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Scientific Concept of Continuous Lingua Methodological Training of Foreign Language Teacher based on Integrated Approach

Key words: *integration, higher educational system, conception, continuous methodological approach, strategy, competence, scientific concept, practice, experiment.*

Annotation: *this article is devoted to the importance of conception of integrated approach in continuous methodological training of foreign language teacher and the unity of integration. Reveals organizational and didactic conditions for practical implementation of integrated training of teachers of foreign language, including scientific conception, practice-oriented model and technology.*

The concept of development foreign language education strategic direction for education development extrapolates for quality upgrade of the foreign language education and training of foreign language teacher in the field of the professional training, qualification meet global standards.

Modern standards of professional higher education of professional higher education make demands to result of preparation teacher of the foreign language – mastering by set common cultural, common professional and professional competence for realization industrial-practical, research, and organizational – administrative activity. Developing integration processes in the last decade, the growth of professional exchanges, deepening international corporation stimulated the progress preparation of foreign language teacher in education. In these circumstance, foreign language becomes powerful tool of intellectual potential of a society that is becoming in modern history, one of the main sources of the development of the new State.

Conceptualization of building continuous methodological foreign language teacher training in terms of integrated-differentiated approach is based on the research of scientific information about phenomenon of unity of integration in education, in analyses of ideas integrated approach and suitability of their applying for characteristics of the system of continuous methodological training teachers of foreign language. The content-analyses is the notion of integration made in the basis of reference literature, allows to mark out its main, co-operating all interpretation, description, spreading and in education as a confirmation of unity, integrity, consolidation in whole part or elements, restoration of some unification (1).

At present the phenomenon of integration is defined as a leading position in the rank of educational innovations. Scientific-pedagogical research is implemented, allowing to adapt given common scientific category to the didactical realities. But studying given phenomenon in education and upbringing is far from completion for the present. That's why A.Y. Daniluk notices that the notion of integration is entered to the context of pedagogics, but inadequate thoughtful pedagogical filling does not allow to speak about it as enough well-founded

scientific-pedagogical notion for the present. Given comment is fairly and for mythological science.

The term-notion “pedagogical integration” suggests, according to scientists, explanation, predicting concrete display of integrations and managing by them within the framework objectiveness in pedagogics accordingly with its tasks. This situation supports V.S. Bezrukov defining it as the variety of scientific integration, carried out within the framework pedagogical theory and practice.

In pedagogical research the integration is characterized from the position of «integrity, system, interrelation, complexity»; “principle, process and result; “unification of uncoordinated parts in whole”; “interconnecting and summing up”; “synthesized courses and inter subject relations”. But given definitions do not reflect in whole measure of specification of integration as pedagogical phenomenon. A.Y. Daniluk considers as a cause of it: 1) in limitedness of perception of integration; 2) in technological undeveloped idea of given phenomenon; 3) in the absence of the notion of integration as dialectical, self-organized process; 4) in opposition of integration and differentiation. He emphasizes dialectics of interrelation of this phenomenon: “Knowledge is initially differentiated by different subjects, that actually creates necessity in integration, differentiation which corresponds the beginning of integration”. The absolute opposition of two dialectical joined beginning is lawlessly: if the differentiation with obviousness consists of initial point of integration, in this case the result of integration must be the beginning of differentiation” (2).

The theory of integration is formed in relation and due to developing of theories of integrity and system. The principle of system appeared as integral approach to the objects of research and it is reflected from the beginning in understanding of integrity, and then it was developed and concretized in notions of system and organization. The most abstract of this categories is the integrity. This moment in due time was marked out by G. Hegel who confirmed that the relation of integrity and parts “there is dead, mechanical unit which though master the definition of forms, due to variety of its independent matter correlating in some unity but master them as the way that this unity stays as external for variety”.

Understanding integrations of the person with external world is founded on philosophical-theoretical view K. Popper, which has developed the theory "three worlds": the world of the physical phenomena; the world subjective (the mental and psychic) of the conditions of the consciousness; the world of the objective contents of the thinking and subject of the human consciousness outside of getting to know subject (confirmed and not confirmed hypothesizes, scientific theories and etc.). Adapting given theory to specifics of the subject of its study, N.K. Chapaev and M.L. Vaynshteyn called as forming external world following: physical, mental (social), and the world of the knowledge, skills and experience.

