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**ТРЕНИНГ ПО ИНОСТРАННОМУ ЯЗЫКУ, КАК АКМЕТЕХНОЛОГИЯ,  
ДЛЯ ПРОФЕССИОНАЛЬНОГО РАЗВИТИЯ СТУДЕНТОВ  
НЕЯЗЫКОВЫХ СПЕЦИАЛЬНОСТЕЙ**

**A FOREIGN LANGUAGE TRAINUNG METHOD AS AN ACMETECHNOLOGY  
FOR PROFESSIONAL DEVELOPMENT OF STUDENTS  
OF NON - LINGUISTIC SPECIALITIES**

**Аннотация.** В статье анализируется потенциал и возможности метода тренинга по иностранному языку как дидактического средства акмеологии для профессионального развития студентов неязыковых специальностей. Авторы раскрыли потенциал акметехнологий как способа и средства жизнедеятельности и профессионального становления студентов, в частности тренинга как доступного средства общения и обогащения опыта профессиональной подготовки.

**Abstract.** Abstract. Potential and possibilities of a foreign language training method as a didactic tool of acmeology for the professional development of students of non-linguistic specialties are analyzed in the article. The concept of "acmetechonology" is defined and potential of acmetechonologies as a way and means of life activity and professional development of students are revealed on the example of a training as an accessible means of communication and enrichment of professional education experience.

**Ключевые слова:** акмеология, акметехнологии, тренинг, саморазвитие, профессиональный успех.

**Keywords:** acmeology, acmetechonology, training, self-development, professional success.

A topical and promising model of education is being developed nowadays on the basis of acmeology, a new branch of scientific knowledge which combines a philosophical, psychological, social and pedagogical approach to personal development. Acmeology is the science dealing with the ways of maximum perfection in all types of people's individual activity, reaching the top of their self-development, the so-called "acme" [6]. The professional phenomenon of "acme" can be identified and predicted (diagnostics); modeled (construction of a standard); traced in formation and development (correction). The multifaceted phenomenon of "acme" is a standard of intellectual, emotional-sensory, volitional, communicative characteristics of a person and the components of his / her health.

The need for an acmeological approach in the process of education and management of higher education is obvious, since society expects from the system of higher education that its graduates will be sociable, creative, self-thinking individuals striving for success and being able to build an individual trajectory of professional development independently. Acmeological methods, acmetechnologies offer a practical solution to the issue of personal and professional success.

Acmetechnology is a specially created scientific and practical tool to help students and teachers. It includes models, methods, scales, instructions that can be used by all participants of the educational process, regardless of the role functions performed by them in it; features of productive results of pedagogical activity according to the criterion of the quality of new formation in students; attributes of productive actions of educational specialists of specific profiles that ensure students' desired result achievements [5].

Features of acmetechnologies are determined by the inner setting of a person on development and implementation. The object of "technologization" is personal zones of human development, ways and means of life, professional development.

The structure of acmeological technologies can consist of the purpose and objectives of the technology; the methodological framework; principles of development; process conditions; the analysis of a particular situation; characteristics of the technology's subject and object, and peculiarities of their interaction; stages and ways of achieving goals (both strategic and tactical); methods of predicting outcomes; implementation [4]. The main task of acmeological technologies is to form and foster the demanded need for self-awareness, self-development and self-realization in individual identity of a person helping to achieve self-actualization of the personal and professional "ego identity" by means of using special methods and techniques [1]. Acmeological technologies include the following ones: game

technologies (a didactic game, game modeling technologies); psycho consulting technologies; technologies of developmental teaching; a personality-oriented learning technology; a project method, training technologies.

It is important to notice that for training of the first year students teachers use the training method not only as a form of teaching, but also as an acmetechnology, that is, a means of developing learning abilities or mastering complex activities, for example communication. The theory and technologies of creating acmeological trainings are within the framework of competence-based and acmeological approaches in modern pedagogy and linguodidactics.

According to some scientists, the use of training technologies in education has certain advantages over traditional forms: group training helps to solve interpersonal problems when students understand that their ones are not unique. A group is a kind of society in miniature, and within a group there is a system of relationships typical for real life. In a group, a person can learn new skills, experiment with different styles of interaction with equal partners. It is important that in a group, participants can identify themselves with other people playing the role of another person for a better understanding of him/her and themselves [3].

To optimize teaching of a foreign language for the first-year students, it is important for them to understand their own educational and communicative tasks better and master the ways of solving them. Integration of students into educational environment of a certain educational establishment and correction of their level of language proficiency to a sufficient communicative one is the goal of foreign language training in professional and personal spheres. To start such a training it is necessary to form students' ability to evaluate the parameters of educational communicative situations, understanding of the communication tasks that must be solved in such situations, as well as the ability to implement communication tasks by using adequate means. Which characteristics of the training as an acmetechnology may be in demand for solving problems of teaching a foreign language for students will be determined.

