

Выводы: исследованная готовность рассматривается как стартово стойкий интегрированный признак личности, сутью которого есть мотивационная системность, коммуникативный опыт и умение учить русскому языку учащихся начальной школы. В дальнейшем считаем целесообразным определение критериев и уровней сформированности исследованного качества.

Ключевые слова: *готовность, будущий учитель начальных классов, профессиональная деятельность, русский язык.*

SUMMARY

Biruyk L. Future primary school teacher's readiness to the Russian language professional activities.

The purpose of the article is to determine the primary school teachers' readiness to Russian (second foreign) language professional activity and the characteristics of its components. The specifics of the research required combining general scientific methods and theoretical search.

In the paper the definition of the mentioned readiness is defined and its components are pointed out: communicative and motivational, communicative and informative, communicative and technological. In particular, the indicators of the communicative and motivational components are: formation of positive emotional and evaluative attitude to the teaching profession, understanding historically conditioned cultural diversity in the state, interest and desire to study the Russian language, setting the purpose, educational activities objectives as a form of creativity, success desire, the ability to mobilize, responsibility, the necessity to deepen and improve professional skills in the field of linguistics. Information and communication component includes such indicators: understanding the theoretical concept of speech and language, knowledge of the Russian language system; the ability to use classroom expressions necessary for learning activities taking into account children's communication areas and topics. In particular, a student must know: 1) the purpose, tasks, contents, methods of teaching primary school children's communication, the laws of this age group's speech development, the peculiarities of teaching organization, the curriculum, training program and teaching and learning means; 2) to know linguistic and communicative features of teaching primary school pupils; 3) to know the basics of communication theory. Communicative and technological component of readiness to the Russian language communicative competence forming includes operational and technological skills: the ability to use active and interactive technologies, including the ability to make a game, modeling, project activities; the ability to form language, speech and socio-cultural components of communicative competence.

Conclusions. The mentioned readiness is considered as a steady start integrated feature of a person the essence of which is the motivational system and communicative skills in the ability to teach the Russian language to primary school pupils. We consider further it is advisable to determine the criteria and levels of the studied quality formation.

Key words: *readiness, future primary school teacher, professional activity, Russian language.*

УДК 371.134:811(07)

Ілона Бойчевська

Уманський державний педагогічний
університет імені Павла Тичини

PROFESSIONAL COMPETENCE OF FUTURE FOREIGN LANGUAGES TEACHERS AS THE PRECONDITION OF THEIR SUCCESSFUL PROFESSIONAL ACTIVITY

У статті автор розглядає процес формування професійної компетентності майбутніх учителів іноземної мови. Мета статті передбачала аналіз розвитку

професійної компетенції як передумови успішної професійної діяльності майбутніх учителів іноземної мови. У процесі написання статті було використано методи системного й термінологічного аналізу. Простежено трактування поняття «професійна компетентність» з точки зору досліджень Європейських науковців. Проаналізовано основні особливості професійної компетентності вчителів іноземної мови та визначено рівні професійної компетентності, що свідчать про готовність до професійної діяльності. Перспективи подальших розвідок у цьому напрямі можуть бути пов'язані з визначенням рівнів розвитку професійної компетентності майбутніх учителів іноземної мови.

Ключові слова: професійна компетентність, учитель іноземної мови, професійна діяльність, рівні професійної компетентності, професійні знання, професійні вміння.

Introduction. The Ukrainian society, like the whole mankind, is being under the influence of huge globalization processes, quick changes of life conditions, facilitation of competitive fundamentals and reframe of human being strategies. New challenges demand the appropriate modernization of the education system as the main factor of social and cultural reproduction, successful vital activity of the person. Nowadays, the Ukrainian state doesn't need a great amount of humble specialists. There is the need of specialists, which are not just qualified, thus the qualification approach is not actual any more. Specialist's qualification, which is the result of professional training, foresees the presence of professional knowledge and skills. However, the employers still require not qualification, but competence. Thus, the system of education should develop the specialist, who corresponds to the modern labour market and possesses the professional competence.

Recent studies analysis proves that the problem of professional competence development of future specialists has been the subject of study of such scientists as: V. Baidenko, M. Chomsky, B. Elkonin, A. Hutorsky, V. Kalinin, A. Markova, N. Nychkalo, E. Zeier, I. Ziaziun, I. Zymnia. The scientists have investigated such concepts as "competence", "competence approach" and defined their influence on the educational activity and the quality of future specialist's training.

