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**REALISATION OF COMPETENCE APPROACH AIMS
IN PEDAGOGICAL DESIGNING OF TEACHING AND METHODOLOGICAL SUPPORT
OF PROFESSIONALLY ORIENTED FOREIGN LANGUAGE TRAINING
OF FUTURE FORENSIC EXPERTS**

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Abstract. *The article is devoted to the examination of the aims of professionally oriented foreign language training of future forensic experts, which correspond to the provisions of the competence approach, officially fixed in the Federal State Educational Standard of Higher Education as a methodological basis for the realisation of the educational process. The article points out that, according to the standard, the discipline "Foreign Language" is aimed at the formation of only one universal competence UC-4 "Communication". The author underlines the existence of concerns on the part of specialists about such a separation of the human integrity into components - knowledge, skills, abilities, competences, which, being in the area of responsibility of particular academic subjects, are developed separately, therefore, can not always be synthesised into a personal integrity "at the final output". The author attempts to consider the implementation of communicative competence and its intercultural component in didactic materials of teaching and methodical support of professionally oriented foreign language training of future forensic experts from the point of view of humanisation and humanitarisation of education. In this regard, the communicative competence is interpreted as a component not only of the future professional competence of the graduate, but also of personal growth and development of the learner's human potential.*

Keywords: *teaching and methodical support, professionally oriented foreign language training, competence approach, universal competence, intercultural communication, foreign language interaction, forensic experts.*

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Научная статья

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РЕАЛИЗАЦИЯ ЦЕЛЕВЫХ УСТАНОВОК КОМПЕТЕНТНОСТНОГО ПОДХОДА В ПЕДАГОГИЧЕСКОМ ПРОЕКТИРОВАНИИ УЧЕБНО-МЕТОДИЧЕСКОГО ОБЕСПЕЧЕНИЯ ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОЙ ИНОЯЗЫЧНОЙ ПОДГОТОВКИ БУДУЩИХ СУДЕБНЫХ ЭКСПЕРТОВ

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Аннотация. *Статья посвящена рассмотрению целевых установок профессионально ориентированной иноязычной подготовки будущих судебных экспертов, соответствующих положениям компетентностного подхода как официально закреплённого в федеральном государственном образовательном стандарте высшего образования в качестве методологического основания реализации образовательного процесса. В статье отмечается, что, согласно стандарту, дисциплина «Иностранный язык» нацелена на формирование только одной универсальной компетенции УК-4 «Коммуникация». Автором подчеркивается существование опасений со стороны специалистов относительно подобного разъятия целокупности человека на составляющие компоненты – знания, умения, навыки, компетенции, которые, будучи в зоне ответственности отдельных учебных предметов, развиваются по отдельности, в связи с чем, не всегда могут синтезироваться в целостности личности «на выходе». В статье предпринята попытка рассмотреть реализацию коммуникативной компетенции и ее межкультурного компонента в дидактических материалах учебно-методического обеспечения профессионально ориентированной иноязычной подготовки будущих судебных экспертов с точки зрения гуманизации и гуманитаризации образования. В связи с обозначенной позицией коммуникативная компетенция интерпретируется как составляющая не только будущей профессиональной компетентности выпускника, но и личностного роста, развития человеческого потенциала обучающегося.*

Ключевые слова: *учебно-методическое обеспечение, профессионально ориентированная иноязычная подготовка, компетентностный подход, универсальная компетенция, межкультурная коммуникация, иноязычное взаимодействие, судебные эксперты.*

Библиографическая ссылка: *Хисматулина Н.В. Реализация целевых установок компетентностного подхода в педагогическом проектировании учебно-методического обеспечения профессионально ориентированной иноязычной подготовки будущих судебных экспертов // ЦИТИСЭ. 2023. № 3. С. 461-470. DOI: <http://doi.org/10.15350/2409-7616.2023.3.38>*

Introduction.