Applying given position to notion about integrations, A.Y. Danilyuk forms up the following discourse. The notion about subject - a way his(its) imaginative reconstitution, with philosophical standpoint thinking is perceived as activity. Have a notion about than-or - signifies to be able consecutively to reproduce him(it) in thinking. Thereby, notion presents itself method and the form thought influence, reproducing corresponding to phenomenon. He

emphasizes that thesis "notion there is method" definitely points that can serve as a reference notion to integrations of the formation. The method (the way) to integrations is presented in its ideal object so fair say that ideal object - an image of the scientific notion.

If theoretical model there is the image of the notion, that notion itself can be received as result of maximally full by contents, but by the form at most short descriptions in the term of pedagogics. The object of the integration can be practically any components of the pedagogical process, any phenomenon and subject: material and ideal objects (notions, principles, ideas, concepts, theories); activity (acceptance, methods, skills, experiences, technologies); the personality (conditions, quality, characteristic, motives).

N.K. Chapaev marks out the following directions of the integration, under which is understood their target purpose:

- the expansion and deepening the subject of the cognition;
- liquidation of many subjects;
- the increasing the time of studying the subject (section, whole course);
- the liquidation of doubling;
- changing the technologies of the education;
- overcoming the narrow aspect of the vision of the subject of the cognition;
- the stimulation of the speeding the development of students and teachers.

The directions of the integration reflect real need, which appear in students and teachers in the process of the cognition and organizations of the pedagogical process. These requirements, in its turn, appears from contradiction discovered by participants of the pedagogical process in the course of assimilations and presenting curriculum. It is enough the full classification of directions of pedagogical integration which is presented by N.K. Chapaev. The chosen directions of integration stipulate the combination and structure of integrated process. Under the structure of integrated process, we understand the complex of objects appearing among yourselves in interrelation and forming new holistic unity. Given situations characterizes universals and can be used to the processes of analyses and building any pedagogical system, allows to provide "human measuring" system of continuous methodological training future teachers of foreign language at higher educational institution.

We are united with basic characteristics of integration, which is obtained in M.V. Klarin's, J. Peage's, N.K. Chapaev's and M.L. Vainstain's works (3):

- By means of integration appears new mental education and structure of activity. Scientists emphasize that the development is the process which is not summarizing but integrated, requiring qualified changes in cooperative components: new knowledge is formed not with gaining new information but through alteration, restructuring previous knowledge, setting new questions, promotion hypotheses.
- In the course of integration, it occurs transformation of cooperative components. As the mechanism of this transformation the assimilation projects which is the process of adaptation of alien cooperative components for conditions of existing of integrated basis; adjustment is the change of basic contained integrated process in the course of including to it alien components;

balancing is the process of achieving definite balance and harmony of all participants of integrative interaction.

- The unity of the integration of the process and result. It can be marked out three kinds of attitudes between resulting and processing sides of integration: a) integration is the process of becoming whole; b) integration is the result of definite way of organized process; c) integration is the process and result of becoming integrity. The last evaluation is available as thinking the result without process is not principally important.
- Integrated reformation does not lead to its parts. Corresponding activity of the process of assimilation, dissimilation and adaptation lead to the appearance of integrated reformation. As the nuclear of this reformation is absolutely new integral quality of phenomenon or process.
- Interrelation and inter conditionality are the processes of integration and differentiation. In this case integration is considered as the process of activity and development of definite system in which the number and intensiveness of interaction of elements is increased, their relative independence as regards to each other is decreased; disintegration is the process of decreasing numbers and intensiveness of interaction, dissolution, destruction, separation, isolation; differentiation is the activity of the system to the inhomogeneity and differentiation is the process of activity of the system of inhomogeneity.
- In the process of continuous methodological training of teachers of foreign languages this component provides the origin of many structural relations, which characterize non-capital integration, determining mutual influence of relations, skills, qualities, teacher's abilities of foreign languages, interrelation of competences.

These structural relations we characterize as the follows:

- Consecutive or organized integrations conditioned process with sequence studying educational discipline at higher educational establishment of foreign language, lingua didactics, methodology of teaching foreign languages and others.
- Thoughtful integration, conditioned with equivalency and unity of formation of different competence groups (practical foreign and methodological) within the framework professional methodological competences; professional methodological (active) integration, conditioned with reflexive interrelation of all competences in integral professional methodological competences (4).

Thus, integrated skills of teaching foreign language in the process of continuous methodological training which is defined as the structural unity of levels of methodological skills and components of methodological activities.

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