

FORMATION OF FOREIGN LANGUAGE COMPETENCE IN SCIENTIFIC AND PROFESSIONAL FIELDS OF ACTIVITIES OF EDUCATORS

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Annotation. Professional competence as a factor of psychological, didactic and methodological competence of students in postgraduate and doctoral studies is considered. Emphasis is placed on the defined psychological and pedagogical approach in substantiating the concepts of "competence" and "competence", as well as on the formation of foreign language competencies of the graduate student. It is determined that the main professional competencies include general cultural, general professional and professional competencies of foreign language competence according to the state standard. Professional competence includes a set of five aspects of work: pedagogical communication; pedagogical interaction; the person of the graduate student; training (education); upbringing as the ability to bring up, etc. Some competencies according to foreign language concepts regarding the state standard are presented.

Keywords: competence, general cultural, professional and philological competences, state standard, higher professional education.

Formulation of the problem. Knowledge of foreign languages as a means of social communication is an integral part of the social development of our time. The current economic situation in Ukraine and its favorable location in the vicinity of the European Union contribute to the fact that the process of integration into Europe is relevant today, and require knowledge of foreign languages as a mandatory component of higher education. That is why the quality of education of a modern graduate student as a future specialist is related to the need to master foreign languages, which will promote the mobility of Ukrainian students in Europe and must comply with international standards on the core competencies of a highly qualified specialist.

The peculiarity of reforming higher education institutions (HEIs) in Ukraine is the involvement of the educational process in the conditions of the state standard and the introduction of credit-module learning technologies aimed at providing opportunities for future scientists to become subjects of educational activities, reveal their creative potential, develop activity, independence and responsibility. In the context of educational changes in the Free Economic Zone, much attention is now paid to the formation of

professional competence in graduate students during their studies.

Analysis of recent research and publications. In the conditions of competitiveness offered by the European market in the formation of the Ukrainian labor specialist, in particular the pedagogical profile, it is important to form professional competence of graduate students in the process of studying in the Free Economic Zone. The psychological and pedagogical aspect of the training of this specialist is based on the views of such scientists as G. Moskovits, R. Oxford, R. Scarzella, I. Stevik, E. Theroni, D. Yul, for whom it is important to change the emphasis on the requirements of professional care for the future. scientist from the formal factors of qualification and education to the formation of his value orientations and personality traits [1 - 6].

The basic directions of development of various aspects of this problem are reflected in researches in which questions of training of students are considered (G. Akinar, O. Anishchenko, V. Bykov, C. Bruce, R. Gurevich, V. Zibrova, M. Kademiya, V. Klochko, L. Konoshevsky, O. Padalka, L. Panchenko, L. Petukhova, N. Soroko, O. Spirin, T. Hapke, etc.), future scientist-translator (Yu. Askerko, T. Gudkova, T. Lukina).

As you know, so far have not found sufficient reflection in theoretical and practical research issues that reveal a holistic approach to the development of students - future professionals of foreign language competence in the context of modern strategies for modernization of higher professional education. The educational approach is dominated by the educational and environmental approach in the development of information culture and certain elements of foreign language competence of graduate students.

The purpose of the article is to substantiate the psychological and pedagogical approach in the conditions of formation of foreign language competence of postgraduate students in ZVO. The main task is to reveal the professional competencies of future translators in regulating the internal redistribution of values in higher education.

Presenting main material. Value theory is based on the emphasis on personal self-development as a concept of self-awareness, in which the individual recognizes the requirements of the state standard in terms of credit-module innovations, transforms them to himself, adequately to the level of consciousness, needs and abilities. That is why we consider self-development as a conscious process of forming the skills of a specialist, his individual characterological style, self-education and self-improvement, as well as purposeful, motivational, free choice and initiation of providing levels of professional competence. In this case, the concepts of "qualification" and "competence" are identical.

Competence is the availability of knowledge, experience and skills necessary for effective activity in a given subject area. Competence is a character trait of a person who has comprehensive knowledge in any field and an authoritative position in making important decisions [3, 5].