The methods of the research. Several methods have been used during the article preparation such as: system analysis of documents and scientific researches of the problem investigated, with the help of which the possible aspects of the problem's examination have been revealed; terminological analysis, which was useful in the process of identification of different approaches to the term "professional competence".

The aim of the article is to review professional competence development as the precondition of the successful professional activity of future foreign language teachers.

Results. The term "competence", which is used in the modern pedagogic, in translation from Latin means the range of issues, in which the person is

aware. Competence in the studying process is first of all the result of the study. The person, who studies, has acquired certain competence – certain knowledge and skills, received experience and showed persistence, self-dependence, responsibility. Considering the specialist's professional training, his professional activity, the ability of the specialist to fulfill the tasks in accordance with the given standards is determined.

To understand the meaning of the notion “professional competence” it is necessary to analyze the scientists' views on it. Thus, V. Baidenko states, that the professional competence is the willingness and the ability to act according to the task requirement, to solve the problems independently and orderly, give the self assessment to the results of somebody's own activity [9, p. 12]. In the opinion of E. Zeier and O. Shachmatov, professional competence is the complex of professional knowledge, skills and the ways of professional activity fulfillment [8, 10].

In the investigations of the European scientists the term “professional competence” is viewed as:

- effective use of skills, which allows to perform the professional activity successfully according to the official duties;
- knowledge and skills acquisition, which are necessary for work in the professional field with the same autonomy and flexibility according to the professional problems solution; advanced collaboration with colleagues and professional environment;
- competences as the complex of activity criteria, usage branch and necessary knowledge;
- integrated combination of knowledge, skills and settings, which allow the person to fulfill professional activity [4, 9].

Nowadays, three ways of professional competence development have been defined:

1. The development of the personal style of activity in the result of this activity.
2. The formation of the professional outlook on the basis of subject's personality's change.
3. The formation of the professional culture in the result of personality's change.

As I. Zymnia states, professional competence is formed in the educational process due to the specific character and tasks of the profession, which is obtained by the student. The scientist notes, that professional competence is characterized by the structure of 5 components: knowledge, skills, user experience, values, willingness to perform professional activity [3, 15–16].

In the Encyclopedia of education the professional competence is viewed as an integral characteristics of specialist's business and personal qualities,

which reflect the level of knowledge, skills and experience, sufficient to achieve the aim in the certain professional activity [1, 722].

We understand the professional competence as the combination of professional knowledge, skills, experience and specialist's personal qualities, which characterize his professional level and are necessary for the fulfillment of the effective professional activity. The professional competence of the foreign language teacher is therefore an integral ability of the personality to solve professional problems in the sphere of foreign languages teaching. It is based on the competences in different branches of psychological, pedagogical and subject knowledge, skills, experience and values. It helps individual's self development and self improvement in the professional activity [5].

The Russian scientist V. Poliakov defined several levels of professional competence, after which a specialist may be considered ready for his professional activity:

1) subconscious non-competence – the specialist is not able to fulfill his professional tasks, but he doesn't realize it, considering that there are no difficulties and problems at all, therefore he performs his duties perfectly;

2) conscious non-competence – the specialist realizes that he performs his duties without the proper competence. Eventually the need of study and modern technologies acquisition is formed by the specialist;

3) conscious competence – the specialist acts due to the official rules, though he wastes time for his actions consideration;

4) subconscious competence – regular proper actions promote the specialist to such level of professional manner, when there is no need to think about certain professional actions and their consequence. Most of the actions the person fulfills subconsciously and in the proper way [7, 19–26].

Professional competence of foreign language teachers is viewed as one of the components of specialist's professional readiness to complete professional activity. The researcher V. Kalinin includes such components into the structure of foreign language teacher professional competence: aim motivational component (the realization of the meaning of professional social and cultural competence, development of cognitive, educational aspects of content, the aim of study); content component (the acquisition of the proper level of pedagogical, psychological, methodological, linguistic and technological knowledge); operational component (the acquisition of professional and pedagogical skills, which are necessary and sufficient for the formation of students' social and cultural competence); personal component (the development of teacher's qualities, necessary for student's social and cultural competence); reflexive (development of the skills of self analysis and self evaluation of personal pedagogical activity and the ability for self improvement) [6, 9].

One of the main and essential means of professional competence development is methodological training of a foreign language teacher.

According to the dictionary of methodological terms, the professional competence of a foreign language teacher includes language competence, communicative competence and methodological competence. Language competence gives the idea about the knowledge of foreign language system and the skills to use it properly to understand other people and be able to express own opinion. Communicative competence is characterized with the ability to use foreign language as the means of communication in different spheres and situations. Methodological competence is the ability to use foreign language with a professional aim to teach language.

