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CURRENT ISSUES OF MODERNIZATION OF REQUIREMENTS FOR A MODERN FOREIGN LANGUAGE TEACHER

Abstract. The article deals with topical issues of modernizing the requirements for a modern foreign language teacher; analyzes changes related to the requirements for a modern English teacher caused by reforms in school education and the needs of the present. The article considers new trends in professional development that relate to a foreign language teacher in the modern educational environment. The article describes the objective factors that cause the most significant changes in the professional training of a foreign language teacher. Important aspects of the role of the English teacher in the modern educational process are highlighted and the need to combine traditional methods with innovative approaches in language teaching is noted. The main tasks facing institutions of higher pedagogical education for professional training of a modern English teacher who meets the requirements of the New Ukrainian school are described. The strategic directions in which professional training of the future teacher takes place are described, as well as criteria and signs of effectiveness and productivity of the process of training foreign language teachers are defined. The article emphasizes the importance of the methodological component of professional competence of future foreign language teachers and gives examples. The concept of professional competence is revealed and its criteria are described in the context of requirements for a modern English teacher. The main components of the professional competence of a future foreign language teacher are named. The content of professional training of a future English teacher in higher education institutions of Ukraine is revealed. The article provides an important overview of modern requirements for foreign language teachers and emphasizes the importance of continuous professional growth and adaptation to changes in the field of education, both for foreign language teachers themselves and for the pedagogical institutions where they study, work and improve their skills.

Keywords*:* professional competence, new Ukrainian school, professional training, modernization of requirements, modern educational space, educational process, methodological component of professional competence.

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АКТУАЛЬНІ ПИТАННЯ МОДЕРНІЗАЦІЇ ВИМОГ ДО СУЧАСНОГО ВЧИТЕЛЯ ІНОЗЕМНОЇ МОВИ

Анотація. У статті йдеться про актуальні питання модернізації вимог до сучасного вчителя іноземної мови; проаналізовано зміни, що торкаються вимог до сучасного вчителя англійської мови, спричинені реформами у шкільній освіті та потребами сьогодення. У статті розглянуто нові тенденції професійного розвику, які ставляться до вчителя іноземної мови у сучасному освітньому середовищі. Описано об'єктивні чинники, якими обумовлені найбільш вагомі зміни до професійної підготовки вчителя іноземної мови. Висвітлено важливі аспекти ролі вчителя англійської мови в сучасному освітньому процесі та наголошено на необхідності поєднання традиційних методик з інноваційними підходами у викладанні мови. Охарактеризовано основні завдання, які стоять перед закладами вищої педагогічної освіти для професійної підготовки сучасного вчителя англійської мови, який відповідає вимогам Нової української школи. Описано стратегічні напрямки, в яких відбувається професійна підготовка майбутнього вчителя, а також визначено критерії та ознаки ефективності та продуктивності процесу підготовки вчителів іноземної мови. У статті наголошено на важливості методичної складової професійної компетентності майбутніх вчителів іноземної мови та наведено приклади. Розкрито поняття професійної компетентності та описано її критерії в контексті вимог до сучасного вчителя англійської мови. Названо основні складові професійної компетентності майбутнього вчителя іноземної мови. Розкрито зміст професійної підготовки майбутнього вчителя англійської мови у закладах вищої освіти України. У статті подано важливий огляд сучасних вимог до вчителів іноземної мови та наголошено на важливості постійного професійного зростання та адаптації до змін у сфері освіти, як самих учителів іноземної мови, так і педагогічних установ, де вони навчаються, працюють та підвищують кваліфікацію.

Ключові слова: професійна компетентність, Нова українська школа, професійна підготовка, модернізація вимог, сучасний освітній простір, освітній процес, методична складова професійної компетентності.

Problem statement. The integration of Ukraine into the European space sets many new challenges for our state and requires changes in various spheres of the life of our country, primarily in education and science. Renewal and modernization of

education at the present stage requires the search for new approaches and principles to the educational process. Since foreign language proficiency is a necessary attribute of a modern educated person, the education system of Ukraine faces the task of finding and implementing innovative approaches in the methodology of teaching foreign languages.

