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STRATEGIC COMPETENCE FORMATION OF FUTURE FOREIGN LANGUAGE TEACHERS

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Development of higher education at the modern circumstances necessitates the must to possess innovative teaching strategies. That's why foreign language teacher needs to deepen his knowledge and to master new competencies. The article discloses the content of the concepts 'competency', 'strategic competence' according to foreign languages teaching. The author makes comparative analysis of the concepts 'competency' and 'competence' and underlines the differences between them. It was studied the various types of foreign language teacher's competences. At the result of our research we have made the conclusion that strategic competence formation at foreign language teachers conduces the rise of their educational-professional activity's effectiveness.

Keywords: competency, strategic competence, knowledge, skills, abilities.

Actuality of the problem. Change of maintenance of the higher pedagogical education which provides his fundamentalization, humanization, humanization and differentiation, and also development and realization of innovative pedagogical technologies became a basis for formation of the new teachers' generation. It should be noted that for pedagogical activity an important role play professional competences which are formed in the course of future teacher's training in higher education institution. At the same time it is necessary to differentiate concepts competence and competency. Speaking about competence of the teacher, we mean his ability to perform of professional pedagogical activity whereas competency is the maintenance of the corresponding competence in the form of set of knowledge, skills, abilities, experience which is gained during training.

Analysis of the latest researches and publications. Works of such domestic and foreign scientists are devoted to the questions of a teacher competence formation: Z.A. Ageeva, Sh.A. Amonashvili, M.M. Balashov, V.N. Vershinin, S.G. Vershlovsky, N.N. Ginya, E.N. Gusinsky, O.A. Dobrynina, T.A. Krivchenko, V.A. Slastenin, Ya.S. Turbovsky, B.C. Tsetlin and many others. In the Russian scientific pedagogical researches the questions of professional requirements to teachers are often

considered in correlation with certification of teachers or increase of their professional qualification (T.G. Brazhe, G.L. Volkova, N.G. Ivanova, M.V. Klariya, E.A. Pevtsov, etc.).

Allocation of the parts of a common problem which weren't solved before. Our article is devoted to determination of the strategic competence structure and its role at foreign language teachers' professional activity.

The purpose of the publication is determination of the key competences of future foreign language teachers in the course of strategic competence formation.

Statement of the main material. Strategic competence (SC) is a component of professional competence. We will consider essence of the basic concepts of the problem of research on the basis of the analysis of modern pedagogical literature (A. Kuznetsov, Z. Kireeva, A. Surygin, T. Timofeeva, etc.). Many scientists often use the term 'strategic competency' as synonymous to strategic competence, identifying these concepts (T. Timofeeva, M. Fedotov, E. Yaroslavova, M. Daver, N. Galskova, etc.). In our opinion, competence is more extensive concept which is formed in the course of vocational training. By Z. Kireeva's definition, competence represents system manifestation of the knowledge, skills, abilities and personal

qualities allowing to solve successfully the functional problems making the essence of professional activity [3]. A.N. Kuznetsov considers that competence of the expert is meant as potential ability, professionally significant quality of the personality which is the making structure of the integrative characteristic of the identity of the specialist and reflects a complex of possible deep and actively applicative knowledge and abilities in a certain field of activity [4, page 61]. The famous teachers and specialists in lingvodidactics (E. Zeer, I. Zimnyaya, A. Subetto, Yu. Tatur, A. Khutorskoy, M. Shcherbakova) consider competence as the personal property which is based on knowledge as personally and intellectually caused manifestation of social and professional activity of the person in his behavior. According to the differentiation of terms competency and competence, the sense of terms 'knowledge', 'skills', 'abilities' which pupils have to acquire give an idea of the substantial part of competency, and the ability to their application formed in various situations of communication – of a language speaker competence within the acquired competency [7]. Competence is understood as 'ability of the personality to implementation of any activity, any actions', and competency – 'the maintenance of competence, that is that knowledge, abilities, experience which, being acquired by the pupil, form his competence' [6, page 170]. According to the state standard of education, competence is considered as readiness of a student for practical application of interdisciplinary knowledge and abilities with clear understanding of their importance for vocational training.

Professional competence can be considered as the system of knowledge in a certain area of specialization, it is a circle of questions in which the subject possesses knowledge, experience the set of which reflects style of thinking and his qualification, and also the personal abilities that provide a possibility of a certain professional activity [1, page 45]. By consideration of the question of foreign language teacher's professional abilities formation the fundamental concept is competence because firstly, professional abilities are its part, and secondly competency (a circle of questions) can be formed, but it is impossible to develop while competence can be formed and also developed [5, page 49].

