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TRAINING FUTURE FRENCH TEACHERS' PROFESSIONALLY ORIENTED COMPETENCE IN LISTENING IN THE SECOND YEAR OF STUDYING: KNOWLEDGE, ABILITIES, SKILLS

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Abstract. The article deals with characteristic of components of future French teachers' professionally oriented competence in listening trained in the second year of studying: skills, abilities, knowledge. To achieve the aim of the article following methods were used: analysis, systematization and summarizing of personal pedagogical experience and scientific resources. Two groups of skills are described in detail: general speech skills promote proficiency in French language; communication skills ensure execution of professional responsibilities. Such classification of professionally oriented listening skills is based on the main demand for future French teachers' training – simultaneous development of their personal and professional talents. Phonetic abilities are described

on the base of three groups of phonetic knowledge: knowledge about particularities of a sound; knowledge about phonetic phenomena in the word; knowledge about phonetic phenomena in speech. As semantic-grammar features of the word become significant when the level of sound is lower than the level of noise, lexical abilities based on lexical knowledge as components of professionally oriented listening skills and related competence are also given in detail. Following the idea about effectiveness of training lexical abilities while using lexical items in different grammar forms, grammar abilities and grammar knowledge are described in the context of problem of the article. Described skills, abilities and knowledge can be used in characteristic of stages in training future French teachers' professionally oriented competence in listening in the second year of studying, methods and exercises used in each of them, in renewed typical program for French language departments of Universities and Institutes, curriculum of practice of oral and written French speech, practical phonetics, practical grammar for the second year students of specialty 6.020303 Philology (Language and Literature (French), textbooks and manuals.

Keywords: *professionally oriented competence in listening, future French teacher.*

Training future foreign language teachers, including French teachers, in the context of competence-based approach to learning involves serious reformation steps and innovative technologies in teaching to upgrade the system of higher schools. Improvement of quality of such training includes an intensive development of their personal talents and professional knowledge, abilities and skills in the beginning stage of their studying. It will help them to exercise professional responsibilities in future. Due to particularities of French teachers' professional activity where listening plays an important role of communication (professional as well as private) development of their professionally oriented competence in listening becomes an integral part of their training.

Didactic aspect of training competence in listening is described in scientific heritage of M. L. Vaysburd, N. M. Gavrylenko, N. V. Yeluhinoyi, N. I. Gez, S. A. Kochkina, L. J. Kulis, I. Halyeyeva, F. Carton and others. Training of students' of non-linguistic specialties professionally oriented competence in listening is highlighted by L. I. Ivanov (non-linguistic students), A. V. Kmit (future technicians), N. M. Lutkovska (future economists), I. Onisinoyi (future technicians) and others. Particularities of training foreign language teachers' competence in listening are reflected in scientific papers of N. V. Balkevych (future French teachers), I. Y. Borozinets (future German teachers), O. Yu. Bochkareva (future English teachers), S. V. Gaponova (future English teachers), S. P. Litvinenko (future English teachers), O. O. Pyltsyna (future English teachers), V. V. Chernykh (future English teachers) and others. The analysis of scientific papers shows that

components of future French teachers' professionally oriented competence in listening in the second year of studying – skills, abilities and knowledge – have not been the subject of systematic researches yet. The lack of such researches influences on the choice of aim of the article.

The aim of the article is to describe skills, abilities, knowledge necessary for training future French teachers' professionally oriented competence in listening in the second year of studying.

To achieve the aim of the article following methods were used: analysis, systematization and summarizing of personal pedagogical experience and scientific resources.

As the result of analysis of scientific resources on various aspects of training future foreign language teachers' professional skills (M. O. Gogoleva, V. A. Kan-Kalik, S. I. Kisselhof, A. V. Kuzlyakina, A. P. Surkov, I. G. Shylkina and others) we agree with conclusions of A. V. Kuzlyakinoyi [2] about usability of division of future French teachers' professionally oriented skills into two major groups: general speech skills promote proficiency in French language (such as perceptive-analytical, predictive-projective, productive, reflective-corrective skills); communication skills ensure execution of professional responsibilities (such as projective, organizing, motivating, controlling, researching skills). The use of this classification of professionally oriented listening skills corresponds to the main demand for future French teachers' training – simultaneous development of their personal and professional talents. Due to particularities of future French teachers' professional training in the second year we suggest to describe controlling skills as corrective-controlling skills. As for us such definition shows in detail the functions of pedagogical control.

