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DIFFERENT COMPETENCIES OF A FOREIGN LANGUAGE TEACHER

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Introduction. The importance of foreign languages teacher competencies is analyzed. It has been proved that main competencies are of great importance for any language teacher around the world. The role of the different competencies of a foreign language teacher is investigated. A comprehensive analysis of the translation from Ukrainian into English using the latest information and communication technologies in this process was performed. Peculiarities of using modern ICT in translating from Ukrainian into English are revealed. Exploring the use of information and computer technology in the teaching process are described. It is determined that it is important for a language teacher to understand all the features of using the software, choose the appropriate programs or online tools and develop a strategy for the translation and teaching process. The results of this work are very important and necessary for further study of the features of the use of ICT in the teaching and translation.

The importance of developing the state in an innovative direction has been discussed in Ukraine at all levels. And there is not only a discussion – the necessary laws are adopted, programs are approved, technology transfer centers and business incubators are developed, trainings, forums and competitions of innovative ideas are constantly held. The quality of modern education depends on the level of professional training of the teacher. Studying at College and University gives a certain level of development of skills. The competence of a foreign language teacher has its own characteristics, because in addition to knowledge of vocabulary and grammar, students receive knowledge about the culture of countries, develop memory and thinking, learn to work in a group, and much more.

The competence of a modern teacher is the teacher's ability to create educational conditions that guarantee each student educational success through the development of his personal, intellectual and creative abilities within the framework of current socio-economic realities.

In accordance with the new educational standards, there has been a shift towards a competent approach – an effective approach, (knowledge, skills and abilities), these are higher requirements for school graduates, which is impossible without the teacher having certain competencies.

Professional competencies of a foreign language teacher are a set of skills.

Professional competencies are a set of professional and personal qualities necessary for a successful teaching career.

Pedagogical competence is to know the subject, didactics and methods of teaching a foreign language. An effective approach requires the teacher to focus on learning outcomes. In accordance with it, the content of the course is also built so that the student at the end of the training also masters certain competencies, for example, communicative – learns to communicate in a foreign language. We all know students who know the theoretical side, but cannot even connect two words.

Active learning methods are now very popular: role-playing games, discussions, disputes. They enable to simulate situations of communication in the classroom and solve communication problems [1].

Subject knowledge:

- a) the ability to logically correctly build written and oral speech in English;
- b) proficiency in a foreign language at a level that allows receiving and evaluating information from foreign sources;
- c) possession of the basics of speech professional culture. Tolerant and respectful attitude towards foreign culture;
- d) professional motivation and awareness of the importance of one's profession.

Social competence is mobility and ability to make decisions in modern society, to cooperate with students and colleagues. The teacher becomes not only a theorist, but a practitioner who knows how to use theoretical knowledge in a social environment, who knows how to teach this to a student. The dominant feature of the lesson is communication for the formation of personal and subject competencies of the student. Cooperation between teacher and student is important, as well as between students, where each learns from the other.

Information competence is a modern teacher is an active user of information technologies. Modern realities of the world are impossible without Internet resources. The teacher should use ICT correctly in English lessons and teach the students how to use it thoughtfully. Bright computer presentations, mobile applications, online encyclopedias and dictionaries – all this opens up new horizons for learning English.

The competence of personal growth is advanced training, training and self-development is an important element of professional activity. A foreign language is a constantly changing subject. Tracking these changes makes it possible to be always up-to-date through attending webinars and courses. Creating a portfolio allows you to control your path of self-development, take refresher courses on time, and even maintain your own website.

Personal competencies is the managerial aspect, the ability to organize, plan, analyze and control the educational process. The personality of the teacher influences the formation of the personal qualities of the student. The teacher as a role model for the student. The education of the teacher is also important here. He must be ready for long-term pedagogical activity from a psychological point of view. Professional burnout is especially dangerous for teachers, because children feel and react to it, losing motivation to learn English [2].

The profession of a teacher is sometimes difficult, but very interesting, allowing you to develop professionally and creatively. The possession of competencies is our main tool. Make sure it's well tuned!

