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У статті розглянуто питання інішомовної підготовки майбутніх учителів нефілологічних спеціальностей. Визначено завдання такого процесу, а саме: оволодіння необхідною сумою знань, умінь і навичок; формування здатності здійснювати міжкультурне професійно спрямоване спілкування; розвиток умінь вільно та адекватно розуміти й зумовлювати певні мовленнєві висловлювання. Подано змістові напрями інішомовної підготовки, що передбачають формування складових професійної компетентності: мовленнєвої компетентності, до якої включаються компетенції в аудіюванні, говорінні, читанні, письмі та перекладі; мовної компетентності, тобто знання мовного матеріалу, сформованість рецептивних та продуктивних навичок його застосування; лінгвосоціокультурної компетентності, основними компонентами якої є соціолінгвістична, соціокультурна та соціальна компетенції. Вказано активні методи навчання, що використовуються з метою формування інішомовної компетентності студентів немовних спеціальностей до яких віднесено: імітаційні, які передбачають навчання професійним умінням і навичкам та пов'язані з моделюванням професійної діяльності, імітуються як ситуація, так і сама професійна діяльність; неігрові, що передбачають аналіз конкретних ситуацій; рішення ситуаційних задач; вправи, виконання індивідуальних завдань; ігрові, розігрування ролей (рольова, ділова гра).

Ключові слова: інішомовна підготовка, інішомовна професійна компетентність, активні методи навчання, самостійна робота, професійна компетентність.

В статье рассмотрены вопросы иноязычной подготовки будущих учителей нефилологических специальностей. Определены задачи такого процесса, а именно: овладение необходимой суммой знаний, умений и навыков; формирование способности осуществлять межкультурное профессионально направленное общение; развитие умений свободно и адекватно понимать и вызывать определенные речевые высказывания. Подано содержательные направления иноязычной подготовки, предусматривающие формирование составляющих профессиональной компетентности: речевой компетентности, в которую включаются компетенции в аудировании, говорении, чтении, письме и переводе; языковой компетентности, то есть знание языкового материала, сформированность рецептивных и продуктивных навыков его применения; лингвосоциокультурной компетентности, основными компонентами которой являются социолингвистическая, социокультурная и социальная компетенции. Указано активные методы обучения, используемые с целью формирования иноязычной компетентности студентов неязыковых специальностей к которым отнесены: имитационные, которые предусматривают обучение профессиональным умениям и навыкам и связанные с моделированием профессиональной деятельности, имитируются как ситуация, так и сама профессиональная деятельность; неигровые, предусматривающие анализ конкретных ситуаций; решение ситуационных задач; упражнения, выполнение индивидуальных заданий; игровые, разыгрывание ролей (ролевая, деловая игра).

Ключевые слова: иноязычная подготовка, иноязычная профессиональная компетентность, активные методы обучения, самостоятельная работа, профессиональная компетентность.

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THE MAIN REQUIREMENTS TO THEORETICAL AND PRACTICAL QUALIFICATION OF A FUTURE FOREIGN LANGUAGE TEACHER

The professional competence of the future English teacher is the integral personal creation, which contains appreciatively- motivational (motives, professional position, attitude), cognitive (knowledge, skills), personal (personal features and skills), reflexive(self-correction, self-assessment) components with the help of which the effective professional duties of foreign language teacher are fulfilled. On the other hand, it is the result of professional competence acquisition (in the process of professional and practical training). The peculiarity of foreign language professional competence formation is in the fact that the half of these competences are acquired during the training at the first specialty.

Key words: professional competence, pedagogical mastery, theoretical competence, practical competence, communicative competence, language competence, social and cultural competence, lingual and methodological competence.

Today, Europe has been in search of new values that are related to mutual understanding, cooperation, agreement, aspiration to create a multicultural, polylinguistic and multi-ethnic Europe. In the implementation of these values, a new generation of European teachers has assigned a certain place.

The urgency of the study is connected with the conditions of the establishment of Ukrainian statehood, the revival of national spirituality, the formation of national dignity of citizens, the development of ties with the countries of Europe, therefore the role of teachers in society is growing. The process of learning foreign languages in secondary schools to be effective and consistent with the current stage of learning, the teacher must master the theoretical and practical knowledge of the techniques that are the key to his professionalism.

