

PROFESSIONAL TRAINING OF A FOREIGN LANGUAGE TEACHER IN NEW EDUCATIONAL CONDITIONS

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ABSTRACT

A modern teacher is a professional. The teacher's professionalism is determined by his professional suitability; professional self-determination; self-development, i.e. purposeful formation of those qualities that are necessary for performing professional activities. The article discusses the professional training of a foreign language teacher in new educational conditions.

Keywords: Foreign language teacher, professional competence, methodological training, professional standard.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Just as one cannot overestimate the role of the individual in history, one cannot underestimate the role of the teacher in teaching a foreign language. The learning process is a two-way process. Both the educator and the learner, are equally responsible for the result. Although Michael West argued that "a foreign language cannot be taught, it can only be learned", the role of the teacher in organizing the learning process is of great importance. Modern requirements for learning a foreign language put the interests and needs of the student at the forefront, making the learning process more and more "student-centered", and this is correct. In each specific case, we must take into account the needs of the target audience, but one of the needs of students is the desire to have a mentor such a teacher who could make the learning process accessible, entertaining, effective, motivated, and ultimately ensure success in mastering a foreign language.

In the course of University professional training of a foreign language teacher, a number of tasks must be solved, among which the most important place is occupied by mastering the methodological science and practice of teaching a foreign language, forming a creative attitude to the profession, readiness for self-development and self-improvement, and pedagogical culture. Domestic methodological science has always considered the problem of training the future teacher of a foreign language as one of the priorities. Significant scientific work was performed on modeling the activity of a foreign language teacher, professionogram was created (K. I. Salomatov, S. F. Shatilov), and a teacher's qualification characteristic (G. V. Rogova, etc.), which allowed us to specify the set of professional knowledge and skills of a foreign language teacher.

Methodological training of students is carried out both indirectly (socio-political, special, psychological and pedagogical disciplines), and directly - at lectures, seminars, special courses, during the course of course and final qualifying works, as well as during the period of pedagogical practice at school. In total, the system of methodological preparation of the future teacher should contribute to the development of the ability to think in methodological

categories, lay the foundations for the formation of methodological thinking, and create a solid basis for methodological knowledge.

Describing the set of psychological characteristics of a person that ensure their compliance with the activities of the teacher, I. A. Zimniy highlights intellectual development, empathy, positive emotional tone, communicative and cognitive activity (predisposition); reflexive focus on the profession, worldview maturity, broad and systematic professional and subject competence (readiness); ease, adequacy of establishing contact with the interlocutor, the ability to monitor the reaction of the interlocutor and to respond adequately, to get pleasure from communication (inclusiveness) [2, p. 179-180].

As practice shows, most students are not sufficiently prepared for professional and pedagogical activities. There is a certain gap between the theoretical and practical levels of proficiency in professional and methodological training. Thus, the question arises of how to ensure the improvement of the methodological skills of students-future teachers of a foreign language, because fluency in a foreign language does not mean a high level of education of their future students in this subject. In other words, a foreign language teacher should know not only the subject that he is teaching, but also how the learning process should be integrated so that the results in achieving the goal of teaching a foreign language are only positive. The teacher's attitude to their profession should be creative, and the individual characteristics of students and learning conditions should always be taken into account.

The Council of Europe identifies five basic competences that are necessary today for any specialists who, according to E. N. Solovova, acquire a special meaning in the context of training a foreign language teacher, namely:

- Political and social competences related to the ability to take responsibility, participate in joint decision-making, and participate in the functioning and development of democratic institutions.
- competences related to life in a multicultural society that are designed to prevent the emergence of xenophobia, the spread of a climate of intolerance, and promote both an understanding of differences and a willingness to live with people of other cultures, languages, and religions.
- competences that determine the possession of oral and written communication, important in work and public life. This group also includes knowledge of several languages, which are becoming increasingly important.
- competences related to the emergence of the information society. Knowledge of new technologies, understanding of their strengths and weaknesses, ability to be critical of information and advertising distributed through media and Internet channels.
- competencies that realize the ability and desire to learn during all life, not only professionally, but also in personal and public life [3].

