STUDENTS' READINESS FORMATION TO THE PROFESSIONAL SELF-KNOWLEDGE IN THE PROCESS OF FOREIGN LANGUAGE TRAINING

Zhanna Ilina, PhD

Faculty of ecology, management and law, Non-state Educational Establishment of Higher Professional Education " IIUEPS Academy ", Penza branch, Russia
E-mail: ilina.zhanna.67@mail.ru

Keywords: readiness, professional self-knowledge, model, teaching process, pedagogical conditions

Introduction

Development of national education system in the last decade is carried out in variant life conditions of Russia, society and the basic social institutions. Among them is higher education system, where professional self- knowledge is formed.

New types of educational and training institutions, professional innovative relationships that appeared last time are in conflict with cultural and historical background. It motivates all high school pedagogical process participants to find a qualitatively new model of professional self-realization demanding a high level of professional self-knowledge.

The uncertainty of basic socio-economic and professional specialists' life foundations is appeared in setting interaction between university education process and students' professional self- knowledge.

This study was conducted in the field of pedagogy.

The topic of research is "Students' readiness formation to the professional self-knowledge in the process of foreign language training".

The main problem of this research is formulated as follows: what are the pedagogical conditions of students' readiness formation to the professional self-knowledge in the process of foreign language training.

The solution to this problem is the purpose of the study.

As the result of this research, we should get a specialist with a high level of readiness to the professional self-knowledge.

Methodology

Literature studing showed that this problem is quite complex. It demands detailed consideration by different sciences such as pedagogy, philosophy, psychology and others. Of course, it should be done in close interaction of this research fields. In modern philosophy the problem of self-discovery has been investigated by such scientists as N.A. Berdyaev, V.V. Davydov, L.V. Yatsenko and others. The problem of self-knowledge in psychological research is considered as a component of self-consciousness and self-consciousness in psychology appears as an awareness of themselves as individuals.

On the proposal of A.N. Leontiev, self-awareness, as well as all knowledge begins with the selection of external, surface properties, and it is a result of the comparison, analysis and synthesis, release of significant. Analysis of the literature shows that the problem of self-knowledge is one of the most important problems in pedagogy. Numerous studies of O.A. Abdulina, S.I. Archangelscy, V.A. Kang Kalik, N.V. Kuzmina, V.S.Merlina, A.V. Mudrik, Y.M. Orlov, V.A. Slastenin and others can serve as an evidence of it. Self-knowledge is a process of "I" personality understanding as a subject of practical and cognitive activity somebody's individual characteristics: clarification of their strengths and weaknesses, knowledge of the thought processes characteristics, understanding their potential, aptitudes and abilities, the originality of their occurrence and volitional emotional processes. A.V.Kochetov believes that self- knowledge helps to determine his vocation, correctly chooses a profession and offers a path of self-discovery as "interpretation of the results of its activities in order to identify successes and failures in it."

In the scientific literature there are many questions connected with issues about the sources of self-knowledge. So, B.G. Ananiev noted that one of the main activities is its own entity Knowledge about yourself appears in the activities and all boundaries of the physical, mental and moral resources are opened. Therefore, to get to know yourself, you need to engage in a particular activity. This provision is a consistent with the established in the national psychology methodological principle of the unity of consciousness and activity. According to this principle, the indirect nature of cognition is fully preserved as for self-awareness, and for self-knowledge.

Practical part

I understand **"professional self-knowledge"** as a process of the individual readiness identifying to the professional activities carried out by the personality.

In this case, we distinguish two levels of professional self-knowledge: adaptation and variability. To enable the individual in the process of self-knowledge such qualities as dedication, perseverance, endurance, courage, discipline, independence and activity are necessary. It is necessary to account and analyze individual and age peculiarities in this process.

So, we consider a readiness to the professional self-knowledge as a person's ability to implement the professional skills of self-knowledge for solving professional problems.

Suggested model of students' readiness formation to the professional self-knowledge in the process of foreign language training consists of the following components: target, meaningful, operationally-activity and efficient. Determination of the original aspirations of students to the professional self-knowledge is possible on the basis of diagnosis of the general "I-state" that was taken into account in the search for the objective criteria describing the readiness of students to the professional change of personality characteristics and their correlation with the requirements of foreign language teacher in the course of their training. Selected criteria included: personal characteristics (critical, adaptability, dignity, competence), personality traits (diligence, independence, sociability, activity), the relationship and the presence of special skills.