Foreign language competence is the ability of students to correctly (according to the state standard) to correlate relevant language features in certain conditions and situations of communication, willingness to use different speech tools within the scientific paradigm, as well as to accept the culture and literary heritage of ethnological language.

mastering both the Ukrainian language and the language of other nations [2, 4].

The state standard is a set of requirements obligatory at realization of the basic educational programs of initial general, basic general, average (full) general, initial professional, secondary professional and higher professional education by the educational institutions having the state accreditation. It ensures the unity of the educational space in Ukraine and the continuity of the main educational programs of primary general, basic general, secondary (complete) general, primary vocational, secondary vocational and higher vocational education.

Each standard includes three types of requirements [5]:

- requirements to the structure of basic educational programs, including requirements to the ratio of parts of the basic educational program and their volume, as well as the ratio of the mandatory part of the basic educational program and the part formed by the participants of the educational process;

- requirements for the conditions of implementation of basic educational programs, including personnel, financial, logistical and other conditions;

- requirements for the results of mastering the basic curricula.

In addition, the state standard establishes the procedure for admission, admission and training of scientific and pedagogical personnel through postgraduate (postgraduate) and doctoral studies at the University (ZVO), certification of graduates of the degree of Doctor of Philosophy (PhD) and Doctor of Science, appointment and monitoring of scientific work. managers and consultants, the distribution of tasks for the preparation of applicants between the structural units of the University, as well as the organization of work with applicants for higher education at the third (educational and scientific) and scientific levels of higher education at the University [5].

We will present some competencies according to foreign language concepts regarding the state standard.

General cultural competencies are defined as the ability to use the basics of philosophical, economic, legal knowledge in various spheres of life; ability to analyze the main stages and patterns of historical development of society to form a civic position; ability to communicate in Ukrainian and foreign languages to solve problems of interpersonal and intercultural interaction; ability to work in a team, tolerant of social, ethnic, religious and cultural differences; ability to self-organization and self-education; ability to use methods and means of foreign culture to ensure full-fledged social and professional activities; ability to use first aid techniques, methods of protection in emergency situations; ability to use the basic provisions and methods of social sciences and humanities in various spheres of life [6].

We consider general professional competencies as the ability to demonstrate an idea of the history, current state and prospects of foreign language development; knowledge of basic principles and concepts in the field of general linguistics; theory and history of the main language being studied; communication theory; knowledge of basic principles and concepts in the field of literary theory, history of domestic and world literature; ideas about different genres of literary and folklore texts; possession of basic skills of collecting

and analyzing linguistic and literary facts; philological analysis and interpretation of the text; fluency in the main language being studied, in its literary form, basic methods and techniques of different types of oral and written language; ability to solve standard tasks of professional activity on the basis of information and bibliographic culture with the use of information and communication technologies and taking into account the basic requirements of information security [1, 4].

Professional competencies reflect the ability to apply the acquired knowledge in the field of theory and history of the main language and literature being studied; theory of communication, philological analysis and interpretation of the text in their own research activities; possession of skills of preparation of scientific reviews, annotations, compilation of abstracts and bibliographies on the research topic; ability to conduct classes and extracurricular activities in Ukrainian and foreign languages and literature in general and professional educational organizations; ability to prepare teaching materials for classes and extracurricular activities based on existing methods; possession of basic skills of creation on the basis of standard methods and current standards of different types of texts; possession of basic skills of refining and processing different types of texts; mastery of translation skills of different types of texts; possession of skills of participation in the development and implementation of various types of projects [3, 6].

O. Markova considers professional competence as a set of five aspects of labor activity: pedagogical communication; pedagogical activity; the person of the teacher; learning (ability to learn); upbringing as the ability to educate. In the middle of each block there are objectively such factors [3, p. 50]:

- professional and psychological positions (self-esteem, awareness of the essence of their work);
- psychological features related to the cognitive (pedagogical thinking, reflection, self-assessment, observation) and motivational (motives, goals, interests) areas;
- pedagogical knowledge and skills (actions performed at a sufficiently high level).

Thus, the psychological and pedagogical approach is determined by professional competence in terms of determining the personal characteristics of the teacher as a form of activity, covering its effective pedagogical component.