According to E. G. Ten, the training of a future foreign language teacher involves mastering a number of special professional competencies including:

- linguistic, which implies knowledge of the language system and the rules of its functioning in foreign language communication; sociolinguistic, which includes knowledge of how social factors in both cultures (native and foreign language culture) affect the choice of linguistic forms;
- linguistic and country studies, which presupposes knowledge of the main features of the socio-cultural development of the countries of the studied language at the present stage and the ability to carry out their speech behavior in accordance with

- these features; communicative, which assumes the ability to perceive and generate foreign-language texts in accordance with the set or arisen communicative task;
- educational and cognitive, which includes mastering the technique and strategy of learning foreign languages, the formation of students' ways of autonomous acquisition of knowledge and the development of foreign language skills and abilities;
 - linguometodic, which assumes language proficiency at an adaptive level determined by a specific pedagogical situation, and mastering the skills of pedagogical communication (managing the intellectual activity of students, stimulating their speech activity);
 - social, which consists of the desire and ability to interact with students, parents, and colleagues; strategic, which involves the development of linguo-didactic strategies that will help the future specialist make the choice of training technologies taking into account the psychological and age characteristics of students [4].

The most important component of the structure of professional competence of a foreign language teacher is considered by scientists to be 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. In this case, special attention is paid to the semantic side of the statement, and not just the correct use of language forms. As part of the communicative competence, American linguists including O. E. Lomakin distinguish grammatical, sociolinguistic, strategic, speech, language (linguistic), speech, socio-cultural (linguo-regional) competence. Subsequent research allowed scientists [5] to identify the following components of communicative competence:

Production (exemplary oral and written language);

Reception (reading and listening comprehension of professionally significant text);
language competence (knowledge of grammar, vocabulary, phonetics);

sociolinguistic competence (intercultural and pragmatic competence).

In linguo-didactic competence, the second main component of the structure of the concept under study, the primary values of competence are refracted, such as awareness, knowledge, experience, and which is a system of acquired knowledge, taking into account their breadth, depth, volume, style of thinking, norms of pedagogical ethics, and social functions of the teacher. In linguo-didactic competence, the second main component of the structure of the concept under study, the primary values of competence are refracted, such as awareness, knowledge, experience, and which is a system of acquired knowledge, taking into account their breadth, depth, volume, style of thinking, norms of pedagogical ethics, and social functions of the teacher.

This type of competence assumes, on the one hand, the ability of the teacher to teach students their subject, and, on the other hand, the need and ability of self-educational activities. Thus, the basis of didactic competence includes the acquired synthesis of knowledge (psychological, pedagogical, social, and general education); skills (professional-pedagogical, special, self-educational); skills of creative pedagogical activity, transforming from a potential into a real, active state and functioning in the form of methods of activity necessary for a teacher to design their own technology for teaching students, design the logic of the educational and educational process, resolve the difficulties and problems that arise, methods of independent mobile solving pedagogical problems, generating ideas, non-standard thinking, which in general helps to increase his self-education and professionalism.

The content of the communicative and linguo-didactic components in the teacher's professional competence is reflected in the control and evaluation activities that underlie the reflexive

competence. It is manifested in the ability to consciously control the results of their activities and the level of their own development, personal achievements; in the formation of such important qualities and properties for the teacher as creativity, initiative, focusing on cooperation, self-confidence, a tendency to self-analysis, as well as professionally significant knowledge, skills and abilities.

The reflective component finds its practical embodiment in the personal competence of the teacher [6]. Personal competence is the regulator of personal achievements, the logic of personal meanings in communication with students, the motivator of self-knowledge, professional growth, improvement of skills, meaning-making activities, development of reflexive abilities and formation of their own didactic style.

All these types of competencies are integrated into one of the most synthesized education-communicative and didactic competence, which is an integrative property of the specialist's personality, manifested in the teacher's sociolinguistic and didactic orientation, reflecting the social, situational and pedagogically contextual conditionality of language as a means of professional and personal communication [6].

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