The competence approach, being an officially fixed methodological basis for higher education implementation, reflects the state requirements to the future graduate, specified in the

Federal State Educational Standard of Higher Education. According to the standard, during professional oriented foreign language training, the future forensic expert should develop the universal competence UC-4 "Communication". We believe that this competence should be considered from the perspective of humanisation and humanitarisation of education, from the point of view of personal and professional development of the student. Such a view influences the implementation of communicative competence and its intercultural component in designing didactic materials in teaching and methodical support.

Purpose of the research: to examine the theoretical aspects and the aims of the competence approach, serving as one of the methodological foundations of pedagogical designing of teaching and methodical support for professionally oriented foreign language training of future forensic experts.

Object of the research: the competence approach as a basis for pedagogical designing of teaching and methodical support for professionally oriented foreign language training of future forensic experts.

Subject of the research: realisation of the universal competence "Communication", corresponding to the provisions of the competence approach, in the pedagogical designing of teaching and methodical support of professionally oriented foreign language training of future forensic experts.

The research methodology: scientific researches devoted to the study of the provisions of the competence approach as a methodological basis for professionally oriented foreign language training, as well as to the peculiarities of the implementation of the universal competence "Communication" and its intercultural component in the creation of didactic materials.

The research methods: analysis of foreign and national special literature, pedagogical observation, generalisation of pedagogical experience.

Presentation of the main part of the article.

Teaching and methodical materials for higher education students are always functionally oriented to achieving the educational goals. In the development of the concept of teaching and methodical support it is fundamentally important to realise its so-called terminal (goals) and instrumental (means to achieve the goals) meanings, which are initially determined by diagnosing reality and planning the desired results [1]. Target settings in the context of humanisation and humanitarisation of higher education, consisting in creating conditions for personal and professional growth of each adult learner, opening his/her human potential, improving his/her individual progress according to the principles of anthropopractice in the process of professional formation require additional examination and specification.

The Federal State Educational Standard of Higher Education in the specialty 40.05.03 Forensic Science, normatively supported by the methodology of the competence approach, definitely establishes a list of universal competences (UC) and general professional competences (GPC) required of a graduate - future forensic expert, as well as declares the need for the educational organisation to designate and describe his/her professional competences (PC). The discipline "Foreign Language" by its formal primary characteristics is responsible for implementing only one universal competence UK-4 "Communication", which is interpreted in the Federal State Educational Standard as the graduate's ability to apply modern communicative technologies, including in a foreign language(s), for academic and professional interaction.

We share the fears of national researchers regarding such splitting of a person into components and dividing his integrity into parts [2], as this "decomposition", according to M.R. Ilakavichus, "does not always end up with synthesis 'at the final stage'" [3, P.293]. The simplified distribution of competences among disciplines and the inclusion of only certain qualities of personality in their area of responsibility, contributing to the "fragmentation of the human being" of a learner [4, P.92], is also controversial.

In the traditions of the competence approach, the thesis formulated by N. V. Ronzhina that "the law of universality of work can be considered as a modern expression of the requirements to an employee" [5, P.116] is clear: our society faces the need for "universal workers" with the required skills to be realised in the professional sphere [6, P.9], quick adaptation to the workplace and "social mobility in terms of the ability to be retrained for changing the area of activities" [7, P.180]. In our opinion, universal competences should be regarded as meta-subject competences, correlated with the key competences identified by A.V. Khutorskoy [8, P.60], the development of which contributes to the development of a person not in a separate (exclusively professional) sphere of his/her life activity, but in life and society as a whole; and favours personal growth, opening human potential, awareness of a person (learner) of his/her subjectivity. As a consequence, in this study of the resource possibilities of teaching and methodical support of professionally oriented foreign language training of future forensic experts, we will be guided by the competence approach as a normatively fixed methodological basis of the modern educational paradigm, but we will consider UC-4 "Communication" not as a separate segment of professional competence of the standard model of a specialist, but from the point of view of its importance in "humanisation" - from the perspective of humanitarian anthropology, personhood and humanity.

