

COGNITIVIST CONCEPTS AS BASIS OF PROFICIENCY ON THE HIGHROAD TO SUCCESS AND PROFESSIONAL CREATIVITY

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Nowadays all Russian higher education institutions are carrying out the educational process according to the third generation of Federal State Educational Standards (FSES) which are essentially different from the previous ones. FSES define the requirements for mastering the principal education syllabi through the development of general cultural and professional competences. According to *BusinessDictionary.com*, the term *competence* should be interpreted as “a cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in a job or situation” [1].

The implementation of interactive forms of education is one of the most important ways of improving students' training which guarantees highly-proficient mastering the education syllabi [1, 2, 3, 4, 5].

The goal of the present work is the identification of communication failures while working out general cultural and professional competences in the process of performing Graduation Proficiency Papers irrespective of specialization of universities and colleges.

In the process of teaching it is communication failures (CF) that happen to be one of the main causes for lowering the quality of students' education. In our previous publications [6, 7, 8, 9] we investigated the coordination problems of conceptual systems of language categories in chemistry and modern Russian. Special attention was paid to the prevention of communication failures and their overcoming in teaching linguistic pragmatic skills in chemistry acquisition in bilingual contexts.

Working at Graduation Proficiency Papers is the most important part of training students where interactive forms of education are carried out to the full extent. A lecturer acts as a consultant. While professional competences are being established and developed students are gaining experience of creative forms of activity (self-creation, self-development, self-realization and self-affirmation) which make it possible for everyone to expand their potential opportunities. What is especially important is that in the process of work at Graduation Proficiency Papers the creative potential of students blossoms out.

The necessary information is acquired by the students in the active mode with the use of problem situations and interactive cycles. In the process of training the students and teachers act as full participants. Providing students with information, organizing and consulting them lecturers act as scientific advisors.

The final stage includes representation of the obtained results. It can be a report on the subject matter of the investigation, a presentation at a scientific conference at any level, an article in a Russian or/and foreign scientific journal. The scientific advisor's task is to teach the students to use the concepts and terms correctly. The students should be also able to interpret and lay out their findings in the language scientifically exactly. It especially concerns the process of analyzing the obtained results.

In the process of work at Graduation Proficiency Papers students catch on to the cognitivist concepts enabling them to:

- transfer of training to practice;
- team work;
- academic mobility;
- capability to analyze information and situations;
- communication skills;
- experience of creative activities;
- research proficiency.

These cognitivist concepts define a training level of a qualified, competitive proficient striving for constant professional and personal self-development. Such a specialist is well-prepared for effective work in professional, scientific, public and private spheres of life.

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