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Wydawnictwo Wyższej Szkoły Agrobiznesu w Łomży
18-402 Łomża, ul. Studencka 19
Tel. +48 (86) 216 94 97, fax +48 (86) 215 11 89
E-mail: rektorat@wsa.edu.pl

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Ruslan Kravets¹ORCID ID: <https://orcid.org/0000-0002-7459-8645>¹ Vinnytsia National Agrarian University

PROFESSIONAL REQUIREMENTS FOR A FOREIGN LANGUAGE TEACHER'S COMPETENCE IN THE CONTEXT OF INTERNATIONALISATION OF HIGHER EDUCATION

Summary

In the context of internationalisation of higher education institutions the components of professional skills and requirements for professional competence of a foreign language teacher have been characterized in the article. The professional competence of a foreign language teacher is an integral quality of the personality. It is manifested in a set of competencies such as: professional (didactic, psychological, methodological), linguistic (philological), communicative, informational, socio-cultural, project, reflective. These competencies ensure the efficiency of the professional activity of a foreign language teacher and meet the requirements for the foreign language teacher's professional competence in the context of internationalisation of higher education institutions.

Keywords: competence, internationalisation, higher education, foreign language.

Introduction

Global changes in political, economic, cultural and other spheres of the society have a great impact on the training of specialists in various fields. Nowadays the society demands from the young specialist readiness to solve the problems of theoretical and practical significance, further professional and career growth, competitiveness in the changing conditions of the labour market. The current stage of development of higher education is characterised by a radical

change in the socio-cultural and educational context of foreign language teaching. First of all, it is explained by the growing need for intercultural communication and integration of all social spheres. In its turn, this encourages modern pedagogy to rethink educational concepts, requires significant changes in approaches to foreign language teaching, revising its purpose and content, introducing new technologies, improving teaching methods and techniques, finding new, effective teaching forms in internationalisation of higher education institutions. The expected efficiency of the educational process is possible only in case of the high professional competence of each foreign language teacher. Consequently, the issues of professional competence and its components, as well as teachers' creative approaches to their professional activities do not lose relevance.

Purpose, subject and research methods

Issues of further development of the theory of professional competence in general and its separate components, the actualisation of this theory considering representatives of various professions are constantly in the centre of scientists' attention. Competence is one of the main conditions for the development and awareness of the motives of professional activities, the focus on self-affirmation in the professional sphere, the realisation of creative and scientific potential, the growth of authority.

In the context of internationalisation of higher education institutions issues of a foreign language teacher's professional competence have been researched by such scientists as V. Barkasi [1], S. Ivanenko [4], M. Kokor [5], V. Kostenko [10], I. Solohor [10], O. Vlasiuk [11]. The competence approach in education, as an important factor in ensuring quality training, has been viewed in works of D. Lenzen [7], S. Nikolaieva [9], O. Voloshyna [12]. The problem of forming a teacher's professional competence, its essence and structural components have been described by O. Bihych [8], H. Boretska [8], N. Borysko [8], N. Kucherenko [6], O. Muliar [3], T. Zhalko [3]. And meanwhile, the issue of the components of a foreign language teacher's professional competence has not been enough studied, therefore today there is a contradiction between the society's requirements for foreign language teachers and the quality of their professional training in higher education. The solution of this contradiction has encouraged choosing this topic of the article.

The purpose of the article is to characterise the components a foreign language teacher's professional competence and requirements for the professional competence in the context of internationalisation of higher education institutions.

Research results

The gradual transformation of Ukraine into a more open society has stimulated the broad development of international cooperation. It has significantly strengthened the recognition of the need to master one or more foreign languages of international communication by various social groups, which, in turn, affected the social status of a foreign language as an academic discipline and placed even greater responsibility on the professional competence of foreign language teachers. Moreover, the spread of new information technologies, among which computer networks and the ability to access the Internet play a significant role, places special demands on the training of foreign language teachers, linking their image with the professional of an innovative type.

In the conditions of the new educational paradigm the training of teachers of a new type becomes the main condition for the revival not only of education but also of the entire national culture, its integration into the European community.

