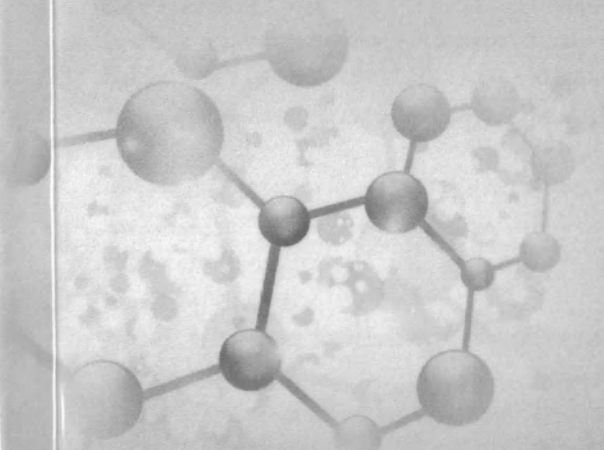


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## II. PEDAGOGICAL SCIENCES

UDC 378.4

### METHODOLOGICAL BACKGROUNDS OF FOREIGN LANGUAGE TRAINING OF THE FUTURE NON-FILOLOGICAL SPECIALTIES TEACHERS

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*It is necessary to clarify the methodological background for the process of foreign language training of non-philological specialties teachers. The insufficient attention to the theoretical principles of foreign language training modernization namely, as well as the need to develop new conceptual approaches and implementation of modern technologies in the formation of foreign language communicative competence have been viewed in the article. Its objectives, components and structure have been defined. It has been pointed out that foreign language training in higher educational establishments should focus on: optimization of the methodological aspects of foreign languages learning; intensification of the process of foreign languages learning; integration of cooperative, personality-oriented, informational and communicative training technologies; implementation of communicative, competence and behavioural approaches; interdisciplinary links; different learning styles of subjects of instructional process. The significant factors forming the foreign communicative competence of future teacher has been found out.*

*It has been concluded that the system of foreign language training should include the creation of conditions that allows taking into account not only global educational trends but also peculiar features of national and cultural educational environment.*

*Keywords: foreign language training, foreign language communicative competence, linguistic competence, discourse competence, sociolinguistic competence, intercultural communication.*

**Introduction.** In present-day integrative conditions of Ukraine to various spheres of the international community social activity there is a need of training the teaching staff ready to perform intercultural dialogue based on equality, respect and tolerance, establishing humane and trustful relations between representatives of different ethnic subcultures acquires particular significance. That is why, the attention of the scientists has been focused on modernization of the approaches to foreign language training of a new generation specialists, the future teachers in particular. Since, the key figure of modern civilized community is the educator that respects the culture of other countries, is mobile in the self-development and professional activity, the specialist, acquainted with the fundamental socio-humanitarian and special knowledge, able to solve common practical problems and design the professional self-growth on the principle of lifelong learning.

Conception of modern European foreign language training presupposes not only orientation to new educational standards, but also the performance of one of the major challenges of modern education - not simply to transfer the student the necessary amount of knowledge, but also to teach him satisfactorily implement them in professional and social activities, to synthesize new knowledge and nurture creative self-sufficient personality [3].

Future teachers' fluency in a foreign language greatly facilitates the task, and provides them with opportunities to create business, professional and cultural contacts, accustom them to world culture and

comprehensive literacy as well increases their overall cultural and professional level.

**The analysis of recent research and publications.** Various aspects of foreign language training in higher education are the subject of research conducted by many scientists. Thus, the theoretical and methodological backgrounds of training teacher as linguistic personality have been considered by N. Bibik, V. Bodnar, O. Savchenko, S. Sysoyeva, G. Tarasenko; the development and substantiation of the system of future teachers' foreign language training - V. Kan-Kalyk, A. Kaps'ka, O. Leont'yev, L. Savenkova; the essence and structure of foreign language professional communicative competence - A. Andriyenko, G. Arkhipova, N. Hez, S. Kozak, O. Pavlenko, N. Prudnikova, Yu Fedorenko, N. Chernova; to improve the efficiency of foreign language training by providing it professionally oriented focus and profile - H. Barabanov, O. Bernats'ka, N. Drab, H. Hrynyuk, L. Lychko, N. Sklyarenko, O. Tarnopol's'kyy; the study of culturological and socio-cultural components of foreign language learning - B. Lapidus, A. Kolominova, Z. Nykytenko, O. Osiyanova, S. Roman; the development of activity, creativity and independence in the foreign language training - Inyakina L., M. Fayenova.

