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Tendencies of formation of pedagogical competence of foreign language teachers in universities of Ukraine

Introduction. The main challenge in the sphere of professional pedagogical education issued by the “Branch conception of development of continuous pedagogical education” and the “National strategy of development of education in Ukraine for 2012-2021” presupposes not only the high-quality training of pedagogical staff for all spheres of education but also the creation of efficient system of training as well as advanced training of academic staff and teachers on the basis of combination of national acquisitions of world achievements and withstand European traditions of providing development of teachers who are able in the process of permanent perfection to carry out professional activity on the principles of humanism, democracy, free competition and high-tech innovations. A problem of pedagogical staff training is especially up-to-date for modern higher education, as nowadays a special role is given to the problem of providing a labour-market of Ukraine with the mobile, skilled specialists ready for self-development and self-perfection.

Thus, in a period of updating of all aspects of vital functions of society

and expansion of international connections the level of professional training of foreign language teachers at higher educational establishments of Ukraine is determined by the level of formedness of their personal qualities and professional abilities among which the special place is given to pedagogical competence. That is why the main **aim** of the article is the investigation of formation of pedagogical competence of foreign language teachers. In order to achieve the main aim it is necessary to do the following **tasks**:

- to analyze the state of the investigated problem and specify the concepts such as “competency”, “competence”, “pedagogical competence” in Ukrainian and foreign scientific literature;
- to find out peculiarities of formation of pedagogical competence of foreign languages teachers during the process of professional training at higher educational establishments of Ukraine;
- to ground the choice of didactic principles on the basis of which the pedagogical competence of foreign language teachers is formed.

Analysis of the latest research studies and publications. The general questions of formation of pedagogical competence among the teachers of higher educational establishments found their reflection in the scientific works of I. Zyazyun, S. Sysoieva, N. Kuchugurova, L. Banashko, O. Sevastianova, B. Kryshchuk, I. Kostikova, S. Tafintseva, O. Dobrotvor, R. Hryshkova, and many others.

The questions of competent approach in the process of professional training at higher educational establishments are studied by native and foreign researchers, namely: I. Zymniaia, I. Zyazyun, A. Markova, T. Ivanova, N. Bibik, O. Lokshyna, O. Pometun and others.

The ways of formation of components of professional competence of teachers are discussed in the scientific works of L. Khoruzha, A. Nasimchuk, N. Guziy and others.

Presentation of basic material of the research. Changes that are happening in the present-day Ukrainian society and related to the necessity of bringing to date the system of higher education, defined not only by including Ukraine into the single European educational space but by the processes of globalization of world economy as well. It is globalization of economy that expects of modern higher educational establishments training of foreign language teachers who are initiative, responsible and highly skilled. That is why the formation of pedagogical competence which assists the acceptance of efficient decisions in the professional activity is of great interest of Ukrainian and foreign scholars.

In other words, the main issues that are of the utmost interest for our research are giving definitions of such concepts as “competency”, “competence”, “pedagogical competence” and eliciting structural components of pedagogical competence. Most Ukrainian and foreign scholars that study abovementioned problem take a stand according to which a competency is defined as a complex of interdependent qualities of a personality (knowledge, ability, skills, methods of activity) that are needed for qualitative productive activity, and a competence is defined as possessing of corresponding competencies [5].

The “National scope of qualifications and Order of development and further accompaniment of the National system of qualifications”, in its turn, gives two different definitions of what “competence” and “competency” mean. According to it, a competency is defined as the ability and willingness to use knowledge, skills and personal, social, methodological aspects in the process of study or work, and also for professional and personal development. Competence, in its turn, is defined as the ability of person, in particular, the person’s knowledge and skills to do his/her job in the right way [8].

I. Zyazyun defines a competence as special type of organization of knowledge, that provides possibility to take efficient decisions, in particular, in extreme conditions [3].

Thus, the definitions of “competence” and “competency” analyzed in the article show completely different points of view on this concept in scientific literature.

A pedagogical competence, in its turn, is defined as a system of scientific knowledge, intellectual and practical abilities and skills, personal qualities and formations, that under sufficient motivation and high level of professionalism of psychical processes provides self-realization, self-preservation and self-perfection of personality of teacher in the process of professional activity [5].

It is necessary to mention that there is also no single idea in determining structural components of pedagogical competence in Ukrainian and foreign scientific literature.

