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METHODOLOGICAL ASPECT OF FORMATION VOCATIONALLY ORIENTED SPEAKING COMPETENCE FOR THE FUTURE FOREIGN LANGUAGE TEACHERS

The relevance of the research of this article stems from the analysis of psychological and methodological prerequisites for future English language teachers to develop professionally speaking skills; specifying the content of the formation of vocational competence in speaking with future English teachers in the unity of subject and procedural aspects. The article describes a theoretically grounded methodology for the formation of future English teachers' proficiency in speaking, which is realized in three stages (introductory, preparatory (receptive-analytical and receptive-synthetic) basic), which involves the use of web, application of modern information and communication technologies. The realization of the linguo-didactic model of formation in future English language teachers of vocationally oriented competence in speaking, whose components are the target, methodological, semantic, organizational-procedural and evaluation-effective components, is considered; clarified the essence and struc-

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ture of professionally oriented competence in speaking future English teachers; criteria for selection of educational material have been improved. Taking into account the criteria for the selection of modern information and communication technologies (practical expediency, relative simplicity in the organization of learning, accessibility, potential for development of speaking skills, perspective) determined in the process of research, it is concluded that it is expedient to use professional competence in the formation of future teachers of English and information and communication competence of the following services and programs: YouTube, Google Hangouts, Google Classroom, Skype. Guidelines for teachers on the interconnected formation of future English language teachers with vocational competence in speaking and information and communication skills have been formulated.

Key words: competence; professional oriented competence; English teachers; presentation; field of communication.

1. INTRODUCTION

The urgency of the problem. In today's domestic realities there are increasing requirements for the training of English teachers with a high level of professionally oriented English communicative skills, that are able not only implement intercultural communication in an effective way, acting as mediators of cultures, but also organize the teaching and learning process correctly from the point of view of methodology.

One of the components of English-speaking communicative competence is speaking competence, which provides effective oral communication with regard to linguistic, speech, socio-cultural norms, situations, intentions, etc. Therefore, formation of vocationally oriented proficient English speaking competence is an important task of preparing future English and foreign language teachers.

Effective teacher's performance of professional duties requires an appropriate level of communicative competence, which implies the ability to use modern communication technologies both in professional activity, as well as, in the process of self-learning and self-improvement.

Analysis of recent research and publications. Analysis of studies of various aspects of the problem testifies to a number of works that have been studied by Zadorozhnaya, L. Maksimenko, V. Pashchuk, L. Sazhko, I. Fe-

dorova, V. Chernysh, O. Yaroshenko, A. Burns, A. R. Hughes, S. Thornbury, and others.

The formation of professionally oriented competence of future specialists became the subject of scientific researches of domestic and foreign scientists (V. Bykova, O. Bigich, R. Gurevich, M. Kademi, S. Litvinova, N. Morse, O. Ovcharuk, E. Polat, O. Spirina, T. Liyoshi and others).

The purpose of the article. The purpose of this article is to analyze the psychological and methodological prerequisites for future English language teachers in the process of formation vocationally oriented speaking competence; concretization of the content of formation of vocationally oriented speaking competence for the future English language teachers in unity of subject and procedural aspects.

2. RESEARCH RESULTS

The professional aspect of communication, typical situations, topics, texts, language material are included into the subject aspect. The procedural aspect covers lexical and phonetic skills, speaking skills, general educational skills (intellectual, organizational, strategic, communicative, reflexive), basic information and communication tools, vocational skills and teaching skills (methodological and teaching skills) for the realization of cognitive and professional activity, as well as exercises and tasks for development of the above mentioned skills and abilities; substantiation of criteria for selection of educational material (printed and electronic texts, phonograms and video phonograms): authenticity, motivational value, subject matter, novelty, variability, correspondence to the level of English-speaking communicative competence of the students, problemat�icity, authority of the source, potential for the formation of informative and communicational skills.

Vocationally oriented competence in speaking of future English language teachers is the ability to select correctly verbal and non-verbal means of communication and, with their use, successfully organize their authoritative English-speaking activities successfully in a manner that is appropriate to the situation of professionally oriented vocational training.

It is determined that the interconnected formation of vocationally-oriented competence in speaking for the future English language teachers

should be carried out on the basis of communicative, sociocognitive and integrated approaches, within a framework of which the principles of communicative activity are emphasized, as well as the principles of authenticity, contextuality, reflexivity, authenticity, realization of intersubject communications, dominant role of speaking, informational and technological direction of educational activity with the purpose of formation of vocationally oriented English-speaking competence.

The logic of the study requires, first of all, the specification of the content of the formation of future English language teachers' vocationally oriented competence in speaking.

The content of the training is determined by its objectives, where the main ones are practical and professional. The practical aim is to develop future English language teachers' competence in speaking at the C2 level in accordance with the Common European Guidelines for Language Education [7, p. 23], which will ensure the successful completion of educational and professional tasks, the implementation of their own searching and cognitive activity, effective self-education and self-improvement.

The professional goal involves the formation of students' professionally-oriented competence by familiarizing them with different methods and techniques of teaching English, engaging them in the performance of professionally oriented tasks [3, p. 3], their formation, including the widespread use of information and communication technologies, the development of relevant skills and abilities.

In addition to practical and professional ones, that are dominant in the context of our research, we also consider educational, developing and educational goals.

Taking into account the above mentioned definitions, in the context of the subject matter of our study, under the content of learning we understand a variable category that reflects what students need to master in the learning process to achieve an appropriate level of vocational competence in speaking.

