

MODE OF LINGUISTIC-AND-METHODOLOGICAL COMPETENCE DEVELOPMENT IN THE COURSE OF PROFESSIONAL TRAINING OF PROSPECTIVE FOREIGN LANGUAGE TEACHERS

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Current requirements for the quality of future specialists training intensify the innovative search for the ways to update pedagogical system, and consequently educational institutions are already experiencing significant changes in the requirements for teaching staff and their competence. Professional training of prospective foreign language teachers in the current educational space is subjected to the needs of the national system of education, which is focused on contemporary processes of globalization and European integration. In the context of innovation of the national system of education, there is an active search for the ways to improve the contents of teaching and training course of prospective foreign language teachers within the competence approach. This approach will help to identify and counteract the destructive tendencies in order to improve the system of linguistic-and-methodological competence development in future foreign language teachers in the course of their professional training.

E. Short interprets the term «competence» as handling the situation in different types of environment; the ability to respond to the influence of the environment and

change it (Short, 1984, p.22). R. White supplemented this category with a personal context and added motivation, having realized that only competence, but not a set of knowledge and skills, determines the ability of a person to interact with the environment, and with changes which may occur (White, 1959).

In the context of a competence-based approach, the quality of education provided by contemporary higher educational institutions is tested by the level of demand for the graduates as well as their suitability to perform their professional duties. Suitability in this context is expressed as a combination of «academic achievements which increase the chances of the graduates to be employed and work successfully in their chosen field of occupation, as well as contribute to further self-development of the graduates» (Drahomyrov, 2008, p. 96).

Consequently, one of the essential tasks of contemporary higher education is the introduction of competence-based approach into every educational field, including the course of prospective foreign language teachers

training. According to O. Kuznetsova, the mode of improving the quality of training specialists depends on the «quality of the educational process, which is ensured via introduction of certain forms, methods and means of teaching, innovative pedagogical technologies; elaborated academic curricula and plans» (Kuznetsova, 2015, pp. 142 – 143).

Theoretical background of competence-based training of prospective specialists and the contents of linguistic-and-methodological training are covered in the studies of Ukrainian and foreign scientists, such as N. Bibik, I. Zimniaya, O. Lokshina, O. Pometun, I. Drach, V. Luhovyi, O. Sliusarenko, Zh. Talanova, A. Khutorskyi, O. Savchenko, Frank J. Kennings, D. Newby, K. Kator, K. Schneider, S. Borg, M. Burns, M. Wallace, R. Dray and others. However, the problem of mode of linguistic-and-methodological competence development in the course of professional training of foreign language teachers has not yet been the subject of special scientific consideration.

The purpose of this article is to investigate the mode of linguistic-and-methodological competence development in the process of professional training of prospective foreign language teachers; to reveal potential opportunities of educational disciplines of higher educational institutions to develop linguistic-and-methodological competence in prospective foreign language teachers, and interact on the background of their cross-curricular links, which enable the students to master their future profession holistically. For this purpose it is necessary to analyze the features of profile-oriented disciplines curricula, which are background of prospective foreign language teachers training; to find out the peculiarities of the process of their training, taking into account the specifics of disciplines, practical training/internships, forms and methods of work with prospective foreign language teachers in the course of their professional training.

The goal which is set requires certain methods of research, which include analysis and synthesis, content analysis, comparison, generalization, abstraction and concretization, which help to theoretically elaborate scientific facts concerning the problem of the given research.

The significance of the problem of linguistic-and-methodological competence development in prospective foreign language teachers, as well as the need to solve it not only as scientific-theoretical, but also as methodological and practical issue, calls for analyzing the mode of professional training of foreign language teachers.

Consequently, the development of linguistic-and-methodological competence in prospective foreign language teachers is a complicated process, which implementation requires a set of actions undertaken by the higher educational institutions (HEI). The tools used by the HEI are unified in the professional academic curriculum (PAC), which create vocational background for training prospective foreign language teachers.

To determine the potential of educational subjects a content analysis of the professional academic curricula and working plans of subjects which are studied by prospective teachers of foreign languages is performed and particular disciplines from general training cycle in the context of their effect on linguistic-and-methodological competence development are analyzed.

The professional academic curricula of such state institutions as «Luhansk Taras Shevchenko National University» (Starobilsk), Izmail State University of Humanities (Izmail), Berdyansk State Pedagogical University (Berdyansk), and Kyiv International University (Kyiv) have been analyzed for content analysis.