Trainings combine game and educational activities. They are held in conditions of modeling actual professional and communicative situations. Such situations should be chosen in accordance with students' professional and personal needs. It is necessary to determine the set of the most frequent situations of educational and professional communication in which students may find themselves. Interpretation of training principles for the tasks of teaching a foreign language requires definition of methods and techniques allowing intensifying educational activities.

The possibility of using training technologies depends on the students' level of foreign language proficiency. Therefore, development of a methodology for its implementation for a specific group of students implies determining such a level and identifying its compliance with communication tasks. The training researchers believe that group discussions, role-playing games, psychodrama, and psychohymnastics are used in groups during foreign language classes. Their proportions change depending on the type of training: business communication training involves more role-playing games. The basic procedure for all types of training is a group discussion. There are three types of discussion aimed at informing, professional problem solving, and finding a solution to a problem. The interpretation of the training principles for the tasks of teaching a foreign language requires definition of methods and techniques that will allow intensifying educational activities [2].

Training technologies include a wide range of techniques that are known under the general name "game modeling". The purpose of such techniques is to show students a simplified reproduction of a real or imaginary world or a structured competition system that contains educational material (a game). The idea of a role-playing game is to ask students to imagine themselves or other people in a particular situation. Players are asked to behave in accordance with what they would expect from such a person. Each player is a part of a social environment and demonstrates mastery of patterns within which students can test their own behavior or study the behavior of a group [7]. Students should learn the roles of participants of real educational or professional events (seminars, conferences, experiments, etc.) that are simulated during the training. The linguistic and methodological description of the training involves structuring such a training course and filling it with communicatively necessary and sufficient speech material, developing methods of its presentation, consolidation, and control of knowledge assimilation. In this regard, situational-thematic sections can be considered structural elements of the training, using the terminology of training technologies, for example, episodes or a scenario of speech interaction.

In methodology of the scenario of speech interaction, a model (scheme) of speech interaction of students performing various roles in order to implement certain behavior programs within a given communication situation is defined. Methods of speech implementation of communication programs are the object of assimilation in language classes. According to many scientists, the scenario of speech interaction resembles a role-playing game as it is based on the techniques of dramatization, but has its own specific peculiarities: 1) the roles of partici-

pants in communication within the scenario are usually paired, complementary to each other; 2) apart from a role-playing game where there is only one possible participant who models speech behavior, which is suitable in a certain communication situation, in the scenario, the participants in the simulation of the situation are different characters; 3) the most important element of the scenario is a problem, a "conflict", which must be solved by the participants. The scenario only describes the situation and gives the target setting. The participants in the scenario interpret their own roles and look for ways to solve the conflict (in contrast to the role-playing game, in which participants' behavior is not often outlined in advance).

The linguistic content of the script should contain the most typical language tools for the course's communicative tasks. Along with the development of specific situations and conversational topics, a set of universal speech lexical and grammatical constructions is necessary, with the help of which students can still carry out communication in unexpected cases. It is the direction that is necessary to develop a training methodology.

The emphasis in speech lexical and grammatical constructions should be made on the language means corresponding to the specialty of students and their level of language knowledge. Such approach solves the invariant problems of organizing students' learning. And the subject matter of the tasks should reflect students' future profession, so this factor should be laid as the basis for the selection of language material for a professionally-oriented training.

Thus, acmeological technologies are a purposeful, logically constructed system of interaction with students, which allows predicting a qualitative result, choosing strategies that initially focus on the quality of educational tasks and lay the prerequisites for further mastery of students. Acmeological technologies also take into account multi-level relations and interaction. On the one hand, they are in the hands of both students and teachers, providing students with self-movement for good results, self-correction and self-education. But on the other hand acmeological technologies are a means of teachers' work with students and they can be considered an internal process. As a result of the teacher's use of these technologies, students begin to perceive the educational environment in terms of their future profession, isolate educational systems, and understand the processes that take place in them facilitating or preventing achievement of desired final results in students (evaluated by the quality of their entry into new educational, professional, and social systems). Thus, it is possible to conclude that these technologies make students to be in a situation of searching all the

time, i.e. acmeological technologies develop an exploratory lifestyle, as well as inclination for professional creativity, which encourages future specialists to focus on the sample based on the development of their self-awareness.

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**РОЛЬ ПРАКТИКО-ОРИЕНТИРОВАННОЙ ПОДГОТОВКИ**

**ТРАНСПРОФЕССИОНАЛА В ОБЛАСТИ СВАРКИ**

**THE ROLE OF PRACTICE-ORIENTED TRAINING**

**OF THE TRANSPROFESSIONAL IN THE FIELD OF WELDING**

**Аннотация.** В статье рассматриваются особенности практико-ориентированной подготовки транспрофессионала в условиях создания интегративной образовательной среды при обучении сварщиков.