In today's rapidly developing technological society, the need for highly qualified and professionally competent specialists is increasing. Education in the information society ceases to be a means of assimilating ready-made generally recognized knowledge, but becomes a way of information communication and enrichment of individuals with each other, leading to the acquisition of competence and erudition. A modern University needs a free and critically thinking teacher who owns a system of psychological and pedagogical knowledge of the basics of teaching, educating and developing, ready for research work, able to gain professional competence, personal authority and status. In recent years, teacher competence has become increasingly important due to the fact that social experience is constantly being transformed, the education sector is being reconstructed, all kinds of author's pedagogical systems are emerging, and the level of society's requests for a specialist is increasing. Competence can be represented as a set of competencies, i.e. observable successful productive activity. As for the professional competence of a foreign language teacher, some scientists consider it as an inseparable unity of content and structural components, implemented through communicative competence in the field of native and foreign languages, philological competence, psychological and pedagogical

competence, social competence, general cultural competence, personal qualities [3]. A feature of the professional competence of a foreign language teacher and the most important component of its structure, scientists consider communicative competence, which is understood as the ability to communicate in writing and orally with a native speaker of a particular language in a real life situation. A foreign language teacher should be ready to build the educational process on a communicative and speech basis in order to practically master a foreign language by students. At the same time, special attention is paid to the semantic side of the statement, and not just the correct use of linguistic forms. The second main component of the professional competence of a foreign language teacher is linguodidactic competence, which is a system of acquired knowledge, taking into account their depth, volume, and social function of the teacher. This type of competence implies, on the one hand, the teacher's ability to teach students their subject, and, on the other hand, the need and ability to self-educate. Thus, the basis of didactic competence includes the acquired synthesis of knowledge (psychological-pedagogical, social, general education); skills (professional pedagogical, special, self-educational), skills of creative pedagogical activity. The content of the communicative components as part of the teacher's professional competence is reflected in the specific evaluation activity that underlies the reflexive competence [2]. It underlines itself in the ability to consciously control the results of one's activities and the level of one's own development, in the formation of such qualities and properties that are important for a teacher, such as creativity, self-confidence, a tendency to introspection, etc. The professional knowledge and skills that a foreign language teacher should have can be divided into 4 groups: – the ability to recognize the characteristics of the student's personality; – skills related to the planning of speech communication in the educational process; – skills related to the implementation of planned professional actions and the evaluation of their results; – the ability to analyze the results of foreign language communication organized in the lesson [4]. In his work activity, a professionally competent teacher of a foreign language must know the subject he teaches and how he must build the pedagogical process in order to achieve positive results in achieving the goal of teaching a foreign language. The teacher must be creative in his profession, refracting his teaching experience in accordance with the individual characteristics of students and specific learning conditions. But to be a real professional, it is not enough just to know the subject and the ability to teach it. What is important is the desire of the teacher to work in this area, positive attitude towards teaching and the need to improve his professional knowledge and skills.

One of the key competencies that foreign language teachers should master is the competence in the use of information and communication technologies. The process of translation is complicated. Economy and culture interaction requires interlingual and intercultural services. To perform this function, it is important to have certain knowledge and skills, as well as the necessary translation competence.

Linguistic competence is a set of linguistic means used by members of a linguistic community. Linguistic competence involves connections knowledge that exist between the forms and meanings of different signs.

Communicative competence is the translator's ability to interfere, to form correct conclusions from speech statements about their full content or "meaning" based on background knowledge.

Text-forming competence involves: the ability to create texts of various types in accordance with the communicative task and the communication situation; ensure the proper structure of the text; use the text language units according to the rules for constructing speech units in the language; assess the place and ratio of individual parts of the text and perceive the text as a coherent speech whole.

Technical competence includes specific knowledge, skills and abilities required to perform a given type of activity.

Personal characteristics necessary for a translator: mental organization, ability to concentrate, ability to quickly switch attention, high erudition, concentration, efficiency, modesty, tact and moral ethics.