So, we shall briefly consider the potential of particular educational disciplines in the context of linguistic-and-methodological competence development in prospective foreign language teachers. The

components of the professional academic curricula are divided into two major sections: compulsory and optional subjects (can be opted either by the student or by free choice of the department). The choice of educational subjects included into the blocks of the academic curriculum is made quite independently in each HEI. Compulsory or optional components are also opted independently by the HEI according to the «Methodological Recommendations on Free Option of Academic Subjects by the Students», which are stipulated by the Law of Ukraine «On Higher Education» (Art. 62, par. 1, subpar. 15), which states that «the choice of educational courses should be within the limits of the relevant curriculum and working plan, and do not exceed 25 percent of the total ECTS credits provided for the given level of higher education. At the same time, the students of a specific level of higher education have the right to choose educational courses suggested for other levels of higher education, in agreement with the head of the corresponding faculty or department» (Zakon Ukrainy «Pro vyshchu osvitu», 2014; Zakon Ukrainy «Pro osvitu», 2017).

All compulsory or optional educational disciplines are opted from amongst the general and professional and practical training cycles. Each of these cycles has a package of specialized educational disciplines, which in the system provide vocational training of prospective foreign language teachers.

The cycle of general training consists of educational disciplines from two blocks: the humanities and fundamental training. The humanities are focused on the ability of the prospective foreign language teacher to solve complicated problems and tasks in the field of linguistics, literature studies in the course of professional activity or training, which involves conducting research and/or implementing innovations, mastering basic concepts, terms, linguistics provisions, and being aware of modern science achieve-

ments; the ability to use the most up-to-date educational technologies, software and modern technical teaching aids.

Several educational disciplines have been selected by higher educational institution from the block of the humanities. Firstly, it is «Logics and methodology of scientific knowledge»/»Methodology and organization of scientific research» (the title of the discipline in the above mentioned higher educational institutions is somewhat different, but in general the contents of the working curricula are the same). Thus, as it is declared in the working curriculum, the main purpose of this discipline is to acquire knowledge and skills to apply the laws of scientific knowledge, principles and methods of scientific research in linguistic didactics, the forms of presentation for the results of scientific research; to plan and conduct research work. The contents of the working curriculum indicate that it contributes to the development of scientific-research skills, enhances the culture of thinking which directly affects the level of mental activity and helps prospective foreign language teachers to better understand and assess the reality. This educational discipline is comprehensive, as it contains topics about the epistemology of scientific knowledge; methods, forms, structure and levels of scientific knowledge; issues concerning forms and laws of thinking; reveals the aspects of methods of scientific thinking; the logic of scientific research is elaborated, and the Master's thesis is considered as a separate type of educational research work.

The specifics of the educational discipline, especially its practical part, can influence the development and consolidation of skills which teach students to logically build the methodology of gaining scientific knowledge in their professional field, to have a scientific outlook; have knowledge of basic theories, concepts, systems which create the scientific picture of the world; be able to support their own scientific views; to think abstractedly, analyze and synthe-

size; to conduct research at the appropriate level.

This discipline gives a good opportunity to promote a creative approach to professional activity, to achieve its maximum efficiency and effectiveness on condition of proper organization of practical classes.

A number of higher educational institutions offer an optional discipline chosen by the department, such as Management in Education or Management of Educational Systems. The explanatory note states that the curriculum takes into account current trends in the context of development of new socio-economic relations in society. Working programs for this discipline are based on systemic views on educational management. Within this discipline, it is suggested to consider the issues concerning systems in general, the basics of systems theory, management in education; the contents and structure of professional competence of pedagogical and educational management personnel are also analyzed; key directions of improving educational management are discussed.

According to this educational discipline, prospective teachers of foreign language develop a set of knowledge concerning the structure of the educational system, although the prospects of this discipline, in our opinion, are more extensive. The analysis of the working curriculum proves it to be sufficiently theorized, which contradicts the principles of a competence-based approach in education, so within this discipline it is recommended to direct practical training towards the skills which can teach prospective foreign language teachers to apply their knowledge acquired in the process of professional activity, and consequently, to analyze, compare, and group elements of the optimization of the educational process; to master modern technologies of the educational process organization and to evaluate the achievements of students at different stages of their learning

(the skills to assess the quality of the educational process, self-analytical skills, etc.). Considerable potential of this discipline is also able to develop the skills and abilities to apply the latest educational technologies, software and modern technical training aids.

In our opinion, only this discipline gives the students an opportunity to observe the teaching process from the backstage. The student-centered approach involves the acquisition of a set of competencies which a prospective specialist will certainly apply in his or her future professional activity. In this context, it is possible to make this discipline more vocationally oriented, that is, to invite students to attend the activities which manage the educational process in the higher educational institutions, such as staff meetings of the institute, department, faculty, etc. It would be advisable not only to permit students to familiarize themselves with the regulatory documents governing the educational process (plans, programs, registers, protocols, etc.), but also to involve them into the process of their development.

