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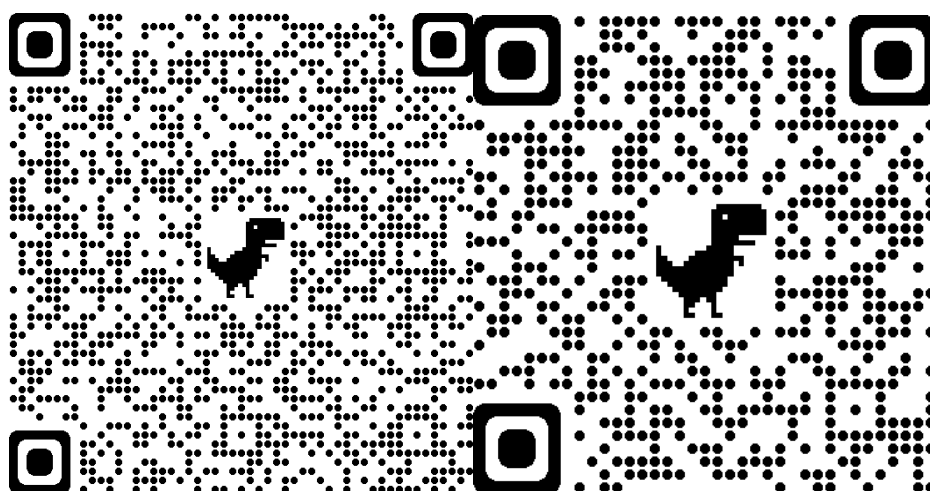
FORMATION OF PROFESSIONAL COMPETENCIES OF FOREIGN LANGUAGE TEACHERS WITH THE USE OF MODERN DIGITAL TECHNOLOGIES

The acquisition of professional competencies by a teacher is that professional knowledge should be formed simultaneously at all levels: methodological, theoretical, methodological, technological. This requires a developed professional thinking, the ability to select, analyze and synthesize the acquired knowledge in achieving the pedagogical goal, to holistically represent the technology of their application [2].

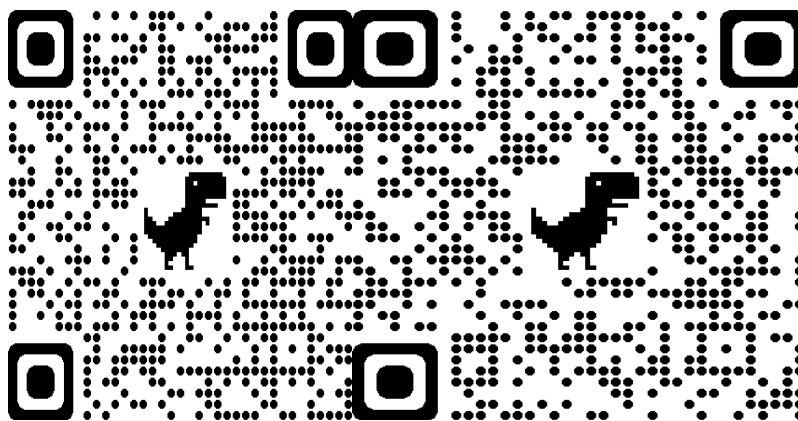
Modern digital technologies that are actively implemented in the modern educational process in the context of blended learning include: the Google services, Intel-projects, multimedia presentations, interactive whiteboards, educational forums, educational databases, virtual libraries, VR-Headsets, and for designing electronic portfolios, educational libraries, e-comics, doodles, word clouds, web quests, tasks with QR-codes, QR-quests, thematic blogging, virtual tours, Wiki-services, etc. [3].

Consider some of the mobile technologies as one of the most modern and affordable types of digital technologies in the process of forming the professional competencies of teachers of specialty GE (LL(E)), where one of the professional competencies specified in the educational program is the ability to use and create modern educational resources. In this context, it becomes clear the expediency of using QR-codes and Wiki-technologies, in particular: during the online lecture, practical or laboratory lesson, students can be provided with additional materials using QR-codes with hyperlinks to multimedia sources and resources: video, audio applications, sites, animations, e-learning publications, libraries, etc ..