Translation competence is a complex and multidimensional category that includes all those qualification characteristics that allow a translator to carry out an act of interlingual communication:

- the ability to “translate” the interpretation of the source text;
- translation technology skills;
- target language norms knowledge;
- translation norms knowledge that determine the translation strategy choice;
- knowledge of the norms of a given style and genre of text;
- the ability to use reference sites, electronic dictionaries, knowledge of new communication tools (instant messaging programs);
- readiness to adapt to new conditions, constant improvement of skills and abilities.

A translator in needs not only to be well oriented and understand the thematic vocabulary. In our opinion, the translator is also required to apply other important work skills in practice:

- knowledge of international standards for the design and translation of documentation for start-up projects to achieve the best result in localization;
- the right tone choice of information transfer in order to successfully convey the energy of the startup project team and their idea.

The professional image of the project in the international arena depends on the work of the translator.

If a translator fails, the following consequences may arise for a startup project:

- misunderstandings on the foreign partners and investors part, which may hinder the transaction in the future;
- the wrong impression about the team representatives, which affects the repulsive image;
- poor translation quality (the translated phrases in the text do not sound familiar to the target language) may indicate that the project is not ready for launch.

The translation industry around the world has grown several times over the past decade. The nature of the translator's work and the requirements for him have changed. First of all, the changes concerned the written translation of scientific and technical documentation.

A full-fledged translation can only be performed by a qualified specialist in the field of science or technology with translation competence, with which the source text is thematically related. This means that, orienting himself in his narrow professional sphere and owning the terminology, such a specialist need to:

- have knowledge of grammar and vocabulary of two languages;
- know sufficiently the culture of both peoples;
- take into account the extralinguistic aspects of the translated text;
- solve complex problems of transferring not only information, but also imagery, understatement, many different linguistic signs shades of the original, which makes it possible to consider translation competence as a complex concept.

A competent translator, unlike a machine-translator, is guided by a large number of criteria when choosing a foreign language equivalent. These include not only the meaning of each word and the meaning of the grammatical constructions used, but also the concept of the value, novelty of the information offered, the possibility of compressing information, using standard formulas, clichés. A professional translator can, depending on the audience of listeners or readers to whom the translation is intended, make corrections, clarifications, substitutions in the translation text, and also maintains a style of presentation defined for a particular genre, builds equivalents of terms that are not in dictionaries [5].

In terms of innovative development of the economy and society, fundamental changes are taking place in the education system: a varied content of education is proposed, new pedagogical

technologies, modern concepts and ideas are emerging. Teaching a foreign language is one of the main elements of the system of professional training of specialists at all levels. Studies devoted to the study of the concept of professional competence of a teacher in general and the professional competence of foreign language teachers in particular show that there is a variety of modern approaches, interpretations and definitions of the concept of professional competence. time, it is rather possible to call competent not a specialist with encyclopedic knowledge, but a person who knows how to apply his knowledge to real life situations.

The new status of a foreign language teacher sets the task of significantly modifying the professional training of teaching staff, updating the content and technology of linguistic education, and improving the quality of higher education. For the effective implementation of their professional activities, a foreign language teacher must not only perfectly master a foreign language, but also have a basic level of professional competence. An analysis of relevant studies shows that almost all of them study the process of forming professional competencies in the context of teaching the basics of a specialty or special disciplines. First of all, this is explained by the fact that the term “professional competence” implies belonging to a profession and, consequently, to those professional knowledge, skills, industrial and social experience that ensure its professional functioning. Also, the professional competence of a teacher is understood as a set of professional and personal qualities necessary for successful pedagogical activity.

Studies devoted to the study of the concept of professional competence of a teacher in general and the professional competence of foreign language teachers in particular show that there is a variety of modern approaches, interpretations and definitions of the concept of professional competence. It is obvious that professional competence cannot be expressed in one definition, however, for teachers who provide professional training for students, it is important to understand the essence of “professional competence” formed in the course of classroom and extracurricular educational activities and during pedagogical practice in various types of educational institutions with the personal interest of the student.

