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FORMATION OF PROFESSIONAL PHILOLOGICAL COMPETENCE OF FUTURE PHILOLOGY TEACHERS

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Abstract. *The article deals with forming professional philological competence of a future philology teacher. An ambiguity of the term "competence" is cleared out. A number of integral competences, formed in the process of future philology teachers' professional training, is described. Professional philological competence of a future philology teacher comprises such competences as linguistic, communication, folklore and literary, cultural, pedagogical, psychological, methodological, information, self-developing.*
Keywords: *professional philological competence, philology teachers, linguistic competence, philology teacher's professional competence, methodological competence.*

In frames of changing the educational paradigm of modern Ukrainian learning environment, the competence-based approach is the most effective method, which was more than once proved by European countries where this approach serves the main indicator of graduators' quality learning outcomes. This tendency made all the universities change syllabi of educational programs introducing certain descriptors of what graduators have to know and be able to do to meet the requirements of employers. Thus, the concept of university education changes greatly in order to prepare students of higher learning establishments to active professional activity, which becomes a means of individual self-development of graduators, and is absolutely impossible without formed professional competence.

The problem of competency based education and questions of some competences forming were the subjects of many researches conducted both by native and foreign scientists. Professional competence of foreign language teachers was the topic of research for such scientists as A. Berdychevskii, O. Bermus, O. Bolina, D. Demchenko, O. Iskanderova, S. Kozak, A. Khutorskoy, O. Malykhin, A. Markova, O. Prozorova, J. Raven, O. Semenoh, M. Vachevskii, I. Zimniaya, etc.

The aim of this article is to draw an algorithm of professional philological competence formation in the process of future philology teachers training.

Notwithstanding a great number of articles and scientific works dedicated to the notion of forming competences, there is still a confusion between two terms in Ukrainian "kompetentsia" and "kompetentnist". The dictionary of the Ukrainian Language states that "kompetentsia" refers to good knowledge of

something or reference terms of any organization, institution or individual. The term "kompetentnist" refers to a personal feature of learned, knowledgeable, well-qualified and experienced person; or a plenipotentiary person [8].

Psychologist J. Raven defines competence as a specific individual's ability to effectively implement certain actions in the subject area, including narrow subject knowledge, specific subject skills, ways of thinking, and understanding of responsibility for their actions [5].

I. Zimniaya treats competence as a personal experience of social and professional human social and professional life based on knowledge [9].

A. Khutorskoy considers 'kompetentsia' in the system of general education. Competence is a set of personal interrelated qualities reflecting specific requirements for graduates' education. These requirements play the role of predetermined social norm for educational training of a student to participate effectively in a particular field. The scientist defines 'kompetentnist' as possession of a relevant 'kompetentsia', including their personal attitude to competence and to the subject of activity related to professional education. As pointed out by A. Khutorskoy, competence is a set of personal qualities of a student (value-semantic orientations, knowledge, skills, abilities), which are predetermined by experience of his/her activity in a specific socially and personally important sphere [2].

Oxford dictionaries define competence as the ability to do something successfully or efficiently: courses to improve the competence of staff the players displayed varying degrees of competence (competency) as a "the ability to do something successfully or efficiently" or "an income large enough to live on, typically an unearned one" [4].

Longman Dictionary of Language Teaching and Applied Linguistics define competencies as a student's ability to apply different kinds of basic skills in situations that are commonly encountered in everyday life [6, p.105].

Taking into account all the above mentioned definitions, we consider the 'kompetentnist' is a person's ability to fulfil his/her professional tasks efficiently, which coincides in meaning with 'competence'. 'Kompetentsia' is used in our research as an essential part of competence. Talking about professional competence of future philology teachers, we follow the definition given by A. Markova, who states that teacher's activity can be called professionally competent if it demonstrates a high level of pedagogical activity, pedagogical communication, and his/her personal qualities that help achieve positive results in training and education.

Authors of Longman Dictionary of Language Teaching and Applied Linguistics give definitions to the notions "Competency Based Education" and "Competency Based Language Teaching". The former 'is based on a set of outcomes that are derived from an analysis of tasks learners are typically required to perform in real-life situations". The latter **"**is an application of the

principles of Competency Based Education to language teaching and has been widely used for the development and teaching of work-related and survival-orientated language teaching programs for adults. Competency Based Education is believed to improve the quality of teaching and learning because of its focus on learning outcomes" [6, p.105].

Competency based language teaching has recently become the topic of many researches conducted by both scientists and practicing teachers.

The core of philology teacher professional competence is the quality of his/her language acquisition that is linguistic competence. It comprises a complex of knowledge about language as a social phenomenon and a system that is constantly evolving, the relationship of language with mind, culture and social development of people skills to operate with linguistic skills in vocational teaching and research activities, the ability to the language reflection.