In this study, I relied on the system-activity, student-centered, axiological and cognitive approaches. Fundamental component of this model is the content of language for high school students preparing to the professional self-knowledge in the process of foreign language

training. Language teacher should *form*: internal professional motivation for foreign language studying; skills and qualities required for students' readiness formation to the professional self-knowledge*; teach:* to determine the professional importance of foreign language; to deepen their knowledge of foreign language in the professional use; use the personal characteristics and abilities to assimilate foreign language; solve professional problems in modeling educational situations; *raise:* tenacity, diligence, resourcefulness, ability for reflection, self-knowledge; *improve:* linguistic experience, self-study in the particular academic and professional activities using professional self-knowledge skills .

I focused on the following ways of organizing training activities: the number of students in the group; pair and individual forms of work; direct, indirect and student-centered interaction; modeling, regulatory, content, assessment and performance, corrective task. In order to achieve a positive result in students' readiness formation to the professional self-knowledge, I used a variety of methods (fiction and non-fiction) and such means as verbal, printed, audio and visual. The developed model is presented in Scheme1.

Students' readiness formation to the professional self-knowledge in the process of foreign language training is a complete set of actions, processes, and procedures that provides a guaranteed result in changing conditions.

The methodological basis of students readiness formation to the professional self-knowledge is the concept of system-active approach to training. The structure of the preparation to the professional self-knowledge involves three stages (information and installation, training and professional).

The purpose of the first information and the installation stage is the formation of students ' views about the importance of self-knowledge for professional work, the installation to be bound by the vote and focus on the perception and assimilation of the necessary knowledge and skills. The achievement of this goal is possible with the following objectives: to educate students and foreign language teachers role o in the development and formation of personality; awareness of the fact of detention in the various components of the existence of language professional framework that can be updated in a given direction by changing external or internal conditions; to form students idea about the value and place of self-knowledge in professional activity and beliefs in the necessity of it; to actualize emotional awareness by students of contradictions formed between their knowledge and skills required for effective professional self-transformation of their personality. Problem solving is accomplished through theoretical reasonable set of tools. Initially, students reported information on the role of foreign language in professional activity of specialists, structure, levels, typological features of the language, the content of the professional capacity of language, its basic properties and methods of educational mainstreaming, and then the knowledge of deepening and expanding on practical training in the process of didactic games: "My neighborhood", "Motivation", "My town", "My country"; discussion, group discussion by the students of communications and solving their special tasks. Based on the concept S. A. Shmakov about the role of play in the formation of readiness of the individual to self-change, the game was one of the basis of training students to self-change in the professional aspect.

Of great importance for the formation of students ' conceptual installation on the adoption of a knowledge system and skills that encourage them to actively self-knowledge in the professional aspect, has a structured system of pedagogical interaction of a teacher and students in the

creation of problem situations. They are based on two mechanisms, allocated by A. G. Asmolov, T. Y. Polyakova, Elena Sinyavskaya, O. I. Tikovoi and E. S. Ulanova.