In turn, the professional and pedagogical competence of a foreign language teacher can be understood as a systemic property of a person that characterizes his formed foreign language competence, acquired professional skills and abilities, as well as personal experience and education, self-confidence and the ability of a teacher to achieve significant results in professional activities. The professional competence of a foreign language teacher may include a number of components of generalized key competencies, represented by subject and general pedagogical competencies. The subject competence consists of:

- linguistic competence (ensuring students’ mastery of language knowledge and speech skills: phonetic, lexical, grammatical);
- sociolinguistic competence (forming the student’s ability to purposefully use language and speech units depending on the changing conditions of communication);
- sociocultural competence (forming the ability of a future teacher of a foreign language to participate in the dialogue of cultures based on the awareness of universals and the specifics of cultural contexts);
- strategic competence (forming the student’s ability to apply compensatory strategies for communication in case of insufficiency of language means);
- discursive competence (forming the student’s ability to produce and understand speech, which is characterized by a certain organization: consistency, logic, coherence, etc.).

General pedagogical competence can be represented by:

- social competence (forming the student’s ability to have a civil position, moral and aesthetic values, etc.);
- psychological and pedagogical competence (forming the ability of a future teacher to apply the knowledge gained in the course of studying pedagogy and psychology);

– methodological competence (forming the ability to apply not only theories and actual interactive models of teaching a foreign language, but also the ability of a future teacher to develop and test their own methodological system) [6].

The phenomenon of professional competence of a foreign language teacher can be considered in several dimensions at the same time: as a subsystem of culture and a form of activity, a mechanism of professional socialization and a special reality of formation, development, self-realization of an individual. This methodological approach allows for a scientific analysis of the professional competence of a foreign language teacher, and also fully takes into account its specifics.

All types of competencies are directly interconnected, but general pedagogical competence is considered to be the primary organizing link in the content of the professional competence of a foreign language teacher.

Thus, the professional competence of a foreign language teacher is a normative model, reflecting the scientifically substantiated composition of professional knowledge, skills, ways of activity and expresses the unity of his theoretical and practical readiness in the integral structure of the personality.

It is supposed to build such a model of a foreign language teacher, which would be based on a wider range of competencies related to the current level of development of society, the introduction of new doctrines and changes to the existing system of updated content of teaching a foreign language. This model should be based on a wide range of basic and professional disciplines that contribute to the training of a specialist on the basis of modern achievements in pedagogy, psychology, sociology and foreign language teaching methods.

The professional competence of a foreign language teacher is a system of linguistic, sociolinguistic, cultural, strategic and discursive knowledge, skills and abilities that allow communicants to interact effectively in specific socially determined communicative situations, as well as possession of skills and the ability to apply existing knowledge in the field of pedagogy, psychology and methodology foreign language teaching.

The professional qualities of a foreign language teacher can be divided into three groups. The first one is the knowledge of the language being taught (practical and theoretical) and the culture of the people – the native speaker of this language. The second group is the methodological knowledge and skills of the teacher, the third – pedagogical. Practical knowledge of the language is the basis of subject qualities. It involves the ability to express thoughts orally and in writing, to read fiction and journalistic literature in the original with full understanding, to understand speech delivered at a normal pace by ear. It is required to have the correct pronunciation, intonation, to have a fairly wide range of words and expressions, to master the rules of grammar. All this ensures the communicative competence of the teacher. He also needs to distinguish between styles of speech so as not to use slang or bookish language in the lesson. The teacher needs to have knowledge in the field of general linguistics, the theory of the language taught (phonetics, lexicology, grammar, elements of the history of the language) and the theory of the students' native language [5].

The subject qualities also include knowledge of the culture of the country of the language being taught – geography, history, literature, fine arts, music, folklore, customs. It is desirable to have information about the cultural and other ties of the country of the language being taught with the native country of the students. All this is the basis of the teacher's sociocultural competence. The teacher should be so versed in the methodology of teaching a foreign language in order to be able to understand and evaluate the methodological concept of the textbook according to which he has to teach (or be able to choose from several textbooks the most suitable for the conditions). Methodological qualities are closely related to the subject. Practical knowledge of the language will allow, subject to methodological standards, to successfully teach children oral speech, reading, listening, writing, to choose the right audio materials and books for reading.