The problem of teacher training is very important and interesting. Many domestic and foreign researchers engaged in the problem of teacher training, has made a significant contribution to the development

of this issue. Nowadays the problem of the professional competence of the teacher involves the following scientists: V.A. Adolf, T.G. Brazhe, V.I. Zhuravlev, S.B. Yelkanova, S.Yu. Nikolaev, T.G. Novikova, V.G. Redko, V.A. Skazkina.

The new national standard for learning English is based on key concepts such as communication, culture, motivation and interactivity.

The purpose of the article is theoretical development, scientific substantiation of pedagogical technology, which provides the professional competence of the future teacher of a foreign language.

The leading goal of teaching a foreign language is the recognition of the formation of communicative competence, which has several components: linguistic; sociolinguistic; social and cultural; strategic; social; discursive [1, p.37].

Linguistic competence involves mastering a certain amount of formal knowledge and corresponding skills related to different aspects of language: vocabulary, phonetics, grammar. This raises the question: what

words, grammatical structures and intones are necessary for a person of this or that age, profession, etc., to ensure a normal interaction with the language being studied.

Sociolinguistic competence is the ability to select linguistic forms, use and transform them according to the context. Language reflects the peculiarities of people's lives. By studying the diversity of expression plans, you can understand a lot and learn about the culture of the country in which the language is studied. And this requires us to form social and cultural competence. Acquiring social and cultural competence is not limited to the formation of global ideas about the world. It offers the whole process of learning a foreign language.

Some skills and abilities in the organization of speech, the ability to build it logically, consistently and convincingly, set goals and achieve the goal - is a new level of communicative competence, which in the materials of the Council of Europe called strategic or discursive. Many issues of this level of communicative competence are well developed in the course of rhetoric: no wonder some humanitarian schools include this discipline in the compulsory program.

The key notion of the concept of learning foreign languages in European countries is the "threshold of communication", and the methodological guidelines are the correct pronunciation and the modern spoken language. Learning a foreign language, therefore, goes beyond pedagogy and acquires an important political significance. It is about reorientation from mastering grammatical structures to mastering living language [2, p. 3-6].

The last of the components of communicative competence, but in no way the last of significance ("The last but not least") is social competence. It involves readiness and desire to interact with others, self-confidence, and the ability to put yourself in the position of another and the ability to cope with the situation.

Such an approach to the teacher's professional training has also been reflected in the modern method of teaching – communicative and activity that aims to teach a language through speech and is based on such key concepts as communication, culture, motivation, and interactivity. The leading characteristics of this method include the following: adequacy for real communication; the priority of speech activity in the interconnection of all its types; the use of active forms of communication (conversations, disputes, conferences, round tables, discussions, work in the "English-speaking Club"), which give an opportunity to express themselves, express their thoughts in dialogue or monologue; synchronization, sequence [3, pp. 43-56].

Considering training in this regard, it should be noted that teaching a language - this means not only (to give knowledge of the language), but also to teach how to use the language as a means of communication, think critically, receive information from all available sources, evaluate it, understand the interlocutor, formulate own thoughts. So, it is about forming the communicative competence of students.

Modern age psychology recognizes the leading activity of pupils of primary school of play, for the middle level - cognitive and value-oriented, and in the senior classes the communicative activity acquires great importance: the ability to speak a foreign language. Taking into account these leading activities, the teacher does not have to transform the lesson into a "lesson about language", but to create a speech situation for communication training, to correctly and positively comment on assessments, to create a situation for success for everyone who learns, to develop a positive attitude to language [3, with. 5-10].

The communicative and activity approach also changes the role of the teacher: he does not simply imply knowledge, but organizes the cognitive activity of students, creates conditions for expressing his own opinion, the attitude to the material being studied, correlating it with real life.

In the methodical means of the teacher, today, prevail along with traditional forms, new ones: thematic conversations are not preliminarily learned, but discursive, disputes, discussions, interviews, round tables, conferences, project protection, reviewing and referencing, communication via e-mail and the Internet with the following discussion of the information received, role plays, dramatization, translations (synchronous, sequential, literal, artistic), "English-speaking Club", etc.

[4, p.23-29].

The variability and personal orientation of modern education require changes in the theory and methodology of teaching a foreign language in secondary schools, changes in teaching technologies at all levels. The proportion of techniques that contribute to the formation of practical skills in the search and analysis of information, self-study, self-organization, experience of responsible choice and behavior, and the formation of value orientations is increasing.