Critical analysis of typical program for French language departments of Universities and Institutes (five-years course), curriculum of oral and written French speech practice for the second year students of specialty 6.020303 Philology (Language and Literature (French) in Kyiv National Linguistic University, systematization of curricular material fixed in textbooks and manuals, researches of S. Zakharova, N. V. Yeluhinoyi, O. B. Tarnopolsky and others, summarizing of results of empirical study of current state of training future French teachers' professionally oriented competence in listening [6] make possible to range general speech skills of future French teachers in the second year in the following way:

- perceptive-analytical skills: understand oral speech generated by one or more speakers presented in live or by technical devices; understand

audiotext in whole (global understanding); understand audiotext in detail (detailed understanding);

- predictive-projective skills: understand the theme of audiotext; understand its main ideas; differentiate main and supplementary information; ignore unknown elements that don't interfere understanding information in whole; identify implicit context with the help of explicit context and personal experience (critical understanding); describe the situation where events of audiotext are placed (critical understanding);
- productive skills: associate information of audiotext with visual supports; take notes while listening audiotext; differentiate and understand the necessary information; divide audiotext into passages; organize ideas of audiotext in chronological order; establish logical connections between elements of audiotext;
- reflective-corrective skills: take notes of mistakes while analyzing results of listening; take notes of others' mistakes while analyzing results of listening; add and comment details of audiotext after repeated listening or analysis of its transcription.

Further improvement in the second year of general speech skills developed in the first year is possible due to involving audiotexts of different genres, significant changes of their length and broadcast quality parameters (speed, pronunciation etc.), implementation of sound effects that determine the authenticity of audiotexts etc.

Input in future French teachers' curriculum of the second year courses of Pedagogy (in Kyiv National Linguistic University – 162 hours per the 2012/2013 academic year, 180 hours per 2013/2014) and Psychology (90 hours in the 2012-2014 academic years) provides an opportunity to improve the professional component of their professionally oriented competence in listening and as the result – a chance to improve greatly their communication skills. So the second year of studying provides training of such future French teachers' professionally oriented communication skills that are an integral part of their competence in listening:

- researching skills: adequately understand oral speech containing language and speech mistakes; according to particularities of pupils' intellectual and psycholinguistic development carry out analysis and comment linguistic and didactic features of audiotext for the purpose to facilitate its use in teaching;
- projective skills: according to particularities of pupils' intellectual and psycholinguistic development carry out analysis and comment linguistic

and didactic features of audiotext for the purpose to identify and explain a) its potential difficulties; b) its theme; c) main and supplementary information; d) necessary information; e) divide audiotext into passages; f) logical connections between its elements; g) its implicit context; i) situation where the events of audiotext are placed;

- organizing skills: according to particularities of pupils' intellectual and psycholinguistic development organize the process of listening: identify and explain the purpose of each stage of listening, necessary quantities of listening, use of a certain type of prelistening and postlistening tasks; identify and explain the effectiveness of supports;

- motivating skills: according to particularities of pupils' intellectual and psycholinguistic development give instructions for listening, doing, controlling and correcting tasks; summarize the results of listening; encourage further training of knowledge, abilities and skills required for competence in listening;

- corrective-controlling skills: explain own mistakes and mistakes of others while analyzing results of listening; rate the results of understanding audiotext while analyzing it after repeated listening or its transcription; comment their own results and results of others; rate their own results and results of others according to particularities of their intellectual and psycholinguistic development.

It is important to say that division of future French teachers' professionally oriented listening skills into two groups – general speech skills and communication skills – is done only for gnostic perspective, just to facilitate their analysis. In our research we support the idea of interconnection and interdependence of these two groups of skills as components of professionally oriented competence in listening.

Without denying the idea of interconnection and interdependence of receptive and reproductive abilities (phonetic, lexical and grammar), but just to provide the accuracy and consistency of the research, we describe only receptive abilities as components of future French teachers' professionally oriented competence in listening in the second year of studying.

Analysis, systematization and summarizing of typical program for French language departments of Universities and Institutes (five-years course), curriculum of practice of oral and written French speech, practical phonetics, practical grammar for the second year students of specialty 6.020303 Philology (Language and Literature (French) in Kyiv National Linguistic University, systematization of curricular material fixed in

textbooks and manuals, as well as researches of Yu. V. Holovach, A. N. Shchukin, K. S. Fokin, I. G. Kolosovskoyi, S. V. Smolin, A. V. Valley, O. V. Korshuk, G. A. Kharlova, E. V. Yahayevoyi, A. S. Patarya, M. P. Kovalenko, O. Ye. Sizeminoyi make possible to describe in detail phonetic, lexical, grammar abilities and relevant knowledge as components of future French teachers' professionally oriented competence in listening in the second year of studying.

So in the second year of studying it is supposed to train future French teachers' such receptive phonetic abilities: understand authentic audiotext containing typical speech of different regions of France and French-speaking countries; understand the attitude of speaker to the information mentioned in audiotext; understand speaker's feelings expressed with the help of phonetic means (stylistic modification of phonemes, prosodic means); differentiate various styles of speech presented in live or by technical devices.

Training future French teachers' receptive phonetic abilities in the context of professionally oriented competence in listening in the second year of studying involves the assimilation of following phonetic knowledge ranged according to classification suggested by V. A. Buhbinder [1, c. 150]:

- 1) knowledge about particularities of a sound: classification of vowels and consonants; typical features of pronunciation of different regions of France and French-speaking countries; particularities of pronunciation of double consonants; trends in modern French pronunciation;
- 2) knowledge about phonetic phenomena in a word: accommodation, assimilation, dilation, dissimilation; phonetic alternation of vowels and consonants; stylistic modification of phonemes;
- 3) knowledge about phonetic phenomena in speech: liaison, enchainment, elision, hiatus; components of prosody; semantic and stylistic features of stress and pause; intonation patterns of narrative, interrogative, imperative sentences; phonetic features of different styles of speech (informal, academic, conversational, poetic).

