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METHODOLOGICAL SUBCOMPETENCE OF A TEACHER IN FORMING PROFESSIONALLY ORIENTED WRITING COMPETENCE FOR FUTURE FRENCH TEACHERS

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Abstract. *Successful solving the tasks of a French language teacher in his/her professional and methodological activity is possible with his high level methodological competence one of the components of which is subcompetence in forming professionally oriented writing competence for future French teachers. To rate methodological knowledge and skills proving ability of a teacher to form the mentioned competence, the article analyses the components of professionally oriented writing competence of future French teachers (knowledge , skills and abilities) and specifies its components (linguistic and sociocultural, teaching- strategic, professional). On this base there are specified the targets of forming professionally oriented writing competence for future French teachers: practical, linguistic and sociocultural, developing, educational, professional which are implemented in the training and educational process in organic unity with the leading part of the practical goal specified in the current French Language Programme. There are emphasized the components influencing the success in forming the mentioned competence such as students' individual and psychological abilities, peculiarities of French writing language, conditions of training. There are described the stages of forming professionally oriented writing competence (receptive, receptive-reproductive, productive, editing), the system of exercises, methods of teaching, peculiarities of rating the texts written by students. The mentioned peculiarities of forming professionally oriented competence in writing alongside with all its components allowed to define methodological knowledge (declarative and procedural) and methodological skills future French teachers should have for efficient forming of stable competence and for implementing the mentioned educational targets in organic unity.*

Keywords: *future teacher, methodological knowledge, methodological skills, methodological abilities, writing competence, French language.*

The sign of readiness of future teachers for foreign writing communication is high level development of professionally oriented writing competence. On one side, L.G. Kuzmina says, a future teacher should know foreign writing language at quite a high level himself, and on the other side, he has to control the activity of various categories of pupils in learning foreign writing language using writing as both the target and a means of teaching and rating the level of formed speaking skills [5].

Purpose of the article: to organize methodological subcompetence of a teacher in forming professionally oriented competence in writing with future French teachers.

Professionally oriented writing competence of High Language School students (in terms of Ju.R. Ovechkina – communicative competence in foreign writing language) is considered as their ability and readiness to use foreign

writing communication in personal and professional communication on the bases of knowledge, skills, strategy and experience of working on a foreign text paying attention to the structural peculiarities of written statements in the language being learnt [10, p. 7].

Scientists believe that teaching students to write improves in the process of gaining necessary knowledge and speaking skills necessary for creating a written text which is a means of communication [4], developed communicative abilities [8, p. 390]. If speaking skills are spelling, punctuation, vocabulary, grammar, phrasal links, then writing skills have their own specifics. So, it's quite logical that in their scientific surveys authors emphasize the specific nomenclature knowledge and skills which are necessary for producing texts of various genres and types. That's why a future French teacher should gain methodological knowledge and skills for teaching making texts of various genres according to the current Programme. Under conditions of steady reduction of the number of teaching hours, both lectures and seminars, on "Methodology of teaching foreign languages in High School", it is efficient to make it a self-dependent out-of-school learning activity. For this we think it would be efficient to suggest master degree students to do corresponding tasks on analyzing, for example, a scientific article, an abstract of a thesis (in this way a master degree student is involved into scientific and research activity) in order to demonstrate knowledge, skills, teaching methods of producing texts of a corresponding type/genre; ability to predict understanding of the written text by a future reader based on personal goals and intentions; to forecast a reader's reaction, to choose the contents and the semantic form of their written statements, etc. [8, p.392].

L.K. Mazunova states that writing can't exist and develop as no phenomenon of culture and considers it as phenomenon of culture of the country the language of which is being studied and as phenomenon of education - phenomenon which develops only on the bases of social culture [7, p.18, 22]. So, an important component of professionally oriented competence in writing is the linguosociocultural component together with all its components – sociolinguistic, sociocultural, and social.

O.V. Kudrjashova considers strategic competence as a leading aspect in teaching writing language aimed at forming communicative competence and helping deep understanding the process of creating writing language product [4].

M.M. Goranskaja proves efficiency of compensational strategies divided into two groups: 1) linguistic strategies and 2) extralinguistic strategies. The latter also include additional means (dictionaries, reference books, educational and methodological books, texts examples, computer programmes for checking spelling, computer templates, etc.) [2, p.13] which, from our point of view, should be considered as teaching strategies. So, it is educational-strategic

component that is important in forming professionally oriented competence in writing for a future foreign language teacher.