Linguistic competence involves mastery of the language system for levels of phonetics, vocabulary, morphology, syntax, and text stylistics. The problem of transition from the language means analysis by understanding the text nature and style essence to student's personal speech creativity.

Thus, the formation of language competence is closely connected with speech competence development, simultaneously mastering all kinds of speech activity – listening, reading, speaking, and writing. The need for the implementation of communicative approach for teaching all humanities and philological subjects, reducing speech culture in society requires forming high-quality *communication competence* in future philology teachers [7]. A future philology teacher should not only be an expert in linguistic laws and literary subtleties, but also be the master of word, expressive reading, a rhetorician, whose speech is correct, logical, and persuasive. It is also important to use such means as gestures, facial expressions, gait, intonation, sonority, clear and expressive speech, various tones of voice and the like.

Competent future philology teacher should grow up amongst language and literature, which highlights the importance of *folklore and literary competence*. Knowing literature and folklore of the language in their historical development and modern stage, will give a teacher skills to carry out a linguistic interpretation of art text, to assess their artistic originality, aesthetics folk works of the writer in general and as a component of the national spiritual culture, to apply basic methods literary analysis.

"Fiction reflects the mentality of people, plays a historical background, which forms national consciousness, introduces the reader to situation, emotional empathy, fosters aesthetic ideal [6]. Therefore, the aim of literary education is to develop spiritual world of a personality, to create conditions for forming the internal demand for continuous improvement in the realization of their creative possibilities. The task of philology teachers training is to teach a student perceive a folk or literary work deeply and aesthetically, that is, to

comprehend, to meditate on the psychology, philosophy, tales, legends, songs, stories and the like, relate student's own reading perceptions and values thus cultivating desire to compulsory penetration into the mysteries of writer's creative work.

A future philology teacher must know the history of culture to teach language and literature in the context of cultural development, to be able to present the dialogue of cultures to justify their own position on issues relating the evaluation of historical past. Consequently, future philology teachers implement their *cultural competence* in teaching material and spiritual culture, historical development of the nation, folklore, traditions, customs and ceremonies of aborigines, to form skills of cultural knowledge application in professional activities.

Pedagogical competence of a future philology teacher is based on theoretical knowledge and practical training, theory of upbringing, didactic basis of the educational process, modern trends in pedagogical theory and practice of pedagogical ethics, the fundamental concepts, laws, regularities of pedagogical phenomena development, leading pedagogical theories, their major categories and concepts.

Pedagogical competence involves the acquisition of skills
- to design teaching activities;
- to carry out scientific and pedagogical communication;
- to possess professional and practical skills of teaching language and literature;
- to manage cognitive activity of students;
- to find the most effective ways of influencing students;
- to consider their age and psychological features;
- create, and rally the team;
- to solve educational objectives;
- to plan, monitor and adjust their own activities, etc.

A future philology teacher must be ready to the training and education with regard to the subject they teach to promote socialization, to form personal general culture of a student. They should also acquire the necessity to use a variety of methods, techniques, learning tools and education to elaborate their own style of teaching via the conscious choice of professional educational programs and their mastering.

One more competence, which enables future philology teachers to productively work with students, is *psychological competence*. Comprehensive knowledge of general, age, social, pedagogical psychology, lingua psychology, mental processes, memory, thinking, speech activities, the ability to determine the level and explanation of personal development, shaping of values and attitudes to cognitive activity, etc.

The basis of the *methodological competence* of future philology teachers consists of methodological and theoretical knowledge of language, literature, and culture teaching, conceptual foundations, structure and content of training resources (textbooks, manuals), the ability apply knowledge of language and literature in pedagogical and social activities, to perform basic professional-methodical functions (communicative-educational, developmental, gnostic, etc.).

The methodological work of a future philology teacher is defined by the following criteria:

- motivation-reflective criterion (willingness and desire of a teacher to conduct pedagogical activity, production and realization of their educational process purposes, the motive to achieve educational goals, self-criticism, self-control, and self-esteem);
- cognitive criteria (existence of psycho-pedagogical and specialized knowledge, meeting the requirements of documents for organization and implementation of the educational process at school).

Methodological competence of a future teacher consists of two components: the first is the ability to carry out the traditional teaching activities and the second is the ability to design a pedagogical innovation.