As semantic features of a word become significant when the level of sound is lower than the level of noise, lexical abilities based on lexical knowledge are integral component of professionally oriented listening skills and competence in listening [3]. In the second year of studying training future French teachers' professionally oriented competence in listening involves the development of such receptive lexical skills: understand lexical means to express emotions and feelings; understand

frequently used idioms; understand expressions to connect ideas (connecteurs logiques); understand psychological components of lexical items; understand denotative meaning of lexical items; understand vocabulary particularities of different regions of France and French-speaking countries; understand vocabulary features of different styles of speech.

Training future French teachers' lexical abilities is based on assimilation of lexical knowledge that is supposed to expand the vocabulary up to 2,500 units until the end of the second year of studying [5, c. 61] within the themes identified in typical program for French language departments of Universities and Institutes (five-years course), curriculum of practice of oral and written French speech for the second year students of specialty 6.020303 Philology (Language and Literature (French) (in Kyiv National Linguistic University: "Geography and population of France and Ukraine", "Political system of France and Ukraine", "Look for a job", "Medicine", "Leisure. Travelling", "Cinema and Theatre").

Improving receptive lexical skills of future French teachers in the second year of studying is based on assimilation of lexical knowledge about: lexical means to express emotions and feelings; frequently used idioms; expressions to connect opinions (connecteurs logiques); vocabulary particularities of different regions of France and French-speaking countries; vocabulary features of different styles of speech.

Following the idea of G. Rogova [4] about the effectiveness of training lexical abilities while using lexical items in different grammar forms, we consider the following receptive grammar abilities necessary for training future French teachers' professionally oriented competence in listening in the second year of studying: understand meaning of grammar item using correlation of sound image and corresponding pattern stored in long-term memory; differentiate similar sounding grammar items with the help of informative signs; identify the correct meaning of grammar item if it has several meanings with the help of context; identify the nominal grammar form of lexical item; identify the function of grammar item; guess about meaning of unknown grammar item with the help of context; identify the necessary grammar item in oral speech; understand the logical and semantic links between grammar items; understand meaning and communication function of grammar item; identify synonym grammar items.

Improvement of future French teachers' receptive grammar abilities in the second year of studying is based on assimilation of such grammar knowledge about the verb: formation of tenses of Conditional mood and their use in complex and simple sentences; formation and use of tenses of Subjunctive mood in complex and simple sentences; formation of passive voice; formation and use of tenses of the infinitive and its functions in the sentence; use of infinitive sentences; formation, use and functions in the sentence of participe présent, gérondif, adjectif verbal.

Described in detail of skills, abilities and knowledge that provide the successful training future French teachers' professionally oriented competence in listening in the second year of studying allows us to pass to characteristic of stages in training, methods and exercises used in each of them that is the prospect of further researches.

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**FORMATION OF PROFESSIONAL MOBILITY OF
FUTURE TEACHER-MUSICIANS BY MEANS OF VARIETY
AND PERFORMING ACTIVITIES**

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Abstract. *The paper surveys the possibilities to employ the system of shaping professional mobility of a future teacher-musician within a variety show class by inducing students to create their own original projects. Implementing grounded pedagogical conditions and the technologies of shaping professional mobility of future teachers-musicians sufficiently stimulates the development of the inner need of professional mobility, assists students in acquiring knowledge, essential for shaping professional mobility within university training process; inspires flexibility, critical and creative thinking, resolution, determination, independence, initiative, as well as promotes practical skills in projecting own professional development, there through stimulating the development of professional mobility of future experts.*

Professional mobility is an integral part of an expert professional readiness, which defines the mechanism of a personality adaptation providing coordination of separate components of professional development, the ability to adjust to new working conditions. Having examined psychological-pedagogical publications on professional mobility, having analyzed the results of the stating period of the experiment, and considered the pedagogical conditions of professional mobility formation of prospective music teachers, as well as the own working experience at the Music sub department of the Art Department of Kirovohrad Volodymyr Vynnychenko State Pedagogical University, we have created an organizational-pedagogical model of professional mobility formation of prospective music teachers. We see the former as an integral system with functionally important elements.

Keywords: *professional mobility, future teacher-musician professional mobility, creative self-actualization, system of efficient developing of music expert professional mobility.*

Socio-economic changes in Ukraine, world tendency of society humanization, integration and globalization have determined new priorities for the education sector development. In modern circumstances the basic principles of Higher Education reforming provide radical updating of the structure, forms and methods of educational process, its maximum intensification. According to the Law of Ukraine "About Education", State National Program "Ostiva", National Doctrine of Education Development and National upbringing Concept, the strategic