

*M. V. Rudina, SE "Luhansk Taras Shevchenko National University"*

## **THE ROLE OF FOREIGN COMMUNICATIVE COMPETENCE FOR THE FUTURE TEACHERS' PROFESSIONAL SKILLS**

Rudina M. V.

The Role of Foreign Communicative Competence for the Future Teachers' Professional Skills.

The article shows the peculiarities of foreign communicative competence as a component of the future teachers' professional skills and the approaches to its formation in the process of teaching students. Dynamic processes of socio-economic life reveal contradictory trends present. On one hand, the necessary becomes more deep professionalism of specialists of any profession, on the other, there is inter-sectoral integration of knowledge, raises the importance of integrated skills for carrying out professional activities. These general trends defining new requirements to employee education, in particular to future teachers as it is largely tasked training, graduates of secondary educational institutions to integrate into the global labor market on the basis of high quality education. The article is covering the features of foreign language communicative competence as part of future teachers' professional skills and scientific approaches to its formation in the learning process of the students. Modern society for a variety of reasons (economic, financial, staffing, etc.) requires the education system changes, forms and mechanisms of learning, especially in the field of higher education, with the goal of training professional skills. Students who study Philology, teaching specialty, in the process of learning a foreign language, usually do not see its special role for forming their own professional skills. This situation is caused by a number of reasons, among them is misunderstanding of the role of communicative competence of foreign language by the students and their opportunities in the future professional activity in case of its full implementation.

*Key words:* foreign communicative competence, the future teachers' professional skills.

Finding effective ways of formation of the professional skills of the future teachers of any school subjects remains relevant psychological and pedagogical problem today, since the requirements of society and parents and students to quality secondary education are growing constantly. The special value has such component of the teacher's professional skills, as the foreign communicative competence.

The purpose of the article is covering features of foreign language communicative competence as part of future teachers' professional skills and scientific approaches to its formation in the learning process of the students.

Modern students who study different, besides Philology, teaching specialty, in the process of learning a foreign language, usually do not see its special role for forming their own professional skills. This situation is caused by a number of reasons, among which are leading is, in our opinion, the misunderstanding of the role of the communicative competence of foreign language by the students and their opportunities in the future professional activity in case of its full implementation.

Comparing of the components of teacher's professional activity with the structure of the teacher's professional skills was described by Kuzmina. On the opinion of the scientist, pedagogical activity consists of structural and contextual (selection and composition of the training material, planning and construction of the pedagogical process) structural and operational (planning their own activities and the activities of pupils), structural and material (designing educational and material base of pedagogical process) organizational activities provides a system of actions, aimed at attracting students in various activities, the creation of collective and joint activities; communicative activities aimed at establishing pedagogical relationship with students, other teachers, schools, representatives of the public, parents. However, these components are, in our opinion, the present education does not reveal sufficient measure all sides of the teacher professional activity.

A. Shcherbakov claims the constructive, organizational and research components (in his interpretation, function) to the practical, i.e., those that find themselves in any professional activity 19. However it specifies the function of the teacher on the stage of implementation of the educational process by setting an organizational component of pedagogical activity as the unity informational, developing, orientation and mobilizing functions. Special attention he draws on a research feature, which although belongs to the common working, however, requires teacher's scientific approach to pedagogical phenomena possession skills of heuristic search methods of the scientific-pedagogical research, including analysis of their own

experience and the experience of other teachers, including foreign teachers. A constructive component of teacher professional activity served him as intrinsically related to analytical, prediction and projective function.

An overview to the content of communicative functions allows us to understand it as interrelated perceptive or communicative and the communicative-operating functions, because perceptive is associated with penetration into the inner world of man, actually communicative competence aimed at establishing relationships and communicative-operating involves the active usage of pedagogical technology. The effectiveness of pedagogical activity is caused by the presence of constant feedback that allows the teacher to timely receive information about match results planned goals.

So, to our mind, the structure of the teaching of professional activity is also reflexive. Implementation of these functions requires the possession of a teacher's special skills, which, in our opinion, can be treated and foreign communicative competence as a special ability of 21st century teacher that teaches children in the conditions of globalization of the world and the dominant society.

About the growth of the role of teachers in the contemporary world shows the analysis of international instruments: International Conference on the problems of education in the framework of the UNESCO session 45 (1996), 47-th session of UNESCO (2006), World report "Teachers and personnel training in the changing world" (1998). 3. These and other documents indicates that the modern teacher is an owner of educational and social change, that this is a person who thinks about the changes and innovations of own life. This is especially true of future teachers whose professional competence should be established at the highest level 11.