Professional and pedagogical competence should be considered as a set of professional skills of the master as a subject of pedagogical influence in the structure of scientific and practical knowledge in order to most effectively solve the tasks. In this aspect, the following components of pedagogical competence are distinguished [2, 3]:

- autopsychological competence in disclosing the methods of achievements and shortcomings of personal activity;
- methodological competence in ways of forming knowledge and skills of graduate students;
- special and professional competence based on the disciplines taught;
- differential psychological competence in terms of reflecting the motives and abilities of personal orientation of future scientists;
- socio-psychological competence in communication [1].

Autopsychological competence permeates the varieties of all components, while socio-psychological reflects the relationship between cultural and professional competencies [4, p. 130]. General cultural competence, in turn, consists of communicative, cognitive and interactive components of the formation of general professional competence in future teachers (see Fig. 1). Communicative components can be understood as the formation of knowledge about ways of orientation in different situations, free possession of verbal and nonverbal means of communication and so on. The cognitive components include the ability to form a picture of the world, stereotypes, images and relate them to a system of principles, concepts, laws, formed on the basis of the synthesis of scientific knowledge. Interactive components require skills related to the establishment of productive pedagogical interaction, the most expressive form of which is cooperation, the creative process. All components reveal the future teacher as a professional, and the graduate student - as a person.

Psychological components are revealed in features of knowledge of communicative strategies, reflection of the reached level of professional development and reflection of quality of results of realization of pedagogical activity. Didactic components are presented in the form of methodological, psychological and pedagogical knowledge and skills in teaching disciplines. Methodical components provide the ability to design the educational process and the ability to creatively solve pedagogical problems, etc. [3].

However, a high level of professional competence depends on the specific features of the emotional, volitional and cognitive spheres, temperament and character of the individual.

That is why foreign language competencies should be defined as narrowly specialized pedagogical competencies that need to be formed by a translator-scientist without defining and specifying the language and literature that he will teach in the future. We will consider these competencies more broadly than I. Treshin, taking into account the communicative competencies in the field of native and foreign languages, which are related to linguistic (lexical, phonetic, spelling skills, grammar); socio-cultural (knowledge of the native country and the country whose language is studied, norms of behavior and culture); discursive (ability to logically build communication); strategic (ability to predict difficulties in communication) competencies [4].

An important criterion for the formation of foreign language competence of graduate students in the Free Economic Zone is the introduction of innovative technologies. Innovative educational technology is based on a dialogical approach that determines the subject-subject interaction and increase the degree of freedom of participants in the educational process. Cooperation and co-creation of technologies of this type allow the rejection of mentoring dictates and the approval of another type of relationship: joint search, principled but friendly joint analysis of results, collective search and analysis of miscalculations, etc. Community in the process does not mean renunciation of independence.

