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**INNOVATIVE MODEL OF FUTURE SOCIAL SPECIALISTS TRAINING
ON A BILINGUAL BASIS**

**INNOWACYJNY MODEL KSZTAŁCENIA PRZYSZŁYCH SPECJALISTÓW
PRACY SOCJALNEJ NA ZASADZIE DWUJĘZYCZNOŚCI**

**ИННОВАЦИОННАЯ МОДЕЛЬ ПОДГОТОВКИ БУДУЩИХ
СПЕЦИАЛИСТОВ СОЦИАЛЬНОЙ СФЕРЫ НА БИЛИНГВАЛЬНОЙ
ОСНОВЕ**

Abstract

In the article the model of bilingual training of future social sphere specialists is presented. It was designed taking into account all the components of bilingual professional competence such as: purpose, content and activity, based on general and special educational principles, general didactic and innovative forms of training, the latest and classical teaching methods, using specific means of training, including goals and objectives of bilingual education. We provided a model of bilingual training of future social sphere specialists on which training occurs in four stages: covering, additional, parity, evolutionary and based on the personal-motivated, subject-linguistic, cognitive-operated and evaluated-reflexive components, and a certain level of bilingual professional competence is achieved (adoptive, additive, equal or evolutionary) in future social sphere specialists.

Key words: *bilingual education, bilingual professional competence, educational process.*

Streszczenie

W artykule został przedstawiony model kształcenia dwujęzycznego przyszłych specjalistów w sferze pracy socjalnej. Model został stworzony w oparciu o wszystkie składniki strukturalne zawodowych kompetencji dwujęzycznych (cel, treść i działalność), wynikające z ogólnych i specjalnych zasad nauczania, ogólnych i innowacyjnych form organizacji procesu nauczania, z nowoczesnych i klasycznych metod nauczania z wykorzystaniem specyficznych środków, w tym celów i zadań kształcenia dwujęzycznego. Według prezentowanego modelu kształcenie specjalistów odbywa się na czterech etapach (wprowadzającym, uzupełniającym, parytetowym i ewolucyjnym) na podstawie składników mo-

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tywacji osobistej oraz szeregu innych (przedmiotowo-językowym, poznawczo-operacyjnym, ewaluacyjnym i refleksyjnym). W rezultacie przyszły specjalista pracy socjalnej osiąga pewien poziom zawodowej kompetencji dwujęzycznej (adaptacyjny, addytywny, równoprawny czy ewolucyjny).

Słowa kluczowe: edukacja dwujęzyczna, zawodowe kompetencje dwujęzyczne, proces edukacyjny.

Аннотация

В статье представлена модель двуязычного обучения будущих специалистов социальной сферы. Она была разработана с учетом всех компонентов двуязычной профессиональной компетентности, таких как: цель, содержание и деятельность, основанные на общих и специальных образовательных принципах, общих дидактических и инновационных формах обучения, новейших и классических методах обучения, с использованием специальных средств, включая цели и задачи двуязычного образования. Мы представили модель двуязычного обучения будущих специалистов социальной сферы, обучение которой происходит в четыре этапа: начальном, дополняющем, паритетном, эволюционном и основанное на лично-мотивированном, субъектно-лингвистическом, когнитивно-управленческом и оценочно-рефлексивном компонентах, а также определением уровня двуязычной профессиональной компетентности: адаптивный, аддитивный, равный или эволюционный у будущих специалистов социальной сферы.

Ключевые слова: двуязычное образование, двуязычная профессиональная компетентность, образовательный процесс.

Statement of the problem in general outlook and its connection with important scientific and practical task. The last decade is characterized by rapid changes in modern system of training specialists by higher educational institutions. The creation of the EU and the choice of our state the pursue integration vector of foreign policy towards this union of European states, are real conditions for further comprehensive, thorough social, educational and scientific development of the citizens of the Ukrainian state.

Taking into account the current global trend towards bilingual training, which proved its necessity and effectiveness (in most Universities of Latin America, European and Asian countries the study is conducted on bilingual basis (native

language and English)), there is a tendency in all spheres, including educational, towards establishing a common language of communication, and thus learning.