There are four areas of communication in the Pan-European Language Education Guidelines: 1) personal; 2) public; 3) professional; 4) educational [7, p. 45].

According to I. Zadorozhnaya, the list of spheres for students-bachelors of linguistic specialties contains: 1) personal, 2) social and household, 3) educational, 4) professional, 5) socio-cultural, 6) official and business 7) socio-political [8].

Taking into account the subject of our research, the main sphere is the professional one or professional-labor in the interpretation of V. Skalkin and G. Rubinstein, which realizes and solves tasks of a professional nature.

Linguistic material is one of the components of the substantive aspect of content. Within the subject aspect, we are interested in lexical material, to which we refer, first of all, professionally oriented vocabulary, which covers the basic terms in the teaching of foreign languages, informational and communicative technologies [7].

One of the components of the procedural aspect is vocationally oriented skills. Investigating the formation of an English speaking vocationally oriented competence in dialogical speech of future teachers O. Yaroshenko estimates four groups of professional skills: 1) ability of being aware of the peculiarities of students' personality and creation an appropriate learning conditions; 2) ability to plan students' speech communication; 3) ability to implement the planned professional actions and evaluate their results; 4) ability to analyze the results of students' foreign language communication.

Taking into account the research results of the scientist, as well as the topic of our research, we have identified a group of professionally oriented skills that future teachers need to master in the process of developing vocationally oriented English speaking competence:

methodical skills of speaking training:

create communicative situations;

analyze your own experience in developing speaking skills;

moderate discussion, debate, etc .;

provide detailed and theoretically sound explanations;

create problematic tasks;

develop web quests, role playing and business games;

select training material to improve one's speaking skills;

select training material for the purpose of developing speaking training tasks;

adapt the material to the needs of students, according to the level of their speaking competence;

create sets of exercises for students;

to analyze own experience of mastering information and communication technologies;

involve information and communication technologies in the learning process;

direct students' speech behavior;

adapt their own language to the level of students;

evaluate the student's speech activity;

develop online lessons (using, for example, Skype).

A high level of English language teachers' proficiency ensures effective oral communication in the course of their professional responsibilities.

Theoretical substantiation, development of the methodological formation of future English teachers vocationally oriented speaking competence determines the relevance of the chosen topic in the context of Ukrainian education's focus on European integration and implementation of information and communication technologies in the educational process.

The practical purpose of the training is to develop future English language teachers with proficient English speaking skills at C2 level in line with the Common European Guidelines for Language Education, as well as information and communication skills at a professional level which is sufficient for successful self-education.

In the process of teaching vocationally oriented speaking and digital literacy of future English teachers, we recommend to observe the following didactic and methodological principles: communicative activity, authenticity, situationality, problematicity, reflexivity, implementation of cross-curricular relations, and specific language learning activities to develop English speaking skills.

3. CONCLUSIONS AND THE PROSPECT OF FURTHER EXPLORATION IN THIS AREA

Therefore, according to certain principles, it is necessary to organize training as a model of real communication for future English teachers, to

stimulate students to speak English, to use information and communication technologies; apply the proposed system and complexes of exercises and tasks, provide conditions for self-study and self-improvement by creating a virtual learning environment, use of authentic journalistic, scientific texts with different forms of submission, application of situations of real professionally oriented communication of problematic character.

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Маліновська Д. П., Фельцан І. М. Методичний аспект формування професійно орієнтованої компетентності в говорінні у майбутніх викладачів англійської мови

Актуальність дослідження даної статті впливає з аналізу психологічних і методичних передумов формування у майбутніх викладачів англійської мови професійно орієнтованої компетентності в говорінні; конкретизації змісту формування професійно орієнтованої компетентності в говорінні у майбутніх викладачів англійської мови в єдності предметного та процесуального аспектів. У статті розкривається теоретично обґрунтована методика формування у майбутніх викладачів англійської мови професійно орієнтованої компетентності в говорінні, яка реалізується впродовж трьох етапів (вступний, підготовчий (рецептивно-аналітичний та рецептивно-синтетичний), основний), що передбачає використання вебквестів, ділової гри, презентації, застосування сучасних інформаційно-комунікаційних технологій. Розглянуто реалізацію лінгводидактичної моделі формування у майбутніх викладачів англійської мови професійно орієнтованої компетентності в говорінні, складниками якої є цільовий, методологічний, змістовий, організаційно-процесуальний і оцінювально-результативний компоненти; уточнено сутність та структуру професійно орієнтованої компетентності в говорінні майбутніх викладачів англійської мови; удосконалено критерії відбору навчального матеріалу. З урахуванням визначених у процесі дослідження критеріїв відбору сучасних інформаційно-комунікаційних технологій (практичної доцільності, відносної простоти в організації навчання, доступності, потенціалу для розвитку вмінь говоріння, перспективності) зроблено висновки про доцільність використання при формуванні у майбутніх викладачів англійської мови професійно орієнтованої компетентності в говорінні та інформаційно-комунікаційної компетентності таких сервісів і програм: You-

Tube, Google Hangouts, Google Classroom, Skype. Сформульовано методичні рекомендації для викладачів щодо взаємопов'язаного формування у майбутніх викладачів англійської мови професійно орієнтованої компетентності в говорінні та інформаційно-комунікаційної компетентності.

Ключові слова: компетентність; професійно орієнтована компетентність; викладачі англійської мови; презентація; сфера спілкування.



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