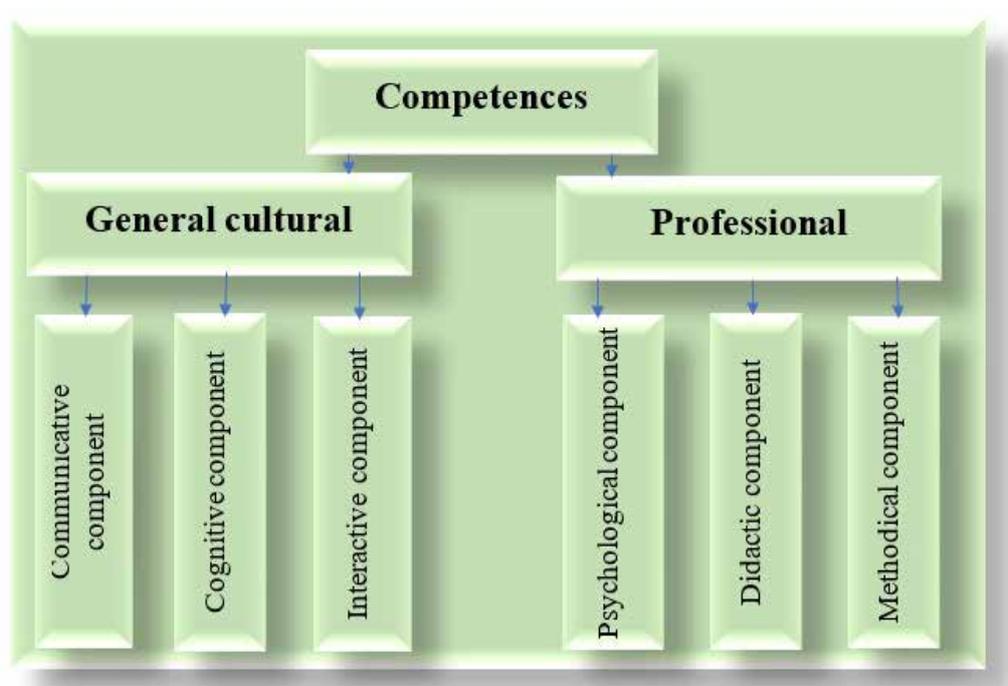


Fig. 1. Professional and pedagogical structure of foreign language competence of graduate students

Innovative educational technologies allow graduate students to "immerse themselves" in such situations of pedagogical interaction, in which the relevant subjective qualities are intensively developed, and then implemented in professional activities. The student acts not only as an object of pedagogical action, but also as a subject of his own activity.

Psychological mechanisms of game technologies are based on the fundamental needs of the individual in self-expression, self-affirmation, self-determination, self-regulation, self-realization, so they are a powerful educational tool for developing the subjectivity of the future translator. Didactic games have significant potential in forming a focus on creativity. This is due to the very nature of the game activity, its features such as active, improvisational nature, the presence of direct or indirect rules that reflect the content of the game, its emotional component.

Thus, training technologies are a system of activities of students to develop certain algorithms for solving typical problems of practice, including with the help of Internet technologies. Reflection technologies are aimed at developing the creative potential of the future translator, which means not only the ability to create translation innovations, but also a unique ability to be creative about themselves, their work, clients, to solve various problems and life in general.

An important step in the development of competency-based professional development is the study of a foreign language. Every foreign language lesson is a

crossroads of cultures, a practice of intercultural communication. The foreign language mastered by students not only acquaints with the culture of the countries of the language being studied, but also by comparison shades the features of their national culture, acquaints with universal values.

One of the means of assessing student performance is to create a portfolio of students who study a professionally oriented English language course.

The portfolio methodology developed by us is at the same time the form, organization and technology of work on the discipline and is designed to demonstrate, analyze and evaluate knowledge, skills, competencies, reflection, students' awareness of the results of their activities, their own subjective position. This method allows you to demonstrate not only the results, but also the progress of each student in comparison with his previous results: "how much I am now better than yesterday."

The following methods were used in the formation of information competence of future scientists: visual (video materials, demonstration of multimedia presentations, interactive posters, diagrams, tables, diagrams, models; use of technical means; watching movies); practical (practical tasks; trainings; analysis and solution of problem situations; project method); as the cognitive activity of students intensifies (problematic; partial search; research); by the logic of the approach (deductive; analytical; synthetic). Thus, the method of problem-based teaching in teaching was used in setting problem problems, performing project problem cognitive tasks, presentations, compiling a glossary, and so on.

The application of such a psychological and pedagogical approach in the formation of foreign language competence of graduate students in the Free Economic Zone was carried out during a comparative pedagogical experiment. To compare the results of the experimental work, five experimental groups were created: EG-1 consisted of 97 people, EG-2 - 95 people, EG-3 - 99 people, KG-1 - 93 people, KG-2 - 105 people. The experimental work was carried out in three stages.

Methods of psychological and pedagogical research meet the requirements of complexity, among them are: general theoretical, reflecting the principles of systematics (comparative analysis of philosophical, psychological and pedagogical, scientific and methodological literature on the research topic); content analysis; generalization of domestic and foreign pedagogical experience; study of regulatory documentation that reveals aspects of the problem; empirical and diagnostic, based on the principles of adequacy of the subject and the optimal selection of diagnostic tools for evaluating psychological and pedagogical experiment (questionnaire, testing, pedagogical observation, interviews, surveys, testing, reflective assessment procedures, analysis of the results of educational subjects, pedagogical experience is formed related to the implementation of the methodological system of formation of philological competence of masters of philology); statistical methods of measurement and mathematical processing of experimental data (ranking, quantitative processing, qualitative analysis of results: Pearson's criterion χ^2).