In this regard, the circle of requirements for a person of a foreign language teacher, determined not only by qualification characteristics, but also by changes in society, is growing, and in practice it is becoming increasingly difficult to meet these requirements.

According to the Ukrainian target comprehensive program "Teacher", the methodical component of the qualification characteristic of a modern foreign language teacher includes such requirements to the practical qualification of a foreign language teacher [5, p. 10-19].

A future teacher of a foreign language must be able to implement: - communicative and educational function; - upbringing function; - developing function; - educational function; The teacher must also be able to: - gnostic function; - constructive and planning function; - organizational function (in connection with gnostic and constructive and planning functions).

It is clear that for the successful fulfillment of the above-mentioned functions it is necessary not only to have a course in the methodology of teaching foreign languages, but also to monitor the changes that take place in our national education system, on the specific tasks facing the modern school [6, p. 42-46].

Today, for example, it is a person-oriented education. Consequently, we must be guided in our activity by its essential features, such as: - personally oriented human cooperation of all participants in the educational process; - diagnostic and stimulating method of organization of educational knowledge; - activity and communicative activity of students; - designing by a teacher (and later also students) of individual achievements of students in all kinds of activities; - taking into account the content, methodology, system of evaluation of a wide range of personal needs and opportunities for children to acquire quality education.

From the above mentioned, we must conclude that the tasks of the modern school are: - to teach students to plan their informational and innovative activities, to acquire knowledge themselves, to form a creative approach to the use of knowledge in practice; - to formulate the idea of the diversity of cultures in the world, to educate a positive attitude towards cultural differences that contribute to the progress of humanity and serve the conditions of self-realization of the individual; - to create conditions for the integration of students into the culture of other peoples; - to form and develop skills and abilities of effective interaction with representatives of other cultures; to educate students in the spirit of peace, tolerance, and human interethnic communication [7, p. 21-31].

We must understand the transition from education as a "transfer of knowledge" to productive teaching, when the growth of knowledge occurs through the process of creating a student of his own creative products, the transition from school ready-made book solutions to school, which laid the foundations of knowledge and skills for their practical use, the need for self-development and innovative activity, the ability to realize the wishes of the school administrator, teacher, student through the system of intercultural communication [8, p. 65-67].

Today it is necessary to use all the opportunities that have emerged due to the fact that the concept of competence of the student acquires the importance of the student, which is determined by many factors, because it is the competence, according to many international experts, which are indicators that determine the readiness of the student to graduate to life, his further personal development and active participation in the life of society.

Considering educational competence, which involves the student's assimilation of not separated from each other knowledge and skills, and mastering the complex procedure, in which for each selected direction there is an appropriate set of educational components that have personality and activity orientation [9, p. 46-67].

For example, competence in the process of teaching a subject

"Foreign Language" implies:

- receiving and creating different types of messages;
- application of various means in accordance with the needs of analysis of various texts and cultural phenomena;
- integration of linguistic and interpretive knowledge and skills in different communication situations;
- testing and application of cultural (intercultural) functional literacy and relevant perceived skills [9, p. 138-143].

Only with our help today's school can ensure the full realization of the opportunities of a child of a certain age and a sequence of learning based on the achievement of the previous level of education and development. We must be prepared to ensure that the competence approach also changes the notion of evaluating students' knowledge. It is not important to have an internal organization of knowledge, personal qualities and abilities, but the ability to apply competence in learning and life [10, p. 5-8].

It is very important to take into account the innovative trends of the educational process, for example, such as:

- humanization of the process of teaching foreign languages, which involves increasing the attention to the personality of each student as the highest social value of society, the establishment of a citizen with a high intellectual, moral and physical qualities;
- cultural approach to the selection and methodical organization of the content of teaching a foreign language;
- better understanding of national culture through the strengthening of the role of foreign language in the education of students and their involvement in world culture;
- early beginning of study (by preschoolers) of a foreign language;
- profile-oriented training of high school students of a foreign language;
- use of elements of problematic and intensive learning of foreign languages;
- the use of such modern teaching technologies as design methodology, training in cooperation, etc. ;
- system of lingodidactic testing of pupils;
- the emergence of pan-European language education recommendations - study, teaching, and evaluation, which must be carefully studied by teachers, because they provide many answers to the questions of the modern education in general and the Ukrainian one in particular[8, p. 26-30].