The modern society for a variety of reasons (economic, financial, staffing, etc.) requires the education system changes forms and mechanisms of learning, especially in the field of higher education, with the goal of training skilled professional, in particular highly professional future teacher.

The essence of the professionalism of teacher, by definition, a famous scientist and I. Zyazyun, lies in the combination of professional culture and professional

identity, allowing the teacher at a high level to carry out professional activities [7]. We share this point of view, because we believe that professional culture must meet the demands of the society as, and professional needs of the educator, and hence as a component of the professionalism of the future teacher creates the need for the acquisition of foreign language communicative competence.

Component of the teacher's professional activity which is going into the 21st century, there are also professional spirituality (B. Vul'fov) [5]. The structure of the professionalism of the future teacher we consider its value personality of student orientations as actively formed in youth age, punctuating the relevance of foreign language communicative competence in the learning process of students will achieve efficiency in future professional activity.

Researchers N. Bibik, N. Butenko, N. Volkov, A. Grebenkina, I. Zyazun, and others thought the "professionalism" of the notion of "competence", which is considered a necessary component in the structure of the teacher's professional skills. The notion of "competence" appeared in the psycho-pedagogical literature in the 20th century and, according to many scientists, is becoming increasingly important topic and the analysis of its nature and structure. In the dictionary of foreign words "competence" is defined as 1) "possession of knowledge which allows to judge anything, expresses a strong, authoritative opinion"; 2) "awareness, awareness, credibility," [15]. A dictionary of the Ukrainian language gives the following definition: a competent is the one who "has sufficient knowledge in any field, with the ever knowledgeable, intelligent, based on knowledge, qualified" [16].

Analysis of modern scientific psychological and pedagogical literature regarding competence (Professional) teacher lets admit that most researchers define competence as one of the components of professional skills; as a system of knowledge, abilities, skills, methods, activities, psychological qualities required of a teacher for teacher professional activity; as the structure of the components.

According to researchers of V. Adolf, V. Barkasi, T. Braze, S. Elkanova, V. Zhuravlyova, G. Melnichenko, O. Melnychuk, V. Mindikan, T. Novikova, N. Talizina, A. Yakovleva, in works which are general characteristics of professional

teacher's competence, it involves bringing the person to the general cultural world values, and it is in this space a person sells himself as a specialist, professional, meaning "a person who possesses not only a sufficient amount of knowledge, abilities and skills, but also the capacity for continuous self-education" [10].

Generalized defined in these works the structure of the professional pedagogical competences can be represented in the form of the following components: knowledge (cultural, pedagogical and other), pedagogical skills, ability to self-education and self-education, the ability to receive from their work, specific stable results that correspond to the generally accepted standart, ability to solve creative tasks.

Another emphasis is made by V. Zhuravl'ov [6]. He proposes to consider the structure of the professional competence of teachers, based on the base standard, given the components: "qualification characteristic", "model employee", "profesiograma teacher". The author singles out three groups of standards of professionalism of teacher: reflexive standards – selfvalues and outvalues (with the qualifying characteristic, mastery of the technique introspection and methodical esteem through simulation I-concept); vocational activity characteristic of teacher-owing teaching concepts, concepts, regularities, basics of pedagogical science, pedagogic Diagnostics, technology teacher creativity, co-operation with partners, the management of collective Affairs; the possession of knowledge about healthy and fast-paced lifestyle is about ways to escape from the stressful situation about social and psychological protection from the influence of unfavorable factors of labour and livelihoods. In our opinion, the second group of standards reflects the content of the professional competence of the teacher, the first and third conditions for detection of professional competence.

We share the views of those scholars who determine the professional competence as a system of knowledge, abilities and skills in a particular professional activity: V. Adolf, A. Verbitsky, M. Kabardov, T. Komarnytska, N. Kuzmin, N. Mulina, E. Passov, A. Sbrueva, T. Sorochan and others. The reason for this

conclusion is the analysis of the studies of foreign scholars and relevant documents in the field of education.

The United States National Committee of the professional teachers' standards was developed requirements for a national teachers' certificate and defined five basic standards for competent teachers, namely: the teacher has to assume responsibility for the students and their learning; the teacher must know the subject and how to teach it; a teacher must be a manager training and mentor to the disciples; the teacher must improve their knowledge based on practical experience [21].

