

CONCEPTUAL BASIS FOR THE FORMATION OF A FOREIGN LANGUAGE COMPETENT PERSON OF A STUDENT OF GENERAL SECONDARY EDUCATION INSTITUTION

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Abstract

The authors highlight the issues of the Ukrainian experience in modernizing the content of secondary school education. The article consists of two paragraphs. The first paragraph is devoted to the functions of educational material for competence-oriented teaching foreign languages in general secondary schools of Ukraine. The second one covers the issues on the criteria for formation of a student's foreign language competent personality.

Keywords: foreign language communication, competence-based approach, competence-oriented teaching, a competent personality, general secondary education institutions.

Introduction. During the last decade, significant changes have been actively taking place in the field of foreign language school education. The curricula of the new generation have a clear tendency towards competence-oriented teaching foreign language communication. Its content envisages the fulfillment by students of educational activities related to the formation of key and subject competences, which are expressed in readiness to practically apply their knowledge, skills and habits, and methods of activity to perform cognitive and communicative tasks. According to these transformations, the teacher acquires a different quality and pedagogical activity as the main moderator of the educational process.

By the term *competence-oriented teaching foreign language communication*, we understand the ability of students to perform the tasks of communication in everyday, academic, industrial, and cultural life with the means of a foreign language; the ability to use the means of language and speech to achieve the goals of communication. A student has foreign language communicative competence if, under the conditions of direct or indirect contact, he successfully performs the tasks of mutual understanding and interaction with native speakers of the target language, in accordance with accepted norms and traditions [9]. The basic essence of this category are skills and know-how to use the language in accordance with the topic of communication, in particular the ability to generate and perceive foreign language patterns of speech, aware of the form and functions of the linguistic units, by which they are constructed. This means that students should master the linguistic (language) knowledge and experience of their practical use in foreign language practical (productive and receptive) activities.

As the scientific pedagogical experience shows, the competence-based approach to learning is transformed into a socially significant phenomenon, which becomes a priority in shaping the educational policy of

Ukraine, in particular the goals and content of education, means of its assimilation, a conscious attitude to learning outcomes and the search for ways to improve them. Therefore, the acquisition of competencies by students is an actual strategy of state policy that requires fundamental changes in various fields of education.

1. Didactic and methodological approaches to selection and definition of educational material functions for competence-oriented teaching foreign languages in general secondary education institutions of Ukraine

The change of pedagogical orientations in school foreign language education of Ukraine, its focus on competence foundation depends on the tendencies of general secondary education development as a microsystem that ensures the formation of the individual in a modern, globalized multi-lingual and multicultural world space [1; 3; 7]. These features predetermine the review of the goals and content of learning, including the definition and refinement of the principles for selection of educational material as a means of mastering foreign language communication. The basis of such selection should be the communicative-activity approach as a methodology that diversifies the current trends in the development of school foreign language education, its focus on the formation of speech interaction mechanisms among students.

The activity aimed at fulfilling this task begins to run already in the primary school, where the foundation for the formation of foreign communication competence begin to formulate. Accordingly, the learning process is appropriate to build as a complex activity of all its subjects on a clearly defined content and technologies of its introduction into school practice [2; 5; 11]. It is important to outline the features of selected educational material, which is attached to the content of teaching, to coordinate it with the capabilities of students and the requirements of current curriculums.

The issues of competence-oriented education in general secondary education institutions have been actively studied in recent decades by many domestic and foreign scientists (in particular, N.M. Bibik, V.O. Bolotov, N.F. Borysko, O.O. Verbytskyi, I.P. Gudzyk, I.O. Zymnia, O.I. Pometun, O.Ya. Savchenko, J. Enver, J. Harmer), however, they did not find proper consideration in the field of school foreign language education. Separate studies were carried out in the Department of Teaching Foreign Languages at the Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine, which resulted in the publication of scientific publications in various pedagogical journals of Ukraine (for example, N.P. Basai, O.S. Pasichnyk, T.K. Polonska, V.H. Redko). Among the issues that interest us, we can also refer to the content of some articles presented in the print editions of the Institute of Pedagogy of Ukraine, such as "Ukrainian Educational Journal" and the collection of scientific works "Problems of a Modern Textbook". They reveal various aspects of competence-oriented teaching. However, some issues in this area still require profound and comprehensive research, including the stated problem.

