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FUNCTIONAL MAP OF A PROFESSION AND CLUSTER OF COMPETENCES OF A SPECIALIST

In connection with the transition to new Federal educational standards educational institutions face the problem of formation of educational programs in the professions and occupations. One of the important aspects in the development programs is the definition of the specificity and mechanism of formation of the variable part of the program to meet the requirements of the learning outcome by profession (specialty), to be nominated by the regional labour market.

The main goal of our research work carried out within the framework of the grant is development of methodical recommendations on introduction of innovative approaches to the development of construction tools, methods of implementation and updates the variable part of the educational program based on a set of professional functions, developed by employers and recorded in the **functional map of the profession**.

The fundamental methodology for developing a functional map of the profession is **functional analysis** – description of labour activity through the functions and outcomes, which makes it possible to consider changes in technology and work organization on the regional labour markets, where the graduates of educational institutions will work.

The procedure of developing a functional map includes [2]:

the purpose of the functional map - requiring employers to performance standards within a particular professional field (profession).

the structure of the functional map:

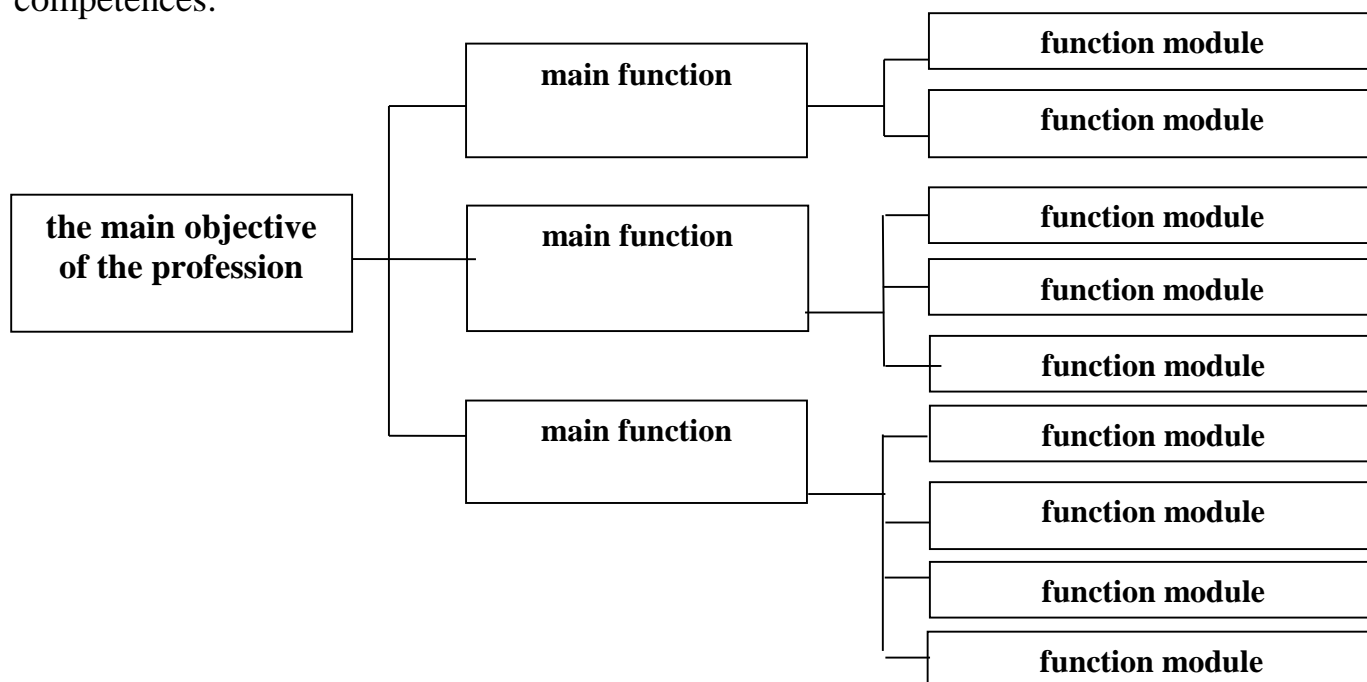
- description primary purpose of professional activity (the purpose of the field of professional activity);
- description of the kinds of work necessary to perform the professional activity specified purpose;
- description job functions included in each type of work.

The main goal briefly describes the area of professional activity as the total result must be achieved. The activities ensure the achievement of main goals related to professional activity (goal set in views). The number of species depends on its

complexity. Labor functions. Every kind of labor activity "converts" to a specific job function that must be performed in this type of work.

Function module describes a holistic set of subject skills, knowledge, attitudes and experience (i.e. competence), formulated in the form of requirements to be met by the student at the end of development module.

Functional map of the profession (specialty) includes a main objective of the profession and contains all the basic functions and functional modules, clusters of competences.



The main functions are descriptions of functional action, ensuring the achievement of the main goal.

A functional module is an integrated description of specific actions necessary to perform basic functions [1, p. 15-18].

Additional applications of functional maps to the profession in the educational process:

1. Information resource for the development of programs of basic vocational and further education.
2. Interaction with enterprises in planning and forecasting training for the profession.
3. Development and attestation of quizzes for students.
4. The content of career guidance for prospective students (reading the content of the profession).

Variants are considered functional maps contain only the basic functional modules. But to achieve the main goal of the profession of specialist in addition to basic always performs some General steps. For example, interacts with colleagues and supervisors; compliance with the rules of occupational health and safety; studying technical documentation, etc. Therefore, the arsenal of any professional specialist should consist of some combination of a number of modules: basic, General and basic. The latter are basic knowledge essential for the implementation of the

basic and common operations. Accordingly each specialist must possess three types of competencies: basic to perform basic operations; General – to perform common actions; the base to perform basic and common operations.

This approach ensures compliance with the real conditions for more rapid updates or replacing a particular element in variable parts if you change requirements on the part of employers to technology and work organization, establishing a constant feedback of developers programs with employers and their requirements for knowledge and skills of graduates.

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РОЛЬ СОВРЕМЕННОГО УЧЕБНИКА В ИНОЯЗЫЧНОЙ ПОДГОТОВКЕ МАГИСТРАНТОВ ТЕХНИЧЕСКОГО ВУЗА

Основная цель данной работы определить роль и методические принципы организации обучения на основе учебника по иностранному языку для студентов магистратуры технических специальностей.

Учебник рассматривается как основное средство обучения иностранному языку и занимает ведущее место в современной методике преподавания иностранных языков. Одну из основных функций учебника мы видим в развитии интегративных умений и навыков студентов для будущей профессиональной деятельности. Учебник по иностранному языку в системе иноязычного обучения представляет собой информационную модель, которая обусловлена целями и задачами, отражает теорию, методику и содержание обучения. Следовательно, в основе современного учебника для профессиональных целей лежат коммуникативные цели и технологии обучения, а также познавательная, развивающая, профессионально-ориентированная и личностно-мотивированная концепции обучения.

При выборе учебника по иностранному языку необходимо учитывать его соответствие целям обучения, конкретного адресата курса, профессионально-ориентированную направленность, возможность индивидуализации обучения, личностно-ориентированный характер материала, временные параметры курса обучения, требования материального обеспечения и др. Так, например, личностная ориентированность содержания учебника предполагает соответствие