Scheme 1.: Model of student readiness formation to the professional self-knowledge in the process of foreign language training
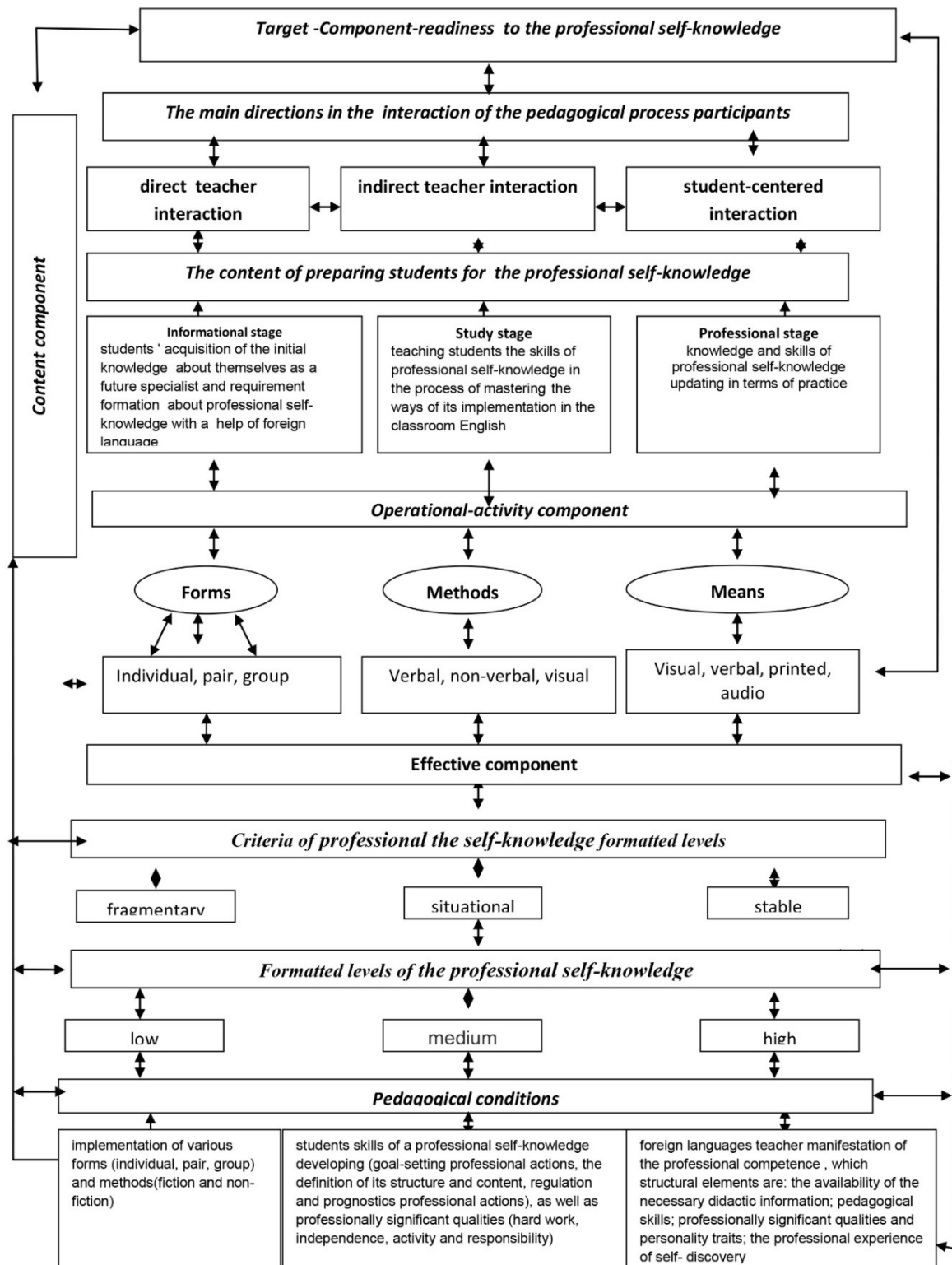
The first is that spontaneously or specially organized teacher conditions of work and relations selectively actualize individual situational motives that the systematic activation gradually changes in sustainable motivational education. The student is advancing from learners read and

study to search and look-up, from verbal communication to professional role-playing game. The second mechanism consists in accepting students against them in the "ready" motives, goals, needs that the intent of the teacher they should be formed, and that the students themselves should gradually turn from externally perceived in the inner and actually operating. The goal of the training stage is to teach the students to explore the professional capacity of a foreign language and to ensure the subsequent re-building their motivational sphere with educational professional. This process is realized through the following objectives: to encourage the process of understanding all students need self-knowledge of its features (speech, motor; the readiness of the emotional-volitional and intellectual spheres of perception and modeling professionally relevant information and experience in a foreign language) for the effective implementation of professional activity; students form a view about the nature, purpose, objectives, functions, methods, tools and algorithm; to achieve the readiness of students to professional self-knowledge; mastering the system of skills by students necessary for the development of independence and creativity of students attitudes to language. The solution of these problems is based on contextual learning, according to which all didactic forms and tools used in the training stage, is aimed at the modeling of knowledge and professional content of the future professional activity (A. A. Verbitsky).

To resolve problems leading training stage-determining mechanism of students ' knowledge and skills formation, we turned to the theory of mental actions gradual formation. The selected number of stages permitted to provide a problem solving.

The first stage students should study the bases of action for the implementation of certain technologies.

On the second stage students learn content possible for an individual student action with the deployment of all incoming transactions through the execution in front of the audience adequate professional jobs.

On the third stage students make a pedagogical correction of their individual activities aimed at doing classroom tasks that require creative solutions.