Thus, A. Markova thinks that there are two aspects of competence of a teacher, namely:

- procedural (pedagogical activity, pedagogical communication, personality of a teacher);
- resultative.

The scholar also insists that special, personal, individual and

extreme professional competences are the basic structural components of pedagogical competence [7].

L. Banashko, in her turn, under the basic structural components of pedagogical competence distinguishes theoretical pedagogical knowledge, practical abilities and personal qualities of a teacher [5].

L. Martyniuk, studying the formation of professional competence of a teacher, distinguishes four structural components of pedagogical competence, namely: pedagogical mastery; a communicative art; using of pedagogical technologies; innovative activity [10].

In addition, it is necessary to add, that the analysis of pedagogical literature on this question allows us to assert that native Ukrainian scientists distinguish different types of pedagogical competence. They include special competence, methodical competence; psychological competence; reflection of pedagogical activity; common cultural competence; valueological competence; communicative competence; conflictological competence; diagnostic competence; social competence; personal competence; competence in the field of information technologies and others [5; 10].

All above-mentioned types of pedagogical competence are connected with demands placed on the knowledge of teachers and peculiarities of their professional activity.

During the investigation, we found out that some contradictions influence the formation of pedagogical competence of foreign language teachers during the process of professional training at higher educational establishments of Ukraine, namely:

Firstly, the desire to approach the Ukrainian system of professional training of foreign language teachers to the world and European requirements and the absence of necessary financial, organizational and skilled conditions.

Secondly, the analysis of practical activity of teachers of higher educational establishments shows that the process of formation of pedagogical competence does not provide the sufficient amount of credits on realization of pedagogical practice in the process of which students can apply their knowledge and experience for teaching definite disciplines while they are studying at universities.

Thirdly, the presence of permanent increase of requirements to training of foreign language teachers and the lack of developed theoretical principles of its realization in the system of pedagogical education in Ukraine.

The peculiarity of formation of pedagogical competence of foreign language teachers is characterized by the necessity and possibility to resolve contradictions determined in the research.

Formation of pedagogical competence of foreign language teachers must be put in practice on the basis of the definite didactic principles the distinctive feature of which is their complexity [1].

The didactic principles that influence the formation of pedagogical competence of foreign language teachers include the principle of scientific character, the principle of unity of theory and practice, the principle of humanization of studies, the principle of democratization, the principles of pedagogical creativity and self-realization. Let us discuss them in more detail.

1. Principle of scientific character. Principle of scientific character is important principle of studies at present-day higher school. Principle requires that the content of education can acquaint the foreign language teachers with objective scientific facts, concepts and laws; can explain modern achievements and prospects of their development in the future.

2. Principle of unity of theory and practice. Principle of unity of theory and practice requires understanding of importance of theory in life by pedagogical university graduates, skillful application of theoretical knowledge in solving practical tasks and participating in solving up-to-date problems.

3. Principle of usage of advances of modern SciTech. Solving of educational tasks that are set for future teachers, cannot be to a full degree effective without the usage of modern advances of SciTech and possibilities they provide to humanity every day.

4. Principle of humanization of studies. Principle of humanization of studies means the creation of conditions for formation of the best qualities and abilities of future teachers, respect to their personality; understanding of their demands, interests, dignity; education of humane, sincere and friendly personalities. This principle provides psychological transformation of personality of a future teacher, his transformation from the transmitter of educational information to an adviser and consultant of students.

5. Principle of democratization. Principle of democratization provides obligation of democratic mutual relations between the subjects of studies, updating the content of education, filling the content of education by universal and civil values. This principle means respect to personality of future teachers and development of their internal freedom and self-respect.

6. Principles of pedagogical creativity. Principles of pedagogical creativity are understood as conditions for development of personal creativity of foreign language teachers - diagnostics, optimality, interdependence, facilitation, creativity, addition, variant and self-organization.

7. Principle of self-realization. Principle of self-realization lies in an ability of teachers to organize their activity rationally and in introduction of their internal possibilities and capabilities in life.

Thus, the results of the analysis of scientific pedagogical literature on questions of development of didactic principles and their classifications prove that their integrated usage provides efficiency of training process at a higher educational establishment and create favourable terms for the formation of pedagogical competence of foreign language teachers [1].