The efficiency of competence-oriented teaching foreign languages to students depends largely on the qualitative composition of language, speech, illustrative, and informational material that is obtained and used in the educational process. Considering the current trends in the development of school foreign language education, as well as methods, forms and activities that contribute to their implementation in school practice [3; 4], it is advisable to review and clarify these issues and determine the principles of selection and functions of educational material that ensure the optimality of the selected learning content, and thus contribute to its successful implementation in the educational process. This will allow to achieve updated curriculum objectives and provide an opportunity to organize the process of teaching foreign language communication in the form of a dialogue of cultures. This approach is due to the understanding of a foreign language as an important means of intercultural communication, in particular as a mechanism for understanding the representatives of different nations and ethnic groups with different culture, traditions, mentality in the modern world space [5; 8]. According to these positions, we have identified the following priority principles:

1. *The principle of pragmatism and social efficiency* ensures the relevance of selected educational materials, their correspondence to the main problems of the modern historical, economic and social (scientific, cultural) development of the world community. This principle takes into account the needs for knowledge and the areas of their use to meet the students communicative intentions of general secondary education institutions determined by the curriculum within certain topics and situations of communication; contributes to their social and communicative adaptation to the peculiarities of modern society development; guarantees the acquisition of social experience (including representatives of various social spheres of society) and communicative behaviour in various conditions of speech in-

teraction using appropriate linguistic, speech and informational tools. In addition, this principle allows to choose educational material that ensures the implementation of practical, educational and developmental objectives of education; regulates the optimal amount of language and speech material available for students, providing oral and written communication within the topics defined by the current curriculums for each class, thus satisfying the communicative needs of the students; in accordance with their educational experience and potential it contributes to their ability to master effective ways of obtaining, analyzing and expediently using foreign language thematic information, rationally differentiating and integrating it in accordance with the conditions and tasks of teaching. The principle of pragmatism and social efficiency orients the authors of textbooks, basic teaching aids, on the rational organization of learning material in the content of educational literature, ensures its balance in the educational process for the interconnected mastering of various types of speech activity by students (speaking, listening, reading, writing); provides for the use of effective means of teaching language and speech (exercises and tasks, illustrations, instructions, diagrams, tables) and ensures their rational distribution in accordance with the practical goals of communication; forms students' motivated readiness for further language proficiency; contributes to the development of mechanisms of independent cognitive activity, the ability to acquire foreign language experience in accordance with the tasks of education and their own vital needs, associating with the ability to learn, and which it is advisable to start the formation in primary school [9; 10].

2. *The principle of communicative value of educational material* provides for communicative and expedient, in qualitative and quantitative terms, the selection of linguistic, speech and illustrative means, allowing at a sufficient level to organize communication within the proposed areas, topics and situations in accordance with the requirements of the curriculum; focuses on the didactically expedient selection of means for assimilation of language and speech material, which effectively prepare students for communication and contribute to mastering it at the level determined by the curriculum for each class; provides for the use of relevant thematic information material corresponding to the communicative needs of students and the content is consistent with their age characteristics and interests [5; 7].

3. *The principle of the thematic organization of teaching foreign language communication* implies the use of a didactically expediently selected and methodically rationally organized linguistic, speech and illustrative material in the process of studying each topic, that provides learning communication in oral and written forms within the topics defined by the curriculums. Selected linguistic, speech and illustrative means should fully meet the situational communication needs offered by the curricula for each class, demonstrate the possibility of using them in real conditions in accordance with certain topics, their volume should take into account the potential of to demonstrate the possibility of their use in real conditions in accordance with certain

topics, their volume must take into account the to demonstrate the possibility of their use in real conditions in accordance with certain topics, their volume must take into account the potential capabilities of students. In the condition of the modern school, it is objectively impossible to provide absolutely comprehensive information on each topic for learning. It is didactically expedient to organize topics for communication in accordance with the principles of continuity and interdependence [9]. Therefore, the professionalism of both teachers and authors of textbooks is due to their ability to select the most typical educational materials that are capable of meeting the requirements of current curriculum in language and information relations.

4. *The principle of science* necessitates to select for the content of textbooks information, verbal and illustrative material that is consistent with the current level of development of various branches of knowledge, within which it is planned to carry out learning communication, as well as means of its mastering, which correspond to the age possibilities of students and are consistent with the trends in the development of modern didactics, methodology, psychology, and linguistics.