We share M. A. Altukhova's opinion that forming professionally oriented competence in writing for future foreign language teachers is efficient in gaining methodological skills [1, p.20]. In the process of forming the mentioned competence, a future French teacher can learn to make verbal supports; observe and analyze the order of the teacher's methodological activities in organizing teaching and controlling ; analyze /choose authentic written texts to use them as examples; find and correct mistakes in the texts given by the teacher or in written works of other students (peer assessment); edit, check, rate written works (for example other students') and justify the mark; get to know the criteria of rating the written texts of various functional and semantic types, kinds and genres of writing; compile exercises and tasks on the topic suggested by the teacher, etc. Accordingly, it is topical to include a professional component into the structure of professionally oriented foreign language competence in writing for future teachers.

Everything mentioned above allows to define the aims in forming professionally oriented competence in writing which a future French language teacher could set up and implement. They are: practical (improving speaking and technical (spelling and punctuation) skills of writing, developing skills to write texts of various types and genres suggested by a French teacher according to the current Programme at every stage of study both in general and for a certain practical lesson; linguosociocultural (giving knowledge about the system of sociocultural rules, about differences in writing language rules for native speakers and foreign linguosociocultural groups, about national cultural peculiarities of written texts structure, about etiquette formulas for written texts and teaching skills in their correct use considering various social factors; giving knowledge about peculiarities of discourse structure; forming skills to follow sociocultural peculiarities of writing communication in French language, to express correctly in writing the linguostructural facts and realities, etc.); developing (development of analyses and synthesis mechanisms in thinking activity of students, memory, attention, creative abilities, teaching writing strategies , development of skills in learning on their own according to personal needs, use of Internet resources, electronic devices (including out-of-school work on their own, etc.); educational (teaching personal understanding the necessity of tolerant attitude to stereotypes of spoken and non-spoken behavior of native and foreign speakers' cultures [5], realizing importance of learning writing language for successful professional -methodological carrier , self-dependency and responsibility for the process and results of study, etc.); professional (teaching peculiarities of development of skills in producing texts of various types and genres, methods of teaching, ways of organizing self-dependent out-of-school work of students with the aim to improve and develop skills of writing, criteria of rating the written texts; analysis of difficulties in

forming target competence and its separate components, exercises, level of skills in writing, necessity and efficiency of using the writing strategies , involving students in reflection; analyses of fragments of practical classes, defining the sequence of stages, methods of teaching and their targets, etc.).

A future French teacher should know what influences the process of forming professionally oriented competence in writing in order to use them in the process of future professional and methodological activity: personal abilities of students; peculiarities of French writing; conditions of organizing the study (qualitative educational materials, correctly planned and implemented fragments of practical classes , teaching the strategies of writing and methods of self-control, analyses of difficulties and problems in learning writing as a kind of speaking activity, strict demands of the teacher as to writing a text and to the criteria of rating, high-level organized self-dependent out-of-school work of students, etc.)

Forming foreign language competence in writing is step-by-step. Methodology of teaching foreign languages has three stages of activity in forming the mentioned competence: receptive, receptive-reproductive and productive [8, p. 401]. However, analyses of corresponding scientific and scientific-methodological literature proves that for forming professionally-oriented competence in writing with future teachers of foreign languages the stage of editing is important as well [7; 10]/the stage of self-editing [9, p. 14] which is extraordinary meaningful and should be the final one in teaching writing [7, p. 25], as at this stage two major tasks are solved: 1) gaining skills in recognizing mistakes and drawbacks and 2) correcting them.

Forming foreign language competence in writing in unity of all its components is provided with doing exercises given as a system in methodology of teaching foreign languages and consists of three sub- systems [8, p. 190]: 1) for forming skills in writing techniques; 2) for forming language writing skills; 3) for development of writing skills. Exercises for teaching writing should be communicative or conditionally communicative, a part of them is receptive, reproductive (most frequently – conditionally-communicative), or productive (most frequently – communicative) [12, p. 218-219]. We agree with O.B. Tarnopolsky as to the necessity of forming punctuation skills and using corresponding exercises for this [12, p. 205]: non-communicative, reproductive for inserting punctuation into a text, correcting a text (for example written in a foreign language with punctuation of Ukrainian language) [12, p. 216]. With this, a unit of teaching a writing language for a linguistic teacher is an authentic sample-text (canonic and binary) as a didactic object for analyses of linguistic, linguocultural, sociolinguistic and linguostylistic forms of writing communication of native speakers and a model for support in the process of producing their own written product [3, p. 8].