**The formulation the article objectives.** The analysis of psychological and pedagogical literature, as well as personal experience indicates, that the problem of students' foreign language training is seriously elaborated. However, what concerns the issues relating to the problems of reforming future teachers' foreign language training are still relevant, taking into account the changes to the State standard. It is especially true of future teachers of non-philological specialties training. The insufficient attention to the theoretical principles of foreign language training modernization namely, as well as the need to develop new conceptual approaches and implementation of modern technologies in the

formation of foreign language communicative competence preconditioning the choice of the topic of the article.

**Presentation of the main material.** According to researchers, there exist a significant difference in the formation of foreign language competence of students-philologists and those of non-philological specialties.

Thus, according to the European recommendations on the level of foreign language student-philologists must possess skills to speak fluently and spontaneously without much obvious searching for expressions, use language flexibly and effectively to achieve social, academic and professional purposes [7], that is to command language on the proficient user level (C1 and C2).

For students of non-philological specialties foreign language training content must be optimized from the professionalization viewpoint, which is topic spotting and professionally oriented. But narrow professionalization of foreign language training, which is realised in the formation of communicative skills on the basis of professional topics, as it has been proved by personal experience, does not allow to meet the challenges of the professional content fully. That is why, the formation of foreign language communicative competence, is not formally, but content oriented for achieving this goal, which presupposes the superposition of foreign language skills on the subject content during the performance of professional tasks [6].

To the foreign language training objectives of the future non-philological specialties teachers the scientists refer the following:

– mastering the necessary amount of knowledge and skills defining the maturity level of his professional activity, the style of professional communication and his personality as a bearer of defined values, ideals and professional awareness [7];



– the formation of the ability to perform professionally directed intercultural dialogue, to interact with the bearers of the other culture taking into account national values, norms and notions, to choose communicatively aimed ways of verbal and nonverbal behaviour based on knowledge about the science and culture of the other nations [8];

– the development of skills freely and adequately understand and predetermine certain speech utterances in accordance with the conditions of the social and role situations of professional activity in accordance with theoretical concepts and knowledge, performing informational and communicative function, as well as practical skills, providing perceptual-communicative and interactive-communicative functions of communication with the help of foreign language means [2].

The concept of foreign language communicative competence does not have a common interpretation, but having analyzed the works of famous scientists, we consider foreign communicative competence as an integrative formation of personality, which has a complex structure and reveals as the interactions and interpenetration of linguistic, socio-cultural and communicative competences, the maturity level of which allows future specialist effectively perform foreign language, and consequently, cross-language, intercultural and interpersonal communication [1]. In other words, foreign language communicative competence – is a set of knowledge and skills allowing successfully use a foreign language both in professional activity as well as in self-education and self-development of personality.

The challenges that have been foreseen by foreign-language training of future non-philological specialties teachers predetermine the principles underlying the formation of foreign language communicative competence. In addition to the general didactic principles, we can refer the principles of humanitarization, complexity, integrity and integration.

The components of foreign language communicative competence in scientific and pedagogical literature are divided into:

- gnostic: the system of knowledge about the nature and peculiar features of communication (the household, the professional, etc.), knowledge of foreign language communication styles, that allows to understand the hidden meaning, association of the interlocutor;

- communicative: the skills allowing to establish contact with the interlocutor, to manage the situation-interaction with the subject of foreign language communication; speech culture; expressive skills, perceptual-reflective abilities;

- emotional: the humanistic setting on the communication, to be interested in the other person; the willingness to be engaged in personal, dialogic relationships, developed empathy and reflection [4].

The scientists distinguish the following components in the structure of foreign language communicative competence:

- linguistic competence, that is the ability to understand and produce studied or analogous (to the studied) expressions, as well as the potential ability to understand new, unstudied expressions of foreign language environment;

- discursive competence - the ability to combine individual coherent sentences in oral or written utterance, discourse, using a various syntactic and semantic means;

- sociolinguistic competence – as the ability and willingness of the learner, to implement intercultural communication with the help of foreign language means;

- strategic competence - the ability to participate effectively in foreign language communication, choosing the correct strategy for this discourse, as well as adequate strategy for the communication efficiency increase [9].

These components meet the European standards of educational programs where they are regarded as: general language competence (awareness), cultural competences (cultural knowledge), intercultural competences (knowledge, know-how, existential competences), instructional strategies (ability to learn) [10].

We consider the successful foreign language communicative competence formation in the process of future teachers' foreign language training possible through the accentuation of development of the following pedagogical qualities:

- teacher's orientation on the values of intercultural dialogue that can be manifested in the cognitive, emotional and behavioural aspects;
- teacher's intercultural competence, pedagogical and personal tolerance, aimed at cooperation pedagogy;
- designing the dialogue of cultures content relying on culturological educational information;
- considering the distinctiveness of native culture values, their interrelationship with universal human values and other cultural values.