At the characteristic of the level of proficiency in language that reached as a result of training in a technique is widely used the term competence, that was entered into scientific usage by the American linguist N. Khomskiy for designation of ability of a person to perform of any activity (from Lat. *competent* – capable) [8, page 138]. Originally the term designated the ability which is necessary for performance of a certain, mainly language activity in the native language. This notion has received detailed development within the researches conducted by the Council of Europe for establishment of level of proficiency in a foreign language (Strasbourg, 1996), and is defined as ability to perform of any activity on the basis of the knowledge, skills, abilities, experience acquired during training. Thus, competency is a range of questions in which the person is well informed, possesses experience, and competence is the property of the personality which is based on

competences. The set of certain key competences makes professional competence of a specialist. Traditionally professional and pedagogical competency of the foreign language teacher develops from communicative language and speech, sociocultural, lingvoculture-oriented, cultural, lingvodidactical competences, each of which includes a certain range of abilities [6, page 130].

Within our research it has been carried out ranging among the students of foreign languages department of State Higher Educational Establishment 'Pereyaslav-Khmelnytskyi State Pedagogical University named after Hryhoriy Skovoroda'. The list of competences according to J. Raven in order to choose the most, in their opinion, necessary competences in professional activity of foreign languages teachers has been provided among future foreign language teachers. In the course of our research it has been interrogated students from the first to the fifth year of studying. So, from the offered number of competences the first-year students mark out self-confidence, trust, independence of thinking, self-checking, readiness to use new ideas and innovations for achievement of the purpose and readiness to resolve difficult questions.

The second-year students have chosen the following qualities of the teacher: self-confidence, tendency to control the activity, readiness to use new ideas and innovations for achievement of the purpose, ability to induce other people to work consistently for achievement of the goal, patience in relation to people, persistence, ability to listen to other people and to take into account their opinions, independence of thinking, readiness to work on something disputable. The third-year students among presented competencies take out into the forefront readiness to use new ideas and innovations for achievement of the purpose, self-confidence, independence of thinking, readiness to resolve difficult questions. According to the fourth-year students' opinion, for foreign language teachers the following competencies are the main: readiness to use new ideas and innovations for achievement of the purpose persistence, readiness to resolve difficult questions, self-confidence, independence of thinking, self-control, readiness for independent training, personal responsibility, ability to listen to other people and to take into account their points of view. The fifth-year students think that the most important qualities of a foreign language teacher are self-confidence, readiness to use new ideas and innovations for achievement of the purpose and persistence.

Thus, the first – third-year students of foreign languages department at the offered list of competences as the main consider the following: self-confidence, readiness to use new ideas and innovations, and also independence of thinking. The fourth – fifth-year students first of all mark out such qualities of a teacher as readiness for usage of new ideas and innovations for achievement of the goal, persistence and readiness to resolve difficult questions. Proceeding from the aforesaid, the modern foreign language teacher has to possess self-confidence, independence of thinking, persistence, to be ready to solve difficult problems and to use innovations in his professional activity.

In our opinion, except the above mentioned qualities, future foreign language teachers in the course of their studying in higher education institution need to seize strategic competence. A.Yu. Alipichev defines strategic competence as the integrative quality of the personality including knowledge, skills that are necessary for solution of strategic tasks of communication [2]. We incline to A.Yu. Alipichev and A.N. Kuznetsova opinion, that there is a subdivision of strategic competence into the social-strategic professional competence which is the cornerstone of implementation of effective professional and business communication technologies and language-strategic professional competence (the knowledge and abilities allowing to choose strategies of the teaching actions implementation) [2, page 55].

Among the main strategic objectives we'd like to underline the following: ability to carry out statement and solution of the tasks caused by communicative requirements; ability to understand strange and to generate own programs of speech behavior adequate to the purposes, spheres, situations of professional communication; possession of algorithms of professional-speech behavior in typical situations of language communication.

Strategic competence provides ability to successful professional activity and includes:

- a) knowledge from the field of didactics, methodics, psychology, linguistics and other sciences, significant for professional teacher's activity;
- b) ability to organize educational activity of pupils and to operate such activity;
- c) possession of communicative competency;
- d) the personal qualities providing efficiency of pedagogical work (insistence, politeness, responsibility, etc.).

Special value in the course of strategic competence formation is allocated for possession of communicative competence. The foreign-language communicative competency formation as readiness for real foreign-language communication is the main objective of foreign language teaching at the present stage. In this regard there is a need of teacher's communicative competency improvement in the course of his professional activity [3]. We'll take into consideration the maintenance of the different types of competencies that are formed at language classes and are considered as the ultimate goal of language studying [8, page 139].