In the process of forming professionally oriented competence in writing, an important part is given to rating the level of corresponding skills of students. To

rate the level of formed competence in productive kinds of language activity (here in writing) S.S. Kunanbajeva suggests such criteria of rating: realization of communicative purpose; logical-structural unity; understanding the idea, correspondence to linguocultural rules of native speakers, linguistic correctness of language ; knowledge of metalanguage [6, p.323-342]. Nevertheless, scientific literature defines the criteria of rating texts of various types and genres which a future French teacher should know and could use in his professional and methodological activity, and the knowledge and skills are gained in the process of forming professionally oriented competence in writing at practical classes of French (for example, skills in rating are gained at the stage of self-control of his own written text and/or of the one suggested by the teacher), as well as in the process of self-dependent scientific-educational activity within the subject called "Methodology of teaching foreign languages in High School" (analyzing abstracts of thesis, scientific articles, other professional papers and preparing talks for seminars, etc.)

Methods of teaching are important for forming professionally oriented French language competence in writing. Our experience in teaching French in High School proves that modern students more and more often refuse from printed exercise books; instead, they actively use mobile computers both to do written exercises and to produce written texts. So, a future teacher of French language should have a high level of ICT-competence, know technical/methodological possibilities of various mobile computers, be able to compile exercises which form and develop corresponding skills in writing, including self-dependent out-of-school work of students.

A future French teacher should know that writing is both a target and a means of teaching (doing written exercises, controlling the formed lexical and grammar skills in order to check language skills in reading and listening, etc.). There is an idea that planning exercises for writing is specified by the context and structure of the previous study as well as by the teacher's controlling activities according to the target. However, it's urgent to involve students into planning or self-dependent choosing the corresponding tasks [11, p. 276] that, on our opinion, enables forming corresponding methodological skills of future French teachers. From our own experience of teaching French we can state that among the promising methods there are analyzing tests, defining whether they are useful or not, efficient or inefficient to obtain the target, etc. (auditorium work), compiling tests to the texts read self-dependently for students to do them at their practical classes, making up questions to the read or listened texts, etc.

So the described peculiarities of forming professionally oriented writing competence for future teachers in unity with all its components, analyzing the demands of the current programme on "Methodology of teaching foreign languages at High School" [13] allow to define methodological knowledge and skills for master students to know for efficient forming the mentioned competence and using it in organic unity of corresponding targets of teaching.

So, a future French teacher should gain methodological knowledge:

a) declarative: on major notions (unit of teaching writing, binary texts, functionally-semantic types and genres of writing, etc.); modern approaches to forming professionally oriented competence in writing; demands of the current Programme on French learning in terms of types and genres of writing for future teachers to learn as well as the level of formed competence; parts and components of professionally oriented competence in writing; methodology of teaching writing texts of various types and genres, their sociolinguistic, sociocultural peculiarities; strategies of written statements structures; lexico-grammatical minimum for teaching writing of various types and genres; sources of difficulties in learning writing, kinds of mistakes, verbal supports for teaching writing language; stages of forming competence in writing and corresponding system of exercises; methods of teaching certain types and genres of writing; importance of editing stage for development of methodological skills and appropriate methods of teaching; importance of means of teaching writing language; objects and means of control, criteria for rating written products of various types and genres; writing as a target and means of teaching; methodological functions of Internet resources for teaching writing language; methodology of organizing self-dependent off-classes work (using ICT) on improving speaking skills as well as development of skills in writing; b) procedural: about types and kinds of exercises for improving speaking and writing skills; ways of preventing difficulties in learning writing and methods of avoiding them; peculiarities of organizing lexico-grammatical material for teaching writing texts of various types and genres; methods of achieving the targets in forming professionally oriented competence in writing; methods of teaching at various stages of producing texts as well as at the stage of editing; methods of using writing as a means of teaching; methods of using ICT in order to improve and develop writing skills.