The fourth stage is that the students carry out the tasks at home. On the fifth stage a should organize professionally significant didactic activities in small groups on a comprehensive practical tasks that simulates the process of professional activity in foreign countries and highlights the issues that apply in Russia.

Thinking through the quest system, I wanted to give it more didactic usefulness and was guided by the following conditions: compliance with the sequencing of tasks in the preparation of students for professional meaningful self-knowledge in the process of suggestive communication of learning professional foreign languages the combination of communication and communicative teaching methods; gradual complication of tasks from the model, which can be solved for the model to tasks that require non-standard, creative approach; a gradual increase in the degree of independence of students while solving quests; compliance tasks individually-personal characteristics of the students; the focus of the tasks on the formation of emotional and value relationships and professional interest in self-knowledge as an important part of professional activity, which determines its effectiveness; the combination of jobs, providing individual and group forms of decision; the variability of tasks and achievement of their choice based on the level of readiness and individual characteristics of students.

Depending on the destination, all tasks offered to students can be divided into 3 types: the job of a General nature, aimed direct formation of students ' motivation on self-knowledge, extending and systematizing their theoretical knowledge; tasks for developing specific professional skills of self-knowledge, in accordance with the logic which these tasks are divided into two subgroups: research (identification of goals, objectives, hypotheses, selection of methods, tool development, planning and carrying out research or other didactic material in a foreign language) and analytical and prognostic aimed at developing skills to handle and use in the professional activities of the materials studied in class and electives in foreign language; complex tasks, which aim to summarize the knowledge and skills of professional self-knowledge. Natural finals targeted training students to professional self-knowledge is the practical activities organized at the final - professional stage (the work of translators, guides, guides, informants at international exhibitions). The purpose of this phase is to consolidate and improve knowledge and skills and the acquisition of self-experience on linguistic self-change in the AC-specific aspect of professional activity. For example, under a contract with the British company Matrix-Nova Limited, senior students took classes in the office of this company, without leaving Penza. English farmers are invited to practice guys not only knowledge of English language, but also students who are well-versed in agriculture. After a successful internship and diploma of higher education, experts may be asked to work as employees of this company.

The main tasks of the professional stage of students readiness formation to the professional self-knowledge are:
- creation of conditions that enable all students to realize their potential in practical activities;
- implementation of the students self-reliant, creative approach to different situations.

The process analysis of the professional experience formation of self-discovery involves introduction into the totality of the scientific definitions of the term "technology", which allows to describe a mechanism for the inclusion of "personal areas" to driven, determined the structure and content of the pedagogical activity of foreign language teacher. At this point an individual pursuit of professional skills and general development level of the education system are combined and also reflected in the standards of learning and development of students and teachers.

Technology can bring to the standards to a particular individual with comprehensive diagnostics, including medical, psychological and pedagogical analysis of the connection possible and necessary in the digestion and reproduction of didactic units in the process of foreign language students training. Diagnosis helps the teacher and students to create a mechanism of promoting the accumulation of knowledge and experience in interpersonal and professional communication -basics of professionally significant changes of the future specialist.

Technology is a link of the pedagogical process and the interaction of personal spheres of educational process participants. The commonality of emotional States; the alignment situational actions and mental operations, all contribute to self-knowledge, self-actualization its position with the ideal image of a specialist.

Significantly important characteristics of this technology include: the presence of clearly specified objectives; activity content presentation in the form of system tasks, indicative system and solutions; a fairly stiff consistency logic and stages of activity; individual pair-group

differentiation of students learning activities; an explanation of the participants interaction ways in educational process; showing the boundaries of the algorithmic and creative students and teachers activities, as well as the permissible deviations from the numerous rules.

Three areas were elected in the developing of this theme: verbal interaction between participants of the pedagogical process, activity and role modeling of teachers and students actions. Verbal interaction is a fundamental step in the formation of professional experience in self-knowledge, connecting the information about the upcoming start of self-correction and regulatory outcome of the achieved self-realization level. The leading method of interconnection substation and verbal communication is a conversation in the form of: dialogue, description, situation and choice of verbal narration. A conversation enables inner "I"- world correlation that should be regulated, with its sources.