Socio-cultural, geopolitical and economical reasons influenced the fact that the language of international communication became English. The relevance of bilingual education (native language - English) is also due to the attraction of Ukrainian educational sphere towards international principles of education, in which a student should not have a huge amount of abstract knowledge, as it was in Soviet times, but vice versa the knowledge must be strong, but highly specialized, and the main task of the university is to train future expert to use this knowledge and skills in a changing, dynamic and volatile environment, be capable of and ready for professional adaptation.

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It becomes possible only in case of bilingual education of future professionals, because we are talking about education in the 21st century, i.e. the period of globalization, integration, when borders between countries are erased and a specialist, if he is highly professionalized and has a knowledge of a professional foreign language can work not only in a native country, but anywhere in Europe and even the world. Given the above reasons we believe it is appropriate to teach special (professional) subjects bilingually (Dzikielewska Z., 2002).

Analysis of latest research where the solution of the problem was initiated.

It should be noted that the general theoretical foundations of bilingualism were studied by W. Mackey, J. Fishman, E. Vereshchagin, N. Mikhailov, M. Pevzner, J. Thurman. The linguistic aspect revealed in the works of L. Bloomfield, W. Vaynrayh. Sociolinguistic aspects examined V. Bondaletov, W. Vaynrayh, psychological – M. Imedadze, E. Peel, sociological - B. Spolsky, B. Stoltinh, cultural aspect – V. Safonov, Y. Sorokin, J. Sharodo, methodical aspect - R. Bayer, L. Koshkurevych, D. Mon (Vereshchagin E. M., 1969; Fishman, J.A., 1976; Kloss H., 1997; Mackey, W.F., 1977).

Significant contribution to the development of bilingual education was made by Novgorod scholars who created a scientific school, the main focus of which was the dialogue of cultures in the formation of integrative, communicative skills of intercultural communication (Pevzner M. M., 2000; Shirin A. G., 2003).

In the 90 years of the twentieth century a European scientific school was formed, which studied bilingualism in terms of understanding and studying its various phenomena, receiving special knowledge

through native language and foreign, multi-cultural education in order to facilitate the integration of young people in the pan-European cultural environment. The achievement of the European school is the development of the theoretical foundations of bilingual education as an alternative way of learning foreign language.

In Ukraine, pedagogical studies of bilingual education have recently appeared. Their appearance is mainly due to the fact that, starting from the 90s of the twentieth century, new socio-economic realities, the desire to integrate into European space caused the emergence of a wave of research on the problems of forming a bilingual specialist, as well as studying the foreign experience of bilingual education and the possibilities of transferring such experience on the domestic system of education, its adaptation taking into account the existing socio-cultural conditions (A. M. Gusak, A.O. Kovalchuk, F.A. Moiseyeva).

Aims of paper.

The aim of the paper is to present the innovative model of future social sphere specialist training on a bilingual basis.

Exposition of main material of research with complete substantiation of obtained scientific results.

There are three main points we are going to investigate within this article. The first one is to distinguish the meaning of the concept “bilingual professional competence (BPC)”, which is the main purpose of bilingual education; the second one is to point out the main components, stages, elements of bilingual professional competence and describe their interconnection and interdependence and the third one is to create a model of bilingual education of future social sphere specialists based on described components, stages and elements described above.

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We agree with N. Shaydarova and S. Shubin that bilingual learning is much more complex than learning their mother tongue, as studying the professional (special) subject happens with the help of foreign language that is in the learning process develops not only substantive competence (as in the classical version of study) within which develops the professional communicative competence, but also foreign language communicative competence. The combination of professional communicative competence and foreign language communicative competence leads to a bilingual professional competence (BPC), which is the main purpose of bilingual education (BE) (Shaydarova N. A., 2008).

Foreign language communicative competence is a person's ability to understand and use a foreign language not only at the level of phonological, lexical, grammatical and geographical knowledge and language skills, but also according to different purposes and specific situations of communication.

