PEDAGOGICAL CONDITIONS OF FORMING THE FUTURE FOREIGN LANGUAGE TEACHERS’ PROFESSIONAL COMMUNICATIVE COMPETENCE

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Abstract. As a result of the retrospective analysis and the analysis of the current state of training the future foreign language teachers the authors’ concept concerning pedagogical conditions of forming the future foreign language teachers’ professional communicative competence were theoretically grounded, in particular: creating a foreign language communicative environment for the future foreign language teachers understood as the educational process organized in higher educational establishments in a special way and providing the level of foreign language proficiency sufficient for intercultural and interpersonal communication; forming the future foreign language teachers’ positive motivation to studying and professional activity which will be contributed by creating a comfortable psychological climate, partnerships between lecturer and students and between students themselves, that provides emotional well-being and success in the sphere of communication and relationships as well as in the sphere of future professional activities; engaging students in volunteering with native speakers, which will enable future foreign language teachers to get involved in the whole set of professional roles, norms and behavioral stereotypes related to pedagogical activities, to get acquainted with general culture and specific subcultures of a particular society. In the context of the study pedagogical conditions are defined as a set of measures in pedagogical process, which, on the one hand, ensure students’ achieving the necessary level of formation of their professional communicative competence, and on the other hand, promote the increasing efficiency of the process itself.

Keywords: professional communicative competence, pedagogical conditions, future foreign language teacher, foreign language environment, psychological climate, pedagogical interaction, motivation, volunteer activity

Introduction. The quality of training students as subjects of professional and pedagogical activity remains one of the topical problems of pedagogical higher educational institutions as the modern system of education in Ukraine is in the stage of dynamic renewal the impetus of which is, on the one hand, the processes of reforming society as a whole, and on the other – the logics of the development of the educational system itself. On this occasion many scholars agree that the future teachers’ training at university stage determines all their further professional activities and development, and, in its turn, the content and nature of professional development are determined by the level of pedagogical and special training. Nevertheless, there are a number of controversial inconsistencies, in particular between the requirements of the pedagogical society for the teacher’s personality and activity and the actual level of the graduates’ readiness to fulfilling their professional functions. University education mostly provides an adequate level of the future specialists’ theoretical training but does not sufficiently prepare them for independent solving specific professional and pedagogical tasks.

Pedagogical conditions are the peculiarities of organizing educational process which determine the results of the personality’s education and development as well as objectively ensure the possibility of their study devoted to pedagogical conditions for implementing an integrative approach to working with the future foreign language teachers. They also ensure the integrity of training and upbringing the future foreign language teachers, promote the comprehensive harmonious development of their personality and create favorable opportunities for the identification and development of their pedagogical giftedness [3].

Realization of the pedagogical conditions aims to provide organizational and pedagogical as well as psychological and pedagogical support for professional training of the future foreign language teachers, to improve the system of professional training of pedagogical personnel for working in conditions of profile education, to define the forms and methods of informational maintenance of the
process of forming the future teachers’ readiness for their professional activity in real conditions of a comprehensive educational institution.

The problem of improving the functioning of pedagogical systems and increasing the quality of educational process is the subject of the numerous domestic and foreign researchers’ pedagogical studies, namely V. Baidenko, I. Bekh, V. Bolotov, I. Zimniaia, V. Ostrovaia, O. Pometun, V. Redko, A. Rubtsova, M. Rutkovskaiia and others, whose works are devoted to the aspects related to identification, justification and verification of pedagogical conditions that ensure the success of the activities carried out. In the circle of scientific interests of O. Artemenko, V. Barkasi, O. Bilich, O. Zelenska, N. Razenkova, S. Saveleva, O. Safonova, S. Sivkova, E. Soloveva and others there are pedagogical conditions for forming the future foreign language teachers’ professional communicative competence.

Scientists N. Ippolitova, N. Sterkhova and others, by the nature of influence, determine the objective conditions that ensure functioning of the pedagogical system, include the regulatory framework of the education sphere and media and act as one of the reasons inducing the participants of education to adequate self-manifestations in it (these conditions may change); and the subjective conditions which influence functioning and development of the pedagogical system, reflect the potential of the subjects of pedagogical activity, the level of coherence of their actions, the degree of personal significance of the target priorities and the leading education plans for students [2].

**Results of the study.** Communicative competence is an integral part of any modern propofessional competence, hence an appropriate educational process should be organised as well as some favorable pedagogical conditions should be created in order to form the future foreign language teachers’ professional communicative competence. Therefore this requires a detailed study of the scientific concepts existing in this regard.

**The purpose** of the current study is to determine and theoretically ground the authors’ concept of pedagogical conditions of forming the future foreign language teachers’ communicative competence.

Thorough analysis of the researches devoted to the essential characteristics of the pedagogical conditions of forming the future professionals’ competences, in particular the analysis of a number of modern scientific concepts regarding formation of communicative competence, gives reasons to believe that the process of forming this competence in future foreign language teachers will be successful in the conditions such as:

- creating a foreign language communicative environment for the future foreign language teachers;
- forming the future foreign language teachers’ positive motivation to studying and professional activity;
- engaging students in volunteering with native speakers.