During this research, a correlation was obtained as the test process and a set of teaching foreign languages methods in which the forms of verbal technologies most actively influence the formation of the student experience in professional self-knowledge. These include:
- variability of dialogues and their natural, dynamic partners' interaction;
- space-time organization and restrictions;
- compliance levels: development, education, training;
- narratives and dialogues expressive;
- mediation analysis;
- the relationship of internal and external speech;
- the integrity of implementation (dependent on the role and activities of technology);
- direct motivation of the participates in these forms;
- the use of interdisciplinary knowledge and skills;
- competence of teaching positions;
- good knowledge of teaching material;
- high level of personal self-regulation and its use for educational purposes.

During this research I have developed two levels of verbal forms implementation in this technology.

The first - procedural - modification comes from the pedagogical goal-setting, which laid out a foreign language teacher from the model to the analysis of realized plot. It is necessary for self-correction skills; justifying a personal use of self-order model. It prepares a student for the perceiving himself in the "new interpretation" with a different attitude.

The second level is a consequence of the situation in students training. Spontaneously occurring speech contacts indicate inner subconscious readiness of the future specialist to a new professional course of action.

Verbal communication, as an indicator of students' self-correction level in the process of self-knowledge is objectively complemented by a set of actions and deeds, confirming his intentions.
Engaging into the professional activities, the student connects the idea of structure and nature of the professional activity and personal attitude to the direction and content of the professional fulfillment that has internal and external components.

The first one is a verbal comprehension "themselves in the profession." The second one is the commission of a particular action (action), confirming the information image. Professional deed is a "reflection" of natural and personal self-improvement, adopted in the existing standards in the professional action.

Making a pedagogical action, foreign language teacher performs the following tasks: realizes the problem as a problem of pedagogical system; develops a program systemic solution of the problem; manages system in the process of solving the problem; analysis the process of solving the problem.

For the main ways formation of students professional self-knowledge experience I used: pedagogical students' motivation to the didactic self-change; democratization in the relationship between foreign language teacher and students; organization of students foreign language training on the basis of self-government. The study revealed the basic personal characteristics, forming the basis of a possible professional change. These included: personal qualities (diligence, independence, activity and responsibility); personality traits (dignity, criticality, adaptability, traditionalism, intelligence, competence); personality condition (fatigue, anxiety and liability); habits of mind (depth and speed) that contribute to the consolidation of relevant professional skills of self-knowledge; the presence of goal-setting skills of professional activities, defining its structure and content, the regulation and prognostics of a professional action.

The author of research offers diagnostics of pedagogical actions interrelation and students readiness to the in the process of foreign language training Diagnostic actions took place in conditions of active the current teaching and educational tasks realization. Were carried to them: questioning, supervision, interviewing, testing. An important point of pedagogical diagnostics of students readiness of not language higher education institution for professional self-knowledge in the course of training in a foreign language is-level ranging of the main indicators. Students experienced difficulties with the low level of independence at a stage of modeling of tasks and subsequently demand continuous pedagogical correction of the actions. Students with the average level of independence modelled pedagogical tasks and offered algorithm of their decision on the basis of the standard interaction of the teacher and the student which it met in the course of training in a foreign language. Students with a high level of development of independence showed all signs of the average level and represented creative model of the situation analysis, proceeding thus not only from the experience, but also from the level of the development.