Innovative methodical competence is reflected in the teacher's ability to implement an integrated approach to design and implement innovation in the education system:

- To use the current assessment tools and educational environment designing the necessary innovations;
- To select and analyze the psychological and pedagogical factors and conditions impeding innovation, to create favorable conditions for implementation of socio-psychological climate;
- To introduce the basics of methodology of educational technology construction ensuring an adequate ratio of content, tools, methods and organizational forms of learning;
- To apply modern methods of diagnosing the level of cognitive, emotional, volitional, and personal spheres of a student, to evaluate tumors in these areas arising in the process of training and education, in particular with innovative technologies.

Future philology teachers must understand the main trends of linguistic and literary education in secondary schools. Due to the fact, that such subjects as culture of speech, stylistics, rhetoric were introduced into secondary education, the contents of educational material grew out drastically. That is why philology teachers should strengthen the principles of integration and interdisciplinary interaction, pay special attention to a text-centered approach of philological training relying on the history of the language they are learning.

It goes without saying that a future philology teacher needs fundamental psychologo-pedagogical training in order to start their teaching career and proceed it using different tools and innovative methods of teaching. One of such tools is a computer. Computer-based foreign language teaching is nowadays a norm of life. The amount of video lessons, presentations, audio support, micro-blogs and podcasts gives a splendid possibility to self-development, and self-learning. Besides the resources of the Internet and new computer technologies should be used by a philology teacher in class as well as for home tasks. Thus, *information competence* is also very important for teachers to be competitive and motivate students to learn. But information competence is not only knowledge of the computer parts and programs, it is also information culture, and computer literacy. The teacher of the XXI century needs to design and implement the content of teaching language, literature, and native and foreign culture with the help of web technologies, and multimedia.

The desire to improve constantly, the permanent search for new tools, strategies, and methods of teaching and learning form the *self-developing competence*, which is also an important integral part of teacher's professional competence. Some researches add *reflective competence*, which directly influences the creative expression of personality. Creativity is a universal feature, which can not be created, educated or instilled with the help of certain methods and techniques. This characteristic of a person can only be woken up and activated via internal, intra-reflective capacity of an individual by creating new knowledge resource. In these conditions, the reflection is treated not as a source of domination, but as a means of personal growth and nurturing its own identity of a person and his/her vital creative opportunities in the broadest sense. The learning process appears as a process of self-knowledge, self-creation, self-building educational interaction. Students focus on their personal development of learning abilities. Studies have proven that student's reflective ability is a core competence of future teachers. A. Maksimov distinguishes the following conceptual basis for the students' reflective competence formation: the training of future teachers should be based on competency-active approach; specially organized pedagogical reflection should be foundation for the future teachers training; reflective competence is a system competence of a modern teacher; reflective competence formation should be adequate to the nature of reflexive action [3].

One more important component of professional competence of philology teacher is the research competence. A future teacher should possess a scientific mind, be able to observe and analyze, propose a hypothesis for the solution of controversial issues, carry research, analyze scientific literature, etc. I. Fedorova created a complex model of research competence, which comprises many factors such as

- ability to solve problems;

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- ability to ask the key questions to identify the problem;
- ability to collect and analyze information;
- ability to resolve the problem by both subjective opinions and facts;
- ability to explain the causes of the problems;
- ability to build an effective plan of action to address the problem;
- ability to break a complex problem into pieces and solve its parts;
- ability to find different solutions for one problem and evaluate the risks and benefits of each of these decisions;
- ability to look forward in solving the problem, analyze the consequences in the long term and identify solutions;
- ability to solve problems/challenges in all areas of life, using the experience gained in the classroom) [1].

The lifelong education calls for prognostic competence of future philology teachers, i.e. competence oriented for tomorrow. When graduating from university they must be willing to work in schools of various types and profile, be able to organize the study of language, literature according to different programs and textbooks, make appropriate selection materials. This reinforces the attention to development of personal creative abilities, formation of constant motivation for self-education and self-development.

Conclusions. All the above-mentioned competences are the integral components of a future philology teacher's professional competence. The conducted research does not cover all the aspects of formation of professional philological competence of future philology teachers. Further research can be conducted in the direction of defining each component, and modelling the comprehensive scheme of professional competence of future philology teachers. We should also gather empirical material on each competence.

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EXPERIMENTAL VERIFICATION OF THE EFFECTIVENESS OF LEARNING IN INFORMATION-EDUCATIONAL ENVIRONMENT IMPLEMENTATION

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Abstract. *The article is devoted to the methods of experimental verification of the effectiveness of professional information and educational environment implementation. All the mentioned methods were tested by the author. The author's development of the variant of internal motivation questionnaire of R.Rayan (based on the adaptation of V. Klimchuk and O. Muzyka) should be noted. In addition, there are given the quantitative results of the experiment and conclusions based on this data.*

Keywords: *information and education environment, questionnaire, pedagogical experiment, survey, motivation.*