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THE DEVELOPMENT OF THE PROFESSIONAL COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS

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Abstract. *The article deals with the problems of forming professional competences of future foreign language teachers. The modern tendencies of modernization of educational programs demand the introduction of the teacher-trainee to the educating process. One of the actual problems of the training of specialists of an international level is the development of methods and approaches to improve the competence of the future teacher-trainees. Furthermore the article discusses the problems of teacher-trainees during their completion of the course " Translation Studies for the Business students, which is connected with their pedagogical professional abilities.*

Keywords: *competence, professional competence, teacher-trainee, professional training, professional ability, exercise, activity.*

The active integration of Ukraine into the European and world communities has greatly impacted the modern educational system of our country. The interaction of Ukraine with countries of the world community has raised a wide range of issues concerning international business activities. Foreign and multinational corporations as well as domestic companies are involved in international deals all over the world.

The President of Ukraine Piotr Poroshenko in his address to the Verkhovna Rada (The Parliament) noted that "... without a modern educational system and modern managers, thinking broadly, in large scale, in a new way, we cannot create an innovative economy. The task of Ukrainian universities is to provide a world class education, and degree programs that are recognised as valuable throughout the world" Later in his message to the people our president said: "We have to create a uniform system for evaluating the effectiveness of training, knowledge and abilities,"[4]. Such a political situation makes the educational system of Ukraine able to create the necessary conditions for the professional and pedagogical training of future teachers for secondary and high schools.

A new law “On Education” has been passed, which has to initiate the reform of Ukrainian education and thus to influence all the participants in education. Taking in consideration the current social transformation, changing the educational paradigm has become a difficult problem. The most important tasks of education are the training of the younger generation, the instilling of the moral sense, preparation for qualified and creative work, training for the implementation of information technology in order to be competitive and dynamic in the labor market.

Due to the rapid growth of international commercial transactions and consequently of international disputes, legal translation acquired vital importance. The English language has become the language of choice for conducting international legal and business transactions. In addition, the English language has become prominent as the operational language of many law firms and multinational corporations. Thus, interest in exploring English legal translating has recently increased [1].

In the terms of higher education, future specialists must possess a certain level of computer-related competency. According to the Bologna Declaration, the English language is the basic language of higher education. English is a multidisciplinary subject that involves a wide range of facets of modern higher education.

Students of various Business schools receive their training in English language through “English for Specific Purposes” programs. Given the enormous variety of topics on one hand and the rigidity of a syllabus on the other, it is very important to select the most relevant items and facilitate the effectiveness of teaching them.

The urgency of the problem is increased firstly by the fact that professional competence implies that a future specialist must possess new knowledge, skills and styles of thinking that will provide the necessary social changes in order to ensure the country's competitiveness in the labor market; secondly, the need to improve the methodological and didactic organization of professionally-oriented language training for students of business specialisations; third, the objective need of modern society for the preparation of specialists able to integrate into the world information space, and fourthly, the trends of the national educational policy.

It is the goal of this study to draw greater attention to the need for comprehensive training for those in the field of education, particularly for teachers of specialised, business-oriented foreign language classes.

The material of this work deals with the problems of modernization of educational programs for preparing teachers of the English language. A wide range of studies have been conducted concerning the introduction of teacher-trainees to the education process and developing a unique method of teaching the subject “Translation Studying. The modern tendencies of modernization of

educational program demand introduction of teacher-trainee to the educating process. One of the actual problems of training of specialists of international level is development of methods and approaches of professional competence forming of future teacher-trainees.

The problem of specialist training for professional work has been the subject of attention of the outstanding teachers of the past, as Y.A.Komensky, A.Disterveg, K.D.Ushinsky, P. F.Lesgaft and etc. Soviet educators as N.K.Krupskaya, A.V.Lunacharsky, P.P.Blonsky, S.T.Shatsky and etc. concerned with the development of scientific bases of training the "new teacher". The problem of training future foreign language teachers studied L.M.Chernovaty, V.I.Karaban, U.P.Ivanko, L.V.Misik, M.S.Kozoloup, S.E.Lopatnichenko and other authors. G.E.Miram, V.V.Daineko, A.M.Gon, L.A.Tarnaouhova, M.V.Gristchenko produced the number of theoretical and practical books which were oriented at the subject "Translation" for English as the Specific Purposes.

