The Technology of Future Foreign Language Teacher’s Professional Lexical Competence Formation

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Abstract: The article considers the formation of future foreign language teacher’s professional lexical competence in the classes on home-reading. The article emphasizes that on the one hand the willingness of the students to the real professional foreign language communication is an important area of language education in high school, it is socially significant. On the other hand, it is methodologically justified. In the article author’s definition of this phenomenon is given, the results of the students’ testing are shown, the basic principles for selection of professionally-oriented English texts are presented, the plot, theme and developing problem situations used for the formation of professional lexical competence of students are described.

Keywords: vocational training, future teacher of a foreign language, professional lexical competence, problem situations, technology, home reading

I. INTRODUCTION

The present time is marked by the processes of integration and rapprochement of states, languages, nations and cultures. In these conditions increases the prestige of learning a foreign language. Pedagogical language universities direct their efforts to the preparation of competent teachers of a foreign language, which are able to effectively build the educational process on the subject. The willingness of the students to the real professional foreign language communication is an important area of language education in high school. It is on the one hand socially significant and on the other hand methodologically justified. A special place in the system of professional training of teachers of a foreign language takes the professional lexical competence.

Importance of the Study

We understand “the professional lexical competence of teachers of a foreign language” as “integrative professionally significant quality of a language personality, an integral part of professional competence, the linguistic basis of foreign language communicative competence, formed on the basis of theoretical knowledge, practical skills, the ability and willingness to use the vocabulary studied a foreign language in the process of carrying out pedagogical activity” (Andreenko, 2014).

Successful professional activity of teachers of a foreign language implies the possession of a fairly extensive amount of lexical material and free operating in the course of teaching. Very often in their daily teaching practice teacher is faced with different problems, new situations that require specific verbal responses and different knowledge. What to do to the teacher? Should it be limited to the set of standard phrases? Then it will be a missed opportunity to use a foreign language as a means of communication, the possibility of friendly discussions with pupils and joint resolution of problems, including those not necessarily related to the educational material.

The analyses of students of pedagogical practices in the school showed that not always, a prospective teacher could use the specific reasons for the unprepared speech, to create the lesson a natural atmosphere, to provide adequate verbal response to a situation beyond the scope of educational topics (tardiness, cheating, loss of attention of students, etc.). The students themselves during an interview with the methodist said that they experienced during the practice, some difficulties in communicating with the class, pointed to "the lack of lexical units" in the conduct of the lesson in English. Some students had trouble with and lost, "if the kids asked something not according to plan" when "the conversation went from the usual channel". The experience of the head of teaching practice of students in the school shows that the level of formation of professional lexical competence of future teacher of a foreign language is still quite low at a relatively high level of theoretical language training. In this regard, the question of need of formation of professional lexical competence of future teacher of a foreign language is of particular importance for teaching practice.

II. REVIEW OF THE LITERATURE

The analysis of theoretical works in the field of foreign language training of students shows that the problem of learning lexical aspect of speech, actively developed domestic and foreign scholars (V. B. Belyaev, I. A. Winter, A. A. Leontyev, V. A. Buchbinder, N. D. Galskova, N.I. Gez, P. B.Gurvich,, N. I. Zhinkin, V. S. Korostelyov, B. A. Lapidus, , E. I. Passov, E. N. Solovova, A. N. Shamov, S. F. Shatilov, B.Laufer, P.

However, the problem of formation of professional lexical competence of future teacher of a foreign language is insufficiently studied. According to some researchers (K. V. Aleksandrov, A. N. Shamova, A. E. Sizemini, A. A. Fetisova, E. V. Ateway), possession of lexical competence cannot be overemphasized, as it is an integral part of foreign language communicative competence of the student, which is the urgent tasks of the vocational education system, implementing a course on the formation of key competencies.

Purpose of the Study
What are the scientific and theoretical basis and technology of formation of professional lexical competence at students of younger courses of the language pedagogical University in the classroom for home reading?

Research Questions
1. To clarify the concept of professional lexical competence of future teacher of a foreign language, to define its essential characteristics.
2. To identify the basic principles and conceptual basis of the experimental program of formation of professional lexical competence of future teacher of a foreign language.
3. To develop the technology of formation of professional lexical competence of future teacher of a foreign language.