5. *The principle of taking into account educational experience and interdisciplinary relations* involves the selection of information material that is new and is not duplicated with what students have already mastered in the content of other school subjects. However, this principle does not deny the use of thematic information that is insufficiently or in other aspects is covered in the content of other training courses, but contributes to the implementation of communicative intentions of students on a particular topic while learning foreign language communication.

6. *The principle of authenticity* determines the selection of linguistic and speech material that meets the standards adopted in the country of the studied language. Accordingly, students must master the skills to use authentic speech patterns, the content of which is consistent with the accepted format. In addition, it is advisable to involve in the educational process authentic materials, the need for which is consistent with the content of texts or situational communicative tasks contributing to the development of the students' cognitive interests and form an idea of another culture and someone else's lifestyle.

7. *The principle of optimality and accessibility* requires the selection of linguistic, speech, illustrative and informational material in a volume sufficient for the implementation of students' communicative intentions from certain areas and topics of communication, the optimal choice and rational distribution of the means of its assimilation according to the age characteristics of students and their educational experience.

8. *The principle of concentric study of topics for communication* should ensure the consistent assimilation of information and linguistic material on each topic throughout the course of teaching foreign language to students. This requires a clear definition of the volume for such material and its methodically rational organization in accordance with the age characteristics of students, their educational experience and interests. This

approach contributes to the mastery of each topic in its development. It is assumed that, for example, during the initial stage of study, students gradually enrich their foreign language communicative experience with each topic. Usually, the formation of the topics is not duplicated throughout the course of study. However, their information content and means of speech are enriched by new facts and new linguistic units, but in the framework of studying other topics indirectly related to previously studied. And this means that in each next class, students in accordance with their communicative experience can communicate in a foreign language more broadly and more deeply on topics that they studied in the previous stages.

9. *The principle of minimizing the learning content* involves the use of optimal qualitative and quantitative composition of educational material that is consistent with the objectives defined by the curriculum, accessible to all students and allows them to satisfy their communicative intentions within each topic, thus contributing in this way to the achievement of a sufficient quality of proficiency in foreign language communication, which corresponds to the level B1 after graduating from the profile school in accordance with the recommendations of the Common European Framework of Reference for Languages: learning, teaching, assessment.

10. *The principle of frequency* provides for the selection of linguistic and speech units, which are characterized by high frequency of use in modern English/Spanish/ German/French-speaking society, regardless of the conditions and objectives of education and areas of communication. Thus, it is inappropriate in the primary school to select into the list separate linguistic and speech units (with some exceptions due to the situation of communication), which tend to gradually withdraw them from widespread consumption (archaisms), as well as words that have not yet become commonly used by various social strata of the population (neologisms, colloquial vocabulary of modern youth, etc.).

11. *The principle of typicality and variability of linguistic and speech material* correlates to a certain extent with the principles of authenticity and frequency (selection of words and phrases that are not related to the narrow sphere of use, but are typical of a wide range of areas and topics of communication). It is assumed the selection of such material, which is considered typical for use in various situations of communication. First of all, these are examples of greetings, farewells, thanks, apologies, asking, expressing joy, pleasure, sadness, discontent, admiration, pity, and the like. But in primary school it is inappropriate to introduce and activate in the content of study special speech units that are typical for use while communicating with a small group of people, as well as those which have not yet become generally accepted speech patterns. Educational illustrative and informational materials should diversify the peculiarities of people's vital activity whose language is being studied. It is advisable to avoid introducing into the learning content atypical, not relevant, outdated and rarely used linguistic means of communication.

12. *The principle of differentiated learning* involves the selection of language, speech, illustrative and informational material to the content of teaching in accordance with: a) the learning objectives; b) the quality of proficiency in language and speech material at both receptive and productive levels; c) the type of speech activity (listening, speaking, reading, and writing).

There is a need to define for each foreign language a basic list of the typical linguistic (lexical and grammatical) and speech (authentic speech patterns/models, accepted phrases) material in accordance with the areas and topics of communication outlined by the curriculum for each class. It is also advisable to clearly outline in the curriculum, within the limits of each foreign language, a list of sociocultural objects around which communication can be organized at certain stages of study. In addition, it is worthwhile to determine the list of unified obligatory most significant socio-cultural objects of Ukraine (local lore component), which may be characteristic and typical for all foreign languages, to carry out the process of teaching foreign language communication in the form of intercultural dialogue. The list of such educational material in no way limits the ability of authors of educational literature to independently select linguistic, speech, informational, ethnographic and regional materials for additional activities (texts for home reading, creative work), that can be recommended to students with higher individual capabilities, desires and interests.