Scientists in Switzerland have developed a project profile of the teacher, in which has three types of competences, including personal, social and special. All together, they are the most important for the teacher as a plenipotentiary representative and intermediary between the native and foreign cultures – intercultural competence [20].

The scientist V. Barkasi [1] in considering the question of teachers' professional competence, notes that it must be formed foreign communicative competence. This approach, in the opinion of the scientific, founded D. Himes, by entering the term "communicative competence" in the sense of "knowledge, providing human to implement functionally oriented narration of communication, that is what you need to know to those who said to succeed in communication in the environment of foreign culture".

It is common knowledge that communicative competence is treated in social psychology and pedagogy and is connected with communication and cognitive activity. The scientists (P. Muratov, V. Slast'onin, O. Miller, E. Shubin, etc.) define professional communicative competence as integrative sign personality, characterised by the volume and nature of learned knowledge and skills proficiency, as well as habits, characteristics and properties that will be realized in the future professional activities specialist, which is formed in the process of modeling the professional communicative activities. Communicative structure of professional competence, in their opinion, contains the communicative competence as possession by means of verbal communication and professional competence as an information component.

Learning a language as the native and foreign – personal need that manifested in social interaction, communication. The success of the latter depends not only on the desire of the speaker to make contact, but also from the ability to implement language intention, that depends on the degree of ownership units of language and the ability to use them in specific situations. These terms and conditions of language proficiency are the essence of foreign language communicative competence of any person, and thereby the future teacher.

In the scientific work of both domestic and foreign scientists, meets the interchangeability of the notions of competence and competence about their understanding of these two variants of translation of one definition of English language writes, for example, T. Sorochan [17]. The concept unambiguous. seeking to «competence», we are within the limits of tasks our article approached relevant research.

The content of the notion of communicative competence is used by many scientists: L. Baranovska, O. Bilyaev, I. Bim, M. Vasulenko, M. Kanalem, A. Lubasenko, J. Manbi, L. Matsko, V. Mel'nichaiko, S. Nikolaeva, E. Passov N. Pashkivska, M. Pentiluk, S. Savinion, M. Swane, D. Hames and others.

For the first time the term "competence" is used in the linguistic sense, N. Chomsky within his theory of generative grammar. He hoped that notion with the ability of media language possess language system, limiting the value of competence linguistic aspect [18]. It was about competence as innate ability, and as such the property, which is formed by the interaction of the individual with the social environment, therefore acquiring this ability is provided by social experiences and needs of individuals in indissoluble connection with the process of socialization of personality.

Over time, foreign and domestic scholars as opposed to linguistic competence N. Homs have actively used the term "communicative competence", understanding it as the ability to communicate through language, i.e. transmit thoughts and share them in different situations in the process of interaction with other participants, choosing the communicative behavior of an authentic situation. Communicative competence is

not regarded as a personal characteristic, and its formation is in the process of communication just such approaches were determined by concept of communicative competence, which was still in the works of Bakhtin [2].

Ethnolinguist D. Himes the ability of the personality to be a member of speech activity called the communicative competence [22]. The communicative competence of the scientist presented as writing skills and the ability to use the language in a particular situation. Communicative competence, in his opinion, the person's ability to creatively use language tools (expression, discourses), which is based on knowledge and readiness of their adequate use. into account cognitive, affective and intensional factors. The acquisition of communicative competence is the most important goal of the learning process [14]. In particular, Dr. Himes emphasized that competence is not only the possession of grammar and vocabulary, but also knowledge of conditions, situations in which is speech act [23].

Thus, if the ability to be a member of speech activity is the competence, direct participation in it, in our opinion, could be considered as claims.

Therefore, the communicative competence of the majority of scholars consider the complex intellectual and psychological education of personality, characterised by the ability of a person to communicate effectively in various spheres of life, the presence of knowledge of language and speech norms, etiquette, cultural characteristics, social experience and the ability to use this knowledge in accordance with the situation. Communicative competence based on knowledge of foreign languages has the same purpose that gives grounds to speak about the foreign communicative competence as part of professionalism of the modern teacher.

The formation of foreign language communicative competence of students who have chosen the future professional activities of teaching, especially in the aspect of component of professionalism, should be conducted on the basis of the modern complex scientific approaches and methods. Among them are leading we believe system, competency-based, militant, learner-oriented, communicative. Within the article, emphasis on the last one.



