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**EUROPEAN DIMENSION OF FORMATION OF PEDAGOGICAL COMPETENCE
OF THE FUTURE TEACHER OF FOREIGN LANGUAGES**

Competence as a component of professional training of future teachers of a foreign language is to form professional theoretical and practical skills and skills, motives of activity, personal qualities, availability of professional experience, ability to think creatively, in the development of creative potential, value orientations that allow themselves to independently and effectively realize goals. the pedagogical process. Schoolchildren and students must not only master the verbal code of a certain foreign language, but also be able to use in practice and create at a certain level in their minds “Picture of the World”, inherent in the medium of this language. Based on modern requirements for linguistic education, there is an important task – the preparation of a foreign language teacher, which should be pronounced culturological nature and to be aimed at forming the abilities of adaptive behavior in communicating with carriers of the country's culture, the language of which is studied, as well as the formation of knowledge based on knowledge Languages of mentality, style of behavior, traditions and customs of the people.

The paper considers the components of professional competence of a future foreign language teacher in the countries of the Council of Europe. Particular attention is paid to the analysis of technologies of professionally oriented learning in the training of foreign language teachers, the formation of methodological and socio-cultural competence, as well as the process of self-learning in foreign languages.

The authors have shown that the main conditions for the formation of the professional competence of the future teacher of the elementary school are: displacement of the emphasis on the training on the traditional theoretical study of educational disciplines to the more practical application of the information received, from the paradigm “I know” to the paradigm “I know”; training of specialists possessing the competence of self-study; Borrowing European experience in using an electronic professional portfolio as an effective student self-control instrument and its continuous professional and personal development

Key words: professional competence, professionally oriented education, methodological and sociocultural competence, foreign language teacher, Council of Europe countries Formulation of the problem.

Modern changes in the political and economic, socio-cultural development of society, changes in the ideology of education have had a great impact on the system of foreign language education in the Council of Europe, filling with new content goals and content and technology of foreign language teaching. socio-cultural features of different peoples. The formation of socio-cultural competence by means of a foreign language is aimed at developing the worldview of the individual and preparing him to study the history of mankind, his country, his people, to realize himself as a native speaker and national values, to understand the search for solutions to global problems of young people.

Based on modern requirements for language education, there is an important task – to train a foreign language teacher, which should be pronounced culturological nature and be aimed at developing the ability of adaptive behavior in communication with native speakers of the country whose language is studied, as well as knowledge-based formation. languages of mentality, style of behavior, traditions and customs of the people.

The most important place in the system of training future foreign language teachers in European countries, including Russia and Ukraine, is occupied by the formation of professional competence, which includes taking into account the cultural aspect, linguistic teacher training, general methodological and methodological training, ability to use modern teaching technologies as well as to combine self-learning and self-education in improving language and speech competence.

Forms of teaching of future foreign language teachers should not only promote the socialization and activation of students, but also take into account their future professional activities. The functions of organizational forms of education are to model the context of professional activity in its subject, social plan, so that students not only learn the content, but also are brought up as individuals throughout the learning process.

The analysis of the situation of training in the higher school of Ukraine states an underestimation of the importance of the dialogue of cultures as a methodological principle of modern foreign language education. According to modern requirements for language education, foreign language teacher training should be spiritually cul-

tural and aimed at forming adequate behavior in communication with native speakers of the language and culture of the country whose language is studied, as well as the study of mentality, lifestyle, traditions and customs of the people [Moskaleva 2007 : 78–82].

The study of the content of component of teacher training showed that in fact foreign language classes are focused on the traditional formation of students' language competence, and the study of spiritual and material culture of the country whose language is studied, to this day has not been fully the subject of foreign language communication. That is why students have a rather weak idea of the national character and ethnic characteristics of native speakers.

Thus, based on previous judgments, it is important for us to formulate the main components of professional competence of future foreign language teachers, using the experience of building a teacher training system in the European Union, and borrow the best to modernize foreign language education in our country.

Analysis of recent research and publications.

In the scientific literature of linguistic, psychological-pedagogical and methodological nature, special attention is paid to the ways of forming the professional competence of a foreign language teacher. In particular, in the work of Canale. M; Swain M. “A theoretical framework for communicative competence” (2010) focuses on the analysis of the theoretical basis for the formation of communicative competence of future specialists in foreign languages. Davies Allan’s work “Communicative Competence as a Language Use” (2015) is devoted to the problems of forming the skills of foreign language communication and building a model of the process of foreign language communication.

H.Y. Widdowson’s monograph “Knowledge of Language and Ability for Use” (1989) considers language, speech and linguistic competences as components of the communicative competence of a foreign language teacher.