Today, we are facing the fact that Internet education begins to prevail at virtually all levels of education. Accordingly, our professional training gradually includes another competence - mastering the basics of information technology and the methods of their use in teaching foreign languages. It is clear that a foreign language teacher should prepare for the implementation of new curricula of this promising form of learning

organization, and for this he will have to prepare a whole range of educational materials, which today are defined as "case" or "information package". A foreign language teacher should know well and be able to clearly explain to students and their parents why his subject is included in the content of school education, which can give knowledge of this subject to the student as an individual and through him to the whole society [5, pp. 134-138].

In order to improve pedagogical qualities, it is necessary to communicate more effectively with students in an informal setting. Showing interest in some sphere, not even associated with the profession (sports, painting, tourism), should not be hidden, but rather used for establishing contact with children. This will facilitate the mutual understanding of the teacher with the students, and will also affect the effectiveness of the lessons. Do not forget about the benevolent tone that creates psychological comfort, the kind words and praises that support interest in the lesson.

An important factor today is actually the teacher's desire to perfectly master the profession, have adequate self-esteem, self-development. Improving the qualities of a person is a difficult task. Here we need the will, perseverance. Do not be afraid to creatively approach your professional tasks; do not be afraid to make a mistake. Everything can be corrected if there is an installation for self-examination. The key to the success of each teacher in improving his pedagogical skills is in the ability to self-education.

For a qualitative characteristic of pedagogical activity the pedagogical category "professional competence" is used. According to the results of the analysis of scientific sources, the professional competence of the future teacher of a foreign language is to be interpreted as an integral personal entity, which includes value and motivation (motives, value orientations, professional positions, attitudes), cognitive and operational (knowledge, skills and abilities), personal (personal qualities and abilities) and reflexive (self-examination, self-assessment, self-correction, self-improvement) components that provide the ability to effectively perform professional duties of a foreign language teacher. On the other hand, it is the result of mastering (in the process of social and humanitarian, psychological and pedagogical, professional and practical training) professional competences of a teacher of a foreign language - general and cultural, pedagogical, psychological, linguistic, pedagogical, foreign language communicative (which includes language (linguistic) speech, social and cultural), educational and cognitive. The peculiarity of the process of forming the professional competence in a foreign language is that the future teacher acquires partly the competencies mentioned in the process of the first specialty preparation.

Promising directions for future research consider studying the process of professional training of future teachers of foreign languages abroad.

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Професійна компетентність майбутнього вчителя іноземних мов – це інтегральне особисте створення, яке складається з ціннісно-мотиваційного (мотиви, професійні позиції, ставлення), когнітивно-операційного (знання, вміння і

навыки), личный (личные качества и способности) и рефлексивный (самоанализ, самооценка, самокоррекция) компонентов, которые обеспечивают умение эффективно выполнять профессиональные обязанности учителя иностранных языков. С иной стороны, она является результатом усовершенствования (в процессе социально-гуманитарной, психолого-педагогической и практической подготовки) профессиональных компетенций учителя иностранных языков. Особенностью процесса формирования профессиональной компетенции по иностранному языку является то, что часть этих компетенций будущий учитель иностранных языков усваивает в процессе подготовки по первой специальности.

Ключевые слова: профессиональная компетенция, педагогическое мастерство, теоретическая компетенция, практическая компетенция, коммуникативная компетенция, речевая компетенция, социо-культурная компетенция, лингвометодическая компетенция.

Професійна компетентність майбутнього вчителя іноземної мови – це інтегральне особистісне утворення, що включає ціннісно-мотиваційний (мотиви, ціннісні орієнтації, професійні позиції, ставлення), когнітивно-операційний (знання, уміння й навички), особистісний (особистісні якості та здібності) і рефлексивний (самоаналіз, самооцінка, самокорекція, самовдосконалення) компоненти, які забезпечують здатність ефективно виконувати професійні обов'язки вчителя іноземної мови. З іншого боку, вона є результатом оволодіння (у процесі соціально-гуманітарної, психолого-педагогічної, фахової і практичної підготовки) професійними компетенціями вчителя іноземної мови. Особливістю процесу формування професійної компетенції з іноземної мови є те, що частиною згаданих компетенцій майбутній учитель оволодіває в процесі підготовки з першої спеціальності.