For example: QR-codes with the necessary reference literature:

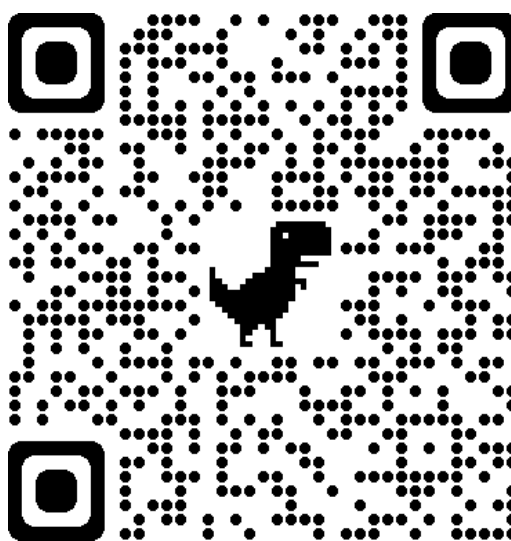


The use of QR-codes with additional tasks during the control tasks will ensure the implementation of an individual approach in the development of professional competencies. For example: grammar tasks or audio tasks:



Students can create their own portfolio or annotations on the read books, articles and educational and methodical literature on the research topic and place them on the site in QR-codes.

Among the Ukrainian-language wiki resources we can single out Wikiquote and Wikisource, where in English versions we can find a free collection of quotes, sayings, aphorisms, sayings of celebrities and heroes of works of art and literary works, historical and other documents, articles, source texts of programs, etc., texts that may be accompanied by multimedia illustrations that may be useful in the process of developing professional skills [1]. For example: a literary work for lexical and grammatical analysis of the text «The Woman in White» by Wilkie Collins.



The use of information and communication technologies in the educational process allowed to increase self-confidence and enlarge motivation to study disciplines, more effectively organize the independent cognitive activity of students, create a favorable educational environment for their research activities, encourage them to carry out research (participation in conferences, scientific circles, and schools, implementation research projects)[3].

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STRUCTURAL FEATURES OF THE WEB-QUEST AS A MEANS OF TRAINING FUTURE ECONOMISTS OF PROFESSIONALLY ORIENTED ENGLISH MONOLOGUE SPEECH

Intensive development of Ukraine's relations with foreign partners requires the training of qualified economists who would speak a foreign language at a level sufficient for effective communication in a professional environment.

In the last decade, the issue of preparing students of economic profile for foreign language communication in the specialty has been in the center of attention of many domestic methodologists: in the studies of V. Borshchevetskaya and Y. Semenchuk identified ways to teach students economists professional vocabulary; SV Radetska suggested teaching professionally oriented reading using a computer; I. Fedorova developed a method of teaching future economists monologue-message; research by Y. Avsyukevich and N. Drab were devoted to teaching students to make English and German business presentations; N. Zinukova and G. Skuratovska proposed methods of teaching students-economists professionally oriented written speech; O. Kamensky identified ways to form English-language competence of students by means of computer technology. Such a large list of research questions shows, however, that this problem has not been ignored.

Nowadays much attention is paid to the structural features of the web-quest as a means of training future economists of professionally oriented English monologue speech.

Thus, the central task of the web-quest for training future economists must be authentic, have practical significance, correspond to the real professional communicative reality of future specialists through the use of the most important for the discursive community text genres; to successfully complete the central task, students must be provided with linguistic, subject and metacognitive support, which vary at different stages of the web-quest; resources as a source of new knowledge and development of foreign language communicative competence should be interactive, hypertextual and multimodal [2].

The genre features of professionally oriented oral public speech, which is marked by conciseness, are characterized; clarity of structure; simple and meaningful headlines; statement of a separate opinion in a separate paragraph of the text; visual division of the text with the help of subheadings; application of inductive style of presentation; drawing up lists of certain units in the form of bulleted lists, as well as highlighting keywords in color, font and hyperlinks. [3].

A web quest "Joining a Global Company" has been developed to train future economists in English monologue. The structure of the developed web-quest includes three stages: orientation-motivational, executive and presentation-evaluation. To implement the orientation and motivational stage of the work, sections "Introduction" and "Central Task" were created, for the implementation of the executive stage - sections "Process" and "Resources", the presentation and evaluation stage is based on the section "Evaluation". The most important in terms of the



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