In Ukraine, such scientists as Nikolaeva S. Yu., Bihych O. B., Sherstyuk O. Ya., Kuznetsova O. Yu., Petrov O. and others dealt with the problems of formation of professional competence of the future specialist in foreign languages. In their works the theory and practice of formation

of methodical competence of the teacher of foreign languages is considered, the theory of substantiation of criteria and signs of formation of linguo-socio-cultural competence of future teachers is given, characteristic features of information-search competence of the teacher of foreign languages are analyzed.

The aim of our article is to analyze the main components of a teacher's professional competence in EU countries, in terms of the Council of Europe Recommendations on Language Education. We will pay special attention to the technology of professionally oriented education in the training of foreign language teachers, the formation of methodological and socio-cultural competence of the future specialist, and the organization of self-study of foreigners in the language university.

The presenting of main material. The lack of unity in the professional training of modern foreign language teachers in Europe, the inconsistency of its competence with the requirements of modern school, determines the need for special educational technologies aimed at developing professionally important skills and qualities of future foreign language teachers in the perspective of subject training.

Early professionalization contributes not only to the rapid and effective acquisition of language skills and abilities, but also special abilities:

- identify features of the form, meaning and use of language units;
- compare the phenomena of a foreign language with their equivalents in the native language;
- analyze the lexical and grammatical phenomena of the language being studied;
- choose appropriate language tools for students to communicate;
- use different types of visual aids when learning a language;
- predict possible mistakes of students in the linguistic, socio-cultural aspects of language;
- to use practically all modern technical means of training in formation of skills of foreign language communication [Obshcheyevropeyskiye 2010].

Professionally oriented formation of linguistic-methodical skills involves the inclusion in the learning model of a series of special technologies, tasks-instructions and a set of professionally-oriented exercises, such as micro-teaching –

specially organized student activities that mimic a living real pedagogical process that includes game elements. Of particular importance are also the elements of applied linguistics, which combine the study of language with the study of processes that occur in language. Considering the problem of methods of professionally-oriented foreign language teaching, it is necessary to emphasize the purposeful observation of students on the activities of the teacher, who methodically and didactically plans all kinds of work in the classroom.

Based on the tasks of training specialists in the pedagogical profession in the field of foreign language education, it is important to consider the formation of students who study foreign languages, linguistic competence as an integral part of professional and communicative competence of a foreign language teacher. Deepening of linguistic-methodical training should be considered in the unity of pedagogical, psychological, linguistic, didactic, methodological principles and considered as one of the full components of professional readiness of a future foreign language teacher for pedagogical activity [Moskalyova 2007 : 78–82].

The principles of organizing foreign language teaching on the basis of the technology of vocational training allow to put forward a number of requirements for methods and techniques that contribute to the formation of linguistic competence of foreign language teachers.

All teaching methods should promote not only the assimilation of certain facts of foreign language culture by students, but also the formation of cultural and linguistic personality, which includes the unity of verbal-semantic, linguo-cognitive and pragmatic aspects of training future professionals.

In the process of training a foreign language teacher, all tools and techniques should be professionally oriented, which will positively affect the formation of professional and pedagogical skills to teach a foreign language as a means of intercultural communication.

Thus, in order to train future teachers, it is important to develop and use methodological techniques that would promote the relationship in the formation of linguistic, linguistic competence, including psychological cognitive and didactic aspects of learning.

In terms of Common European Frameworks of Reference for Languages (Common European Frameworks of Reference for Languages: Learning, Teaching, Assessment (2001)), the priority objects of personal and methodological development of the future foreign language teacher are his behavior, motives, values, ideals: cognitive styles and personality traits (within personal development), declarative knowledge, skills and abilities and ability to learn (within methodological development). Each of the objects (both in the context of personal and activity approach, and in terms of general European recommendations for language education) is leading to a specific procedural aspect of methodological education (education, development, cognition and learning of students) in correlation with pedagogical, psychological and social aspects of its content [Bihych 2006 : 11–32].

Methodical education of a foreign language teacher is one of the important components of the formation of his professional competence in the training of teachers in Ukraine, Russia and in the European Union. Taking into account the experience of formation of methodical education of the future specialist in foreign languages in Ukraine and in the countries of the Council of Europe, it is possible to define common tasks, priorities and some not so essential differences (tab. 1).

Thus, the initial provisions of the system of methodical education of future teachers of foreign languages, according to Bihych O. B. are:

1. The orientation of the system of methodical education on the transfer to the student of the methodical culture of a foreign language teacher, which consists of knowledge about the educational process of a foreign language at school; skills of carrying out methodical activity concerning training, education, education and development of schoolboys; ability to implement professional (design, adaptation, organizational, motivational, communicative,

research and control) functions of a foreign language teacher; as well as the desire to be a foreign language teacher at school.