13. *The principle of interconnected teaching a foreign language and culture* determines the expedient selection of educational material, which is characterized by general educational and cultural value and ensures the formation of linguistic and sociolinguistic competences in students. This allows to use authentic language units and speech patterns typical for communication in a modern, foreign language socio-cultural environment. Students should know in which typical social areas certain lexical units are used, and learn how to do it in real conditions of communication. The formation of these skills is provided with the help of the relevant instructions aimed at forming students' ideas about the speech functions of such lexical units. It is also advisable to carry out the selection of such informational and illustrative material that has historical, social and cultural value for the citizens of the country the language is being studied. This material should be consistent with the age characteristics and interests of students.

14. *The principle of educational, educative and developmental value of educational material* provides for the selection of learning objects that contribute to the education, upbringing and development of students, motivate their activities, ensure a comprehensive implementation of the objectives of teaching a foreign language, declared by the curriculum, and diversify their personality.

The principles for the selection of language, speech, illustrative and informational educational material to the content of competence-oriented foreign language teaching of school students are defined and characterized by us make it possible to determine its

functions in the process of learning foreign language communication. They are consistent with the objectives of learning, are consistent with the age characteristics and situational communicative needs of students, and contribute to the conscious mastering of them by a foreign language as a means of communication. In particular, educational materials in the content perform the following *didactic functions*:

- provide a communicative orientation of the objectives and content of learning in accordance with the areas, topics and situations of communication;
- contribute to the effective organization of the educational process on the basis of the competence paradigm;
- motivate the students learning activities on the basis of the activity approach;
- contribute to enhancing learning communicative actions and creative potential of students;
- provide authenticity of verbal patterns of foreign language communication;
- contribute to the implementation of the normative verbal and behavioral features of foreign language communicative interaction;
- provide the sociocultural context of the learning process based on the dialogue of cultures;
- promote the differentiation and individualization of education in accordance with the age characteristics, opportunities and learning experience of students;
- contribute to the development, upbringing and education of students;
- promote students' reflection on personal opportunities and learning outcomes and identify ways to improve them;
- contribute to the improvement of a teacher's professional skills, provide him/her with methodological support in the organization of the communicative-oriented educational process;
- provide students with the acquisition of independent work in order to master foreign language communication.

These functions of educational materials diversify their ability to provide students with learning activities aimed at formation of foreign language communicative competence. The main features of the functions are their direction to foreign language situational communicative needs of students, to motivate their learning activities, on the awareness of the interconnected mastering language and speech, on the assimilation and observance of the rules of communicative behaviour, adopted in the country of the *language being studied, on the ability to self-reflection in order to correct their activities and look for ways to improve them* [3; 9].

This means that the educational linguistic, speech, illustrative and informational materials selected for competence-oriented teaching foreign languages to students are characterized by *teaching, diagnostic, corrective, control functions*.

The teaching function is manifested in the use of instructions as a means of controlling the process of assimilating linguistic, speech and sociocultural information: they illustrate to students the approximate basis

of activity. These are peculiar means of mastering the materialized stage of action, means of transforming their external types into internal ones.

The diagnostic function provides an opportunity for students to independently carry out systematic activities in order to create the necessary form of a linguistic unit, analyze and compare their actions in accordance with the instruction provided, adapting them to the recommendations provided.

The corrective function gives students the opportunity to control their actions, referring to the content of the instruction and sample, if necessary, to make some certain adjustments to the results of their activities.

The control function provides the ability to compare the results of their work with the sample, assess the level of learning material and determine the prospects for the development of activities aimed at mastering a particular object. This function serves students as a means of orientation in the future activities (the need to move on to other learning activities or to other learning material, or to pay more attention to the previous material for successful learning).

So, we have substantiated, defined, clarified and characterized the principles of educational material selection for competence-oriented teaching foreign languages to students of general secondary education institutions; outlined the functions of linguistic, speech, illustrative and informational means that contribute to the formation of foreign language communicative competence, including its components: linguistic, speech, sociocultural, general education; commented on the peculiarities of the content of competence-oriented teaching, on the mastery of which these means are directed.