Methodological skills are: 1) analyzing a) exercises for improvement of speaking and writing skills, methods of teaching, Internet resources etc.; b) difficulties of learning writing; c) authentic sample texts for teaching producing texts of various types and genres; d) a written plan of a part of a practical lesson suggested by the teacher; e) a video fragment of a practical lesson suggested by the teacher; 2) compiling the written plan of a practical lesson on forming professionally oriented competence in writing based on the parameters given by the teacher followed by its presentation at a seminar in the form of oriented role-play.

Accepted methodological knowledge as well as formed methodological skills are the base for development of methodological skills, such as: to coordinate final targets in forming professionally oriented competence in writing and the Programme of teaching French with the system of appropriate targets of teaching various functional-semantic types and genres of writing; to do methodological analyses of authentic sample texts as to their efficiency at a

certain stage of teaching; to do methodological analyses of teaching-methodological complexes in order to define exercises and tasks for teaching writing texts of various types and genres; to analyze linguistic, linguistic-sociocultural peculiarities of texts of various types and genres. To choose efficient methods to give students corresponding knowledge and form skills ; to predict difficulties in learning writing and to use appropriate methods to prevent and overcome them ; to spot mistakes , to classify them correctly according to the methodology; to define control objects. To rate written texts; to use writing language for organizing auditorium activity; to use various kinds of supports depending on the type and genre of writing; to choose authentic sample texts and to use them appropriately, to choose/compile self-dependently the exercises to improve and develop skills in writing; to choose and use efficiently authentic materials to teach writing; to differentiate educational materials, methods and means of teaching writing according to individual psychological abilities of students; to plan, compile and conduct a part of the lesson on forming professionally oriented competence in writing in organic unity with the previous and following stages of teaching; to make methodological corrections in the process of conducting the mentioned fragment ; to self-analyze the conducted fragment of a practical lesson; to analyze the fragment of the practical lesson conducted by the teacher/ master student; to implement methodological potential of ICT for forming professionally oriented competence in writing; to choose teaching materials in Internet resources and to use them for methodological organizing self-dependent out-of-school work of students; to use methodological reflection.

So, the article characterizes methodological subcompetence of a future French teacher in forming professionally oriented competence in writing. Prospects of further scientific research are seen in defining nomenclature of methodological knowledge for teaching students to produce written texts of various types and genres.

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**METHODS OF INTEGRATED TEACHING ENGLISH DIALOGICAL
SPEECH TO JUNIOR PUPILS BY MEANS OF AUTHENTIC FAIRY
TALES DRAMATIZATION**

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Abstract. *The article deals with the problem of integrated teaching of foreign languages. It examines the possibility of integrated teaching English dialogical speech to junior pupils by means of fairy tales dramatization. The stages of such integrated teaching with step-by-step formation of English dialogical speech skills have been defined. The components of teaching process at every stage have been highlighted. The experimental model of the teaching process has been worked out. The system of exercises comprising six groups corresponding to each stage has been offered.*

Keywords: *integrated teaching, English dialogical speech, dramatization, methods of integrated teaching English dialogical speech by means of authentic fairy tales dramatization, junior pupils.*

The necessity to master the English language skills of dialogical communication by the pupils of elementary school was supported by many scientists in the 80-90 years of the last century with the aim of improving the pupils' philological culture and their acquaintance with the mentality of the English-speaking peers. Already in 2000, junior pupils were mastering the English language communicative skills with the purpose of acquaintance with their foreign friends' lifestyle, learning their interests and hobbies and speaking with them in English on-line. At the same time the difficulties in contacts between the Ukrainian pupils and their English-speaking peers were determined. It happened both because of the lack of pupils' linguistic stock and of the inconsistency of their speech to its authentic form. Currently, primary school graduates should be ready for such level of English language speaking, that can provide them with the perception of authentic children's literature, the study of some subjects in English, so in general, the use of the target language as a means of every-day and educational communication. With this purpose we propose the implementation of the integrated teaching English dialogical speech to the pupils of elementary grades by means of authentic fairy-tales dramatization.

The aim of our work is the creation of methods of integrated teaching junior pupils the English language on the basis of the authentic fairy-tales dramatization. The object of the study is the peculiarities of integrated teaching English dialogical speech to pupils of elementary grades. The subject is the