Professional training of the future foreign language teachers includes purposeful formation of their foreign language communicative competence which is one of the main tasks of their study at a higher school. After graduation future professionals must possess not only knowledge of a foreign language, but also be able to enter a foreign language communicative environment freely, that is important for a competitive worker able to reach certain levels in professional activities. Therefore, the lecturers have the goal which they should achieve in their pedagogical activities, namely: not only to provide future foreign language teachers with knowledge of the language system (i.e. to form language competence), cultural features and traditions of foreign-speaking countries (i.e. to form socio-cultural competence), that is equally important, but also to teach them to understand someone else’s opinion, express their own point of view and enter into communication with other people, representatives of other countries, that is especially relevant today (i.e. to form and develop speech, compensatory and social competences).

Achievement of the set goal is possible on condition of solving the following tasks:
- to develop the students’ foreign language communicative competence (language, speech, socio-cultural, compensatory and cognitive) necessary and sufficient for communication within the limits of high and higher levels of English language proficiency;
- to develop the culture of oral and written speaking in English in the conditions of formal and informal communication;
- to study native culture by means of foreign language and develop students’ ability to represent their country in conditions of intercultural communication;
- to make students involved in the world cultural traditions, to raise respect for other cultures and peoples, readiness for everyday communication and business cooperation, common deciding of general human problems;
- to develop students’ self-educational potential including development of key competences (educational, value-oriented, general and cultural, educational and cognitive, informational, communicative, social and labor and competence of personal self-improvement).

As educational process in foreign languages is mostly carried out outside the natural language environment, it is quite obvious that for successful implementation of the above mentioned tasks the necessary condition is creating a foreign language communicative environment in which students will have the opportunity to realize acquired theoretical knowledge and practical communicative skills. This environment is understood as the university educational process organized in a special way and providing the level of foreign language proficiency sufficient for intercultural and interpersonal communication, i.e. the Advanced Level C1 according to the European Classification.

In the process of professional training of the future foreign language teachers it is necessary to follow the basic principles of the communicative approach identified by Ye. Passov, which not so much consist of pursuing the verbal practical purpose, but of the fact that the way to this goal is precisely practical use of the language. After all, communicative method is based on the learning process which is the model of communication process. In some aspects learning process, like any model, can be simplified in comparison with the actual communication process but, according to its parameters, it is adequate and similar to it [4].

There is no doubt that learning a foreign language requires living contemplation and observation since an important role belongs to both the seen and the heard, and, if what is seen and heard immediately secured assimilation takes place much faster. This problem can be successfully solved with the help of audiovisual materials which should be considered as one of the means of creating a foreign language communicative environment. They introduce into the classroom an actual material that reflects the surrounding world of nature, life and science, transforming language from abstraction into a living means of communication. They provide both lecturer and students with the opportunity to create and fantasize, to model mutual communication in the classroom making it active and interesting.Figuratively speaking, audiovisual means is a special “go-to guy” which, in the hands of a creatively working teacher, allows him to diversify the forms of work in the classroom easily and unobtrusively as well as to perform various functions [5]. These means can be used at any stage of the lesson without violating and breaking its structure and integrity.

The main task of teaching foreign languages at universities is creating conditions in which students themselves will be conscious of the need in learning a foreign language for the implementation of their life plans and ambitions in modern world, therefore, university theoretical and practical training should become not a goal but a means of forming their professional communicative competence. In this case, mastering the profession of a foreign language teacher by the students must be expressed in the concrete manifestation of the motives and goals of professional activities which will reflect the future professionals’ needs and interests.

Hence, forming the future foreign language teachers’ positive motivation to studying and professional activity is the second condition for the successful formation of their professional communicative competence. So we dare assume that the process will be successful providing comfortable psychological climate as well as students’ positive emotional mood reign in the classroom while mastering a foreign language communicative competence. Students should be able to realize their volitional factors, namely: purposefulness, organization, perseverance, attention and dedication. This can be achieved with the help of special tasks, techniques and exercises.

It is important to get focused on development of students’ linguistic communicative skills and conducting discussions on professional issues. Socio-cultural communication, in this case, should not be ignored. In order to implement this approach effectively, it is necessary to use active teaching methods that involve changing the nature of traditional lessons. The use of game, project, problem, social and information technologies contributes to the formation of the students’ foreign language communicative skills and habits [3].

Taking into consideration that effectiveness of any activity depends on the intensity of motivation the lecturer must develop an appropriate way of influencing each student, since the most effective way of strengthening the motive is stimulating students with positive emotions that will help them combine the study of a foreign language with their personal goals such as succeeding in professional sphere and career, but in general learning a foreign language.

Increasing students’ positive motivation will be promoted by creating of comfortable psychological climate, partnerships between lecturer and students and between students themselves, which involves emotional well-being (predominance of positive emotions in the process of learning and communication); positive ‘I-concept’ (positive self-perception, self-estimation, self-reliance);
well-being and success in the field of communication and mutual relations (acceptance of a student by group-mates and lecturers); success in the field of the future professional activity.