Knowledge of the theory of foreign and native languages will allow predicting the difficulties of students, choosing the right exercises for them.

The use of regional knowledge will help to ensure the socio-cultural aspect of education, awaken and maintain students' interest in the language being studied, in a foreign country, its people. Neither subject nor methodological knowledge and skills will ensure success in work if the teacher's attitude to students, to his activity, to himself is not formed. The formation of such relations is manifested in pedagogical qualities. Individual approach and pedagogical tact are especially important in assessing the progress of students and their efforts in mastering the language.

An important component of the learning process is the communication between the teacher and students. This is especially significant in foreign language lessons, as communicative activities are taught here. We must strive to ensure that the atmosphere in the classroom is relaxed, one that causes a desire to speak out. In addition to methodological means (creating adequate situations, organizing work in pairs), this is largely facilitated by the contact of the teacher himself, his respect for the personality of each student, understanding of his difficulties, help involving everyone in feasible activities. It is also necessary to encourage the most capable students, to give them the opportunity to express themselves.

The teacher must also have the ability to be creative. Without this, it is impossible to develop and implement the idea of a chain of lessons that takes into account a variety of conditions, to find new methods of teaching a foreign language. Pedagogical qualities help the teacher to properly organize the learning process, they are also necessary to gain authority among students. Without respect on the part of students, no educational impact on them is possible, and full communication is unthinkable. The professional qualities of a teacher perform a number of functions in the learning process. Many conditions are important for acquiring the necessary qualities, and this process is largely individual.

The main thing is the teacher's attitude to self-education and self-education, the desire to master his profession. The second condition is the ability for introspection and self-evaluation. The teacher must be aware of what succeeds in his work and what does not work, what qualities of a specialist are on the face, and what are lacking. Self-analysis should become part of the preparation for the lessons, but self-esteem can also arise in the lesson. It is not recommended to correct the methodological and pedagogical errors noticed for oneself right there in the lesson. Personal development is hard work. Here you need the ability to self-education, will, perseverance, the ability to move away from the template. There is no need to be afraid of the new, there is no need to be afraid of making a mistake, because everything is fixable if there is an attitude towards introspection and self-improvement. The key to success is to advance at least in some way towards pedagogical mastery and feel capable of self-learning and self-education [3].

The speech of the teacher performs an important and responsible function, and, naturally, high demands are placed on it. It should be literate, concise, expressive, convincing, i.e. the word of the teacher must be weighty. In a foreign language lesson, the teacher's word performs another important function – it is a teaching tool, since this word is a role model, it is a support that can be used in speech, a stimulus that encourages students to speak. The teacher is a conditional “native speaker” of a foreign language, and therefore he needs to treat his speech with special responsibility.

The speech of a foreign language teacher should be:

- authentic, i.e. this is exactly what a native speaker would say in this situation;
- normative and free from dialectisms and slang;
- expressive, with an emphasis on intonational means that make speech clearer and more understandable, with moderate use of gestures, facial expressions, and other means of expression;

– adaptive, i.e. corresponding to the possibilities of understanding it by students, with a systematic expansion of these possibilities. This requirement applies not only to the language means that determine the teacher's speech, but also to the pace of speech;

– capacious and concise. Capacity and conciseness are among the very essential requirements for the speech behavior of the teacher. The teacher should strictly adhere to the rule: to speak only when it is impossible not to speak. Otherwise, the balance in the lesson in speaking is disturbed if the teacher talks too much.

During a foreign language lesson, the teacher should not allow monotony. It is important to teach the lesson in different ways. Preparatory work – on a “lower”, and on one's own speech – on the “upper” register, creating the psychological and communicative peaks of the lesson. It is at this moment that students should understand that they have climbed a new step, that the tasks set at the beginning of the lesson are being successfully solved.

