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**THE PROBLEMS OF FORMATION OF LANGUAGE COMPETENCE
IN FUTURE FOREIGN LANGUAGE TEACHERS**

Raising of problem in a general view and her copulas is with important scientific and practical tasks. The processes of globalization, change of values, swift development of science, innovative approaches, in education direct society to the search of new ideas within the limits of European integration. Exactly these educational tendencies makes it on new to rethink a value professionally of competent teacher XXI century. Revise requirements to the language competence of teacher, to teach to own ability and abilities to decide constantly arising up in the process of scientifically-pedagogical activity tasks. In this connection one of important tasks of higher school there is education of personality of teacher as a repeater of cultures, development of him professional consciousness and reflection, as exactly a teacher is a key figure in transitional periods of development of society, by the mortgage of national consciousness.

The urgency of the problem. It is important to note that in today's conditions of reforming education, the status of teacher, his educational functions radically changes, and the requirements for his professional competence, level of his professionalism are correspondingly increasing. We

believe that the indicators of the importance of the teacher's language competence are changes that took place in the field of social consciousness in different periods of history. Namely, language competence and pedagogical culture are characterized by great opportunities for the development and stability of society, as they contribute to adaptation to new conditions, a more effective process of socialization of the individual, etc. Consequently, the current situation of social development urged the need for a comprehensive study of such a phenomenon as "teacher's competence."

Analysis of the last researches and publications in that the founded decision of this problem and an author leans on that. In psychological and pedagogical literature large enough experience is accumulated on issue of competence, that was lighted up in scientific works of N. Bibik, E. Bondarevskaya, B. Gershunsky, A. Khutorsky, A. Shchekatunova, N. Rozova and others like that. In these researches a competence is examined as a level of form of specialist and him cultural competence, and also examined as a difficult system, that includes knowledge, ability, skills and professionally-important qualities of specialist. The problem of professionally-pedagogical competence found the reflection in works of L. Vasilchenko, S. Goncharenko, O. Dubaseniuk, M. Dyachenko, O. Pometun, N. Nichkalo, A. Savchenko, A. Smirnov.

Selection of previously unsettled parts of the general problem to which this article is devoted. Existing studies mainly examined the issues of vocational and pedagogical competence in the context of the problem of implementing the personal characteristics of the teacher, the dynamics of his professional self-determination. The current trends in the competence of the teacher of the XXI century did not gain definite turnaround in the researches of scientists. That is why there is a need for a comprehensive study of the concept of language competence of a teacher of a pedagogical university on the path of Ukrainian education to European standards. To date, scholars have largely studied only certain aspects of the problem.

The purpose of the article is to substantiate the components of language competence of the teacher in the conditions of European integration, to determine the factors that stimulate his professional growth.

The scientific novelty of the article is to solve the issue of increasing the requirements to the level of professionalism of the teacher. As such, there are problems in finding new solutions for the improvement of the skills of higher education professionals, in particular their professional competence. The countries of the European Union recognized the competent approach, which is now established in most European national educational systems, as an effective way of ensuring the quality of higher education. The level of scientific-theoretical and practical training of higher education institutions and effective interaction with students in the process of pedagogical cooperation on the basis of the introduction of European experience for the achievement of high-level results is revealed. The stages of professional development of the

teacher are shown, which is the basis for successful adaptation to world educational and informational processes.

Exposition of basic material. Acquisition is begun the future teacher of language competence with a capture a pedagogical profession and embraces a few stages of professional development of future specialist, vital and professional reference-points change during that, there is alteration of structure of personality, leading activity, social situation, is determined.

Stages of professional development of teacher [6]:

- 1) choice of profession;
- 2) studies in the specialized educational establishment: college, institution of higher learning;
- 3) getting of young specialist used is to work;
- 4) men are acknowledged by an experience specialist that can independently and successfully to get along at basic professional functions;
- 5) presence for the specialist of the special qualities, abilities, wide orientation in professional activity; individual style of activity;
- 6) specialist-technician well-known in the circle or after his limits; he professionally decides a task due to large experience, ableness, ability to organize work and others like that;
- 7) specialist is authoritative master, experience passes young, watches after their professional increase, his life is filled with an intelligent professional prospect [6].

During advancement from the stage to the stage for a teacher a language competence is gradually formed. A concept «language competence of teacher» expresses the personal possibilities of teacher, that allow to him independently and it is enough effectively to decide the pedagogical tasks set forth to them or by a substitute rector from scientific part. For realization of the marked activity to the teacher it is necessary to know a pedagogical theory, able and be ready to apply her in practice. Thus, under a pedagogical competence it is possible to understand unity of theoretical and practical readiness of specialist to realization of the professional activity.

A scientist D. Skvortsova examines the language competence of teacher as property of personality, that allows productively to decide the educational-educator tasks counted in turn on forming of personality of other man. In opinion of I. Demura, a competence is a category an evaluation, she characterizes a man as subject of the specialized activity in the system of community development of labour, meaning the level of developing his flair to take away skilled judgements, accept adequate responsible decisions in problem situations, to plan and to produce actions that result in the rational and successful achievement of the put aims [2, p. 66].