Ключові слова: професійна компетенція, педагогічна майстерність, теоретична кваліфікація, практична кваліфікація, комунікативна компетенція, мовленнєва компетенція, мовна компетенція, соціокультурна компетенція, лінгвометодична компетенція.

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METHODOLOGICAL BASIS OF ORGANISATION DIALOGICAL AND PEDAGOGICAL COMMUNICATION IN THE PROCESS OF TRAINING FUTURE FOREIGN LANGUAGE TEACHER

Integration of the ideas of dialogic learning into the conceptual system of pedagogical science reflects one of the modern trends in the development of theory and practice of education - the focus on the establishment of the subject-subject paradigm of pedagogical interaction. The article under consideration throws light upon certain features and explored the concepts of "dialogue", "dialogue interaction". In accordance with the goal, a comprehensive analysis of the dialogue as a complex social phenomenon was carried out. The peculiarities of formation of students' readiness for dialogical interaction, developed within the limits of philosophical, activity, personal, culturally relevant and information approaches, are determined. A carried out theoretical analysis of methodological foundations determines the fact that the mastery of readiness for conducting a pedagogical dialogue, according to most scholars, implies the development of at least three groups of abilities: communicative, perceptive, interactive.

Key words: dialogue, interpersonal interaction, dialogization, communication.

Uprising of the problem. Integration of the ideas of dialogic learning into the conceptual system of pedagogical science reflects one of the modern trends in the development of the theory and practice of education - the focus on the establishment of the subject-subject paradigm of pedagogical interaction. At the present stage of socio-cultural development, the dialogue is a reference into a model of communication at all levels of social life on a global scale. Implementation of the principles of dialogue in the process of interaction between the subjects of the pedagogical process is the task of the higher school as a socio-cultural institution. The humanitarian, cultural, social, ontological, spiritual and emotional content of the phenomenon of dialogue introduces wide opportunities for the disclosure of personal potential and the realization of the existential needs of the subjects of pedagogical interaction, ensuring the personal orientation of the educational process. Dialogue of pedagogical communication is objectively connected with the necessity of special preparation of future foreign language teachers, which involves the development of appropriate personal and professional qualities, the formation of communicative skills, because the teaching of students of a foreign language involves the teacher's ability to conduct a foreign language training dialogue with the focus on the formation of communicative competence of schoolchildren.

Considering the professional education of students of higher educational establishments, it should be noted that for the future teacher, education becomes a way of mastering effective means of obtaining information about the world, acquiring skills of self-education, organization of life and professional growth. Nowadays, there is a need for such pedagogical interaction, which, with all the differences of views, positions, and installations, is based on the principles of dialogical communication, cooperation and co-creativity.

However, the teacher is not always ready to build his

relationships with students on a dialogue basis, using educational dialogue not only as a form of communication and learning, but also as a means of creative development of their personality. Therefore, the problem of constructing the educational process on the principles of dialogical communication, as forms of pedagogical interaction and cooperation is being urgent.

With the change-over to a humanistic paradigm of education, aimed at supporting the student in his/her development and self-development, qualitatively new requirements are put forward to the teacher's professional training. Higher pedagogical education there faces the task to prepare specialists who are able to understand and accept the inner world of schoolchildren, seek to organize interpersonal relationships on the basis of dialogue, have the ability to build open relationships, who are ready for adequate pedagogical communication with a student in the process of joint activity with him, to maximize the realization of student abilities. In this context, more and more attention is paid to inter-subject pedagogical interaction, which humanistic pedagogy recognizes as the most effective means of achieving of mutual understanding, coherence of the positions of participants in the educational process, where the dialogue is the basic form of communication.

Inter disciplinary of pedagogical interaction is determined by the fact that the future teacher should act as the subject of his own pedagogical professional activities, and a student as the subject of his own educational and cognitive activity. The analysis of scientific literature suggests that teachers of the past were deeply interested in the problem of the development of the teacher's personality, his/her preparation for pedagogical activity. At the present stage, professional training in higher educational institutions does not deny the progressive ideas of the past, but requires the rethinking and creative development of all valuable achievements and achievements connected with the problem