The problem of integrating the components of culture into the process of teaching foreign languages has been standing for a long time. At present, the thesis about the inseparability of learning a foreign language from familiarization with the culture of the country of the language being studied, its history, sociocultural traditions, features of the national vision of the world by the native people is generally recognized in teaching methods.

At the present stage, the fact that the future teacher must speak a foreign language as a means of intercultural communication is of decisive importance, which implies the need for the formation of linguistic and regional competence, which is an integral part of professional and communicative competence.

The background knowledge of a typical educated representative of a linguocultural community forms the basis of the linguo-cultural competence of a foreign language teacher. The dictionary of linguistic terms gives the following definition of background knowledge. Mutual knowledge of the realities of the speaker and the listener, which is the basis of linguistic communication.

The linguo-cultural competence of a non-authentic linguistic personality is understood as the ability to carry out intercultural communication based on knowledge of lexical units with a national-cultural component of semantics and the skills of their adequate application in situations of intercultural communication, as well as the ability to use background knowledge to achieve mutual understanding in situations of indirect and direct intercultural communication.

Linguistic and cultural competence of a foreign language teacher is a component of his professional and communicative competence and includes in its structure:

– basic background knowledge of a typical educated representative of the studied linguistic and cultural community, as well as the ability to use background knowledge to achieve mutual understanding in situations of indirect and direct intercultural communication;

– knowledge of lexical units with a national-cultural component of meaning and the ability to adequately apply them in situations of intercultural communication;

– a set of professional and pedagogical skills that make it possible to most effectively teach a foreign language as a means of intercultural communication [2].

The formation of foreign language communicative competence, readiness for real foreign language communication is the main goal of teaching a foreign language at the present stage. Many teachers of a foreign language are poorly familiar with a foreign culture, have a monocultural naivete, and are not ready for intercultural communication. In this regard, there is a need to improve the communicative competence of the teacher in the course of professional activity.

The formation of a teacher's foreign language sociocultural competence acquires additional significance as a means of educating his personality. Secondary socialization of teachers by means of a foreign language contributes to the clarification of their image of “I”, awareness of themselves as subjects of national culture, its new understanding. Tolerance for the dissimilarity of carriers of a foreign culture, a positive attitude towards them, an analytical approach to sociocultural

phenomena can be directed to pedagogical communication, contributing to the manifestation of respect, openness, understanding of interpersonal differences and acceptance of the interlocutor.

The foreign language sociocultural competence of a teacher should have a complex structure, including, in addition to the traditionally accepted components of knowledge of the ethnopsychology of his people and the peoples of the countries of the language being studied, the essence of intercultural competence, supplemented by a block of personal characteristics that contribute to the achievement of intercultural understanding and successful pedagogical communication. What are the personal characteristics and skills of a teacher that contribute to the successful formation of a foreign language sociocultural competence?

These include the following characteristics: – willingness to understand the psychological state of students, the ability to understand the position of another, show interest in his personality, stand on the point of view of the student, the ability to penetrate into his inner world, sensitivity, observation to the manifestations of feelings, mind and character of a person, to his behavior, the ability and ability to mentally represent, model his inner world, interest in a person; – the ability to create an environment of tolerance for the dissimilarity of another person in educational communication, for those values that make up the content of the student's position, an unconditionally positive attitude towards the student.

In order to teach intercultural communication, it is necessary to expand the content of education by including a number of components in a foreign language course aimed at developing intercultural competence – sociocultural, sociolinguistic, linguistic and cultural. If culture in all the variety of meanings of this word becomes the content of teaching a foreign language, then the authoritarian style of teaching this subject familiar to some teachers becomes practically unacceptable.

Thus, the professional qualities of a foreign language teacher are inextricably linked with his personal ones. The system of linguocultural and sociocultural guidelines implies constant professional self-improvement of the teacher, as well as the need to foster tolerance, a positive attitude towards all participants in the educational process. The problem of increasing the level of professional competence of a teacher who is able to think freely and actively, model the educational process, independently generate and implement new ideas and technologies for training and education, is relevant, since a professionally competent teacher is able to have a positive impact on the formation of competencies and creativity students.