2. Professional orientation of the system of methodical training, which enables the selection of general cross-cutting ideas of professional activity of a foreign language teacher. The core of its formation is the pedagogical and methodological skills of the teacher. Today, the technology of modern foreign language education involves the use of computer-based teaching aids in the educational process, including computer textbooks and computer-based learning systems, as well as the training of students and their application in the educational process.

3. The orientation of the system of methodical education on the training of teachers-researchers, which includes the unit of separation of research work of students.

4. The system of methodical training of foreign language teachers is multifunctional and includes the formation of skills in such activities as design, adaptation, organizational, motivational, communicative, controlling, cognitive and auxiliary activities - singing, playing a musical instrument, drawing.

5. The orientation of the system of methodical education on the formation of the student's personality as a future teacher.

6. Promoting the system of methodical education, acquaintance with the basic education of the student: linguistic and speech education, psychological and pedagogical education, etc.

7. Providing the system of methodical education with the possibility of individual self-realization of each student, awareness of the importance of the subject "Foreign Language" and differentiated assessment of the student's methodological skills and abilities to apply the acquired knowledge in practice in a credit-module system of educational process.

Despite the different approaches to the interpretation of the concept of "professional

Table 1

Methodical education of the future teacher of foreign languages			
Personal development		Methodical development	
In the context of the personality-activity approach (Ukraine)			
Professional and pedagogical orientation	Critical thinking Personal qualities	Methodical culture	Educational autonomy
In terms of pan-European recommendations for language education (Council of Europe countries)			
Behavior, motives, values, ideals	Cognitive styles Personality traits	Declarative knowledge, skills and abilities	Ability to learn

competence of a foreign language teacher”, its content, quantitative composition, nomenclature of components, level organization, all researchers of the problem of professional competence of a foreign language teacher distinguish methodological competence in its composition [Bigich O. B., Tambovkina T. Yu., Schukin A. I., Kuzovlyov V. P., Kryvets S., Moskalyova I. S., Canale M., Swain M., Davies Allow].

An important component of the formation of professional competence of a modern foreign language teacher is self-study or self-study of a foreign language by a future specialist. This problem is especially clearly defined in European foreign language education, because within the credit-module system of assessment of knowledge, skills and abilities of the student the role of the factor of independent work, independent preparation grows.

Self-learning of foreign languages is associated with the realization of modern needs of the individual to learn other languages. The competence of self-study or self-study of a foreign language is one of the key competencies not only of children, pupils, but also of students, future teachers of foreign languages. Thus, new tasks have appeared for language universities: training of specialists with the competence of self-learning of a foreign language, as well as special knowledge in the field of self-learning of foreign languages, which can be passed on to pupils, students and all language learners.

The theory of self-learning or self-didactics dates back to Khoma Akvins'kyy (13th century) and is practiced as an individual organization of the learning process outside the school. Modern philosophy of education divides from the standpoint of a systematic approach to all educational systems into artificial and natural. Accordingly, the education of the individual can occur both naturally - through daily communication and interaction of people, and organized through education, which is engaged in specially selected and trained people – teachers. Self-learning of foreign languages can be attributed to natural educational systems, because its product – an individual model of self-learning of language has an automated, self-organized nature. This problem is closely related to such a pedagogical field as synergetics, or science that studies the problems of self-organization in the system of education

and upbringing. From the standpoint of a synergetic approach to foreign language self-learning is a special kind of natural self-organized cognitive activity of the individual, which is aimed at autonomous learning of a foreign language, which results in the development of foreign language self-learning competence and generate an individual model of self-learning [Canale].

A modern foreign language teacher is trained to have the competence of self-study in his professional activity and to form it during the study of this subject of his students. Higher education students are fluent in two or more foreign languages and enjoy learning a third or fourth language. Acquisition of language experience is the basis on which the development of the multilingual state of the individual and at the same time the development of its autodictic system of mastering a foreign language.

Thus, foreign language self-learning is a special, natural, self-recognizing type of cognitive activity of the individual, aimed at autonomous language learning by developing the competence of independent foreign language learning and creating an individual model of self-learning based on acquired language experience. The competence of self-study of a foreign language is understood as the ability to independently plan, regulate and control the mental processes that underlie the process of learning and accompany it [Canale].