So, we may state that professional competence is based mostly on professional knowledge and professional skills. It is worth noticing, that the process of professional knowledge acquisition is closely connected with the development of professional thinking, with the help of which students are able to define essential pedagogical facts, situations and are ready to discuss them and forecast the result.

Professional competence is also greatly connected with professional knowledge development. Scientists define five levels of professional knowledge development:

- understanding (students may determine and explain the meaning of the main concepts);
- application (students use the knowledge of the main professional concepts in standard situations);
- analysis (students compare the main categories, define the interrelation between them);
- synthesis (students establish logical and structural dependence between the main pedagogical concepts, develop reference schemes, perform reports);
- evaluation (students evaluate the meaning of different material in the whole system of professional knowledge) [9, 17–18]. The main property of professional knowledge is realization of the motivation of the choice of pedagogical activity fulfillment. Skills in the system of professional training of foreign language teacher are the abilities to perform pedagogical actions independently on the basis of the knowledge acquired.

Foreign language teacher should constantly improve his own professional competence. Motivational factors to do this may be either formal types of control (such as exam, teaching practice) or traditional (professional competitions, academic competitions). The main criterion of foreign language teachers' professional competence development is the existence of formed needs and skills in the sphere of professional self education, self organization, self evaluation and search of new educational technologies. Technological assurance of the future foreign language teacher, in our opinion, is associated with the main methodological principle of the Council of Europe: the methods, which are used in studying, teaching and investigation of languages should be examined from the

point of view of their highest effectiveness for purpose achievement, which are coordinated with students' needs in their social context [2, 141]. Observation of this fundamental principle leads to great variety of methods and means of education. Modern approach which is implemented by the Council of Europe is based upon the students' needs to use means and methods, which may help to satisfy these needs and which correspond to students' peculiarities. However, the performance of different methods, which encourage clear understanding of the language education variety is supposed to be effective. That's why we may refer to the actual problems of foreign language teacher's professional training the analysis of aims, contents and the main means of education in different methods of foreign language teaching, the determination of practicability of different methods usage in the certain pedagogical context, search and adaptation of the up-to-date technologies and the development of personal professional style of foreign languages teaching. To achieve this, future teachers of foreign language should be involved into the active participation in extracurricular methodological lectures, professional workshops, colloquiums, conferences, which allow mobilization of the future specialist's creative potential, his personal and professional realization and self realization in the education process.

The investigation of teacher's professional competence in the context of new language policy from the point of view of social, cultural and competence approach allows determining the peculiarities of its formation. Thus, it gives some reasons to state that the acquisition of professional competence by the future foreign language teacher becomes possible according to the development of high level of social and cultural competence. So, there appears sociocultural competence of the teacher as a language user and professional sociocultural competence of the teacher. Following the study about contents of professional sociocultural competence in the structure of professional competence scientists prove that professional sociocultural competence is one of the main components of professional competence. It demands teacher's professional knowledge and skills, special qualities and abilities for the successful development of pupils' sociocultural competence. The determination of the components of teacher's professional activity on the basis of the combination of such approaches as system approach, technological approach, axiological approach, personal-oriented approach, competence approach, cultural approach and creative approach, offer an opportunity to develop a theoretic model of the future foreign language teacher's professional competence formation.

Conclusions. In such a way, in the modern conditions of higher education modernization in Ukraine the main component of future specialists' education is the quality of their training and competitiveness at the national and world labour market. One of the factors of specialist's quality of training is the level of his professional competence. That's why the task of higher educational establishment is the development of specialists training program based upon

competence approach, which may allow receiving knowledge, necessary for future professional activity. The main components of the future specialists' professional competence are fundamental knowledge, knowledge of the methodology of scientific search, information and computer competence, sociological competence, legal competence, professional growth, constant advance of professional knowledge. Several factors influence professional competence, either inner or outer. Future foreign language teachers may adjust to these factors with the help of work experience internship.

The perspectives of further investigations in this direction may be connected with the determination of the levels of the future specialists' professional competence development, formation of the personal qualities of the future foreign language teacher.

