

MODEL OF FORMATION OF AUDITORY COMPETENCE OF CADETS

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***Annotation:** Listening as recognition of oral speech and as training in this type of speech activity is a difficult task. In the light of the new concept of education development, special attention is paid to the professional, business and socio-cultural aspects. This involves the formation of a cadet's motivation to master a foreign language in order to achieve and maintain a certain level of professional competence for further direct professional communication in a foreign language with colleagues, which will increase employment opportunities in an integrated world in the modern mobile global labor market.*

***Key words:** oral speech, new concept, socio-cultural, professional competence, professional communication, integrated world, global labor market.*

Currently, in accordance with a significant shift in emphasis in higher professional education, innovative educational technologies, models, methods and tools are being actively developed and introduced into pedagogical practice. The indicated requirements are expressed in the need to train specialists with a high level of knowledge of foreign languages. Our analysis of the scientific literature showed that in the theory and practice of professional training of cadets of the Faculty of Foreign Languages, a rich experience in the formation of professional competencies has been accumulated to date. However, the problem of improving auditory competence through the use of authentic materials remains one of the most relevant, and poorly developed. This led us to the need to develop a pedagogical model that would correspond to the modern conditions of professional training at the

university. For any pedagogical research, the problem of choosing its fundamental methodological orientation is relevant: from what angle the researcher will consider his object of study. The process of formation of auditory competence of cadets through the use of authentic materials is a complex phenomenon that requires a comprehensive study using various theoretical and methodological approaches. Based on this, we consider it expedient to combine systemic, activity and competence-based approaches.

The system approach is general scientific and acts as a methodological basis in pedagogical research, it is based on the idea of an object as a system. The system approach allows us to consider the process of formation of the auditory competence of cadets as an integral system of interrelated structural components, to reveal the variety of connections, to reveal the mechanisms that ensure the efficiency and integrity of the system. From a philosophical standpoint, a systematic approach means considering the phenomena of reality from the point of view of integrity, the complex organization of the objects under study, their internal functioning and dynamics. The use of a systematic approach in pedagogical modeling allows us to consider the process of forming the auditory competence of cadets and as a system of certain interrelated actions that form a hierarchical structure, allows us to analyze the internal and external connections and relations of the pedagogical object, to consider all its elements, taking into account their place and functions in it.

At present, the activity approach has a general theoretical status along with the systemic and other approaches. The significance of the activity approach in achieving the goals of our study also lies in the fact that it made it possible to consider the pedagogical process of the formation of auditory competence as a continuous change of various types of specially organized activities aimed at developing the personality of a future specialist, made it possible to consider the main components of the activities of a teacher and a cadet from a single methodological positions, namely, from the standpoint of the category of activity, to reveal the nature of their interaction, to define the process of formation of auditory competence as a continuous

change of various types of activity. The competency-based approach is a method of modeling learning outcomes and presenting them as norms for the quality of higher education. The competence-based approach regulates a new type of educational results, is aimed at organizing the educational process, involves the development and self-development of the individual, the significant use of subjective experience, the practical orientation of education, which corresponds to the idea of forming the auditory competence of cadets.

In the scientific literature distinguish three types of models:

- physical (having a nature similar to the original);
- real-mathematical (their physical nature differs from the prototype, but a mathematical description of the behavior of the original is possible);
- logical-semiotic (constructed from special signs, symbols and block diagrams).

The type of model depends on the information essence of the modeled object, connections and relationships between information components. There are no rigid boundaries between types of models. Pedagogical models belong to the second and third types of models.

The main requirement for the model is the adequacy of the real processes or objects that the model replaces. At the same time, those characteristics and parameters of the original object that are not essential for studying the object are discarded. The development of a system for the development of a specialist's personality in accordance with the goals of training is carried out on the basis of a model of the educational process, which includes such elements as the study of learning motives, the needs of students, goals, objectives and prospects for learning.

The formation of auditory competence is ensured if the educational process is carried out on the basis of the developed model. The presented model (Scheme 5) of formation of a cadet's auditory competence consists of logically consistent elements. This model belongs to the logical-semiotic type of the model described by A.N. Daikhin. The developed logical-semiotic model is a construction in which we placed the symbols of our experience. The developed model is based on the science of

semiotics, which studies the properties of signs (symbols) and sign systems. Semiotics made it possible to consider the model from the standpoint of syntactic, semantic and pragmatics of the functioning of sign systems (the process of forming linguistic competence). In building the model, syntactics made it possible to determine the connection and relationship between the components of the model. The selection of the content of the components of the model is made depending on the direction of education, worldview, theoretical and practical preparedness of the trainees, the individual's need for interdisciplinary knowledge and methods of activity. The formation and subsequent development of academic, and later professional mobility of a future specialist, presupposes the development of foreign language communication skills. The goals of linguistic education of a future specialist at the present stage include the development of auditory competence, as well as readiness for intercultural communication using the language being studied as a tool for this communication.

In modern society, the path to professionalism is the continuous updating of professionally important knowledge, skills and experience through advanced training courses, self-study and self-education, as well as the use of information sources for these purposes, including authentic ones. It requires constant work on self-development, the development of an individual style of activity. This process is motivated by internal motives, aspirations of a person, his goals, such as leadership, creativity, communication, formed in the educational process, where interest in learning, arising on the basis of motivation, is of great importance. Interest and motives in the educational process consolidate and develop the knowledge, skills and practical experience of cadets.

Conclusion: We consider the motivational component of the model as an internal aspiration of the cadet himself formed as a result of education and the influence of external factors on the acquisition of subjective experience in the field of listening to authentic sources of information, and also as a life prospect for professional growth. The formation of a cadet's motivational orientation also depends on his productive educational activity, which activates cognitive, emotional and functional processes.

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