The ability to think independently and critically should be noted; adapt their knowledge and skills to the conditions of variability of education; ability for autonomy and social activity; ability for professional reflection, research and creative activity; ability to professional self-education and self-development. The professional competence of a future teacher begins to form in the course of his education in higher education, in the course of theoretical and practical training, when the basis is the study of fundamental (subject-based), special (particularly didactic), psychological and pedagogical knowledge, which determine the level of mastering the skills of future professional activity.

The purpose of studying this discipline is the formation of the methodological competence of a teacher of foreign languages and is aimed at creating a broad theoretical base for students; acquaintance with the most famous methodological directions, systems and methods, forms and means, the latest technologies for teaching foreign languages; formation of the basis of the ability to creatively apply their knowledge in the process of solving educational, developmental, educational and practical tasks, taking into account specific conditions; development of professionally methodical thinking, which will contribute to the successful solution of methodological problems in various pedagogical situations.

The search for the conditions for this provision naturally leads us to the conclusion that since educational activity differs significantly from professional activity in terms of motives, goals, subject, actions, means, results, the task of the teacher is to find ways and means of transforming

educational activity into a professional one. within the framework of students mastering the disciplines of the language cycle in the first and second foreign languages, when language, speech, sociocultural and compensatory competencies are formed, which is the next component in the structure of the formation of professional competence. Mastery of language and speech material, the use of microteaching elements in practical and seminar classes will allow not only to develop the skills and abilities of speech activity, but also to bring the educational process closer to the natural conditions of future professional activity.

The process of formation of professional competence has a purposeful, continuous character. At each stage, it has certain features of the performance of professional activities, which makes it possible to single out the model of its formation, specify the tasks of each stage and determine the effectiveness of the joint activities of teachers and students as partners in the educational process. Determining the effectiveness of the model for the formation of professional competence of a future teacher of foreign languages is impossible without analyzing the personal qualities of students, their individual psychological and physiological characteristics, which can be the subject of further research.

For the teacher to be able to successfully perform his functions, it is important for him to have a set of characteristics that are significant for professional activity. First of all, the teacher must have a well-formed subject competence; be active in cognitive activity; have at its disposal a variety of modern methods and means of acquiring and processing information; have the necessary competence in the theory and methodology of training and education; be able to use the methods and technologies of diagnostics, evaluation and subsequent analysis of educational results and the results of education; understand the quality management system of education; possess well-formed communicative competence; be prone to self-development, as well as be able to conduct scientific research.

Today, pedagogical competence is considered one of the main characteristics of a teacher in the higher education system, which is the result of professional education, work experience, and self-education. Pedagogical competence is defined as an integrative quality of a person, formed due to the totality of relevant competencies, namely, professionally significant qualities that are the key to the effectiveness of pedagogical activity. Methodological competence becomes the most important professional competence of the teacher, which determines his pedagogical skills. Modern science is in search of an adequate and precise definition for methodological competence, focused on creating its structural and content models, as well as developing practical recommendations for its formation. That is why the teacher needs a set of stable knowledge of the professional field, developed skills, relevant personal qualities, which are the foundation for the development of competence aimed at high-quality teaching of the subject. Otherwise, achievements in the field of teaching and upbringing methods, the introduction of innovative technologies cannot be implemented in real pedagogical practice [7].

Here, the methodological competence of a foreign language teacher is a guarantee of obtaining good results and achieving high quality in the learning process, as it makes it possible to implement the principles, methods and means of professional pedagogical activity. As part of the study, we determined that the goal of forming methodological competence in a broad sense is the development of professionally significant qualities, the ability to teach, a value attitude to future pedagogical activity, to oneself in this activity, and determining one's place in the education system.