In the study, a correlation was obtained as the test process and a set of teaching foreign languages methods in which the forms of verbal technologies most actively influence the formation of the student experience in the professional self-knowledge. These included: variation of dialogues and their spontaneity, dynamic interaction of partners; spatiotemporal organization and its limitations; appropriate levels: development, education, training; expressive narratives and dialogues; mediation analysis; the relationship of internal and external speech; direct motivation for participation in these forms; the use of interdisciplinary knowledge and skills; competence of teaching positions; absolute mastery of the material; a high level of personal self-regulation and its use for educational purposes.
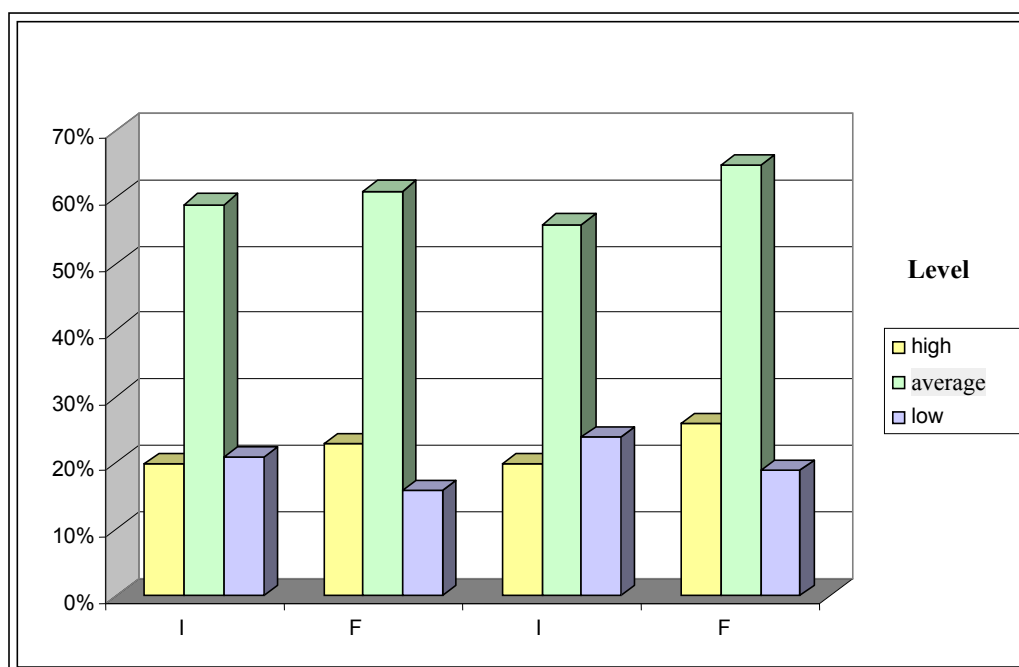
Histogram 1.: Results of a test technique "Independence" (% to number of respondents) in EG of the 2 course in engineering faculty
Note: EG - experimental group; IS - initial stage; FS - final stage

In the course of skilled and experimental work I measured indicators of level of communicative competence of students of control and experimental groups at the initial and final stage of research. We allocated the following structural components of communicative competence: theoretical knowledge, ability to define and carry out a communicative situation, translation competence and a reflection. In table 1 indicators of level of communicative competence are given in initial and final stages of experiment.

Table 1.: Experimental Results of the Structural Components Formation In the Process of Communicative Competence (experimental groups)

group	knowledge		ability to define a communicative situation		ability to carry out communication		translation competence		reflection		communicative competenc	
	initial	final	initial	final	initial	final	initial	final	initial	final	initial	final
engineers	0,26	0,82	0,32	0,75	0,34	0,76	0,29	0,74	0,33	0,75	0,34	0,71
agronomists	0,24	0,84	0,33	0,76	0,45	0,81	0,37	0.77	0,35	0,74	0,43	0,72

The qualitative analysis supported with statistical data processing on the basis of parametrical criterion for independent selections of t-Student showed that in the course of use of author's pedagogical technology the level of communicative competence of students authentically increases. As the correlation analysis by Pearson's criterion showed reliable communication between the level of communicative competence and quality of professional self-knowledge of future expert, it is possible to consider that the made research hypothesis completely was confirmed.

Thus, the diagnosis of formation of readiness of students to professional self-knowledge under the influence of competent actions of a foreign language teacher productive in case:

- it has a systemic and holistic in nature;
- carried out at all stages of the experimental work;
- has an active basis, encouraging the participants in the pedagogical process of the highest ski schools to self-knowledge and self-change in the professional aspect.

Communicative competence in this study was the indicator of students' readiness to the professional self-knowledge. It is clearly manifested during the professional role-playing game.

Level indicators of communicative competence formation in the experimental groups can be represented in the form of a scale: $0 < y < 0.2$ is an associative level; $0.2 < y < 0.4$ is a reproductive level; $0.4 < y < 0.6$ is an algorithmic level; $0,6 < < 0,98$ -a creative one.

Role play contributes to the formation of educational cooperation and partnership, which are used as the basis of organic entry of young professionals in new production teams. It involves, first of all, speech bases of professional self-expression. To achieve a high level of communicative competence in this process one must take into account the following features: the predominance of cultural and community issues in the total amount of learning a foreign language; ensure availability of appropriate vocabulary; no contradiction between the principles of functional vocabulary selection and the principle of the frequency of its use.