In the future, prospective teachers of foreign languages will be able to use this experience and material both in their scientific-and-pedagogical practical training and in the course of their work at master's thesis. This, in turn, will facilitate the application of theoretical knowledge of prospective foreign language teachers in their practical work in the course of performing their professional duties, will help to reveal the aspects of professional activity, will form an understanding of what will have to be done and how, develop eagerness to execute professional duties at standard level.

The list of forms of educational activity (lectures, consultations, practicals and seminars, thematic discussions, «roundtables») included into the curriculum promotes greater interest in the discipline as a whole, and in the profession of a foreign language teacher in particular. A student,

who performs in the course of study a compulsory range of work that will be indispensable during his/her professional career, feels him/herself demanded, and is confident in his/her own actions. It goes without saying, that, for example, discussing the results of the work in the context of roundtables will have the highest reflexive effect. In our opinion, self-improvement in this case is quite justified under conditions of positive competition in the process of achieving educational goals and prospects.

In addition to the above-mentioned, such educational discipline as «Fundamentals of social communication and optimization of international relations» has also an enormous potential. This discipline is introduced only in the PAC of the State Institution of «Luhansk Taras Shevchenko National University», but, in our opinion, it should be also introduced into the curriculum of other educational institutions. The results of approbation of this discipline are implemented in the framework of the doctoral thesis by the candidate of Philological Sciences, associate professor of the State Institution of «Luhansk Taras Shevchenko National University» I. Myhovych. This discipline is still a pilot version, but its importance for prospective professionals can not be denied.

Within the course of «Fundamentals of social communication and optimization of international relations» the students study, on the one hand, the features of communication as a whole as well as its social significance, and on the other, different foreign and domestic grants, competitions, internships and conferences offered for self-development and self-improvement are also introduced. It is extremely important for the prospective foreign language teacher to join the global pedagogical space and take on the innovative experience which is urgently needed in our country under current conditions of its development.

Practical orientation of the course plays a significant role, because it is necessary to compile the program according to the requirements, to search among numerous opportuni-

ties, to apply, to fill in the questionnaires and thus to join the worldwide globalization space.

Equally important in the cycle of general training is fundamental training. The purpose of this training is to provide students with the ability to solve the problems and complete the tasks in the field of linguistics, language and literary studies.

Thus, in the course of such educational disciplines as «The History of Linguistic Thought»/ «Comparative Linguistics»/ «Topical Issues of Socio- and Sociocultural Conceptology»/«Cognitive and Discursive Linguistics» or «Germanistics» the skills to take up efficient communicative foreign language actions under certain situations of interpersonal interaction, as well as the skills to operate basic linguistic concepts, terms, and focus on the achievements of modern science are formed in prospective teachers of foreign languages.

The specificity of the given educational discipline gives the opportunity to create successful foundation to train foreign language philologists. Teaching such specialized linguistics is a long-standing, well-justified tradition, which is concerned with the rapid pace and progress of linguistics in general, and its branches in particular.

Therefore, for the prospective teacher of a foreign language, it is crucial to acquire a set of knowledge about the structure of the language system, to be able to use this knowledge in the course of professional activity: to analyze, compare, group the facts of the language, and apply the methods of appropriate linguistic description.

Another educational discipline related to literary studies («Genre-and-stylistic peculiarities of contemporary novels»/«Modern tendencies in the development of narratology»/ «Literary theory»/«Linguistic analysis of literary text»/«Literary comparative linguistics»/ «Feature of summarizing of English texts from different genres») is closely connected with the fundamental training of prospective foreign language teachers.

Being separated into a block of literary studies, educational disciplines of this cycle introduce the laws of the creation and development of literary works, trends, and styles. Great attention is paid to the distinction between the branches and their linguistic analysis, since the theory of literature as a science is in constant progression. The analysis of working curricula reveals that the given discipline provides prospective teachers of foreign languages with the knowledge of major theoretical and literary works, with the latest editions from Ukrainian and foreign scientific periodicals.

In the course of studying the above-mentioned educational discipline, the students study the key problems of the theory of literature; their attention is drawn to the contemporary approaches to the study of the literary process. In the course of teaching the modern conceptual apparatus of literary criticism is used; the material from foreign language works demonstrates the interconnection of the theory of literature with other humanities. Therefore, in our point of view, literary disciplines have a more powerful potential in the context of the development of linguistic-and-methodological competence in prospective foreign language teachers.

Thus, having analyzed particular educational disciplines from the cycle of general training, we can conclude that in contemporary education the disciplines under consideration contribute to the development of linguistic-and-methodological competence of prospective foreign language teachers by providing potential specialists with socio-cultural, social and cultural knowledge, skills and abilities, which facilitate their adaptation in society and promote integration, socialization and globalization. The experience acquired in the process of completing the tasks set by the analyzed disciplines from the general training cycle which not only broaden the possibilities of communication within the national professional field, but also promote foreign contacts, is of greatest importance for the students.