In special literature, researchers-practitioners often consider communicative competence as the ability of students to realise speech and thinking activity by means of a foreign language to solve problems in situations of professional (business) communication [9; 10; 11]. Such a practice-oriented view of foreign language teaching as an accumulation of special knowledge in a particular subject area in a particular foreign language is reflected in the domestic methodological literature in the concept of Language for Specific Purposes (LSP) as "a functional branch of language aimed at ensuring adequate and effective foreign language communication of specialists in various areas of professional activity" [12; 13].

From the humanitarian-anthropological position, communicative competence has a deeper interpretation: researchers find in it the ability to perform not only a speech act, but also intersubjective interaction [14; 15; 16] as an experience of including a person "in the semantic structure of the social world" [16, P.42], characterised by the mandatory manifestation of not only the cognitive component (the need to transmit and accept information), but also the social-contextual component (the task to correctly assess and take into account the nature of the communication situation, depending on which options of speech behaviour are chosen). The described idea does not exclude, according to O. E. Ivanova, D. N. Korneev, F. H. Khabibullin, "introsubjectivity, or autocommunication, as an act of reflection" [17, P.110], when the dialogue shifts "inside the personality" [17, P.110], which makes it possible to consider communication as a "universal form of human being" [18, P.84], expressed in the dialogical interaction of a person with himself and the surrounding world.

From these positions, the definition of the entire daily life of a person as a linear order of conversation practices, filled with external and internal dialogues, transformation of semantic messages into speech structures (and their conscious decoding) in agreement with the so-called background knowledge (subjective life, cognitive and emotional experience, moral and socio-cultural perceptions) is quite comprehensible. Understanding the communicative nature of subjective reality makes it possible to consider communication as a necessary condition for personal, social and professional development of a person, for understanding the world and oneself in this world. In this sense, foreign language communication as a phenomenon and as a purposefully developed universal competence in the educational space of higher education expands the horizons of students' vision of the world and shifts up the boundaries on the vertical of their personal and professional growth, which contributes to the realisation of "the fullness of human reality in its horizontal and vertical dimensions" [19, P.24].

Understanding the semantic and functional content of communicative competence becomes one of the preconditions for the pedagogical designing of teaching and methodical support for foreign language training of future forensic experts. In developing the concept of the structure, content and communicative practice-oriented tasks of training materials as a key component of the teaching and methodical support, it is necessary to take into account the professional orientation of training, expressed in the formula: the language through the profession, the profession through the language. In this regard, mastering of a foreign language cease to be a goal, but becomes, at least, an auxiliary tool for the realisation of a person in the professional and academic environment (fixed in the Federal State Standard of Higher Education), in the humanitarian-anthropological theory, - a means of entering into a culture not yet familiar (into the professional sphere of another culture), a way of self-understanding as a linguistic personality in a multicultural space. It should be noted that communicative competence, as described by A. V. Hackett-Jones, O. V. Sergeeva and A. A. Prokhorova, "does not rely on isolated blocks of knowledge about different cultures, but grows as a single system that summarises the whole cultural and linguistic experience" [20; 21].

This point of view of national specialists corresponds to European trends in the field of foreign language teaching: the document of the Council of Europe "Common European Framework of Reference: Learning, Teaching, Assessment" (2018) in addition to the three types of communication, which have long been considered by linguists as the main ones - reception (perception of information with subsequent comprehension), production (encoding of the semantic message into a speech form, production of speech act) and interaction (speech interaction with other participants of communication), - highlights mediation, which is interpreted not as an intermediary activity of a third party, when communication between communicants due to some circumstances is impossible, but as a type of true intercultural communication, in the process of which the transcoding of the original information by means of another language is carried out, taking into account the specifics of another culture, professionally significant special concepts and speech strategies [20].

The identification and description of mediation as an intercultural component of communicative competence contributes to the rethinking of didactic support of foreign language training of students in higher education, including higher education of the Ministry of Internal Affairs system. If the tasks for developing foreign-language reception (work with the meaningful materials), production (language and speech exercises, professionally oriented tasks), interaction ("invitation" to discussion, debate, group work, joint solution of educational and typical professional tasks, etc.) are already considered as traditional, compulsory elements of educational materials, the possibilities of teaching and methodical support in the development of students' mediation knowledge and skills require description and implementation.

