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**PROFESSIONAL COMPETENCE OF THE FUTURE
TEACHER-PHILOLOGY**

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**ПРОФЕСІЙНА КОМПЕТЕНТНІСТЬ МАЙБУТНЬОГО
ВЧИТЕЛЯ-ФІЛОЛОГА**

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У статті зосереджена увага на аналізі термінів «компетентність», «компетенція». Наголошено, професійна компетентність вчителя зарубіжної літератури полягає у використанні досягнень сучасної науки в галузі освіти, теорії та історії зарубіжної літератури. Закцентована увага, що набуті знання допоможуть реалізовувати ефективні підходи (особистісно-орієнтований, діяльнісний, компетентнісний) до викладання зарубіжної літератури на підставі передового вітчизняного й міжнародного досвіду. Зокрема, розглянуто проблему та дано характеристику психологічної готовності студентів до освітньої роботи з учнями. Наведено етапи підготовки студентів вищих навчальних закладів педагогічного профілю до роботи в школі. Зауважено, що студенти другого (магістерського) рівня вищої освіти, отримуючи компетентні знання, мають можливість орієнтуватися в літературному процесі країн і народів світу. Зосереджена увага на тому, що доцільне використання спадщини письменників у контексті літератури, історії, культури допомагає виховувати молодь у національно-патріотичному дусі. Наголошено, що знання англійської мови дає можливість використовувати здобутки світового письменства для формування національної свідомості, культури учнів, їхньої моралі, ціннісних орієнтацій у сучасному суспільстві.

Ключові слова: компетентність, компетенція, готовність, мотивація, професійна індивідуальність, педагогіка.

The article analyzes the terms “competence”, “competence”. It is emphasized that the professional competence of a teacher of foreign literature consists in using the achievements of modern science in the field of education, theory and history of foreign literature. Attention is focused on the fact that the acquired knowledge will help to implement effective approaches (personally oriented, activity-based, competence-based) to teaching foreign literature, taking into account the best domestic and international experience. In particular, the problem was considered and the characteristics of students' psychological readiness for educational work with students were given. The stages of preparation of students of higher educational institutions of the pedagogical profile for school work are presented. It is noted that students of the second (master's) level of higher education have the opportunity to navigate the literary process of countries and peoples of the world. Attention is focused on the fact that the competent use of writers' assets in the context of literature, history, and culture contributes to the national-patriotic education of young people. It is emphasized that knowledge of the English language makes it possible to use the achievements of world literature for the formation of national consciousness, the culture of students, their morals, value orientations in modern society.

Key words: competence, competence, readiness, motivation, professional individuality, pedagogy.

The terms “competence in the narrow sense” and “competence in the broad sense” are used in the educational field at the same time, because they are closely related. Competence in a broad sense is the general readiness of an individual to establish a connection between knowledge and a situation. Competence in the narrow sense is a set

of knowledge, abilities and skills necessary to solve the task. Competence in a broad sense is a circle of responsibilities, the ability to act on the basis of formed competencies, personal characteristics and value attitudes. Scientists consider competence in a narrow sense as a person's realization of his professional functions.

Ukrainian scientists N. M. Bibik, N. A. Gluzman, V. V. Kryzhko, O. I. Lokshina, V. I. Lugovoi, O. V. Ovcharuk worked on the development of theoretical and methodological provisions for the introduction of the competence approach into the education system, O. I. Pometun, O. Ya. Savchenko, L. L. Khoruzh, and others, as well as foreign scientists V. I. Baidenko, Yu. L., V. I. Baidenko, L. L. Khoruzh, and others. V. Vardanyan, E. F. Zeyer, I. O. Zimnia, G. I. Ibrahimov, Y. Raven, A. V. Khutorskyi, S. E. Shishov.

The set of competencies in the narrow sense (knowledge, abilities, skills), which can determine the content of professional competence in the broad sense of a teacher, is considered as a set of professional theoretical and practical knowledge. It is especially necessary to note the flexible qualities of future teachers of foreign literature.

According to the definition of the researcher-scientist O. Semenog, the professional competence of a philologist teacher is «a holistic personal quality that includes pedagogical, psychological, linguistic, linguistic, communicative, folklore, literary, ethnocultural, methodical, informational, and research competences and is manifested in high levels of readiness of philologists for pedagogical activities" [3, p. 38].

I. Halimon claims that professional competence in the broad sense of a philologist teacher is “the result of a specialist mastering professional competences in a narrow sense - general cultural, pedagogical, psychological, linguistic, didactic, educational and cognitive, communicative» [4, p. 15].