The a few another going is near interpretation of concept «competence» in scientific works of N. Sergienko, in opinion of that a «competence» expresses the value of traditional triad of «knowledge, ability, skill» and serves as an interlink between her components.

A competence in a wide value can be certain as deep knowledge of object or mastered ability. From here is a «formula of competence»: a competence is mobility of knowledge plus flexibility of method plus criticism of thinking [8].

The sound analysis of essence of language competence in education opens up in researches of V. Sinenka, that considers that it follows to distinguish professional preparation of teachers and them professional competence. The first concept removes the process of capture necessary knowledge and skills, and second – result of this process, quality description. A competence – it yet and a certain prospect that in that or other degree accessible to the certain specialist through his individual possibilities and different objective factors. A concept «pedagogical competence» he considers the category of pedagogical science and interprets as integration of corresponding level of professional knowledge, abilities and skills of teacher, him personality qualities that appear as a result of activity.

During an experience work the criteria of professionalism of teacher were certain: thorough professional knowledge and theoretical abilities, complex of practical abilities and skills skilfully applied in practice. V. Sinenko draws conclusion that a language competence of teacher is a high level him psychological and pedagogical and scientific knowledge and abilities in combination with a corresponding cultural and ethic standard [4].

Acquisition consists the teacher of language competence in that professional knowledge must be formed at the same time on all levels: methodological, theoretical, methodical, technological. It needs the developed professional thinking, ability to gather additionally, to analyze and synthesize the obtained knowledge in the achievement of pedagogical aim, integrally to present technology of their application.

Interesting for this research is a look of O. Bilyakovsky to the question of component components of professional competence. Exactly they form an ideal professional that personifies public queries and answers the necessities of contemporaneity, represents requirements to the teacher of higher educational establishment:

- Cognitive-technological (the special competence is from a professional object) embraces thorough knowledge, qualification and experience of practical activity in industry of object; knowledge of methods of decision of requirement, creative specifications; harmonization of scientifically-subject, didactics, psychological knowledge; capture of study of personality of student a modern tool; use of receptions of pedagogical management; ability to organize the educational process sent to all-round development of personality of student.

- Methodical competence includes mastering of new methodical and pedagogical ideas a teacher, going near an educational-educator process in the modern developing, creative technologies personality-orientated, possessing different methods, by receptions and forms of organization of studies in higher to school.

- Communicative-situation competence embraces knowledge, ability, skills and methods of realization of partner cooperation between the participants of educational-educator process, taking into account of age-old, psychological, individual features of students a teacher; ability to see individuality in each, to respect opinion of opponent; to combine demand with respect to wider public, tactfulness and tolerance in relations; a capacity is for passing ahead prognostication of optimal intracellular contacts; ability to create the atmosphere of creative communication and positive mood on employments.

- The social competence contains descriptions of teacher, that attained the high level of realization of social problems and queries, methods of cooperating with society; ability to find information and confidently to construct behavior for the achievement of balance between the necessities, expectations, sense of life and requirements of social reality; ability to do a choice, undertake responsibility forming of the article of the patriotic feelings, respect facilities to history, traditions of the Ukrainian people and others like that.

- Psychological and pedagogical competence embraces possessing diagnostics; ability to carry out individual work on the basis of results of pedagogical diagnostics, to find out the individual features of students, determine and take into account the emotional state of man, correctly to line up mutual relations with colleagues.

- Predictive-reflexive competence includes ability to construct the trajectory of development of students, helps in their development; ability technologically to forecast, to construct, to plan motion of educational-educator process; to forecast development of both student collective on the whole and every student in particular.

- Autopsychological competence envisages ability to realize the level of own professional activity, special, methodical and communicative possibilities, potential; ability to see defects to determine a task and trajectory for an own self-education and self-perfection.

- Informatively-technological competence envisages ability and skills of work from ICT; to apply the rational receptions of search, analysis, adequate selection, systematization, use of information; independently to create various test tasks; to take into account didactics principles, conformities to law, methods, forms of organization of educational process for his optimization on the basis of computerization; easy to understand and clearly to lay out educational material taking into account the specific of object, subject experience of students, level of their preparation, vital experience and psychological features; ability to reconstruct a plan and motion of exposition of educational material at a necessity.

- Administrative competence includes possessing a teacher methods, receptions of organization and effective activity of students own activity; process control of mastering of knowledge; determination of aims of educational activity, receipt of information is about the level of achievement

of aims of activity; ability to carry out correcting influence on the methods of educational activity.

- Cooperative competence (a competence is in general work) envisages ability of teacher productively and harmoniously to organize educational cooperation for the achievement of general aim.

- Multicultural competence contains knowledge of cultural, national acquisitions, mentality of representatives of different nationalities, achievements and performing of the Ukrainian people, a teacher; tolerant attitude is toward a culture and traditions of representatives of other people.

- Valeological competence provides organization of healthy way of life in physical, social, psychical and spiritual spheres, organization of own labour and introduction, realization of health of preserving function of development froze, that is, the provision of proper conditions for normal livelihoods.