Analysis of recent research and publications. The issues of innovative technologies and their introduction into the education system were studied by such scientists as I. M. Dichkovskaya, T. I. Koval, N. G. Nichkalo, S. O. Sysoeva, A.V. Khutorsky, O. I. Shapran, O. I. Shcherbak and others. The problem of applying innovative approaches in teaching foreign languages is considered in their works by such teachers as O. B. Tarnopolsky, Yu. V. Ryndina and others [11, P. 390].

At the present stage of the formation of the Ukrainian state and its close cooperation with numerous European countries, the reform of the higher education system is a key link in the process of European integration and opens up new opportunities for Ukrainian youth. The new socio-cultural reality has identified the study of foreign languages as one of the priority tasks for future specialists and thus determined the need to modernize the modern higher education system. The process of teaching and mastering a foreign language is considered more complex than similar processes for most other subjects, so improving the efficiency and effectiveness of learning is extremely important [1, P. 352].

The aim of the article is to analyze the modernization of requirements for a modern English teacher in the context of educational reforms, namely for the implementation of the tasks of the New Ukrainian school.

Presentation of the main material. A large-scale reform of general secondary education has been launched in Ukraine, which should turn the school into a lever of social equality and cohesion, economic development and competitiveness, namely, a New Ukrainian school. The implementation of the tasks of the New Ukrainian school largely depends on the patriot teacher, professional and innovator, who is able to provide high quality educational services and form students as future citizens of Ukraine with the competencies necessary for successful self-realization in society. Professional training of such a teacher is determined by a complex of objective factors, among which the most significant are:

– changing the educational paradigm and recognizing the self-worth of each participant in the educational process;

– strengthening the child-centered trend in education, affirming partnership pedagogy;

– ensuring academic rights and freedoms of educational institutions, which significantly increased the degree of responsibility of teachers for providing educational services;

– improving social and state, qualification, and certification requirements for teachers and educational institutions in general;

– integration of modern scientific achievements (in particular in the field of pedagogy, psychology, humanities and social sciences) and the practice of professional pedagogical activity.

Taking into account the above mentioned, the solution to the problem of professional training of teachers for the New Ukrainian school has become particularly important and crucial [5].

The reform of general education schools in Ukraine in the field of teaching foreign languages inevitably entails the reform of higher education, in particular in the field of professional training of a future foreign language teacher. A joint project of the British Council in Ukraine and the Ministry of education and science of Ukraine "The school teacher of new generation", launched in March 2013, is designed to implement the necessary changes in the methodological training of English teachers and, in case of a positive result, transfer this experience to the training of teachers in other foreign languages [14, P. 393]. Among the main tasks of Higher Education defined by the national doctrine of education development of Ukraine in the XXI century are the following: to form the necessary intellectual and moral basis necessary for future professional activity in the fields of Education, Science, Culture and to form the qualities necessary for further professional development. These qualities include: global thinking; professional values and moral norms; cultural competence; functional literacy and professional universality; communication culture; ability to apply knowledge in professional situations; responsibility, culture of group interaction, social and professional mobility, ability to learn throughout life, foreign language and socio-cultural competence in a foreign language among students of Humanities specialties.

Currently, foreign language education in Ukraine is being reformed taking into account the achievements of European countries in accordance with such documents of the Council of Europe as: "Bilingual education: main strategic objectives", "European recommendations on language education: study, teaching, assessment", "European language portfolio", "Bringing language exams in line with European recommendations on Language Education", "Strategic Development Program for multilingual Europe-2020", "Recommendations on pluralistic approaches to languages and cultures", requirements for Euro-exams, etc. The ideas of the language policy of the Council of Europe are increasingly being implemented in our country: the number of languages studied is increasing; the number of people who speak at least one foreign language is growing; several foreign languages have been studied in secondary educational institutions; the number of academic hours for learning a foreign language is increasing in universities; in some higher educational institutions, a foreign language is considered a second working language [13].

