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Abstract

Due to the challenges of modern society, the difficult economic situation in the country and global society human resources should be given more attention. In particular, there is an urgent problem of youth intellectual potential increase, including support of continuous training of qualified competitive specialists who have a good command of foreign language and who are able to be flexible in the rapidly changing world. In this regard, the development of "life-long learning" concept becomes increasingly urgent.

This article covers the majoring process development by means of learning foreign language throughout life, which involves the implementation of the continuity principle. Through the literature analysis, advanced pedagogical experience, observation, surveys and expert evaluation method the authors conclude that training should be a structure itself. This structure should provide educational elements that combine horizontal and vertical continuous and successive connections intended for all periods of adult life. The analysis of literature allowed us **to identify two key interrelated areas of professional training and to identify its priorities**. As a result of conducted research in the framework of 'personal orientation' ideas implementation in the basic and additional professional education there was identified a number of promising trends: implementation of training quality monitoring, increasing the competitiveness of the future expert, a perspective motivation encouraging, development of professional competences of a person.

The article emphasizes the role of dialogical communication in the process of mastering professional competences of future specialist on the basis of the gradual training of students, involving a sequence of transition from the question-answering job to the dialogue and further discussion. The results of the study extend the knowledge about the continuous nature of learning, offer the ways of future specialists' intellectual potential and level of professional competence increase.

Key words: learning, foreign language, continuity, professional competence, competence, intellectual capacity, additional professional education.

Introduction

The modern education system today involves profound structural changes; there is a gradual process of secondary and higher education modernization, which includes reassessment of the goals and objectives, contents, scientific and methodological support of educational process, search of new methods to improve the quality of educational services. Today the current trend of "life-long learning" is becoming increasingly important for the development of professional education organization. Such training is, in fact, continuous training. The concept of life-long education declares the educational activities of person as a necessary and natural need for his or her lifestyle. Today Russia is developing and strengthening its relations with many countries and in this regard young people face the task of mastering the language of international communication, which is necessary for the negotiations, signing of contracts, and establishment of business relations. Foreign language is an indispensable communication tool, means of career growth, mechanism of future specialist's intellectual potential development for building a successful career in any field.

Realization of this goal requires a search for additional opportunities in the field of education. New challenges of economic development and the modernization process naturally lead us to the "educational boom", an important component of which is the transition to the system of "education through life" and as a result, the appearance of various programs of additional qualifications at all levels of training. As the **main purpose** of 'education through life' we can consider permanent enrichment of the intellectual potential of the individual. Building a strong economy requires the involvement of qualified personnel. One of the higher professional education tasks is training of human resources with an appropriate level of preparation for socially-useful activity. Ultimately, the results of socio-economic development of the country and the population's standard of living depend on it.

One of the important and promising directions in quality of human resources training improvement is the creation of additional professional education (APE) system, which is based on the concept of lifelong learning, learning throughout life. Development and inclusion of additional professional education programs with assignment of additional qualification into the structure of higher professional education is as relevant today as ever.

The introduction of the APE contributes to the continuity of education levels, building a strong interdisciplinary connections in the learning process, consolidation and extension of special knowledge, development of skills, and opportunities of their practical application. The turning point in solving the problem of active implementation of the APE occurred when professional education came to be regarded as the succession line of the entire system of continuous education. Thus, the **purpose of the study** is to ensure ongoing training of future specialists by means of foreign language. **Objectives of the study** are: the formation of the intellectual potential of students and the formation of professional competencies through a program of additional professional education in a foreign language on the basis of the principle of continuity, the implementation of programs of additional professional education, creation of mechanisms to achieve this goal.

methods

The research used the methods of empirical study – generalization of advanced pedagogical experience, the study and analysis of the relevant scientific literature, work with Internet-resources, observation, surveys, expert assessment method and its important component – pedagogical concilium . The use of these methods allowed us to identify and summarize the main facts, opinions and assumptions regarding the research topic. The obtained data has become reliable material for further discussion, analysis, systematization and presentation of conclusions on the work done. The pedagogical concilium has allowed finding adequate ways to accomplish the study objectives.

results

The process of expansion and deepening of students' knowledge, abilities and skills optimize the development of advanced skilled human capacity in the economy, in the labour market. The rating of the graduate during employment depends on the number and quality of qualifications acquired in parallel with the main study at the University.

The analysis of philosophical and psychological-pedagogical literature allows to state that the problem of continuity is reflected in many philosophical works, scientific researches of teachers and psychologists. The implementation of the succession on such levels of education as elementary, middle and high school has always involved psychologists, teachers and practitioners: teachers and University professors. Very important issues of the competence approach is analyzed in the works of Baidenko V. I., Medvedev V. Y. and others [1], [2], [3]. A wide range of problems in this area was considered in works of Yakovleva V. V

[4]. Foreign scientists have always paid considerable attention to the problem of continuity in education. The Report to UNESCO of the International Commission on Education for the Twenty-first Century, known as 'Delors Report', considers the lifelong learning paradigms. (Delors J. et al. (1996) [5]. Based on the foregoing, we concluded that the creation of the APE at the University and the imposition of additional qualifications promotes:

- implementation of vertical continuity in the system of learning throughout life;
- progressive and advanced development of professional competence of future specialists;
- improving the competitiveness of graduates;
- satisfaction of employment structures in the region;
- expansion of educational opportunities of the institution and increase its competitiveness in the market of educational services;
- expansion of students autonomy, manifested in their self-determination, self-actualization of their aspiration in life, finding their professional self in the field of additional education;
- the creation of the teaching conditions for improving their qualifications through the development of additional programs that enhance their professional capacity: the emergence of additional jobs.