The current social situation raises the issue of teacher training in a qualitatively new way – in the context of internationalisation of higher education institutions. It requires scientific reconsideration of the system of values, formation of teachers' professional competence, actualises the search for optimal organizational forms of this process in higher education.

The Council of the European Union has determined key competences which professionals need today. They are literacy competence, multilingual competence, mathematical competence and competence in science, technology and engineering, digital competence, personal, social and learning to learn competence, citizenship competence, entrepreneurship competence, cultural awareness and expression competence [2].

In light of the above mentioned we define a foreign language teacher's professional competence as the unity of the psychological, theoretical and practical readiness and ability to conduct successful pedagogical activities in foreign language teaching.

According to S. Nikolaieva, a foreign language teacher's competence is formed by: four blocks of competences: 1) foreign language communicative competence, which includes language, speech and socio-cultural competencies; 2) professional competence, combining philological, psychological, pedagogical and methodological competencies; 3) foreign language professional-communicative competence, in which language professionally-oriented competency, speech professionally-oriented competency and socio-cultural professionally-oriented competency are synthesised; 4) general competence, which combines instrumental, interpersonal and systemic competencies [9]. These competencies are considered essential for

a foreign language teacher in higher education, but their list needs to be supplemented and expanded given the peculiarities of the educational process at higher education institutions.

The communicative competence is the most researched. The foreign language communicative competence includes the ability to perform a speech act, which implements communicative-speech behaviour on the basis of phonological, lexical-grammatical, sociolinguistic knowledge and skills according to the outlined tasks, problems and situations. However, this competence not only implies mastery of all types of speech activity, but also the culture of written and oral communication [7].

In the conditions of internationalisation of higher education institutions and expansion of intercultural contacts, the sociocultural competence of a foreign language teacher comes to the fore, because it should encourage students not only to master a foreign language as a means of communication, but also to interact efficiently with other languages and cultures. In this context the content of the concept of “culture” contains information about the social environment, cultural stereotype of the society, the content and internal hierarchy of its social memory (value system, national heroes), practical semiotics (rules of conduct), ethnopsychological characteristics of the nation, spiritual culture (worldview, religious and moral characteristics), paremiology, connotations [6].

Actually, a foreign language teacher’s professional competence involves an organic combination of knowledge of didactics, psychology and methods of teaching a foreign language in general and its specific functional registers. This competence is also widely known in the field of innovation in the field of specific teaching methods, in the use of various modern educational technologies, teaching tools, forms and methods for work with students.

In higher education a foreign language teacher’s professional competence is largely formed by the qualities which promote communication with students, determine the speed and degree of mastery of the relevant necessary skills. Such highly qualified and competent teachers understand their social responsibility, successfully plan and continuously develop their activities and perform as key figures in forming the professional competence of students.

Information competence is defined as an integral component in the structure of professional competence of a university lecturer and considered as: 1) the ability to search independently and process the information necessary for qualitative and quick solution to professional tasks; 2) the ability to group activities and cooperation with the use of communication technologies for achieving professionally significant goals; 3) readiness for self-development in the field of information technologies and awareness of the need for continuous training and self-realisation in the process of the professional activity [8].

Taking into consideration that a defining characteristic of a university teacher's professional activity appears as a high degree of combination of scientific and educational components with involvement of students in researches, then project competence is not only the ability to design educational process and predict its results, but also to design and predict scientific activity and scientific work of students.

Effective, productive research activities are possible under the conditions of the formed cognitive-intellectual and research competence. The first covers a set of theoretical knowledge, practical skills, attitudes, experience, personal qualities which enable conducting search, heuristic activities, acquiring new knowledge, making decisions independently. The second involves mastering scientific thinking, the ability to observe and analyse, to hypothesize for solving controversial issues, to conduct research, analyse scientific literature. A teacher's reflective competence is the ability to analyse the results of activities, to form an individual pedagogical style, to achieve adequate professional and personal self-esteem, to project their efforts in the field of professional growth and continuous self-improvement [10].