2. Criteria for the formation of a foreign language competent person of a graduate of a general secondary education institution

The main directions of content transformation in teaching foreign languages according to the competence-activity technology we identified the following: a) didactic rethinking of the essence of educational material from the point of view of its expediency, accessibility, correspondence to foreign language communicative needs of students of a certain age category, sufficiency for ensuring their communicative intentions; b) identifying meaningful links for students of the studied material with life practice, which is associated with the level of its pragmatism - the areas used in real-life conditions of communication; c) ensuring effective activation of linguistic material in various types of speech activity through the motivation of learning activities and the using an optimal system of exercises and tasks and didactically expedient auxiliary materials; d) facilitating students' conscious assimilation of activity methods in teaching foreign language material within a certain range of concepts, phenomena, processes, objects, facts, in particular topics for communication, the content of language and speech material, the content of rules, instructions, and the like [9; 11]. These provisions, in our opinion, should serve as the basis for the implementation of the competence-activity technology of teaching foreign language communication.

Competence-activity technology should be considered from several positions: a) objectives of school foreign language education, b) features of selection and organization of learning content, c) features of choosing and using methods, educational forms and teaching aids, g) organizational characteristics of the educational process, e) features of forms and types in controlling the learning outcomes. Let's consider these characteristics in more detail.

Objectives of school foreign language education. The main features of this position are the features of goal-setting, its focus on the practical acquisition of a foreign language as a means of communication, and on the development of students' qualities and the ability to solve their own educational problems using critical reflection, related to the improvement of foreign language skills and speech experience throughout their lives in accordance with their own communication needs.

Features of selection and organization of learning content. This position is determined by both the objectives and topics of teaching foreign language communication. It should take into account the metadisciplinary categories related to organizational, emotional and evaluative, information and cognitive, communicative, emotional and valuable types of educational activities, aimed at mastering the linguistic aspects of communication and mechanisms of foreign language communication in speech and writing, at mastering the features of communicative behaviour adopted in countries whose language is being studied, at observing the socio-cultural norms of developing strategies that ensure the success of communicative interaction.

Features of choosing and using educational technologies in the process of competence-oriented teaching foreign languages. This position is due to the trends in the development of modern school foreign language education: a) the communicative direction of the learning process; b) active learning technology; c) the personality-oriented paradigm of the learning process; d) cultural direction of educational activities. Educational technologies defined for use in the educational process should contribute to the successful mastery of students' actions aimed at gaining a foreign speaking experience in oral and written form, which is impossible without mastering linguistic units and mechanisms for operating with them in practical foreign language activities. This means that the methods, forms and types of educational work should optimally provide effective presentation and activation of selected language and speech units and give the opportunity to exercise control / self-control of students' knowledge.

Organizational characteristics of the educational process. It is assumed that teaching a foreign language is closely related to the mastery of students in certain aspects of the country's culture of the language being studied (socio-cultural, sociolinguistic, linguistic-cultural aspects). In this regard, the whole educational process takes the form of a dialogue of cultures (foreign language and native), which is carried out by means of a foreign language. Such an approach is provided by special types and forms of foreign language learning activities, among which the decisive place belongs to

communicative tasks, in particular, to interactive technologies and learning and speech situations.

Features of forms and types in controlling students learning outcomes. This position involves the use of a new approach to assessment of students' foreign language learning achievements. Priority is given to types and forms of control not so much the level for formation of language (lexical, grammatical) skills of students (although they are the object of control), as the level of acquired foreign language skills in four types of speech activity: speaking, listening, reading, writing. At the same time, the general educational experience of students, which allows them to use non-verbal means of communication, independently carry out activities to meet their own needs of communication in a foreign language, is not ignored [3; 7].

Consequently, the features of competence-activity technology, identified and characterized by us, outline the directions in development of teaching foreign languages content. A convincing indicator for the feasibility of such content, including the effectiveness of the means by which it is realized, is *the ability of students to integrate the acquired knowledge, formed skills and acquired experience, worldview values and beliefs with active, creative, independent search and research activities* in the process of selection and the use of linguistic means and information content for the development of oral and written statements, as well as for the identification of others' statements during their perception. Today it is one of the priorities of modern school foreign language education, which should equip students with the skills to consciously outline intermediate and final objectives for mastering various aspects of the language, determine the quality of the expected speech product, to evaluate the available educational materials necessary for the realization of their own communicative intentions, to select rational ways and forms of mastering the educational content in accordance with their capabilities and needs. It's about the ability of the content to promote the development of reflexive abilities of students, in particular, to evaluate their own qualities as a linguistic person and as a subject of educational activity, which involves assimilating not only a certain foreign language experience, but also strategies that enable it to successfully (efficiently and rationally) to acquire and adjust it according to the needs of their life.