As you know, motivation plays a great importance in the university educational process. It helps to activate students' thinking, gives them an interest in a particular type of occupation, to perform a particular exercise. Currently, the need became apparent idea of learning a foreign language as communication, which helps to attach the future specialists to work. Possible solutions of this problem are as follows: using the vocabulary of the fable texts (mainly for home reading); special (intentional) saturation fable texts such vocabulary in order to ensure the greatest possible recurrence or its gradual accumulation for subsequent compilation and consolidation; "inclusion" in the educational process of small-scale lexical professional and domestic order, or fragments for the introduction of language in which there is a functional requirement; communicative motivation, which is absent in the traditional high school training, must be supplemented by the introduction of regional geographic elements.

The study indentified and experimentally proved pedagogical conditions and factors of students' readiness formation to professional self-knowledge in the process of foreign language training. The former were considered pedagogical and social ones; the second -external and internal. Social conditions were considered as basic. The pedagogical conditions include the following: implementation of variant forms (individual, pair and group) and methods (gaming and non-gaming) training, contributing to the formation of students readiness to the professional self-knowledge in the process of learning a foreign language; students' professional self-knowledge skills formation (stating the purpose of professional activities, defining its structure and content, the regulation and prognostics professional activities, as well as professionally significant qualities (diligence, independence, activity and responsibility), a manifestation of foreign languages teachers professional competence, the structural elements which are: the availability of the necessary didactic information; pedagogical skills, professionally significant qualities and personality traits, the experience of professional self-regulation.

The totality of social conditions is as follows: the prestige of the profession in a reference group of student's personality, the presence of the individual experience of motivation to the self-knowledge in the social consumer culture reference its development. The factors influencing

the relationship under study were classified as external factors (traditions of student group life, the content of the educational process in the university; correlation traditions of higher education with the traditions of professional specialists expression; the importance of the professional activities of foreign language teacher in the life of the future specialist) and internal factors (level of development, training and education of students; motivational foundation for mastering the students knowledge; correlating individual characteristics of students with competent foreign language teacher actions based on the readiness of the teacher to the professional self-knowledge).

Conclusion

A theoretical analysis of scientific sources and experimental work has allowed to formulate the following conclusions:

1. The effectiveness of professional self-knowledge is based on the willingness of the individual to the manifestation of internal work motivation and special skills that help to ensure the implementation of motivational, informative, regulatory, assessment results and prognostic components of self-development in the process of professional training.

2. The efficiency of students' readiness formation to the professional self-knowledge in the process of foreign language training is based on the implementation of the model, the structural components of which are: purpose, content, operational-active and productive.

3. The conditions of the effective students' readiness formation to the professional self-knowledge in the process of foreign language training should be divided into pedagogical and social once. For pedagogical conditions include: implementation of various forms (individual, pair, group) and methods (feature and documentary) learning, contributing to the formation students' readiness formation to the professional self-knowledge in the process of foreign language training; to develop students ' professional skills of self-knowledge (professional goal setting steps, the determination of its structure and content, regulation and prognostics professional actions), as well as professionally significant qualities (hard work, independence, activity and responsibility); the manifestation of professional competence of the teacher of a foreign language, the structural elements of which are: the availability of the necessary didactic information; pedagogical skills; professionally significant qualities and personality traits; experience of professional self-regulation.

4. The productive formation of students' readiness to the professional self-knowledge based on a comprehensive diagnosis of the relationship between pedagogical actions of foreign language teacher and students' willingness to the professional self-knowledge, which combines the identification of professional motivation of students, the availability of special skills and professionally significant qualities of the person, as well as the willingness of the teacher and students to professional and meaningful relationships.

5. The willingness of students to the professional self-knowledge based on the implementation of system-active, student-centered axiological and cognitive approaches in the interaction of teacher and students in the process of foreign language training.

6. The study developed by the student - centered technology prepares students for professional self-knowledge, which is based on contextual teaching and method of modeling and integration professional, linguistic and communicative activities.

Experimental work has confirmed the effectiveness of the developed technology. The implementation of student-centered approach in the process of students' training is able to discover yourself in a professional aspect, provides a focused and phased manner to form the willingness of future specialist competent to express themselves.

Further study of this problem involves identifying the relationship between the willingness of students to professional self-knowledge with their personality typology and individual readiness to learn a foreign language; the creation and implementation of variable diagnostic methods to check the formation of skills and personality traits, demonstrating its commitment to the professional self-knowledge.

The performed experimental work shows that these features of specialists require the identification and experimental validation of organizational and pedagogical conditions, models and training technology through the integration of different types of activities, determine the requirements for the qualification and professionally significant qualities, skills and properties of the individual specialist.