The content of any profession is determined primarily by the objective requirements of the society in which is realized the given professional activity. For the professional teacher in our country, these requirements are expressed in the aims and objectives of linguistic education, teaching methods and pedagogic.

The study of the pedagogical conditions of forming professional competence of future foreign language teachers is aimed at satisfaction to public needs in understanding the role of Special Business subjects in the pedagogical process at the present stage of development of society [1].

According to the Ministry declared program the subject "Translation Studying" is going at the third course. Students of the third course are practicing "Translation Studying" in parallel with the General English Studying. The students of the International Judicial faculty, Economics and Management Sciences faculty, faculty of Computer and Information Technologies and other business faculties actively train those language subjects so they need teachers with the specially formed professional competence. Process of educating such teachers shows that the main purpose of teacher training is "... that through the achievement of high results to develop the mental and physical abilities of teachers to use educating activity as a factor of the harmonic formation of personality and upbringing in the public interest. » [4]. In line with this objective in the process of linguistic training should be resolved in unity, educational, upbringing and health problems.

The material of this work deals with the problems of preparing teachers of English for the subject "Translation Studying" and the methodological tools to decide them. Mastering the purpose of our study to form teacher's professional competence we observed training future teachers of EL during their professional training at the Special Business faculties. As we noticed up to the program this

subject “Translation Studying” is going at the third course, so students-Bachelors and students-Masters had their practicing at this course. Students-Masters practiced Translation Studying in parallel with them students-Bachelors practiced General English Studying. We did one of the main general accent at the formation linguistic and culture competence in the legal specialists. Teachers with the developed professional competence know that formed philological skills, forming socio-culture competence, the organization of foreign-language text are the base for Translating so understanding and using the idea of the job. Up to the program this subject is going at the third course. Students of the third course are practicing Translation Studying in parallel with the General English Studying. For Teaching Translation Studies extremely needs student’s knowledge of English language, as well as their knowledge of the world’s history, literature, art and the other professional subjects. Bolliven N., Davidova V..D., Wood J. said that realized background information connected with the correct choice of the lexes, which often depends on the rules of co-occurrence [3].

One of the problems of teaching is the limitation of time. Given the enormous variety of aspects on one hand and the rigidity of a syllabus on the other, it is very important to select the most relevant items and facilitate the effectiveness of teaching them. Usually teachers lead students to develop their Translation Skill at the studies of the English language of Specific Purposes at the different Business faculties.

Consider the structure of developing the professional competence of future teachers of EL during their professional training at the disciplines Translation Studying and General English Studying.

1. Learners are involved in the implementation of the thesaurus exercises in the classroom. The learners are encouraged to solve problems of the 3 difficulty levels on the content of subjects taught by a teacher- trainee: to translate, to recognize, to choose. Because gaming activity is based on competition, then it has the winners, who receive status roles which they implement on a classy hour in the business game with the status. The translated exercises, exercisable at a lesson, generate problematization. The exercises generate new problems to be solved on a classy hour. The monitor can advice to the trainee to carry the problems at the content of the translating exercises and also at the content of another topic.

2. Reflection of exercises (intellectual, personal, communicative) which was organized by the teacher- trainee makes goal-setting activities related to homework of students.

3. Students do their homework: write an essay, a concept, search for literature on business thesaurus. It was planned to write a program on the problem, which was solved in the course of the translating exercises or to do the project work, but the lack of time did not give to do that.

4. Students participate in business games with the status, in the discussions, projects at the classroom hour: pose a new problem in the context of morality (as a result of searching exercises in the classroom), are deciding this problem on a classy hour in the frame of the discussion of the essay, concept (homework), discussions, which students will present at the classroom hour.

5. Reflection of the problem solved on the basis of systematic thinking makes a conscious choice of creative, productive activity from the two alternative activities. In this choice performed internal manifestation of individuality teacher- trainee.