II. RESEARCH DESIGN AND METHODOLOGY

In the framework of our experiment in preparation for supervised practice we decided to test the students’ knowledge of English school vocabulary. We wanted also to check the level of formation at students of ability to be adequate speech partner when resolving non-standard situations, for example, to establish discipline in the classroom. The test results showed that the majority of students does not successfully coped with the test tasks. It referred to the possession of special terminology and a certain range of linguistic tools, which may require the teacher untrained in the natural situation in the foreign language class. For example, twelve people (48%) failed to give an adequate verbal response to the situation late student to class. One example of student response: “It’s so nice you’re late today!” In our opinion, the answer is - not really a fitting occasion for jokes. The diversity of speech responses is not entirely clear to us and this response: “I hope it's the last time you're late..., otherwise I'll not let you in!” The students could not properly verbally react to the situation when the whole class is not ready for the lesson. “That's just wonderful!””, “I’ll punish them in some way”, - such were the reactions of third–year students. Most mistakes were made when performing tasks focused on knowledge of Russian-English and English-Russian equivalents of the vocabulary of school items. Students experienced difficulties in selecting an English equivalent to the phrase “don't turn around” (“Stop fidgeting!”). Where are the response options: “Don't hover around, Don't move in such a way”, “Don't turn around”, “Stop swirling”, which, in our opinion, are unacceptable in this context. All the test problems occurred with the selection of equivalents to the English phrases “Could I get past, please?”, “It depends”, “These two letters are the wrong way out”. In particular, proposed equivalents of the last sentence: "These two letters with errors", "These two works are wrong". The correct equivalent is "Can I pass, please?" identified only two students. Almost a third of respondents (8 students) believe that the English phrase “It depends” is the equivalent of “It depends”, while in the school context it is more reasonable and used equivalents are "different, as anyone". In General, the responses were made, a number of lexical, grammatical, spelling and syntax errors. So, instead of “blackboard” some students wrote “class-board”, "handouts" translated as "work" (the correct translation is "a handout"), as the Russian equivalent of "come out," offered "stand up" ("stop"), "wiggle"("to twist") was used instead of "giggle" (giggle), "Do it perfect" instead of "Do it perfectly" , and the phrase "I've just had enough from you" was translated as "I understand" (correct equivalent of "I'm done").

It becomes apparent that the problem of development of professional lexical competence of teachers of a foreign language in the educational process of pedagogical University on the linguistic faculty must be solved. A solid framework of lexical competence must be laid already at the initial stage of learning because the initial stage is transitive to the mastery of professional knowledge and provides the possibility of successful assimilation of the educational program in the future. The value of lexical knowledge, skills and abilities is substantially increased at the second course of study at the University, due to the tendency for untrained speech to express their thoughts. In addition, the transition to the two-stage system of vocational training in the
framework of the bachelor resulted in a reduction of training time, which consequently leads to the necessity of early specialization of the educational process in higher education.

In the theory and methodology of foreign language education identified the main conditions of the learning process of foreign language professionally-oriented vocabulary: the selection in the process of preparing classes of lexical features intended for learning the material, focusing students on methodological and didactic aspects of the occupation; the presence of professionally-oriented system of activities of students in the classroom (for example, the preparation and conduct of students of the fragments of the lessons, their comprehensive analysis, identification of errors and their possible causes; development by students of variants of test tasks, questions on the topic of study and discussion; create visual AIDS on the studied topic and their presentation). It is especially important to increase the level of motivation of students, in the classroom, particularly at home-reading, professionally-directed literature, which particularly emphasizes the importance of the work of the teacher (Hutchinson, T. 2006).

We understood that these components of the revitalization of professional-pedagogical orientation of teaching must be applied not occasionally, but systematically and purposefully within the variety of classes at the University. Special attention was paid to the selection of lexical terms. In this process we used the well-established "Anglo-Russian terminological reference book on the methodology of teaching foreign languages" (Kolesnikova, 2001) in which selected and processed fundamental methodological concepts and the most frequent terms widely used in foreign language teaching.

When developing the basic principles underlying the pilot program for the professional formation of lexical competence of future teacher of a foreign language, we proceeded from the idea of "understanding of culture as a set of texts" (Skugarova, 2003), language was viewed as a means through which culture is established and reinforced certain values. Important for us was the approval of the A. N. Shamov that effective means of improving lexical aspect of speech in a foreign language is the authentic text (Shamov, 2010), (Bezukladnikov, 2013). We found that professional lexical competence of future teachers can be effectively formed when dealing with professionally-oriented authentic texts for home-reading, allowing for enrichment of the active vocabulary of students.

We understand that the selection of the lexical material directly depends on the matching of texts and speech situations the professional interests of future bachelors, so the content and organization of teaching English in the classroom for home reading was practically subordinated to this goal. As criteria for the selection texts are: relevance, authenticity, cognition, information, and content of the text (short story/novel fascinating, is interesting from the point of view of the youth story); training and professional orientation; composite design; compliance with the language proficiency of students (the language is not too complex for students, it is modern and temporal distance does not preclude the perception of the text). The selection also took into account the frequency and the frequency of occurrence of lexical material in the texts and use it in the professional field. Of particular significance was the presence in the text of the main categories of terminology to future foreign language teacher. The contents of the pilot program amounted to texts from the works of modern English and American authors, telling about the life of students and teachers: J. Aldridge “Victory for a Bush Boy”, Ch. Bronte “Jane Eyre”, B. Cleary “Fifteen”, G. Durrell “A Bushel of Learning”, T. Hughes: “John Brown's Schooldays”, D. W. Jones “Year of the Griffin”, L. Lee “Village School”, J. Updike's “The Alligators” - Miss Reed “Fresh from the Country” T. Wolfe “I'm Charlotte Simmons”. They are all written in a lively language, have exciting stories, provide food for thought and discussion, and abundant vocabulary of the school-pedagogical orientation.