It should be noted that many scientists in different times suggested various models of foreign communicative competence (M. M. Vityatnyev offers to consider only three components for foreign language communicative competence: psychological, linguistic and sociolinguistic, V. A. Kokkota offers the following components: phonological, lexical, grammatical and sociolinguistic) (Vityatnyev M. M., 1971; Kokkota V. A., 1989).

Foreign language communicative competence for N. P. Tayurskaya includes the following components (sub-competences): linguistic, sociolinguistic, discursive, socio-cultural, social, compensatory and educational-informative. Since this classification is integrated we believe it is appropriate to use as a basis of the foreign language

communicative competence within our study.

Thus, the linguistic component provides the ability to use grammatically correct structures and syntactic structures and understand the meaning of language units built on the existing rules and regulations of a foreign language.

Sociolinguistic sub-competence provides the ability to choose the appropriate linguistic form (mode of expression), depending on the communicative goals and situation. The language component involves "sanding" of communicative skills in four types of speech activity: speaking, listening, reading, and writing.

The socio-cultural component requires knowledge of national and cultural features of countries that speak the foreign language and the ability to provide general and specific in the culture of these countries and Ukraine.

Social sub-competence is a willingness to interact with other people, the ability to select different behavioral strategies in different situations.

Compensatory component provides a set of specialized knowledge and skills that allow you to compensate for lack of knowledge of a foreign language when receiving and transmitting information in a foreign language.

Educational-informative sub-competence provides a set of general and specific skills and abilities (of cognitive nature), allowing students to learn a foreign language, culture, and especially the specific foreign language individually, using the latest information technologies (Tayurskaya N. P.).

In turn, professional communicative competence is the ability of effective communication in their native language in the professional sphere, correctly using a sys-

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tem of linguistic rules, choosing communicative behavior adequate to the circumstances of communication.

Professional communicative competence also has its components (sub-competences): action-communicative, information-communicative and personal-communicative.

The essence of action-communicative sub-competence is the ability to collect, process, organize and summarize the information on social activities and distribute this information in the system of social activities. To carry out these operations bilingually, it is necessary to possess not only professional, but also all foreign language communicative sub-competences.

Information-communicative component provides the ability to use information technology and form information space of the professional activities of social services. In order to provide students with the opportunity to do it not only native but also foreign (English) language, they need to develop components of foreign language communicative competence.

Personal-communicative sub-competence provides the ability to conduct personal and business communications both with clients and with the external environment, it is impossible to be implemented bilingually without the development of foreign language communicative competence.

Hence, bilingual professional competence is formed under the condition of the development in students' foreign language communicative competence and professional communicative competence, which are interconnected and interdependent in the bilingual education.

We understand bilingual professional competence as person's ability to perform professional duties effectively with the ability to perform the functions of commu-

nication, documentation, research, and professional self development both native and foreign (English) languages.

In turn, the bilingual professional competence is complex, so it has the linguistic (knowledge and skills in four standard types of speech activity - reading, listening, speaking and writing), psychological (reflection and motivation) and professional (the ability to exercise professional communication both native and foreign (English) language, the ability to collect, process, organize information on the social activities and to distribute this information in the process of social activities bilingually) components (ShubinS.V., 2000.).

Hence, bilingual professional competence is a comprehensive and integrated concept, which becomes a part of the professional competence of a particular specialist. And in the period of world globalization and integration of our country into Europe this component of professional competence as BPC is extremely important, which developed the need for bilingual training of future specialists of social sphere.

The development of the BPC within bilingual education becomes possible in case of the development of three basic components: purpose (a collection of general didactic, interdisciplinary and professional knowledge and skills that will ensure readiness to perform future experts of social sphere their professional duties as native as foreign (English) languages), content (professional integration) and activity (learning not only professional subjects, but also foreign language in the process of bilingual education) that are interdependent.

So, the development of the BPC which is based on three main components mentioned above, becomes possible when subjected to the general didactic and special principles of bilingual education such as:

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personally-oriented direction of BE, problem-based learning, professional orientation of BE, personally productive educational activity, innovation, educational interaction, multiculturalism, individual approach, functionality, rational material selection and optimal interdisciplinary connections (Sytnyakivska S. M., 2016).

