnation. In her opinion, this leads to the fact that “a person who is accustomed to consider himself a capable, necessary high-class specialist... discovers that he has become different, not identical to himself” [13, p. 56]. The development of pedagogical stagnation depends on the teacher’s concentration. The least degree of stagnation is observed among teachers of humanistic and cognitive (methodological) concentration. Stagnation is also facilitated by the fact that the teacher transmits experience: knowledge, abilities, skills that have already become the property of society, annually teaches certain educational material according to a relatively stable program, and uses the same teaching technologies. As a result, the development of professional competence also stops. In this case, we can say that the development of professional competence is an important factor in preventing the stagnation of a teacher’s professional development.

3. Conclusion

Thus, the development of the activity component of a teacher’s professional competence is most influenced by the first group of factors - a change in the leading activity (a change in the leading activity, a change in the way of performing an activity, improving the way of performing an activity). The development of the socio-communicative component is influenced by the second group of factors - changes in the social situation of development (changes in the socio-economic situation, changes in the implementation of professional plans, innovative educational environment, random events, etc.). The development of the personal component is determined by the third group of factors - human subjectivity (increased social and professional activity, readiness for professional self-determination, desire for self-development and self-realization, subjective feeling of stagnation in development). Among the identified factors, the most important are, first of all, the conditions of the educational environment, namely its innovative nature. After all, it is the innovative educational environment that presupposes the inclusion of the teacher in the active implementation of professional activities, which, in turn, presupposes the development of professional competence.

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