Thus, the analysis of the scientific literature has helped us to find out that there are different approaches to disclose the essence and content of the concept under consideration. In our opinion, a foreign language teacher's professional competence is an integral entity of the personality, which includes a set of cognitive-technological, social, multicultural, autopsychological and individual components needed for successful teaching, taking into account the specifics of the discipline taught. The specific of a foreign language teacher's competence is the existence of the formed foreign language communicative competence, which is a part of the cognitive-technological component.

A graduate who has received a master's degree in pedagogy must be ready to solve educational and research problems focused on research work in the subject area of knowledge; use modern technologies of collection, processing and interpretation of the received experimental knowledge; apply modern research methods in psychological and pedagogical education; analyse academic outcomes in different types of education institutions; design and implement the teaching of new content of disciplines in practice; diagnose the educational attainment. The graduate's activities are aimed at psychological support of educational systems by providing psychological assistance to participants in the educational process at education, research institutions, families, etc. Graduates with a master's degree in this area must be prepared to perform the following professional activities in accordance with the level of their qualification: scientific-research; teaching; correctional-developmental; consulting; cultural-educational; organisational-educational; socio-pedagogical [1].

We interpret professional competence as a set of theoretical knowledge of pedagogy, psychology, methods of foreign language teaching, applied linguistics and skills of their practical use. The concept “knowledge” as a component of a foreign language teacher’s professional competence can be defined in terms of its content and means of its knowledge transfer. The content of professional knowledge is a conceptual-factual component of educational material, that includes interrelated facts, patterns, theories, generalisations and terms.

In current conditions of open access to almost any information, the professionalism of the teacher’s knowledge is already determined not only by the content of this knowledge, but also the ability to transfer it in a way which promotes interaction, discussion, dialogue, argumentation. It follows that, along with knowledge of scientific facts, the teacher needs knowledge of interactive technologies for data processing.

That is why basic teacher preparation is often seen as “practical theorizing”, which focuses on solving the fundamental problem of the relationship between theory and practice in teacher training. According to this viewpoint the professional training of future teachers is associated with the critical study, improvement and experimental use of ideas from various sources, including, on the one hand, knowledge and skills of experienced teachers, examples of pedagogical work, on the other – a variety of theoretical and research literature, i. e. theorizing practice and practicing theory [12].

It should be mentioned that the process of acquiring professional knowledge is closely related to the development of professional thinking, through which students are able to identify significant peculiarities of pedagogical facts, phenomena, situations, argue them, predict the outcome, and make their own decisions. According to the hierarchy of mental actions, there are five levels of students’ professional knowledge:

- understanding: students can define and interpret the essence of basic professional concepts on basis of their categorical analysis;
- application: students use knowledge of the essence of basic professional concepts in standard situations under the guidance of a teacher;
- analysis: students compare the main categories, determine the relationship between them, use the acquired knowledge in non-standard situations;
- synthesis: students establish logical and structural dependency between the basic pedagogical concepts, develop reference schemes of questions, make speeches, messages;
- assessment: students assess the value of the material in a holistic system of professional knowledge, based on clear evaluation criteria [11].

Consequently, the main property of professional knowledge is the awareness of the motivation to choose teaching methods. Skills in the system of professional training of foreign language teachers is the ability to perform pedagogical actions independently on the basis of mastering tools and techniques and the application of acquired knowledge in practice.

Modelling the content and structure of teaching activities has made it possible to identify eight types of skills: 1) design (the ability to design, plan any type of work); 2) adaptive (the ability to apply your plan in specific educational conditions); 3) organisational (the ability to organise any type of work); 4) motivational (the ability to motivate students to conduct educational activities); 5) communicative (the ability to communicate); 6) the ability of control and self-control; 7) cognitive (the ability to conduct research work); 8) supplementary (the ability to sing, draw, play a musical instrument, etc.) [4].