REFERENCES

1. Енциклопедія освіти / Акад. пед. наук України ; відповід. ред. В. Г. Кремень. – К. : Юрінком Інтер, 2008. – 1040 с.
2. Загальноєвропейські Рекомендації з мовної освіти : вивчення, викладання, оцінювання / Науковий редактор видання доктор пед. наук, проф. С. Ю. Ніколаєва. – К. : Ленвіт, 2003. – 273 с.
3. Зимняя И. А. Интегративный подход к оценке единой социально-профессиональной компетентности выпускников вузов / И. А. Зимняя, Е. В. Земцова // Высшее образование сегодня. – 2008. – № 5. – С. 14–19.
4. Литвиненко М. В. Проектирование результатов подготовки специалистов в условиях модульной системы обучения : Методическое пособие / М. В. Литвиненко. – М. : Изд-во МИИГАиК, 2006. – 64 с.
5. Калініна Л. Формування професійної компетентності майбутнього вчителя іноземної мови засобами технології паралельного читання / Л. Калініна // Теорія та методика управління освітою. – 2012. – № 9.
6. Калінін В. О. Формування професійної компетентності майбутнього вчителя іноземної мови засобами діалогу культур : дис. ... кандидата пед. наук : 13.00.04 / В. О. Калінін. – Житомир, 2005. – 311 с.
7. Поляков В. А. Непрерывное экономическое образование молодежи / В. А. Поляков, И. А. Сасова // Педагогика. – 1994. – № 4. – С. 19–26.
8. Садовская Е. А. Профессиональная компетентность будущих преподавателей-исследователей университета : Методические указания к практическим занятиям по дисциплине «Педагогика высшей школы» / Е. А. Садовская. – Оренбург : РИК ГОУ ОГУ, 2004. – 50 с.
9. Технології професійно-педагогічної підготовки майбутніх учителів : навчальний посібник : у 2 ч. – Ч. 1 / за заг. ред. доктора педагогічних наук О. А. Дубасенюк. – Житомир : Житомир. держ. пед. ун-т, 2001. – 266 с.

РЕЗЮМЕ

Бойчевская И. Профессиональная компетентность будущих учителей иностранного языка как предусловие их успешной профессиональной деятельности.

В статье автор рассматривает процесс формирования профессиональной компетентности будущих учителей иностранного языка. Цель статьи предусматривала анализ развития профессиональной компетентности как предусловия успешной профессиональной деятельности будущих учителей иностранного языка. В процессе написания статьи были использованы методы

системного и терминологического анализа. Прослежена трактовка понятия «профессиональная компетентность» с точки зрения исследований европейских ученых. Проанализированы основные особенности профессиональной компетентности учителей иностранного языка и определены уровни профессиональной компетентности, которые свидетельствуют о готовности к профессиональной деятельности. Перспективы дальнейших исследований в этом направлении могут быть связаны с определением уровней развития профессиональной компетентности будущих учителей иностранного языка.

Ключевые слова: профессиональная компетентность, учитель иностранного языка, профессиональная деятельность, уровни профессиональной компетентности, профессиональные знания, профессиональные умения.

SUMMARY

Boichevska I. Professional competence of future foreign languages teachers as the precondition of their successful professional activity.

The article deals with the process of the future foreign language teachers' professional competence development. The aim of the article was to review professional competence development as the precondition of the successful professional activity of the future foreign language teachers. Several methods have been used during the article preparation such as: system analysis of documents and scientific researches of the problem investigated, with the help of which the possible aspects of the problem's examination have been revealed; terminological analysis, which was useful in the process of identification of different approaches to the term "professional competence". The explanation of the term "professional competence" has been introduced from the point of view of the European scientists. It was stated in the article that the professional competence is the combination of professional knowledge, skills, experience and specialist's personal qualities, which characterize his professional level and are necessary for the fulfillment of the effective professional activity. Moreover, the professional competence of the foreign language teacher was defined as an integral ability of the personality to solve professional problems. It has been emphasized that the basis for the development of future foreign languages teachers' professional competence is formed with the sufficient level of foreign language teachers' readiness for social and cultural competence formation of pupils of secondary schools. The investigation of teacher's professional competence in the context of new language policy from the point of view of social, cultural and competence approach allows determining the peculiarities of its formation. It also gives some reasons to state that the acquisition of professional competence by the future foreign language teacher becomes possible according to the development of high level of social and cultural competence. Thus, professional competence is the factor of specialist's quality of training. The main components of future specialists' professional competence are fundamental knowledge, knowledge of the methodology of scientific search, information and computer competence, sociological competence, legal competence, professional growth, constant advance of professional knowledge.

Key words: professional competence, foreign languages teachers, professional activity, levels of professional competence, professional knowledge, professional skills.