It was found that the most important conditions conducive to the formation of methodological competence are: mandatory design of the content of training based on competence-based, activity-based and student-centered approaches; reliance on a specially designed model; the use of a number of problematic tasks that make it possible to realize the subjective position; a set of traditional and innovative methods, forms, technologies and teaching aids. The development of methodological competence is determined by the methods that are introduced into the educational process. A special place in the education system should be occupied by the development of pedagogical skills of teachers, since most of them are primarily specialists in the subject area and often

at the beginning of their pedagogical activity have not yet formed their methodological competence at the proper level.

The methodological competence of foreign language teachers contains value and motivational, cognitive, activity and evaluation components. Value and motivational components (relationships, motives, values) include activity, interest, emotional attitude to activity, as well as a value attitude to professional pedagogical activity, satisfaction with professional pedagogical activity, understanding of the social significance of teaching activity, interprofessional interests, social activity, possession of creative abilities. The cognitive component (subject knowledge) implies knowledge, skills, and also includes a mechanism focused on understanding and cognitive activity. This indicates the ability and readiness to perform any conscious actions that are aimed at teaching a foreign language. The evaluation component implies the teacher's ability to adequately assess the results of their professional activities; analyze the results of teaching the subject; determine and use appropriate forms and types of control.

Methodological competence is most often understood as a comprehensive professional and personal education, which allows you to effectively and efficiently perform pedagogical activities, including both planning and designing the educational process, and solving certain methodological problems. monitoring the progress and results of educational activities and, if necessary, adjusting them; providing the educational process with high-quality educational and methodological materials; increasing the level of their professional methodological qualifications. It is assumed that a modern teacher understands the difference between the previously adopted approach and the new one.

The teacher must be able to develop different models for the formation of the necessary competencies of students, select and create effective teaching methods that involve the use of information technology, develop methods for monitoring the level of competence formation, select training tasks and corresponding control and measuring materials, as well as other methodological support. Everyone chooses a teacher according to their own preferences, individual requirements. There are several basic qualities that a professional, interesting teacher should have:

1. Lack of excessive severity. He must be able to clearly explain, be easy to communicate, give students a certain motivation. Such a teacher is not suitable only for undisciplined students, who are more likely to suit a strict teacher.

2. Age. Regardless of the fact that the age of the teacher does not affect his professional qualities in any way, some students prefer to choose an older teacher. This subconsciously convinces them of the authority and experience of the tutor. Others prefer young teachers, peers, because this way the student feels more comfortable, at ease.

3. Easy communication. Learning will be most effective if you find a teacher who has similar hobbies, views on life, tastes. Also, a professional must have good communication skills in order to improve spoken English.

4. Voice and pronunciation. The teacher must have a clear pronunciation of words so that the student remembers the correct use of phrases.

5. Motivation. Teachers who can motivate students to learn are a real treasure trove. Having found such a teacher, you will always look forward to the next lesson in order to gain new knowledge.

6. Creativity. Non-standard methods of conducting classes, the use of music, multimedia materials, interesting tasks are the calling card of a good teacher.

7. Education or internships abroad. If a teacher visited England or America, communicated with locals for a long time, studied on an exchange or did an internship, he gained professional skills in spoken language, which is very important for students.

The main qualities of a qualified foreign language teacher:

- creative approach to the organization of classes;
- easy-going;
- maximum spoken English;

- lack of excessive strictness;
- high level of language proficiency;
- work experience or internship abroad;
- clear pronunciation;
- the ability to motivate the student.

Conclusions. The specificity of the professional activity of a foreign language teacher is in the fact that the teacher is obliged to solve not only a whole range of professional, educational, cultural, educational, research and project tasks. The readiness of the teacher to effectively build the process of teaching a foreign language, to form an adequate picture of the world for students in the modern situation, should be based on the principles of integrating the personality into world and national culture, that is, on the ability to intercultural communication, taking into account the acquired qualities. The pedagogical specialty requires a significant amount of professional knowledge, as well as professional skills and abilities of teaching activities. The presence of formed professional competencies is of particular importance for foreign language teachers. Formation of professional competencies of teachers is carried out in the process of teaching them the disciplines of subject training at the University.

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