Next, we wondered how to organize the work with authentic sources in order to extract from them the maximum benefit not only to tell the students the terminology and bulleted items in the text, but also to fix in their memory the information. Therefore, as one of the basic principles of our technology made the principle of integration of pragmatic installation “Language for real communication” with an analytical approach to working with artistic text.

One of the methods of implementation of the technology of formation of professional lexical competence of the students was the creation of situations of pedagogical interaction with the use of professionally-driven vocabulary. Organization of the study process was intended to actualize the communicative situation of pedagogical interaction as a model of the possible circumstances of foreign language classes in school.

We developed the plot, theme and developing problem situations of professional orientation. The situation of the first type is completely based on the contents of the read literary works/the story/passage. As the voice of the student response was supposed to read presentation of facts, events, description of the main actors. The thematic situations, the information obtained from the text that required clarification, deepening, specification. Moreover, the teacher created a contradiction between the available information and delivered to the students of the communicative task. It was necessary to include creative thinking, to engage background knowledge, to be active and originality of approach.
The situation of the third type were implemented on a high level of complexity and required maximum concentration and effort on the part of students, speech skills rapid reaction to changing circumstances, flexibility of thinking, and ability of anticipation and speculation mechanism. Such situations are created by the teacher by variation modification of the plot of the studied works, its key points, changes the consequences of the actions of the main/minor characters. Moreover, such situations allow the student to reasonably express their point of view, using the entire Arsenal of professionally-driven vocabulary that is those units that most accurately reflect his position; they also contribute to the professional development of the individual, putting the future of the teacher to the need for moral/ethical/personal choice in the conditions of pedagogical interaction.

As shown by our personal experience, such situations are taught to think in the language by stimulating the imagination of the creative professional, which ultimately develops professional competence of future teacher of a foreign language. The thematic situations, the information obtained from the text that required clarification, deepening, specification. Moreover, the teacher created a contradiction between the available information and delivered to the students of the communicative task. It was necessary to include creative thinking, to engage background knowledge, to be active and originality of approach.

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### III. RESULTS

A formative experiment quantitatively confirmed the hypothesis of the study. Control slices showed growth in the levels of formation of professional lexical competence of future teacher of a foreign language in three components (linguistic-communicative; linguistic-methodical; personal) in the experimental group students compared to control group. Table 1 shows growth dynamics of the levels of formation of professional lexical competence of future teacher of a foreign language in three components (linguistic-communicative; linguistic-methodical; personal).

**Table 1: Dynamics of growth of levels of formation of professional level competence of future teacher of a foreign language in three components according to the experiment results (%)**

<table>
<thead>
<tr>
<th>Levels</th>
<th>Components</th>
<th>Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pilot Group</td>
<td>Control Group</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>linguistic-communicative</td>
<td>7.8</td>
<td>62.5</td>
</tr>
<tr>
<td></td>
<td>linguistic-methodical</td>
<td>7.7</td>
<td>56.2</td>
</tr>
<tr>
<td></td>
<td>Personal</td>
<td>7.9</td>
<td>62.6</td>
</tr>
<tr>
<td>Average</td>
<td>linguistic-communicative</td>
<td>61.5</td>
<td>31.2</td>
</tr>
<tr>
<td></td>
<td>linguistic-methodical</td>
<td>46.2</td>
<td>31.3</td>
</tr>
<tr>
<td></td>
<td>Personal</td>
<td>61.3</td>
<td>31.0</td>
</tr>
<tr>
<td>High</td>
<td>linguistic-communicative</td>
<td>30.7</td>
<td>6.3</td>
</tr>
<tr>
<td></td>
<td>linguistic-methodical</td>
<td>46.1</td>
<td>12.5</td>
</tr>
<tr>
<td></td>
<td>Personal</td>
<td>30.8</td>
<td>6.4</td>
</tr>
</tbody>
</table>

Thus, by the end of the experimental curriculum students:
- had a pronounced, sustainable professional motivation and the need for self-improvement;
- possessed the necessary amount of professionally marked lexical units and freely used them in the process of foreign language professionally-directed interaction in the classroom;
- were adequate speech partners in modeling and solving progressively more challenging situations; have written professional interaction in the classroom;
- Demonstrated sufficient linguistic and psychological readiness to teaching practice in school.
IV. CONCLUSION

Generalization of these study results allows formulating the following conclusions:

1. Professional lexical competence of future teacher of a foreign language as meaningful an integrative quality of the linguistic personality can be formed in the process of working with professionally-relevant texts for home reading in the relevant pedagogical University.

2. Author’s technology of formation of professional lexical competence of future foreign language teacher creates optimal conditions for fulfillment of the student in foreign language teaching.

3. The developed model of formation of professional lexical competence of future teacher of a foreign language allows you to ensure the best possible transition from training activities to a professional.

Direction for future research

Prospect research is the ability to continue working in the following direction: to improve the forms of work with use of computer technologies and Internet resources (to encourage and organize student participation in professional forums and projects organized on teaching English language sites).

Sources of funding of the study

The study was self-financed by the author.

V. REFERENCES