Foreign language training of students has its own specificity - students are placed in a different cultural environment, different from their native language, by interfacing with a foreign language. Foreign-language educational environment stimulates not only the realisation of other ways of communication, different from the verbal and non-verbal means of the native language, recognition of another language code, but also through a foreign language "ingrowth" of students into another culture, tolerant acceptance of a different picture of the world while being aware of its foreignness, and, when elements of foreign culture are mastered, the acquisition of new knowledge about one's own native culture.

According to D. Berry's theory described by V. A. Ilyin, N. G. Salmina, E. V. Zvonova, in foreign language teaching "heritage (national) culture and the culture of the foreign language do not conflict, but act as two dimensions complementing each other in the process of integration" [22]. Thus, in the dialogue of cultures through language the formation of secondary linguistic consciousness of students takes place. At the same time, experts note that direct interaction with native speakers of the foreign language is not a requirement for the implementation of intercultural communication: in the jointly published works of a group of scientists from universities of Australia,

Switzerland, Italy, Norway, it is emphasised that promising results in the development of intercultural competence are demonstrated by studies of indirect, or so-called substitute contact by making the target audience aware of a different culture while working with authentic materials - audio, video (films, TV series, interviews, video blogs, etc.), newspaper articles, comic books, infographics, etc. [23]. According to A. A. Ishchenko, meaningful and analytical study of such materials contributes to the mosaic creation of the image of the "Another" and filling the gaps in knowledge about another culture [24, P.67], which ensures the development of mediative knowledge and skills in students.

National researchers agree on the inseparable co-studying of language and culture ("language is a mirror of culture") [25, P.106], which makes it possible to affirm the two-part nature of the intercultural component of communicative competence, which should be placed in the locus of attention in the pedagogical designing of educational materials for professionally oriented foreign language training of students. On the one hand, intercultural competence relies on the linguistic component. In this regard, we claim that the language is the guardian of the development of any community; tasks for meaningful work with lexical material, etymology reveal historical events, in the case of most European languages - a common global Latin overlay on the native language strata as a result of the Roman conquests; allow to trace the splashes of scientific and technological progress – the appearance of new concepts, professionalisms, neologisms, etc.; to comprehend the reasons and laws of appearance of loanwords in the Russian language, etc. The conscious work with grammatical material highlights a different thinking, a different construction of thought, which leads to the understanding of the impossibility of word-for-word calcification of the native language in foreign-language communication, in a deeper sense - to the understanding of the need for "maximum levelling of cultural conditioning and one's own picture of the world" [25, P.106]. On the other hand, the cultural component itself is important in the development of intercultural competence, which is realised by means of working through authentic informative materials about the country of the foreign language in general, about historical events, about great important people and their discoveries in the sphere of professional interests, about the peculiarities of the chosen profession in the countries of the studied language, etc. According to N. I. Igolevich, such an integrative approach in the traditions of humanitarisation contributes to the process of inculturation of the target audience and the development of students' so-called cultural intelligence [26] in the process of personal and professional development.

Conclusions.

To sum up, it should be noted that at the current stage of development of the educational system at the background of changed socio-political conditions, in designing of teaching and methodical support for professionally oriented training of future forensic experts (as representatives of the profession for serving people), it is not enough to be guided strictly by the competence approach, focusing in creating didactic materials only on the formation of competences specified in the Federal State Educational Standard of Higher Education. The risks of the competence-based approach should be compensated by humanisation and humanitarisation of education, in the traditions of which the graduate is considered not from the point of view of a trained employee who can quickly adapt to the workplace and effectively perform his/her professional duties, but from the perspective of development of human potential and personal growth. Communicative competence and its intercultural component contribute to the creation of conditions for humanitarian-anthropological dialogue, reflection, autocommunication, as well as to the inculturation of students, mastering professional culture.

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