The concept of teaching foreign languages in Ukraine defines the problems of training future foreign language teachers in pedagogical universities. Ways to solve

problems are presented in the following normative documents: the State National Program "Education" ("Ukraine of the XXI century"), the state program "Teacher", the state educational standard in a foreign language, the Law of Ukraine "On higher education", the conceptual foundations of the development of teacher education in Ukraine and its integration into the European educational space, the concept of language education in Ukraine, the concept of development of teacher education, the National doctrine of the development of education in Ukraine in the XXI century, the concept of training a foreign language teacher in Ukraine, where the main principles of step-by-step training of a foreign language teacher are outlined: variability, professional orientation and humanization of learning, intersubject connections, individual and creative approach to the student. The need to determine the impact of strategic documents of the Council of Europe on the development of foreign language education of future teachers of Humanities at pedagogical universities of Ukraine is outlined in the regulatory documents of the late 90s. XX-the beginning of the XXI century, which characterize the educational policy to improve the training of future foreign language teachers in the following areas: strengthening the status of "Foreign Language" as an academic subject (state standard of education in a foreign language (1998); implementation of the program of training teachers for teaching foreign languages in kindergartens and primary schools, which caused the need to expand the list of specialties and open new departments within the faculties that train foreign language teachers; integration into the European educational space, internationalization of higher education, expansion of participation of students of higher educational institutions in international educational and research projects; introduction of step-by-step training of future foreign language teachers; creation of a system of continuous language education, which provides for the acquisition of at least one foreign language by Ukrainian citizens.

Important for the implementation of foreign language education in Ukraine are the common approaches of the European Commission in the field of multilingualism, which define three main goals: promoting the study of foreign languages; developing a multilingual culture; providing all citizens of EU member states with access to information about the EU written in their native languages. The goal of the language policy of the EU member states is to have a "native language plus two foreign languages" [13].

The integration of the national education system into the European and global educational space forms a public demand for updating the teacher's professional education system. A modern Ukrainian school needs a new kind of foreign language teacher, whose task is not just to teach according to traditional schemes, but also to make an independent and responsible choice of forms, means and content of training. New requirements for the educational activity of a teacher create objective prerequisites for the formation of his professional autonomy and readiness to further developing the educational autonomy of students [4, P. 78].

Increasing the social significance of education systems obliges to focus on the successful acquisition of a world-class specialty, improving pedagogical skills and effective implementation of modern information technologies in the pedagogical training of students. The reform of higher education in the context of European integration involves solving the problems of democratization of society and the formation of socially active citizens, which leads to an approach to the level of European and international standards, achieving a different quality of training of higher school graduates who are competitive in the European labour market, and using modern information technologies for organizing training and taking into account the appropriate conditions for their implementation in higher education institutions of Ukraine. The ability to ensure that market relations in Ukraine correspond to European ones, determine priorities for economic and social development of Ukraine in the European context, etc. will contribute to the implementation of socialization, value orientations of the individual, its adaptation to new social conditions, and lifelong learning, which are considered necessary for every modern European [3]. In general, according to the current European vision and requirements, a qualified linguist teacher must speak at least two foreign languages in addition to their native language, as well as have experience:

- activities in a multicultural environment;
- communication with foreign partners (joint projects, visits, exchanges, communication in the Internet networks);
- teaching in several countries. In this context, foreign scientists (Bayram M., Bennett J. M., Bennett M. J.) emphasize the pedagogical importance of the teacher's intercultural communicative competence, which is interpreted as the ability to communicate effectively in cross-cultural situations and behave adequately [12, P. 45].

The complexity of the tasks that a modern foreign language teacher must implement is reinforced by globalization processes, the development of a knowledge society and a knowledge-based economy. These challenges lead to significant changes in the training of teachers, in particular, such as:

- improving the selection criteria for applicants to higher education institutions;
- expanding the content and duration of teacher training programs in various specialties;
- strengthening the professional orientation of teacher education and its compliance with various levels of education;
- improving teaching practices and strengthening links between universities and schools;
- expanding the field of professional development, developing and updating programs in the context of "lifelong learning".