These indicators for the formation of students' foreign language communicative competence of general secondary education institutions are diversified with creativity as a special personal characteristic, which should have the following *qualities*:

- the ability to successfully implement creative communicative tasks that are not inherent in previously programmed ways of implementation;
- the possession not only of a certain volume of foreign language learning material in accordance with the requirements of the current curriculum, but also the methods of activities that ensure the success of education;
- the ability to develop own ways of creative educational and cognitive activity according to individual

possibilities, consciously create own learning trajectory;

- the ability to transform, modify, experiment with the aim of improving both the content and procedural components of their learning activities;
- the lack of fears to make mistakes in the process of mastering foreign language communicative activity, which, as practice shows, often proves to be a psychological obstacle for participation in communication;
- the possession of empathy as a willingness to communicate with representatives of other cultures, a tolerant attitude towards them, to their life experience and to the conditions in which communication takes place;
- the ability to use non-verbal means of communication in achieving the expected results;
- the ability to form a sense of guessing, anticipation, synonymy, etc., and the ability to use them rationally in case of necessity;
- the ability to independently create a speech product both verbally and in writing, which would correspond to the parameters that are determined for it by subject, by volume, by structure, by content, and by linguistic filling;
- the ability to creatively and successfully interact with other subjects of the educational process, tolerate them, feel their own responsibility for the results of collective activity;
- to be motivated and interested person in performing educational communicative tasks, to be active during the verbal interaction, to be responsible for the level of own development, own education and own upbringing;
- the ability to reflect on the objective self-evaluation of their learning abilities and the ability to adjust them to a certain level and communication needs.

It seems to us that these indicators determine *the basic level of a foreign language communicative competence of the modern student*. It must be provided by a competence-activity technology of mastering the content of school foreign language education. Of course, this level will be improved and enriched with other characteristics that will be in demand according to the development of vital human needs.

Since the first class education began in 1918 in accordance with the requirements of the New Ukrainian School, considerable attention is paid by the scholars to the study of forming the readiness of primary school students to learn a foreign language [7; 10]. Formation of students readiness of this age category to mastering foreign languages is interpreted as a system of certain influences on their personality and the ability to master the phonetic aspect of another's language, to switch the formed verbal mechanisms of native language to foreign one, adapting them to normative models, the ability to perform the transformation of different complexity according to the model and without it, both in a separate foreign language word (verb conjugations, the formation of plural nouns and adjectives, etc.) and in the sentence (structuring sentences of various types) or

saying (constructing statements with regard to its content, logic, language material, etc.), the ability to identify foreign language oral and written texts, the ability to gain experience in independent activities in order to master the language and speech. As the school practice shows, not all students immediately and at the same level adapt to different aspects of a foreign language. It depends on a

number of objective and subjective factors. Some factors belong to the environment, in which learning of foreign language communication takes place (methods, means, forms of education, professional level of a teacher, etc.), and others to the personal qualities of students, especially the level of analyzers development (visual, auditory, speech-motor, motor), in particular, their participation in the perception of new information, as well as the level of motivation development for activities aimed at mastering a foreign language. This situation predetermines the use of appropriate methods, forms and types of educational work.

We determined four factors of influence on the formation and development of a student's readiness to learn a foreign language, namely: 1) motivational factor, 2) intellectual-cognitive factor, 3) procedural factor, 4) reflexive-evaluative.

So, the phenomenon of readiness of 1-4 grades students regarding a positive attitude to mastering a foreign language depends on the learning environment, the components of which are the students themselves as subjects of study, the teacher as a moderator of the learning process, didactic means attached to this process, methods, forms and principles of its organization. Only efficiently organized interaction and optimal integrated impact of all components of the learning environment on the educational process can produce a qualitative result.

Conclusions. Based on the analysis of the trends in the development of modern school foreign language education and empirical research of the authors, they have reviewed and interpreted the concept of “*competence-oriented foreign language teaching*” for students of general secondary education institutions, present the author's definition of a competent student's personality in the field of foreign language teaching, characterized foreign language communicative competence and its components, the formation of which should be directed students' learning activities.