The focus of the communicative method, content and purpose statements; of special importance is speech context; developing both literacy and improvised, spontaneous normative speech of students (to include literacy in addition to linguistic forms, and social and cultural adequacy of speech behavior); preferred group forms of classes; stimulated by a memorization is encouraged personal content of educational communication [9].

The baseline intake of communicative method, emphasize L. Ryabinina and O. Sokolova is modeling those situations which are basic in the further advancement of the future teacher as "educational objectives under such circumstances are such that during their students necessarily reproduce actively" live "process for creating and understanding the text that you want to produce according to the communicative tasks" [13].

Communicative method determines the active forms of learning, "which are primarily educational business games, analysis method of concrete situations playing out roles, workshops, discussions, as well as the forms and techniques that attract students to the practical work as future professionals" [4].

M. Bulanova-Toporkova defines the features of active (intensive) the training of students who, in our opinion, the formation of foreign language communicative competence of the future teachers: forced activation of thinking when he who learns must be active regardless of his desire; quite a long time to attract students to the educational process, because their activity should not be short and episodic, largely permanent and long-term (i.e. throughout the session); independent creative decision-making, increase the degree of motivation and emotionality of those studies; the constant interaction between the participants of educational process through direct and feedbacks [12].

Effective methods of formation of foreign language communicative competence in the learning process of students as future teachers we also design technology, the use of multimedia, dialogical interaction as the basis of mastering foreign languages, since the motivation of what is already mentioned in our previous articles.

## References

1. Barkasi V. V. Polycultural competence as a component of professional competence of the future English teachers // Naukovy Visnyk of the West Ukrainian Pedagogical University by K.D.Ushinsky / Zb. sciences. ave. / VIP. 11 – 12 . – Odessa: WUPU by K.D.Ushinsky. – 2002 . – P. 89 – 94.
2. Bakhtin M. To act philosophy // Philosophy and science and equipment sociology: Year-book 1984-1985. – M. : Science, 1986. – 249 p.
3. The Bureau information bulletin for the sake of Europe in Ukraine No. 9. – Bureau information for the sake of Europe in Ukraine, 2002. – 92 p.
4. Verbitsky A. A. Active training at the higher school: Contextual approach. – M. : The higher school, 1991. – 207 p.
5. Vulfov B. Teacher: professional spirituality // Pedagogics. – 1995. – No. 2. – P. 48 – 52.
6. Zhuravlyov V. I. Standards in formation and maintenance of professionalism of teachers//Problems of updating of the maintenance of the general education. – Rostov-on-Don: RPI, 1992. – 100 p.
7. Zyazyun I. The features of the teacher's professional preparation. // Pedagogical newspaper. – No. 2. – 2001.
8. Kuzmina N. Professionalizm of the identity of the teacher and Training officer / Kuzmina N. – M. : The higher school, 1990. – 177 p.
9. Milrud R. P., Maksimova I. R. The modern conceptual principles of communicative training in foreign languages // Foreign languages at school. – 2002. – No. 4. – P. 9–16.
10. Continuous pedagogical education. Problems of development of professionalism / Under the editorship of T. V. Novikova. – M, 1994. – 32 p.
11. Onats O. Management and development of professional competence of the young teacher of secondary school. Avtoref. Thes. ... cand. ped. sciences: 13.00.01. – Kyiv, 2006. – 24 p.

12. Pedagogics and psychology of the higher school: Manual / M. V. Bulanova-Toporkova, A. V. Dukhavnev, L. D. Stolyarenko, S. I. Samygin, G. V. Suchkov, V. E. Stolyarenko. – Rostov on Don : Phoenix, 2002. – 544 p.

13. Ryabinina L.A. Sokolova O. V. Communicative and activity approach to training in Russian // the Linguistic year-book of Siberia. Ed. 1 / Under the editorship of G. M. Grigoryeva. – Krasnoyarsk, 1999. – P. 128 – 129.

14. Serl Dzh. R. What is speech act? New in foreign linguistics. – M – 1986. – Ed. 17. – P. 151 – 169.

15. Dictionary of scientific words / Way. S. M. Morozov, L. M. Shkaraputa. – K. : Scientific thought, 2000. – 680 p.

16. Ukrainian dictionary in 11 t. – K. : Scientific thought, 1977. – T. 8. – 927 p.

17. Sorochan T. Preparation the school leaders to management: theory i practice: monogr. / Sorochan T. – Lugansk : Znannya, 2005. – 384 p.