Experimental work was carried out on the basis of Vinnytsia State Pedagogical University named after Mykhailo Kotsyubynsky in the period from 2019 to 2021. 439

students and 23 teachers of general professional disciplines took part in the experimental work.

At the first stage (2018-2019 academic year) a confirmatory pedagogical experiment was carried out to determine the initial levels of formation of foreign language competence of future scientists participating in the study.

At the second stage (2019-2020 academic year) a formative pedagogical experiment was carried out, in which the effectiveness and manufacturability of the formulated foreign language competencies in the professional training of graduate students were tested.

At the third stage (2020-2021 AD) interpreted the results of the study, formulated conclusions about the effectiveness and manufacturability of the psychological approach in the professional training of translators.

The analysis of the data obtained in the pre-experimental section of the psychological-pedagogical experiment (Fig. 2) allows us to record with sufficient confidence the predominance of low and medium levels of formation of foreign language competence of students.

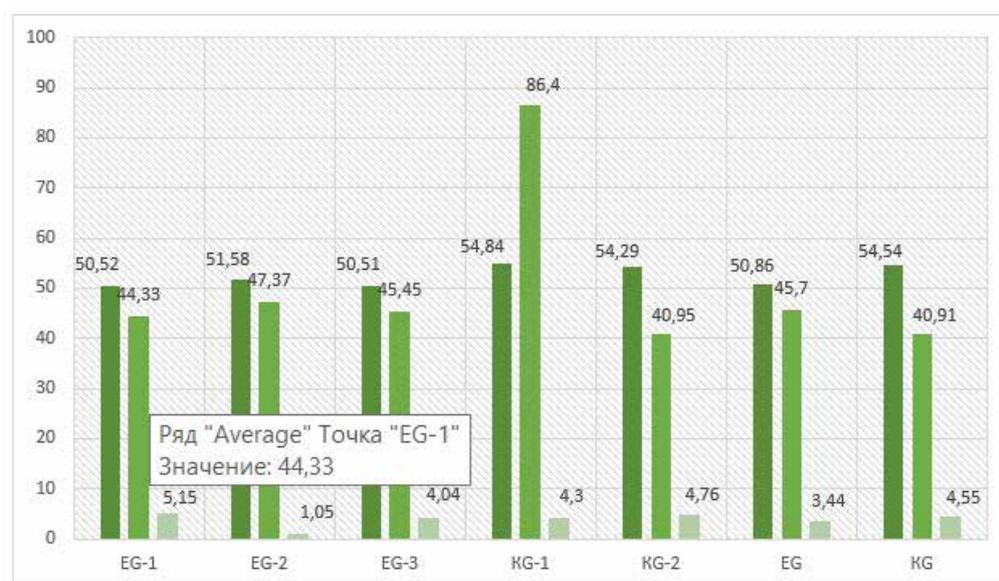


Fig. 2. Assessment of the levels of formation of foreign language competence of graduate students on the pre-experimental section

Pearson's test, at significance levels of 0.01 and 0.05, confirmed that there were no statistically significant differences between the experimental groups in the formation of the initial values of the level of foreign language competence of graduate students in professional training, as all calculated values are less critical. Which gives grounds to conclude about the homogeneity of control and experimental groups at the statement

stage of the experiment.

Diagnosis of the level of formation of foreign language competence of graduate students at the final stage of the psychological and pedagogical experiment was carried out in the autumn of 2021 (Fig. 3).

In experimental work, in experimental groups, the share of respondents with an average of 22% having a low level of foreign language competence of masters decreased and the share of those with a high level increased by 22%. The average level of foreign language competence of students at the third (educational and scientific) level of higher education due to their transition from low to medium, and from medium to high, remained almost unchanged.