The authors of the article have identified and substantiated the system of communicative actions of competence-oriented teaching foreign languages for students of modern schools, proposed and characterized the means ensuring its efficient use in the educational process. The system is created in accordance with the content and functions of a certain subject foreign language communicative competence, age-related psychophysiological features and potential abilities of students, and involves the gradual acquisition of foreign language communication as a means of intercultural verbal interaction.

The initial stage of learning a foreign language is extremely important throughout the entire training course. According to the Conceptual Framework for Reforming Secondary Education, the “New Ukrainian

School” provides for two cycles of primary education: 1) adaptive-game (grades 1-2); 2) basic (grades 3-4). Such a structure predetermines the choice of special forms and methods of teaching foreign language communication to primary school students. That is why the authors of the article paid some attention to the issue of primary school students' readiness to master the competence-oriented content of teaching a foreign language.

Obviously, the specified and characterized types of activities and means of their implementation will be effectively provided that a special educational competence-oriented foreign language communication environment is created, the content and functions of which can be the subject of the next study. It is also important to determine the system of exercises and tasks for mastering educational material in conditions of competence-oriented teaching a foreign language at various stages of school education. The authors of the article are currently working on this issue, and this may be the subject of the next publication.

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ПРОФЕССИОНАЛЬНОЕ РАЗВИТИЕ ПЕДАГОГОВ ПУТЕМ ИНФОРМАЦИОННОГО ОБРАЗОВАНИЯ

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PROFESSIONAL DEVELOPMENT OF TEACHERS BY INFORMATION EDUCATION

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Аннотация

На современном этапе развития общества ИКТ является не только объектом обучения, но и средством обучения, которым должны овладеть педагоги с целью эффективного преподавания и развития собственных профессиональных умений. Использование новейших ИКТ в системе непрерывного педагогического образования помогает совместить традиционные формы непрерывного педагогического образования с преимуществами новейших технологий и создает новые возможности профессионального развития для учителей, а именно: прохождение Интернет-курсов, участие в Интернет-дискуссиях и телеконференциях, создание виртуальных профессиональных соединений, пользование различными научными информационными ресурсами, получение консультативной помощи онлайн.

Abstract

At the present stage of development of society, ICT is not only an object of learning, but also a means of learning that teachers must master in order to effectively teach and develop their own professional skills. The use of the latest ICT in the system of continuous pedagogical education helps to combine the traditional forms of continuous pedagogical education with the advantages of the newest technologies and creates new opportunities for professional development for teachers, namely: taking online courses, participating in online discussions and teleconferences, creating virtual professional connections, using various scientific information resources, online counseling.

Ключевые слова: профессиональное развитие педагогов, информационное образование.

Keywords: professional development of teachers, information education.

Для обозначения профессионального развития учителей в мировой научной литературе используются различные термины, в частности, развитие учителя (teacher development), развитие карьеры (career development), развитие персонала (staff development), развитие человеческих ресурсов (human resource development), профессиональное развитие (professional development), непрерывное образование (continuing education), образование на протяжении жизни (lifelong learning) и другие. В связи с тем, что содержание этих терминов частично совпадает, они толкуются авторами по-разному.

В широком смысле понятие «профессиональное развитие» отражает развитие человека в его профессиональной роли. В более конкретизированных толкованиях профессиональное развитие учителя определяется как рост его профессиональных достижений в результате накопления практического опыта и систематического пересмотра собственного преподавания. Такое определение внес в научный оборот А. Глеттхорн [1, с. 41], и оно стало базовым в конце прошлого века. Уже тогда ученые

отмечали, что профессиональное развитие включает формальный опыт, получаемый учителем путем наставничества, посещение профессиональных семинаров, мастерских и т.д., а также неформальный опыт, такой, как чтение профессиональной литературы, просмотр педагогических передач и др. По этой концепции профессиональное развитие учителей является более широким понятием, чем карьерное развитие, что происходит «в результате движения учителя по карьерной лестнице в профессии», а также шире от понятия развития персонала, которое, по определению А. Глеттхорна, включая «обеспечение учителей организованными программами повышения квалификации» [5]. Усилиями ученых разных стран открываются все новые грани проблемы и уточняется содержание понятия профессионального развития. Так, авторитетный исследователь в области педагогического образования М. Фуллан рассматривает учителей как активный агент современных изменений - от их нравственных потребностей и ценностей зависит стремительное настоящее [2]. Это положение развивается в трудах А. Харгривса, который считает,