One of the important factors in creating positive psychological climate and, consequently, positive motivation for learning and future professional activities is pedagogical interaction which, in the context of common activity and direct communication, arises between the lecturer and future foreign language teacher and can ensure the effectiveness of the process of forming professional communicative competence of the latter.

The specificity of pedagogical interaction is conditioned by the fact that not only lecturer’s but also students’ individual psychological features are involved in its process, without which the lecturer’s activity loses its significance. Pedagogical interaction is manifested in the lecturer and students’ synchronous activity, when they are interested in carrying out educational and cognitive activities and together eliminate disadvantages. Student becomes the subject, and lecture acquires his active ally [6, p. 141].

Productivity in the sphere of participants’ interaction in the educational process is associated with the creative nature of the activities of both sides of interaction. Students’ self-determination of new learning goals and objectives related to the content of the assimilated activities as well as regulation of personality positions in partnership will become a possible product of the interaction. The condition and consequences of productive personally oriented interaction, after I. Zimniaia, calls the contact of its subjects. Psychological contact, in her opinion, determines the possibility of natural uncomplicated communication between lecturer and students in the process of interaction, since its presence is important for the productive cooperation of its subjects. Psychological contact arises as a result of the commonality of the humans’ mental state caused by their mutual understanding and associated with common interest and trust in each other. The contact, as the researcher proves, is perceived as a positive factor strengthening the interaction [1, p. 34].

Thereby, the system of cooperation forms of the lecturer and future foreign language teachers, ensuring creation of a community of values, goals, methods of achieving the result and formation of self-regulation of individual activities, acts as a central factor in the interaction system.

Personality communication, based on the lecture’s understanding students’ inner world, the directionality on forming general assessment of the achieved results, striving to understanding each other’s settings and views, creating the best conditions for developing students’ motivation and creative nature of educational activities as well as on forming the students’ identity, acts as a form of a personally oriented interaction.

Thus, common creative activity is defined as a way of implementing personally oriented interaction where students actualize their capabilities in a together achieved product. The main mechanism for organizing this interaction is the intensification of cooperation between lecturer and students on the main level of organizing the activity, where each student is involved in solving productive tasks at the beginning of the process of assimilating new visual content [3].

As has been mentioned above, educational process in a foreign language is carried out outside the natural language environment, therefore another means of forming the future foreign language teachers’ professional communicative competence and their practical familiarizing with speech activity peculiarities is involving them in volunteering with native speakers.

Volunteer work as an integral part of the process of forming professional communicative competence enables the future foreign language teachers to get engaged in the entire set of professional roles, norms and behavioral stereotypes related to pedagogical activity; familiarizes them with the general culture and specific subcultures of a particular society. It promotes the development of various professional roles by trying them on, comparing and choosing the most appropriate one, in particular: animator (organizer, moderator, coordinator); organizer and manager whose task is to see the real purpose, to plan the stages of its achievement, to monitor the process of changes and evaluate the results; to involve students in training by means of modern technologies; to initiate children and adults’ participation in charitable matters; to introduce a variety of mass forms of work such as charity events, festivals, etc. This role, first of all, requires the future foreign language teacher should possess the proper level of professional communicative skills (language, speech, socio-cultural etc.) as well as formation of the qualities such as empathy, respect, sincerity.

Due to volunteering, in which the above listed roles and their respective functions are implemented, the future specialist becomes an active participant of interpersonal relationships and a professional in the matter. Volunteer work encourages the future foreign language teacher to active interaction in the foreign language environment, to establishing long-term relationships with representatives of various social groups, that facilitates assimilation of professional experience. This
experience can be gained while working in some public organizations, in student volunteer groups and associations, therefore volunteering can be defined either as a means of upbringing and socializing the personality of the future foreign language teacher or as a means of pedagogical interaction, self-development, self-improvement, self-realization and preparation for the future professional activities [3].

Implementation of future foreign language teachers’ professional and personal capabilities in volunteer work is provided by their active participation in various forms of extra-curricular work, for example, as translators accompanying international conferences periodically held in our country and universities in particular; conducting international excursions; visiting foreign exhibitions and speaking with native speakers representing their country at these exhibitions; participating in international projects; or just attending conversations, discussions, etc.

The main purpose of this type of volunteering is creating conditions for students’ professional, creative, intellectual and spiritual development in free from learning time; preparing them for the future professional activity; satisfying their educational needs by involving them in various forms of volunteer work, which creates favorable conditions for each student’s self-realization and development taking into account his inquiries and interests; stimulating their internal need for forming their professional communicative competence and solving complex tasks of forming the future foreign language teacher’s personality.

Conclusions. Thus, the improvement of the process of preparing the future foreign language teachers for professional activities may be carried out by means of creating a foreign language communicative environment, forming the future foreign language teachers’ positive motivation to studying and professional activity and engaging them in volunteering with native speakers. This will allow solving not only the problem of forming the future foreign language teachers' professional communicative competence, but also forming their professional orientation as an important quality manifested in striving for long-lasting, productive, creative and successful professional activity.

REFERENCES