In the field of psychology, for the necessary development of increasing the effectiveness of pedagogical training, it is necessary to create favorable conditions for pedagogical and educational activities. The basis of psychological competence in the narrow sense is basic knowledge of general and age psychology. The future teacher must

orient himself in psychological processes, be able to determine the level of motivation for personal development. The basis of psychological competence in the narrow sense is basic knowledge of general and age psychology. The future teacher must orient himself in psychological processes, be able to determine the level of motivation for personal development.

It is necessary to take into account the professional competences in the broad sense of the future teacher-philologist. Can interpret and compare linguistic and literary phenomena, use various methods and techniques of text analysis. It helps to practically use the comparative analysis of works of art. The ability to critically analyze, diagnose, and correct one's own pedagogical activity provides an opportunity to constantly engage in self-development and raise one's professional level.

A teacher who works creatively can carry out his own research in educational activities. Able to generalize and publicize the results of the development of an actual problem (in professional publications, presentations, etc.). If the staff of an educational institution is modern and creative, it becomes possible to create an equal and psychologically positive environment for learning. Both teachers and students can organize effective communication between the participants of the educational process. One of the most important competencies in the broad sense of a teacher is the ability to interact with communities (at the local, regional, national, European and global levels). Such work is positive for the development of professional knowledge and professional competences in the narrow sense. It helps to use promising practical experience and linguistic and literary context for the realization of educational goals.

The modern development of Ukrainian education requires the use of innovative work methods for excellent results.

Let's consider the problem of psychological training of the future teacher. As you know, psychology and pedagogy are sciences that have a significant impact on the formation of personality, character, development of a person's creative abilities, professional thinking, motivation, cognitive activity, etc. That is why knowledge of the structure, patterns of personality formation and development, age and individual

psychological characteristics provides great opportunities for scientific substantiation of the organization of the educational process, to actively influence and control the mental development of schoolchildren.

And these are the qualities that are especially necessary for future teachers (in particular, teachers of the English language), because it is this knowledge and the ability to apply it in practice that determine the level of professionalism of a specialist. It is known that in recent years the interest of future teachers in special psychological knowledge, skills and techniques, which have not yet become the main component in mastering professional knowledge in the educational process, has grown significantly [2, p. 86].

A special problem in the process of training future teachers is the inability to apply the acquired theoretical knowledge in practice. There are many reasons for this. First, the higher school is quite closely dependent on the general education school. First-year students are not yet ready to perceive such complex, specific material; most of them have no idea about this discipline, they lack basic concepts. Secondly, the criteria for selecting students to study as a foreign language teacher needs to be improved.

Basic psychological knowledge would help future students in choosing a profession by calling. Thirdly, the educational and educational process at school needs to be reorganized, which consists in reworking the structure of the curriculum in such a way that there is a logical connection, a consistent transition from one discipline to another. The relationship between psychology and such disciplines as philosophy, age-related physiology, pedagogy, and computer science teaching methods is of particular importance in this matter. To avoid this problem, state curriculum standards are needed, which currently do not exist. Also, for deep psychological training of an English language teacher, in addition to general, age and pedagogical psychology, it is necessary to introduce some other disciplines, such as practical psychology, psychological methods of scientific research, etc. [1, p. 35].

Therefore, the pedagogical professional competence of a philologist teacher is a part of the teacher's personality, a creative factor capable of awakening the student's

soul, it is both intended and the result of the pedagogical influence of the system on the teacher's personality.

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THE ROLE OF MEDIA EDUCATION IN THE PROCESS OF TEACHING FOREIGN LITERATURE

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РОЛЬ МЕДІЙНОЇ ОСВІТИ У ПРОЦЕСІ ВИКЛАДАННЯ ЗАРУБІЖНОЇ ЛІТЕРАТУРИ

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The article emphasizes the importance of media education in the process of teaching foreign literature. It was found that multimedia is a modern information technology that allows you to combine text, sound, video images, graphic images and animation (reproduction) in one computer software and technical system. Such a modern use of teaching aids makes it possible to study literature more deeply. The main functions of media didactics are singled out: the use of media in order to ensure a new quality of learning and teaching. Media didactics contributes to a certain optimization of the conditions of the educational process and increases its effectiveness with the help of information and communication technologies. It was found out that the subject "Foreign literature" is an important means of realizing the goals of civic education of students and involves



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