18. Homsy R. Language and thinking: The lane with English – M. : Thought, 1972. – 352 p.

19. Scherbakov A. Praktikum on age and pedagogical psychologists of Studies. grant for students ped. inst. / Under the editorship of A. I. Scherbakov. Group of authors: A. A. Alekseev, I A. Arkhipova, V. N. Baby, A. I. Scherbakov, etc. – M. : Education, 1987. – 255 p.

20. Anforderungsprofil fur DaF / DaZ-Lehrer und Lehrerinnen // Arbeitskreis DaF, Runbreif, 1996 / 30. – P. 31 – 36.

21. Crowl T. K., Kaminsky S., Podell D. M. Educational Psychology. Windows on Teaching. – Brown & Bench mark publishers, 1997. – 416 p.

22. Hymes D. Communicative Competence // Sociolinguistics Selected Readings / Ed. by J. B. Pride, J. Holmes. – London, 1972. – P. 269.

23. Hymes D. Sociolinguistics and ethography of Speaking Social anthropology and language. – London. – 1971. – 318p.

Рудіна М. В.

Роль іншомовної комунікативної компетентності в професійній діяльності майбутнього вчителя.

У статті розглянуто особливості іншомовної комунікативної компетентності як складової професіоналізму майбутніх учителів та підходи до її формування в процесі навчання студентів. Динаміка соціально-економічного життя виявляє ряд протиріч у процесі навчання, основним з яких є нерозуміння студентами ролі іншомовної комунікативної компетентності та власних можливостей у майбутній професійній діяльності в разі її повноцінного опанування. Очевидною, з одного боку, є потреба в професіоналізмі будь-якого фахівця, з іншого боку, відбувається інтеграція знань та зростає важливість професіональної діяльності саме педагогів. Ці тенденції зумовлюють нові вимоги до працівника освіти, зокрема до майбутнього вчителя, оскільки саме на нього значною мірою покладено завдання підготовки випускників середніх загальноосвітніх навчальних закладів до інтеграції у світовий ринок праці на основі високої якості освіти. Автором узагальнено визначену в роботах науковців структуру професійної педагогічної компетентності та представлено її у вигляді таких компонентів: знання (культурологічні, педагогічні та інші), педагогічні вміння та навички, здатність до самоосвіти й самовиховання, спроможність отримувати від своєї роботи конкретні стабільні результати, що відповідають загальноприйнятим еталонам, здатність вирішувати творчі завдання.

*Ключові слова:* іншомовна комунікативна компетентність, професіоналізм майбутніх учителів.

Рудина М. В.

Роль иноязычной коммуникативной компетентности в профессиональной деятельности будущего учителя.

В статье рассматриваются особенности иноязычной коммуникативной компетентности как составляющей профессионализма будущих учителей и подходы к ее формированию в процессе обучения студентов. Динамикой социально-экономической жизни обусловлен ряд противоречий в процессе обучения, основным из которых является непонимание студентами роли иноязычной коммуникативной компетентности и личных возможностей в будущей профессиональной деятельности при полноценном овладении ею. Очевидной, с одной стороны, является потребность в профессионализме любого специалиста, с другой стороны, происходит интеграция знаний и возрастает важность профессиональной деятельности именно педагогов. Эти тенденции обуславливают новые требования к работнику образования, в частности к будущему учителю, поскольку именно на него возложена задача подготовки выпускников средних общеобразовательных учебных заведений к интеграции в мировой рынок труда на основе высокого качества образования. Автором обобщена представленная в работах ученых структура профессиональной педагогической компетентности и подана в виде следующих компонентов: знания (культурологические, педагогические и др.),

педагогические умения и навыки, способность к самообразованию и самовоспитанию, способность получать от своего труда конкретные стабильные результаты, которые соответствуют общепринятым эталонам, способность реализовывать творческие задачи.

*Ключевые слова:* иноязычная коммуникативная компетентность, профессионализм будущих учителей.

#### Information about the author

*Rudina Maryna Volodymyrivna* – Candidate of Pedagogic Sciences, Docent of the Department of Eastern Languages of SE "Luhansk Taras Shevchenko National University".

The article was received by the Editorial Office on 05.12.2014.

The article was put into print on 26.12.2014.

Peer review: Kharchenko S.Ya., Doctor of Pedagogical Sciences, Professor