Communicative competency – ability to carry out speech activity by means of the studied language according to the purposes and a situation of communication within definite field of activity. The complex of abilities allowing to participate in speech communication in its productive and receptive types is its cornerstone. Communicative competency is based on some others competencies. *Linguistic (language) competency* is a possession of language system knowledge, about the rules of language units functioning in speech and ability by means of this system to understand someone's thoughts and to express own judgments in an oral and written form. *Speech competency* means knowledge of ways of formation and formulation of the thoughts by means of language providing an opportunity to organize and carry out speech action (to realize communicative intention), and also ability in such ways

to use for understanding of other people's thoughts and expression of own judgments. It means also ability to use language in the speech act. Some researchers name this type of competency as sociolinguistic, seeking to emphasize ability inherent to the owner of such competency to choose the necessary linguistic form and way of expression depending on the speech act conditions: situations, communicative purposes and the speaker's intention. *Sociocultural competency* means pupils' knowledge of national and cultural features of social and speech behavior of native speakers: their customs, etiquette, social stereotypes, history and culture, and also the ways of this knowledge use in the course of communication. Such competency formation at the language classes is conducted in the context of cultures dialogue taking into account the distinctions in sociocultural perception of the world and eventually conduces achievement of cross-cultural understanding between people and to formation of 'the secondary language personality'. *Social competency* is shown in desire and ability to communication with other people, in ability to be guided in the situation of communication and to build the statement according to speaker's communicative intention and the situation. This type of competency is called also pragmatismal competency, which has the aim to emphasize inherent to the speaker ability to choose the most effective way of thought expression depending on the goal. *Compensatory competency* is a competency by means of which the pupil can meet lacks in language knowledge, and also at speech and social experience of communication in the foreign-language environment. Possession of it gives the chance during reading to anticipate content of the text by its name, a genre, table of contents in the book; to guess the meaning of unknown words, leaning on the context, subject, situation; to choose the correct translation of the required word at the dictionary; to guess the meaning of an unknown word on familiar elements of its structure; when hearing – to guess a word, phrase meaning, leaning on the context; at interpersonal contact – to ask the partner for help (for example, to ask to repeat something that has been told); at speaking – to simplify the phrase, being guided by the noted words, samples of the speech and structure of its construction; to make amendments to the speech.

Conclusions and suggestions. Thus, the content of teaching is made by those knowledge, skills, abilities, competency, mastering of which provides ability to use language as a means of communication, formation and development of the personality. It is allocated the subject and procedural parties of languages teaching content. Subject content of teaching includes spheres, subjects, situations of communication. Procedural content of teaching includes actions with language units for the purpose of formation of knowledge, skills, abilities the result of which is communicative competency formation. This competency is a component of strategic competence and consists of the following types of competences: linguistic, sociolinguistic (speech), compensatory, social, sociocultural. Strategic competence of a foreign language teacher includes the system of inter-linked competences allowing interlocutors to interact effectively in communicative situations and possession of skills and abilities to

apply available knowledge in the field of pedagogics, psychology and methodics of foreign language teaching. SC is an indicator of future teacher's professional and personal development that includes his professional knowledge, abilities, skills, sociocultural experience and personal qualities, significant in the course of teaching. Its formation should be implemented in practice of training of

future specialists in foreign philology at pedagogical higher education institutions.

To our mind in further prospect it is necessary to look for the most effective ways of strategic competence usage at pedagogical process and to highlight the main pedagogical circumstances of strategic competence formation in the process of foreign language teachers' professional training.

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ФОРМУВАННЯ СТРАТЕГІЧНОЇ КОМПЕТЕНТНОСТІ У МАЙБУТНІХ УЧИТЕЛІВ ІНОЗЕМНОЇ МОВИ

Анотація

Розвиток вищої освіти в сучасних умовах зумовлює потребу у володінні інноваційними стратегіями викладання. Тому вчителю іноземної мови потрібно поглиблювати свої знання та набувати нових компетенцій. У статті розкривається зміст понять «компетенція», «стратегічна компетентність» в аспекті викладання іноземних мов. Здійснено порівняльний аналіз понять «компетенція» і «компетентність», розкрито відмінності між ними. Було вивчено різноманітні види компетенцій вчителя іноземної мови. В результаті нашого дослідження ми дійшли висновку, що формування стратегічної компетентності у майбутніх учителів іноземних мов сприяє підвищенню ефективності їхньої освітньо-професійної діяльності.

Ключові слова: компетенція, стратегічна компетентність, знання, вміння, навички.

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Аннотация

Развитие высшего образования в современных условиях обуславливает потребность во владении инновационными стратегиями преподавания. Поэтому учителю иностранного языка нужно углублять свои знания и приобретать новые компетенции. В статье раскрывается содержание понятий «компетенция», «стратегическая компетентность» в аспекте преподавания иностранных языков. Осуществлен сравнительный анализ понятий «компетенция» и «компетентность», раскрыты различия между ними. Были изучены различные виды компетенций учителя иностранного языка. В результате нашего исследования мы пришли к выводу, что формирование стратегической компетентности у будущих учителей иностранных языков способствует повышению эффективности их образовательно-профессиональной деятельности.

Ключевые слова: компетенция, стратегическая компетентность, знания, умения, навыки.