An important means of assessing the quality of the results of self-study of a foreign language is the European language portfolio. Requirements for professional competence of future teachers of foreign languages can be composed in the form of the so-called professional portfolio of future teachers with a set of professional competencies that must be formed in the student in the process of mastering higher professional education. This profile can be considered as a map of continuity of education, the purpose of which is the formation and development of professional competence. In this case, the main principle of professional training is the comprehensive development of a professionally competent person and the training of an active, willing to be responsible pedagogical worker. At the same time, the emphasis on self-study is a process of learning and development.

Qualitative growth of competence of specialists strengthens its competitiveness, which is

an important requirement in modern conditions, when the growing public need for professional initiative, i.e. increasingly valued not reproductive but creative nature of the teacher's attitude to their professional activities.

Based on the above-mentioned material, one of the technologies that contributes to the formation of professional competence of the future foreign language teacher is an electronic student portfolio, which consists of seven parts: introduction, news feed, portrait, passport, level of professional competence, professional biography, dossier, perspective profile, professional self-development and career growth. The electronic professional portfolio, as practiced in the countries of the Council of Europe, is hosted on the server of the educational institution, accessible from any computer with Internet access, which allows to use the remote form of student work with the teacher.

The use of the portfolio is of great importance for the development of a spiritually rich, creative, professionally competent person who is free to choose ways of activity, communication, life prospects. This technology is a means of implementing such principles of organization of the system of higher professional education as:

- the principle of bilingualism, which means constant attention to the activities of students in the learning process, their willingness to engage in active forms of work, easy to switch from one language to another;
- self-development, i.e. creating conditions to support the natural curiosity of students;

- integrity, which includes the formation of professional competencies of a foreign language teacher (communicative, philosophical, psychological and pedagogical, information retrieval);

- criteria for evaluating the results of educational activities of future professionals.

Conclusions

Having analyzed the main components of the professional competence of a foreign language teacher in the framework of the Council of Europe Recommendations on Language Education, it can be stated that:

- the professional competence of a future foreign language teacher includes a number of competencies (communicative, philological, psychological, pedagogical, sociocultural, etc.) that study the motivational, emotional, volitional, evaluative components related to the cognitive components and the behavior component;

- the competencies of the future specialist are not formed once and for all: they need to be constantly improved by learning foreign languages;

- an important part of the professional competence of a foreign language teacher is the formation of methodological competence of the future specialist, which is equally characteristic of education within the European Union and in Ukraine;

- the introduction of the latest computer technologies in the educational process of training future specialists in foreign languages is closely connected with the organization of self-study of the individual, as well as with the formation of the European electronic language portfolio.

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ЄВРОПЕЙСЬКИЙ ВИМІР ФОРМУВАННЯ ПЕДАГОГІЧНОЇ КОМПЕТЕНЦІЇ МАЙБУТНЬОГО ВЧИТЕЛЯ ІНОЗЕМНИХ МОВ

Компетентність як складник фахової підготовки майбутніх вчителів іноземної мови полягає у формуванні професійних теоретичних і практичних навичок і вмінь, мотивів діяльності, особистісних якостей, наявності досвіду професійної діяльності, умінні творчо мислити, в розвитку творчого потенціалу, ціннісних орієнтацій, які дозволяють самостійно й ефективно реалізовувати цілі педагогічного процесу. Школярі і студенти повинні не тільки оволодівати словесним кодом певної іноземної мови, але й уміти використовувати на практиці і створювати на певному рівні в своїй свідомості «картину світу», притаманну носію цієї мови. Виходячи з сучасних вимог до мовної освіти, з'являється важливе завдання – підготовка вчителя іноземної мови, яка повинна мати виражений культурологічний характер і бути спрямованою на формування здібностей адаптивної поведінки в спілкуванні з носіями культури країни, мова якої вивчається, а також формування на основі знання мови ментальності, стилю поведінки, традицій і звичаїв народу.

У статті розглядаються компоненти професійної компетенції майбутнього вчителя іноземної мови в країнах Ради Європи. Особлива увага приділяється аналізу технологій професійно орієнтованого навчання у підготовці

вчителів іноземної мови, формування методологічної та соціально-культурної компетенції, а також процесу самонавчання іноземними мовами.

Авторами доведено, що основними умовами формування професійної компетентності майбутнього вчителя іноземної мови початкової школи є: зміщення акценту в навчанні з традиційного теоретичного вивчення навчальних дисциплін до більш практичного застосування отриманої інформації, від парадигми «я знаю» до парадигми «я вмію»; підготовка фахівців, що володіють компетенцією самонавчання; запозичення європейського досвіду використання електронного професійного портфоліо як ефективного інструменту самоконтролю студента та його безперервного професійного й особистісного розвитку.

Ключові слова: професійна компетенція, професійно орієнтована освіта, методологічна та соціокультурна компетентність, вчитель іноземної мови, рада країн Європи, формулювання проблеми.