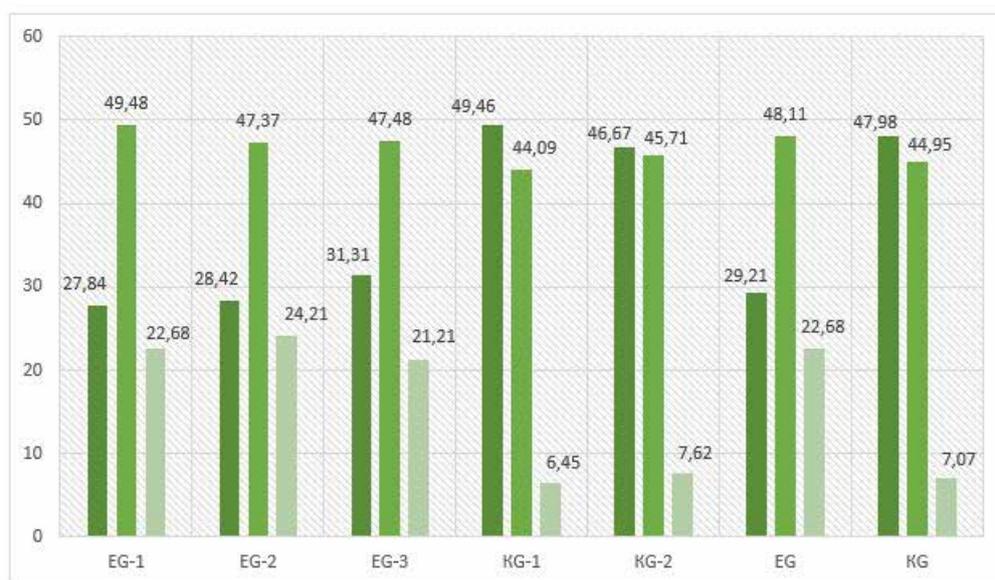


Fig. 3. Assessment of the levels of foreign language competence of graduate students at the final stage of the pedagogical experiment

Criterion Pearson, at significance levels of 0.01 and 0.05 confirmed that between the research groups there are statistically significant differences in the formation of values of the level of foreign language competence of graduate students in professional training (therefore, the "null hypothesis" is rejected), since all calculated values are $\chi^2_{(empir.)} > \chi^2_{(crit.)}$, which gives grounds to accept an alternative hypothesis H_0 and the conclusion is made: the implementation of a set of psychological and pedagogical conditions is not an accidental phenomenon of changes in the level of foreign language competence of future scientists in the professional training of experimental groups at the final stage of the experiment.

Thus, the method of preparation for the implementation of such an approach in the educational process, based on the requirements of State standards of philological

education, regulatory requirements for professional activities of future scientists, with the requirements of integrity, openness, prospects, adequacy of methodological system, interdisciplinary integration of educational content. , modularity, stages of formation of foreign language competence of graduate students, humanistic orientation and dialogicity, we consider professional competence training of future translators at the classical university.

Directly to foreign language competencies should include methodological competencies, which include methodological knowledge, skills and abilities (ability to determine the ultimate and intermediate goals, plan, conduct and analyze classes, establish and implement interdisciplinary links with the disciplines of language, literature, psychology and psychology. etc. All these competencies form the professional competence of the future scientist.

Conclusions. Thus, the stability of foreign language competence is characterized by the formation of individual pedagogical skills and abilities that have pronounced staging. The essence of pedagogical skills is based on the unity of theoretical and practical training, the possibility of skills development by automating individual actions, their multilevel nature (from reproductive to creative).

It is proved that the priority use in the psychological and pedagogical component of the methodological system of active and interactive methods of forming foreign language competence of future scientists with the help of modern teaching aids creates conditions for personal growth and experience in solving organizational problems of translators. Peculiarities of professional training of postgraduate students in the conditions of preparation in classical university are reflected in the designed psychological and pedagogical conditions of formation of foreign language competence of postgraduate students.

Professional pedagogical competence of students at the third (educational-scientific) and scientific levels of higher education should be formed in higher education, but its further level can increase only in the process of pedagogical activity with the use of innovative technologies, as required by modern changes in education. Its structure in the status of a teacher of free economic education should be considered as the sum of psychological, didactic and methodological components that are interconnected. However, the structure of professional and pedagogical competence of a translator, a future scientist, should include philological (foreign language) competencies, which are related to the basic professional skills and abilities that need to be formed in a modern specialist of the highest grade.

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