Talking about forms of organization the bilingual education it should be mentioned that the efficiency of the process of forming the BPC of students is provided by the interconnected system of traditional and innovative forms that perform the following functions: educational, organizational, psychological, structural, coordinational, systematizing and stimulating (Sytarov V. A., 2002).

Thus, among the most effective forms within bilingual education we distinguish: lectures, workshops and seminars, collective and individual exercises, independent work, consultations, debates, panel discussions, business and role-playing games, making projects, presentations, different kinds of problems-solving and others. Bilingual teaching is performed by using various forms: individual, front work, pair, group, collective work, students' self-study.

The techniques considered a way to connect teaching and learning activities in the complex educational process play an important role in modeling the bilingual education of future social workers. .

The main methods of bilingual education: explanatory, illustrative, reproductive, functional, case-method, problem-based learning, methods of forming consciousness, discussion, method of the formation of social experience and professional behavior: exercise, demand, order, promotion, competition.

Means of bilingual education include: bilingual textbooks, bilingual guides,

bilingual dictionaries, bilingual tables, slides, audio and video materials, information of the teacher and so on.

To implement the principle of integrity, designing a system of bilingual professional education for future social sphere specialists, the process of bilingual teaching at the university was divided into stages: covering stage (I-IV semesters of studying), additional stage (V-VIII semesters of studying), parity stage (I-II semesters of master's degree), evolutionary stage (III semester of master's degree).

Covering stage (I-IV semesters of studying) provides the representation of the same content unit on native and foreign (English) language. Additional stage (V-VIII semesters of studying) provides the presentation by a foreign language (English) additional information which partly and then substantially enriches the content of the material being studied. Parity stage (I-II semesters of master's degree) provides equal use of both native and foreign languages (English) in the process of studying subjects of social orientation. The evolutionary stage (III semester of master's degree) is possible only on the advanced level of bilingual education. At this stage the students have an opportunity to communicate in a foreign language (English) on professional topics freely using a foreign language into a subject content being studied that is the purpose of bilingual education.

Teaching materials have been developed to each of these stages that are generally formed a package of teaching materials for bilingual training of social sphere future specialists, featuring by variety, complexity, meeting the educational program of social sphere specialists training, covering all learning activities of students in bilingual education.

Bilingual professional competence of future social sphere specialists (expected

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result of bilingual study) can be formed, within the four phases of bilingual education at four levels: adoptive (low), which can be described by a receptive-reproductive nature of bilingual activities; additive (average), which is characterized by partial formation of coherent structure of the bilingual training; equal (above average), which is characterized by structurally divergent level of bilingual readiness; and evolutionary (high) which is characterized by integrity of bilingual training both personal and professional and students' susceptibility to variant creative thinking, the adoption of innovative solutions, the ability to quickly and successfully integrate with new social, professional and linguistic environment.

When modeling the process of bilingual education of future social sphere specialists we have included the following components of its structure: personal-motivated, subject-linguistic, cognitive-operated and evaluated-reflexive. Dedicated components are comprised criteria showing certain indicators to assess the success of bilingual education. Formation of these components will contribute to a more effective implementation of future social sphere specialists their linguistic-professional functions.

Thus, we identify the personal-motivated component as the principal one, because motivation influences the activity of the individual. Individuals with high level of motivation are more usually achieve better results[3].

The subject-linguistic component reflects the level of student professional (special) and systemic (general) competences: both native and foreign language. The cognitive-operated component

includes knowledge of a professional nature (theory and history of social work, the basic principles of social work; knowledge of ethical principles and values of the social work, professional roles of social worker and constituent elements of social work; functions of a social worker, social, educational, psychological, organizational and executive, economic methods of social work, theoretical knowledge on the application of practical aspects of social assistance; knowledge of social diagnosis, prevention, social adaptation and rehabilitation, correction and therapy, as well as knowledge of linguistic nature (knowledge of vocabulary and grammar of English, word formation, features of special terminology structures translation). The evaluated-reflexive component is very important in the structure of bilingual training as it promotes the formation of self-identity, which is essential for professional growth of future specialist. Under the evaluated-reflexive component of students' bilingual readiness to professional activity we understand the student's ability to adequately assess and predict their actions and their results, and to assess their readiness for professional activity. Thus, the evaluated-reflexive component serves as a control and aims to objectification and correction the process of preparing the future social sphere specialist to bilingual professional activities.