The directions for further research are in the field of analysis of the influence of the educational disciplines from the cycle of vocational and practical training on the development of linguistic-and-methodological competence in prospective foreign language teachers.

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Кокнова Т. А. Шляхи формування лінгвометодичної компетентності у процесі фахової підготовки майбутніх викладачів іноземної мови

У статті розглянуто шляхи формування лінгвометодичної компетентності майбутніх викладачів іноземних мов у контексті аналізу окремих навчальних дисциплін циклу загальної підготовки.

Здійснено контент-аналіз освітньо-професійних програм та робочих планів навчальних дисциплін; проаналізовано окремі дисципліни циклу загальної підготовки в контексті їхнього впливу на формування лінгвометодичної компетентності. Розкрито потенційні можливості циклу професійної

та практичної підготовки щодо формування лінгвометодичної компетентності в майбутніх викладачів іноземних мов, а також їхньої взаємодії на основі міжпредметних зв'язків.

З'ясовано особливості процесу підготовки майбутніх викладачів іноземних мов, враховуючи специфіку дисциплін, практики/стажувань, форм та методів роботи з майбутніми викладачами іноземних мов у процесі їхнього фахового навчання.

В результаті дослідження встановлено, що в умовах сучасної освіти означені дисципліни сприяють формуванню лінгвометодичної компетентності майбутніх викладачів іноземних мов, шляхом надання майбутнім фахівцям соціокультурних і соціальних знань, умінь і навичок, які забезпечують не тільки їхню адаптацію в іншомовному середовищі, а й сприяють успішному здійсненню викладацької діяльності.

Ключові слова: лінгвометодична компетентність, майбутні викладачі іноземних мов, навчальні дисципліни, процес фахової підготовки, заклади вищої освіти.

Кокнова Т. А. Пути формирования лингвометодической компетентности в процессе профессиональной подготовки будущих преподавателей иностранного языка

В статье рассмотрены пути формирования лингвометодической компетентности будущих преподавателей иностранных языков в контексте анализа отдельных учебных дисциплин цикла общей подготовки. Проведен контент-анализ образовательно-профессиональных программ и рабочих планов учебных дисциплин; проанализированы отдельные дисциплины цикла общей подготовки в контексте их влияния на формирование лингвометодической компетентности.

Раскрыты потенциальные возможности цикла профессиональной и практической подготовки формировать лингвометодическую компетентность у будущих преподавателей иностранных языков, а

также их взаимодействия на основе межпредметных связей.

Выявлены особенности процесса подготовки будущих преподавателей иностранных языков, с учетом специфики дисциплин, практики/ стажировки, форм и методов работы с будущими преподавателями иностранных языков в процессе их профессионального обучения.

В результате исследования установлено, что в условиях современного образования указанные дисциплины способствуют формированию лингвометодической компетентности будущих преподавателей иностранных языков, наделяя будущих специалистов социокультурными и социальными знаниями, умениями и навыками, которые обеспечивают не только их адаптацию в иноязычной среде, но и способствуют успешному осуществлению преподавательской деятельности.

Ключевые слова: лингвометодическая компетентность, будущие преподаватели иностранных языков, учебные дисциплины, процесс профессиональной подготовки, учреждения высшего образования.

Koknova Tetiana. Mode of linguistic-and-methodological competence development in the course of professional training of prospective foreign language teachers

The article deals with the mode of linguistic-and-methodological competence development in prospective foreign language teachers in the context of the analysis of particular disciplines of the general training cycle.

The content analysis of educational and professional curricula and working plans of educational disciplines for prospective foreign language teachers is carried out; a number of

disciplines of the general training cycle are analyzed in the context of their influence on linguistic-and-methodological competence development in prospective foreign language teachers.

Potential opportunities of the cycle of professional and practical training for linguistic-and-methodological competence development, as well as their interaction on the basis of cross-curricular relations, are revealed.

The features of the process of prospective foreign language teachers training, according to the character of the disciplines, practice/training, forms and methods of cooperation with prospective foreign language teachers in the course of their training are found out.

As a result of the given research it is discovered that the disciplines under consideration contribute to the development of linguistic-and-methodological competence of prospective foreign language teachers providing future professionals with socio-cultural and social knowledge, skills and competencies which not only ensure their adaptation to a foreign language environment, but also contribute to successful performance of teaching activities.

Key words: linguistic-and-methodological competence, prospective foreign language teachers, educational disciplines, the course of vocational training, higher educational institutions.

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