6. Creative, productive activity of teacher- trainee in the educational space, society. Business-students solve the problem in the linguistic exercises, activities, games with a status on the classroom hour. Then the teacher offers teacher- trainee to design activities program of action for the implementation of this program in the educational space, society. Students-trainee implementing the program, show their creative abilities in this activity. Thus there is an external manifestation of the individual future teacher [2].

The most frequent problem at the Translation Studying is the case when students cannot come to the grips with translating different terms, word combinations with the professional terms, the parts of the text with those terms. It is the rule that the combinability in the source language and the target language do not do the same tail. This lack of correspondence limits the freedom of translator's choice and compels him to employ other words to overcome the barrier.

Students at Translation Studying regard language as the specific code. Thesaurus which students have got studying all professional subjects at any language is one of the most remarkable elements of their Professional Code. Knowledge of the particular meanings of the vocabulary is the real problem for all fresh translators. The problem of forming professional interpreting language ability as it was said bases on their professional judicial vocabulary. It was proposed to the teachers-trainee as one of the first tasks of the Translation Studying to practice the judicial vocabulary through reading professionally oriented texts. Translation skills development cannot exist without active reading, listening and communicating at the professional topic [5].

The well known conclusion was confirmed by the teachers-trainee. We are taking about the conclusion that a number of students are not interested in their profession during their auditorium educating. But teachers-trainee proposed such students the extra number of translation exercises. And we can say that the extra exercises helped the "losers" as the other third year students called the lagging students of the group. The test showed that the number of lagging students shorted in fifty per cent. students are not interested in general English and in their profession. So teachers-trainee got the experience that all students need dynamically changed teaching methods during the lesson.

Conclusion. Having analyzed the different approaches of scientists to studying the concept of "professional competence", and given the specificity of linguistic education as a science and as an academic subject, we came to the conclusion that the professional competence of teacher-trainees depends on a complex set of personal characteristics, including a harmonious blend of professional, communicative and personal skills that allows one to achieve high quality results in the process of solving typical problems in the major occupations within the field of language education. The professional competence of teachers-trainee consists of three components: a professional attitude, communicative skills, and personal ability, to each of which correspond certain competences and properties.

One of the main challenges facing the system of training future teachers is improving the quality of vocational training students by integrating modern trends and by using modern educational technology in professional activities.

Professional competence is associated with psychological readiness and an ability to work with students. Competence involves a willingness to continue one's education throughout one's life. The creation of a desire for lifelong learning is the task of teachers of all disciplines at a university, and the teachers of a professional foreign language can and should contribute to the development of this competence. Here are a few examples of development and improvement:

- developing knowledge of the components of language teaching: vocabulary, grammar, literature, history and others which are essential for professional language instruction;
- improving future English Language teachers' modern pedagogical competence;
- practicing more special disciplines/ courses during training practice;
- using modern and older methodological technology in order to acquire and share professional knowledge.

The study of questions of professional competence cannot cease, and scientists around the world must continue to study them.

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PROFESSIONAL-ORIENTED ENGLISH LANGUAGE TRAINING FOR FUTURE SPECIALISTS IN PRESCHOOL EDUCATION

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Abstract. *The purpose of this work was the introduction of a professionally oriented approach to teaching English for future bachelors in specialty 012 Preschool education. The essence of the developed approach was to integrate the teaching of English with problems of future professional activity for gaining additional knowledge, skills in the future profession of a pre-school teacher.*

The introduction of the developed methodology of vocational English language instruction using active methods with the use of step-by-step control made it possible to intensify the learning process, significantly increase students' interest in English and significantly improve the student's performance.

Keywords: *English, professionally-oriented education, pre-school education.*

Social, economic and political changes in our country, the integration of Ukrainian education into the world educational space, Ukraine's signing of the Bologna Declaration and the Agreement on a visa-free regime with the countries of the European Union have actualized the task of further modernization teaching a foreign language. The necessity of owning a foreign language is conditioned by the practical needs of people integrating into the world social and cultural space, entering into a competitive struggle on the world labor market. Foreign language, primarily English, in our time is a means of achieving certain practical goals in the process of verbal communication or