The combination of these components is characterized by the presence of BPC that is bilingual professional knowledge of future social sphere specialist and the ability to implement it later in practice.

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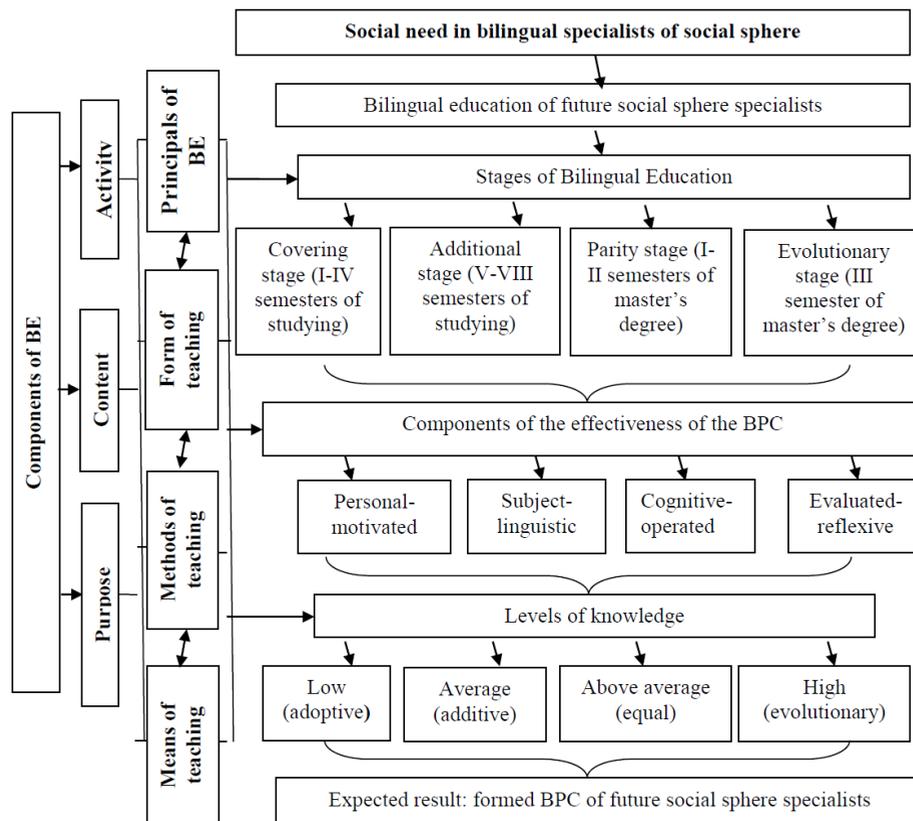


Fig.1. The model of bilingual education of future social sphere specialists

Conclusions.

Thus, taking into account all the components of BPC (purpose, content and activity ones) based on general and special educational principles, general didactic and innovative forms of education, the latest and classical teaching methods, using specific means of training, including goals and objectives of bilingual education we can provide a model of bilingual education of future social sphere specialists, on which training occurs in four stages (covering, additional, parity, evolutionary) and is based on the personal-motivated, subject-linguistic, cognitive-operated and evaluated-reflexive components, a certain level of BPC

is achieved (adoptive, additive, equal or evolutionary) in future social sphere specialists (Fig.1.)

Thus, the main result of bilingual education of future social sphere specialists is a formed BPC. This enables us to consider bilingual education as a means of learning and enrichment of specialized knowledge, as an alternative means of learning a foreign language, as a tool that enables professionals to join the world achievements in the field of professional (social) activities and as a means of the development the communication skills of a professional.

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Activity-side of the model can be described as step-by-step training. An important characteristic of this model from the didactic and methodological point of view is a combination of general, innovative and special forms, methods of BE and methods

of teaching professional subjects of social and pedagogical orientation, and various uses of native and foreign languages in the process of bilingual education of future social sphere professionals

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