Conclusions of undertaken study. Thus, under a pedagogical competence it is possible to understand the system of scientific knowledge, intellectual and practical abilities and skills, personal properties and formations that provides self-realization, self-preservation and self-perfection of a personality of a teacher in the process of professional activity and consists of certain structural components. In the process of research the different types of pedagogical competence are distinguished, the formation of which is influenced by the integrated usage of selected didactic principles.

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Abstracts

NATALIA ARISTOWA. Kształtowanie kompetencji pedagogicznych nauczycieli akademickich języków obcych na Ukrainie. *W artykule przedstawiono różne interpretacje pojęć «kompetencja», «kompetentność» i «kompetencje pedagogiczne». Kompetencje pedagogiczne rozpatrywane są jako system wiedzy naukowej, umiejętności praktycznych i intelektualnych oraz cech osobistych, które przy wystarczającym poziomie motywacji zapewniają samorealizację i samodoskonalenie nauczyciela w toku działalności zawodowej. Określono specyfikę oraz zasady dydaktyczne, wpływające na proces kształtowania się kompetencji pedagogicznych nauczycieli akademickich i pracowników dydaktycznych języków obcych na uczelniach wyższych Ukrainy.*
Słowa kluczowe: *kompetencje, kompetencje pedagogiczne, szkoła wyższa, wykształcenie wyższe, zasady dydaktyczne, przygotowanie zawodowe.*

НАТАЛІЯ АРИСТОВА. Тенденції формування педагогічної компетентності вчителів іноземної мови у вищих навчальних закладах України. *У статті подано різні трактування понять «компетенція», «компетентність» та «педагогічна компетентність», варіанти їхнього тлумачення вітчизняними та зарубіжними авторами в педагогічній теорії та практиці. У до-*

слідженні педагогічна компетентність тлумачиться як система наукових знань, інтелектуальних і практичних умінь і навичок, особистісних якостей і утворень викладача, яка забезпечує самореалізацію, самозбереження та самовдосконалення його особистості в процесі професійної діяльності і складається із певних структурних компонентів. Структурні компоненти та різні види педагогічної компетентності проаналізовані у статті. Визначена специфіка формування педагогічної компетентності та виявлені дидактичні принципи, які впливають на процес формування педагогічної компетентності викладачів іноземної мови у вищих навчальних закладах України.

Ключові слова: компетенція, компетентність, педагогічна компетентність, вища освіта, вищий навчальний заклад, дидактичні принципи, фахова підготовка.

НАТАЛИЯ АРИСТОВА. Тенденции формирования педагогической компетентности преподавателей иностранного языка в высших учебных заведениях Украины. В статье представлены различные трактования понятий «компетенция», «компетентность» и «педагогическая компетентность», варианты их толкования отечественными и зарубежными авторами в педагогической теории и практике. Педагогическая компетентность рассматривается как система научных знаний, интеллектуальных и практических умений, навыков и личных качеств, которая при достаточном уровне мотивации обеспечивает самореализацию, самосохранение и самосовершенствование личности преподавателя в процессе профессиональной деятельности. Структурные компоненты и различные виды педагогической компетентности проанализированы в статье. Определена специфика формирования педагогической компетентности и выявлены дидактические принципы, которые влияют на процесс формирования педагогической компетентности преподавателей иностранных языков в высших учебных заведениях Украины.

Ключевые слова: компетенция, компетентность, педагогическая компетентность, высшее образование, высшее учебное заведение, дидактические принципы, профессиональная подготовка.

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and expansion of international connections the level of professional training of foreign language teachers is determined by the level of formedness of their personal qualities and professional abilities among which the special place is given to pedagogical competence. For this reason the article is dedicated to the formation of pedagogical competence of foreign language teachers. The various interpretations of conceptions "competency", "competence" and "pedagogical competence" are given in the article. The variants of their interpretation by local and foreign authors in pedagogical theory and practice are analyzed. In the article pedagogical competence is defined as a system of scientific knowledge, intellectual and practical know-how and personal qualities which can provide realization of personal potential of a teachers in the process of pedagogical activities and which consists of definite structural components. Structural components and different types of pedagogical competence of foreign language teachers are studied in the article. Peculiarities of formation of pedagogical competence are determined and didactic principles that influence the formation of pedagogical competence of foreign language teachers at the higher educational establishments of Ukraine.

Key words: *competency, competence, pedagogical competence, higher education, higher educational establishment, didactic principles, professional training.*