The analysis of philosophical, sociological, psychological and pedagogical literature allowed us to define the priority in a student-centred paradigm, directions of preparation of future specialists:

- multi-stage educational training like foreign internships, grants, international conferences and symposia, which can be combined into a single educational structure;
- "lacuna" educational preparation, involving the filling of skills gaps arising with the change of life situations of person, such as the change in its activities or expansion of business contacts, increase learning motivation, etc [6].

The additional professional education program is the qualification of "Translator in professional communications" which can be characterized as "vertical-horizontal" at the level of interdisciplinary connections, as well as obtaining additional qualifications.

Improving of the quality of specialist training has always been of particular importance in the process of organization of vocational education, which is connected with the realization of ideas of personal orientation in the basic and additional professional spheres of education. The analysis of pedagogical literature and the pedagogical concilium allowed us to outline a number of tendencies connected with the ideas of personal self-realization as a part of improving the quality of specialist training [7].

The first trend is the need for pedagogical monitoring is observed. It involves diagnostics, assessment and prediction of the state of the pedagogical process, monitoring its progress, impact on the individual, on the results and prospects for its development.

The second trend, which determines the self-actualization of a specialist, is expressed in the forward-looking nature of vocational education in the context of Russia's entry into the international educational space.

The third trend of implementation of ideas of personal orientation is stimulation of perspective motivation which is connected with individual abilities of the person, his interests and motives.

The fourth trend that determines self-actualization of personal qualities and finding one's place in the labor market, is associated with the development of various kinds of professional competences of a young person [8].

Обсуждение (Discussion)

At the university stage a great attention should be paid on the fostering a socio-psychological and professional culture, the development of the intellectual potential of a young person. Therefore, in today's agenda there is a strategically important problem: to give students professional knowledge, skills and competence, to teach them the practice of effective use of the latest information technologies and to develop the foreign language competence. All this is the basis for the formation of "intellectual potential" of an individual.

An essential role is given to the formation of various competencies. A foreign-language competence is a structural element, which includes such components as communicative skills and abilities, cognitive activities and abilities, motivation and being ready to communicate [9]. In addition, obtaining supplementary qualifications forms students' behavioral competence like teamwork skills, ability to make decisions and adequately respond to different situations. Foreign-language and behavioral competence is associated with the ability to independently build the discourse, to realize the communicative intention, to know cultural universals and professional clichés, to implement the strategy and tactics of business and professional communication, to have the necessary background knowledge revealing a foreign-language image of the world etc. [10], [11].

Our experience in working with the bachelor's and master's programs and the "Translator in the field of professional communication" additional education program, as well as the pedagogical council allowed us to conclude that a dialogue occupies a special place in the system of mechanisms that develop a foreign-language and a behavioral competence. The main tool of this type of work is a question-answer unity, which is a symbiosis of a replica and a response to it. If the question-answer system is practiced, basically, in the first year, then the development of dialogical speech is activated at the subsequent stages of training.

It should be noted that teaching a dialogue is a more time-consuming process than teaching a monologue, as it requires a greater number of different sentence structures, listening skills, ability to respond quickly, etc. It is during the preparation of a dialogical speech that the professional competencies of students are successfully formed, as they try on the role functions of future professional activity.

Discussion is an important means of forming a foreign competence. By discussion, we mean a free verbal exchange of knowledge and ideas about the problem being studied or considered. The discussion is actively used in the foreign language classes under the program "Translator in the field of professional communication" to develop the skills of professional communication in the foreign language.

It is on the third year of training on this program that the student has already formed professional skills, and he can prove his point of view reasonably, comparing and analyzing facts, and giving examples. The discussion method helps to solve the following tasks:

- teaching to analyze real situations, as well as the formation of oral speech skills;
- modeling of especially important situations, when even the most capable student is not able to cover all aspects of the problem;
- demonstration of the ambiguity of possible solutions

Выводы (Summary)

The article is devoted to the problem of the successive foreign language teaching as a necessity for a modern lifestyle with the example of a supplementary vocational education program that contributes not only to the continuity of the levels of education but also develops the professional and foreign-language competencies of the future specialist, shapes and expands its intellectual potential.

The study identifies the following areas of educational training: multi-stage and lacunae. Based on vertical-horizontal continuity, two main areas of professional training of the specialist were identified: "basic vocational education" and "additional professional education.

Implementation of ideas of personal orientation is carried out in the above two areas of specialist training: quality monitoring, increasing the competitiveness of the future specialist, stimulating the perspective motivation of the individual, and developing the professional competence.

An important place in the system of mechanisms working on the development of foreign-language competence is a dialogue. It successively evolves from the question-answer system of education to free dialogue and further to the discussion, which is an important stage of professional competence.

заклучение (conclusions)

This article represents a synthesis of experience of the team of teachers of a foreign language. It is based on a number of empirical methods, including the method of expert assessments. The authors came to conclusion that the observance of vertical and horizontal continuity in the interaction between the main professional training and the program of additional vocational education by the means of a foreign language creates the conditions for the development of intellectual potential and the formation of students' competence. An additional mechanism in solving this problem is the gradual preparation of students for the dialogue and discussion as an important indicator of the competitiveness of the future specialist.

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