- Cultural competence envisages the achievement of high level of development in public, professional and spiritual life; form is in industry of teaching of object, high erudition and culture of behavior.

Thus, language competence of teacher – it the integrated property of personality that owns a complex professionally meaningful for a teacher qualities has a high level of theoretical and practical preparation to creative pedagogical activity and effective co-operating with students in the process of pedagogical collaboration on the basis of introduction of modern technologies for the achievement of high results.

For this reason, development of language competence in the hands of teacher, as he consciously regulates the standards of the behavior on the basis of the purchased pedagogical experience. «Experience becomes the source of professional increase of teacher only by a that measure that she is by the object of the structured analysis: unreflected experience is unselfish and in course of time conduces not to development, but to professional stagnation of teacher» (M. Woless). The realized experience makes sense only, through analytical activity a reflection that converts «raw» experience into the personality appropriated knowledge comes true. In the process of reflection there is realization of not only the pedagogical experience but also experience of other teachers.

To the professional increase of teacher and increase of level of him language competence promote: high spiritually-moral image of higher educational establishment, that provide the favourable creative terms of work; systematic self-education activity of teacher; participating in projects, internship, competitions, conferences, seminars and others like that; an accent is on innovative, to the creative search component of scientific activity; objective estimation of labour; moral and material stimulation.

Conclusions and prospects of further research. A language competence of teacher is a result of creative professional activity, integrated index of personality-activity essence of teacher. Professionally competent a teacher is successfully decided by the task of studies and education, prepare for society a professional with desirable psychological qualities; content with a

profession; realize the prospect of the professional development; open for permanent professional studies; enrich experience of profession due to the personal creative deposit; socially active in society; devoted to the pedagogical profession. Taking into account actuality and importance of the investigated problem consider that a further theoretical comprehension and practical embodiment are needed by ways, forms and methods of forming of language competence of future teacher in a period studies in higher educational establishment.

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Дьоміна В. В., Цибулько Л. Г., Александрова С. І. Проблема сформованості мовної компетентності у майбутніх вчителів іноземної мови

Запропонована стаття присвячена проблемі формування мовної компетентності, яка розглядається як інтегрована властивість людини, що володіє комплексом професійно значущих для вчителя якостей. Визначено поняття мовної компетентності вчителя. На основі впровадження європейського досвіду для досягнення високих результатів розкриваються питання рівня науково-теоретичної та практичної підготовки працівників вищих навчальних закладів та ефективної взаємодії зі студентами в процесі педагогічної співпраці.

Дане дослідження обґрунтовує етапи професійного розвитку вчителя, що є основою успішної адаптації до світових освітніх та інформаційних процесів. Також під час наукової роботи були визначені критерії професіоналізму вчителя: глибокі професійні знання та теоретичні навички, сукупність практичних навичок та вмінь, вміло застосованих на практиці. Висвітлено структурні компоненти мовної компетентності вчителя та умови, спрямовані на підвищення його мовної компетентності.

Ключові слова: учитель, мовна компетентність, критерії професіоналізму, педагогіка, структурні компоненти професійної компетентності вчителя.

Дёмина В. В., Цибулько Л. Г., Александрова С. И. Проблема сформированности языковой компетентности у будущих учителей иностранного языка

Запропонована стаття посвящена проблеме формирования языковой компетентности, которая рассматривается как интегрированное свойство человека, обладающего комплексом профессионально значимых для учителя качеств. Определено понятие языковой компетентности учителя. На основе внедрения европейского опыта для достижения высоких результатов раскрываются вопросы уровня научно-теоретической и практической подготовки работников высших учебных заведений и эффективного взаимодействия со студентами в процессе педагогического сотрудничества.

Данное исследование обосновывает этапы профессионального развития учителя, является основой успешной адаптации к мировым образовательным и информационным процессам. Также во время научной работы были определены критерии профессионализма учителя: глубокие профессиональные знания и теоретические навыки, совокупность практических навыков и умений, умело примененных на практике. Освещены структурные компоненты языковой компетентности учителя и условия, направленные на повышение его языковой компетентности.

Ключевые слова: учитель, языковая компетентность, критерии профессионализма, педагогика, структурные компоненты профессиональной компетентности учителя.

Domina V., Tsybulko L., Aleksandrova S. The Problems of Formation of Language Competence in Future Foreign Language Teachers

The article is devoted to the problem of the formation of language competence, which is considered as an integrated property of a person possessing a complex of professionally meaningful for the teacher qualities. The concept of language competence of the teacher is determined. The questions of level of scientific-theoretical and practical training of employees of higher educational institutions and effective interaction with students in the process of pedagogical cooperation are revealed on the basis of introduction of European experience for achievement of high results.

The proposed research substantiates the stages of professional development of the teacher, which is the basis for successful adaptation to the world educational and informational processes. Also, during the scientific work, the criteria for the teacher's professionalism were determined: profound professional knowledge and theoretical skills, a set of practical skills and abilities, skillfully applied in practice. The structural components of the teacher's language competence and the conditions aimed at increasing his language competence are highlighted.

Key words: teacher, language competence, criteria of professionalism, pedagogy, structural components of teacher's professional competence.

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