The modern approach implemented by the Council of the European Union is based on the communicative needs of students and the use of tools and methods which will help students satisfy these needs and meet their characteristics as students. However, it is promising to present different areas, which will contribute to a deep understanding of the complex diversity of language education. Therefore, the current issues of foreign language teacher training are the analysis of goals, content, basic techniques and teaching tools in different methods of teaching foreign languages, determining the feasibility of using a technique / method in a particular pedagogical context, finding and adapting new technologies, and developing their own professional style of foreign language teaching. To do this, students should be actively involved in classroom and extracurricular activities, seminars, workshops, colloquia, conferences on these issues, which will enable the mobilisation of future specialists' creative potential, personal and professional realisation and self-realisation in the educational process [5].

Expanding and updating teaching methods is an ongoing process of the European education system. Initiatives in the field of basic and lifelong learning, focusing on current topics, such as the process of learning a foreign language or intercultural dimension, are becoming more widespread, and equally contribute to the academic freedom of institutes and universities offering such programmes. Even if the Ministry of Education and Science continues to use the guidelines for the content of training modules, the institutions responsible for teaching the staff are ones which set the course schedule, the relationship between theoretical and practical, the degree of integration of recent research or the importance given to some related academic subjects such as linguistics, psychology, pedagogy and civilization.

Such skills, based on personal experience, cannot be developed in situations other than authentic ones, so we consider it necessary to include in the curriculum of foreign language

teachers' courses focused on different types of pedagogical practices, but also using methods of work which stimulate expression of personal and social skills such as autonomy or teamwork. The proposed curricula should focus on non-integrating content with three dimensions: knowledge of the target language and culture (cognitive dimension), behaviour versus the target culture (affective dimension) and communication skills (pragmatic / conversational) [3].

A key aspect of curriculum reform remains the education of future foreign language teachers who are able to provide skill-based teaching, as well as true multilingualism experts, taking into consideration the awareness of the inherent multiplicity of each culture and the defining synergy of foreign language learning. So, the new learning routes available to students focus on three main aspects:

- linguistic skills, B2 – C1 CEFR level for primary and pre-school teachers, C1 – C2 for secondary education, respectively. Courses dedicated to this goal will be designed on the principle of direct study of reality, emphasizing not only functional language skills, but also development of intercultural skills and promotion of effective independent lifelong learning;

- pedagogical and methodological skills referencing rather “traditional” areas (for example, understanding the process of early foreign language learning, aspects of educational planning, students' needs, etc.), as well as new multilingual and intercultural trends in this field;

- skills of meta-pedagogy and reflective practice in terms of creating the capacity for critical analysis and selective use, depending on the goals of various tools and methods available to foreign language teachers.

Thus, it is recommended for teachers to monitor and assess constantly their own practice for increase the efficiency and attractiveness of the educational process.

Conclusions

A foreign language teacher's professional competence is a set of professional and pedagogical competencies which ensure the readiness of the graduate to conduct professional activities at a proper level in accordance with the sectoral qualifications framework and subsequent professional growth. The level of a foreign language teacher's professional competence is determined by the formed level of basic professional competencies related to the willingness and ability to implement the goals of foreign language teaching, taking into consideration modern social requirements and real educational conditions.

According to the educational-qualification characteristics, a foreign language teacher has to: teach students; organize extracurricular activities of students; to conduct methodical

work; work with parents; implement educational-scientific activities (improve skills). At the same time the scientific research shows that a foreign language teacher must be able to implement the following basic functions: the communicative-educational function, that consists of information, motivation, stimulation and control-correcting components; the educational function, i. e. to solve moral, cultural and aesthetic problems, labour education of students by foreign language means, taking into consideration the peculiarities of the degree; the developmental function, i. e. to predict the ways of forming and developing intellectual and emotional spheres of students' personalities, their cognitive and mental abilities in the process of mastering the foreign language communicative competence; the educational function, that helps students master the learning skills, expand their worldview, find out about themselves and another system of concepts through which other phenomena can be understood. For successful implementation of the above described functions in the educational process, a foreign language teacher must have certain competencies. The main ones are socio-psychological competence, professional-communicative competence; philological competence; general pedagogical professional competence (psychological, pedagogical and methodological); general cultural competence and competence in professional self-realisation.

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