The conclusions and recommendations of this study may be used in the process of foreign language training at non-linguistic high schools, as well as in institutions of professional retraining.

Reference

1. Abdullina, O. A. General pedagogical training of teachers in the system of higher pedagogical education.-M., 1990.
2. Berdyaev, N. A. Self-knowledge: Essays - M.: ZAO publishing house EKSMO-Press; Kharkov: Publishing house of the Folio, 1998.
3. Kan-Kalik, C. A. foundations of professional communication / A. Kan-Kalik. - Terrible, 1979.
4. Verbitsky, A. A. Active learning in higher education: a contextual approach /AA. Verbitsky, M., Vyssh. Sch., 1991.-S.
5. Vereshchagin, E. M. Linguistic theory of speech / E. M. Vereshchagin, V. G. Kostomarov. - M., 1985. -320c.
6. Vilyunas, V. K. Psychological mechanisms of human motivation /VC. The Ville-us. - M.: Izd-vo Mosk. state University, 1990.-S.
7. Vitlin, J. L. Modern methods of teaching and learning foreign languages: 2 hours / J. L. Vitlin. - SPb.: Institute of adult education Grew. Acad. education, 1997. -Part 1.-S.
8. Vlasova, E. Z. The theoretical basis and practice application of adaptation-tion of learning technologies in professional training of students of the pedagogical. University.: Diss. on the degree Doc. PED. Sciences (13.00.08). -SPb., 1999.-44C.
9. Vorotnikov, A. A. Psychological conditions of formation of professional competence of future teachers: Diss. on competition of a scientific degree of a candidate. PED. Sciences (13.00.08).-M.,1998.-23C.
    Woolf, B. Z. Pedagogy of reflection.-M.,1995.-12C.
10. Vygotsky, L. S., Luria, A. R. Sketches on the history of behavior.-M.,1993.-S. Watutsi, M. N. The notion of linguistic competence in linguistics and methodology of teaching foreign languages / M. N. Watutsi // Foreign languages at school. -1973.-55-s.
11. Gaidukova, E. A. Personal significance and accessibility as factors for a successful tion of student learning a foreign language. - The dissertation on competition of a scientific degree of candidate of psychological Sciences. - Moscow,1999.-24C.
12. Gayazov, G. A. "The development of ideas of competence and professionalism SPE-cialists in modern psychological and pedagogical science" \ "Self-development of man: a key competence. N. Novgorod: publishing house. WGIPA, part 1, 2005, pp. 214 – 220
13. Guez, N. The formation of communicative competence as an object of foreign methodological research /N. And. Guez // Foreign languages at school. -1985.-17-24C.

14. Generiske, V. I. theoretical Foundations of pedagogy.- Pb.,1992.-S. The structure, B. S. the Concept of self-realization in the system of justification of the values and purposes of education.//Education,2003.-№10.-p. 3-7.
15. Kochetov, A. I. Organization of self-education student.-M,1990.
16. Kuzmina, N. In.(Golovko-Garshin) Acmeological theory improve the quality of training of specialists of education.-M,2001.
17. Coffey,B.,"ESP-English for Specific Purposes"in Language Teaching Vol.17,№1., January 1984, Cambridge University Press. http://dx.doi.org/10.1017/S0261444800010405
18. Donovan, P. Basic English for Science, Oxford University Press,1978.
19. Hullen, W. "The teaching of English for specific purposes: a linguistic view"in Freundstein , R.,Beneke, J. and Ponish, H.(eds.), Language Incorporated: Teaching Foreign Languages in Industry, Pergamon,1981.
20. Hutchinson, T.and Waters, A."Perfomance and Competence in ESP in Applied Linguastics II, 1, 1981.
21. Hutcinson, T. and Waters,A. "How Communicative is ESP?" in ELT. Journal 38, 2, April1984.
22. Hutchinson, T. and Waters,A."Creativity in ESP" in Lancaster Practical Papers In English Language Education. Vol.5,Pergamon,1983.
23. Hymes, D."On Communicative Competence" in Sociolinguistics, Pride J.B. and Holmes, J(eds.), Penguan,1972.
24. Scott, M."Reading Comprehenson in English for Academic Purposes(EAP)" in the ESPescialist, №3.., July 1981.
25. New Opportunity, Oxford Press,2011