The specifics of training foreign language teachers determine a number of additional qualification requirements, which are defined as framework requirements in the EU countries:

- a foreign language teacher training should ensure that they are able to respond quickly and effectively to political and social changes, which include education;

- the teacher must be sufficiently qualified to teach students to constantly develop awareness in the field of language and culture, comprehend the world around them, and use foreign language knowledge to overcome language barriers and cultural boundaries;

- a foreign language teacher should have a wide range of methods and approaches for effective practice, as well as be able to enrich and diversify them by sharing ideas and experience with colleagues [12, P. 40].

The analysis of scientific literature has shown that today the professional training of future teachers takes place in three strategic directions:

- general theoretical training (involves the study of basic pedagogical disciplines: didactics, theory and history of pedagogy, theory of education, school studies, foreign languages, etc.);

- methodological training (students master methods of teaching foreign languages);

- psychological training (includes the study of general and age psychology, correctional pedagogy, pedagogical psychology, etc.) [9, P.91].

In 2004, a European research project was completed with the participation of 32 countries, which resulted in the development and publication of the "European portofolio for teachers-broadcasters". The document of the same name defines the criteria and signs of effectiveness and productivity of the process of training teachers of a foreign language(s), namely:

- adaptation of the pedagogical process to the needs of specific language learning groups;

- increased emphasis on the communicative aspect of learning a foreign language;

- introduction of the cross-cultural dimension;

- using bilingual and multilingual approaches;

- application of the latest technologies, an open, remote approach to teacher training, as well as teaching teachers to use them;

- the use of the monitoring system in teacher training, training of mentors and mentors who are not full-time teachers;

- giving preference to school-centered teacher training, especially at its initial stage;

- Europeanization and internationalization of educational programs;

- improving awareness of a foreign language and its authentic culture [17].

The framework of professional qualification of a foreign language teacher explicated in the "profile" has 193 descriptors. Summarizing the main categories, we can distinguish the following:

- self-education: self-study, homework, projects, portfolio, virtual learning, extracurricular activities;
- lesson planning: defining goals, content, and organizational principles;
- lesson management: the use of the plan, content, communication with students, classroom management, language practice;
- methodology: oral communication, written communication, listening reading, vocabulary, culture;
- context: curriculum, goals and objectives, role of teacher-broadcaster, resources and institutional constraints;
- assessment: selection of assessment tools, assessment, self-assessment, progress in language learning, culture, error analysis;
- resources: human, material, virtual European framework requirements for training foreign language teachers cover knowledge and competencies in the field of linguistics, methodology, psychology, management, philosophy of education, European citizenship, information and communication technologies.

The ways of mastering them are not subject to unification, on the contrary: the coordination of standards takes place against the background of a variety of ways and means of their implementation. At the present stage, most countries focus on international requirements in determining national standards and qualifications, although the organization and structure of teaching foreign language teachers may acquire national specifics, depending on the country [12, P.42].

The working group of the new generation School Teacher Project developed a methodology and tools for pre-project basic research (analysis of the legal framework of the education system, educational standards, curricula and programs; questionnaires of interested parties; interviews of interested parties; study of the experience of higher education institutions in Ukraine and abroad regarding the training of a foreign language teacher) and the main objects of the research are identified: the content of professional training of a future English teacher in higher education institutions of Ukraine, the structure and content of the course methods of teaching a foreign language in higher education institutions, the structure and content of pedagogical practice, the attitude of interested parties to the training of an English teacher. As a result of the study, the components of professional training of the future English teacher in Ukraine for the educational qualification levels “Bachelor”, “Master” are language, linguistic, psychological and pedagogical, methodological, as well as the percentage of these components to the total number of hours in the curriculum allocated for the training of an English teacher were determined. In particular, for The Bachelor's degree program, it is as follows: language component: 24.6-51.1% of the total number of hours of the curriculum, linguistic component: 6.7-24.2%, psychological and pedagogical component: 3-8.8%, methodological component: 1.3-5.1%. For the Master's degree program: language component: 13.3 - 26.7%, linguistic component: 8.3-32.5%, psychological

and pedagogical component: 4.2-22.5%, methodological component: 2.4 - 8.3% (in 6 out of 8 higher educational institutions participating in the project) [17].