The entry of the Ukrainian educational system into the European educational space requires the consideration of the Common European Framework of References for languages, where the great emphasis is laid on the optimization the teaching process of foreign languages learning, causing the changes in the structure and content of teaching staff professional training, and finds its reflection and specificity in the requirements to the curricula, programs and methodological principles of foreign language training in higher educational establishments. In light of this, foreign language learning in higher educational establishments should be oriented to:

- optimization of methodological aspects of foreign languages learning;

- intensification of the foreign languages learning process;
- integration of cooperative, personality-oriented, information - communication training technologies;
- implementation of communicative, competence, behavioural approach;
- interdisciplinary links;
- various learning styles of the subjects of instruction.

Furthermore, the significant factors in the formation of foreign language communicative competence of future teachers are:

- the reconstruction of foreign languages learning process;
- the use of interactive teaching methods;
- the creation of the atmosphere of cooperative learning;
- the expansion of education outside of the classroom with remote, mixed, virtual learning, the access to authentic learning materials outside the classroom;
- the integration of the informational and communicational technologies (the cloud technologies) into the educational process as;
- the teacher's personal qualities (respect for the student, ability to understand his inwardness, the ability to create a psychologically comfortable atmosphere in class, high level of foreign language competence);
- the analysis and comparison of cultural events, gaining knowledge about intercultural communication and cultural phenomena;
- the student's personal qualities (motivation, a sense of de novo, tolerance for other view points, positive attitude to foreign language culture, etc.) [5].

A serious present-day issue is the problem of foreign language training motivation.

The future non-philological specialties teachers haven't so clearly expressed motivation, like philologists have, to expand foreign language communicative competence, due to the fact that the majority of them believe they wouldn't practice this knowledge in their future.

We believe, the best way to increase the students motivation to foreign language study is a combination of the process of foreign language learning and professional training of future specialists, that is foreign language training should be a professionally oriented, relying on its socio-cultural component.

**Conclusions.** So, we come to the following conclusions concerning foreign language training of the future non-philological specialties teachers:

- the expanding of socio-cultural content of foreign languages learning needs to reorganize the training content and structure, which finds its reflection and specificity in methodological principles of foreign language training in higher educational establishments, in the content of the program, in the curricula, etc;

- the formation of foreign language communicative competence of future teachers presupposes the usage of the principles of humanization, complexity, unity and integration as the key ones. Yet, the special attention should be paid to the creation of general culture of a personality as a professional background for training of any specialist, leading to a clear understanding of the importance of foreign language training by future teachers as the condition for effective learning of their profession and a significant component of communicative competence of teachers in general [1];

- foreign language training in Ukraine should be based on common European language standards and to consider priority approaches to foreign languages teaching in the world, to be in constant modernization

and response sensually to changes in the society, taking into account the future non-philological specialties teachers' motivation for acquisition of professional knowledge and skills, mechanisms of adaptation to the social, technical and informational changes in society in the new integrative conditions;

– the system of foreign language training should envisage the creation of conditions that allow to take into account not only global tendencies, but also peculiar features of national-cultural educational environment.

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### МІСЦЕ ПРИВАТНИХ УНІВЕРСИТЕТІВ НІМЕЧЧИНИ В ОСВІТНІЙ СИСТЕМІ ДЕРЖАВИ

Грицай Я.О.

Кіровоградська льотна академія НАУ, Україна, Кіровоград

*Мета статті полягає у дослідженні соціально-економічних, політико-правових, психолого-педагогічних та історичних аспектів приватної вищої освіти Німеччини. Предметом дослідження є етапи розвитку системи вищої освіти Німеччини, історичні обставини виникнення приватної вищої освіти в Німеччині, етапи та складності процесу становлення. Зазначається, що сектор приватної освіти в Німеччині розвивається швидкими темпами, і особливістю життєдіяльності приватної вищої освіти є те, що вона одночасно є освітянською структурою і суб'єктом підприємницької діяльності. Загальний висновок: фактори та умови приватної вищої освіти Німеччини діють у відповідності з державною політикою і користуються підтримкою суспільства. Забезпечуючи його вимоги по якості підготовки спеціалістів, вища приватна освіта Німеччини має в собі об'єктивні для всіх країн ЄС фактори, так і особливі історичні умови і можливості, недержавні вузи більш динамічні ніж державні, що дозволяє їм успішно конкурувати на освітньому ринку.*

*Ключові слова: приватна освіта Німеччини, історичні аспекти, сучасний розвиток освіти, реформа вищої освіти, конкурентний освітній продукт.*

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