According to the peculiarities of the educational process, the main principles of modern methods of teaching a foreign language in higher education are: movement from the whole to the individual, orientation of classes to the student (learner-centered lessons), content of classes, their focus on achieving social interaction, assimilation of cross-cultural features, professional and professional orientation [2, P. 231].

So, the proposed European template for learning foreign languages is aimed at practical interdisciplinary and professional orientation of foreign language classes, the focus of which is the applicant for education. An important goal of this template is to direct the educational process to the formation and development of basic skills and abilities in social and professional communication, as well as strategies for self-study of foreign languages [6].

The concept of professional competence is now the subject of scientific discussions and is interpreted differently by different teachers. Today, quite often the concept of "professional competence" is used in parallel with such a concept as "readiness for professional activity". The essence of the concept of "professional competence" is interpreted by scientists in different ways. Thus, some scientists define competence as the unity of theoretical and practical readiness to carry out pedagogical activities and perform professional functions. Taking into account the previously indicated views of scientists, O. Trotsenko defines the professional competence of a foreign language teacher as a set of personal, professional and communicative properties that contribute to the successful implementation of the acquired knowledge, skills and abilities of professional activity and encourage further self-improvement and development [15, P. 403].

It is worth noting that competence arises during the period when a person reaches the level of professionalism. A competent person not only has the knowledge and skills that allow him to solve professionally significant tasks, but also has a combination of mental qualities and mental states that will allow him to act independently and responsibly. In this context, the concept of “competence” takes on the content of the concept of “professionalism”. According to S. Martynenko, professional competence in teaching activities consists in the ability to independently formulate pedagogical tasks, find their optimal solution. This is impossible without studying the student's personality and mastering the methodology of pedagogical diagnostics [17, P. 30].

The methodological component of professional competence of future foreign language teachers is the most important component of teacher education within the walls of a higher educational institution. Students should not only have a high-quality command of the foreign language they are supposed to teach, but also understand many aspects of the teaching methodology in order to prepare for independent work at school. Methodological competence provides for the formation of professional and methodological skills of a foreign language teacher to use

modern technologies in teaching English, methods and techniques of teaching; rationally plan and implement various forms of organization of the educational process in English both in regular and extracurricular hours; analyze and take into account the individual psychological characteristics of students depending on the level of proficiency and stage of learning English; actively introduce modern teaching technologies into the process of teaching English; assess the level of formation of all components of foreign language communicative competence of students based on the principles of partnership in the process of educational interaction with them [15]. L. Kalinina offers the definition of professional competence as a set of theoretical knowledge in pedagogy, psychology, methods of teaching foreign languages, applied linguistics and skills of their practical use in work in a general education institution [12].

The necessary components of the professional competence of a future foreign language teacher are:

- motivational-value, the essence of which is the formation of a motivational-value attitude, professional interest, activation of cognitive interests, development of social and spiritual needs;
- cognitive-procedural, aimed at mastering linguistic, psychological-pedagogical, didactic-methodological knowledge and skills, forming the foundations of pedagogical skills;
- technological and design, which involves the development of complex qualification skills, Designing the educational environment, mastering the methods and forms of reflexive activity [15, P. 405; 18].

Conclusions. Professional competence can be fully manifested only in a practical teacher, but for its formation, it is necessary to gradually introduce students into the world of their future profession from the first year of study at a higher educational institution by means of modern teaching methods and technologies that will help bring the process of theoretical training closer to the practical activity of a teacher.

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