

DEVELOPMENT OF FOREIGN PROFESSIONAL COMPETENCE OF FUTURE SPECIALISTS IN NON-LINGUISTIC HIGHER EDUCATION INSTITUTIONS

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Abstract. The present study discusses the peculiarities of developing foreign language professional competence of future specialists in a non-linguistic higher education institution. Purpose of the article is to examine the peculiarities of developing foreign language professional competence of future specialists in a non-linguistic higher education institution. The research used methods of comparative analysis, didactic methods and techniques, analysis and synthesis, as well as generalization. An analysis of recent publications on the topic has been conducted, revealing the specific features of foreign language professional competence of future specialists in a non-linguistic higher education institution. The article characterizes the specificity of foreign language professional competence of future specialists in a non-linguistic higher education institution. The main ways of developing teachers' professional competence are outlined, including work in methodological associations and creative groups, research and experimental activities, innovative activities and the acquisition of new pedagogical technologies, various forms of pedagogical support, active participation in educational competitions, workshops, forums, and festivals, synthesis of their own pedagogical experience, and the use of information and communication technologies. It is determined that the development of foreign language professional competence involves the development of creative individuality, the formation of sensitivity to pedagogical innovations, and the ability to adapt in a changing educational environment.

Keywords: foreign language, professional competence, future specialist, teacher, higher education institution, higher professional education.

JEL Classification: I 23, I 29

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Introduction. The system of preparing future professionals for work in today's conditions should not only involve the development of skills to address the tasks that professionals face today but also the ability to enhance the knowledge acquired during the learning period to address future challenges that will arise in their professional activities. In order to achieve this, it is necessary, first and foremost, to be prepared to tackle these new tasks and be willing to learn how to address them if the need arises.

Today, the process of integration into the global education system requires, above all, the development of readiness of professionals to carry out their professional activities through language cooperation with representatives of other societies. Without competent proficiency in a professional foreign language, such cooperation is not feasible.

Therefore, in accordance with the current demands, higher professional education sets its main goal as the preparation of a competent, successful, and competitive specialist who possesses key general cultural and professional competencies, skills, and knowledge, and is socially and professionally mobile, ready for changes in life and professional activities [1, 2, 4].

The foreign language professional competence of a specialist holds significant importance within the structure of such preparation, and its formation requires the improvement of the content, forms, and methods of language training in higher education institutions.

Literature review. The relevance of the problem of improving the effectiveness of professional training of specialists compels researchers to increasingly seek optimal solutions.

The works that investigated the problem of improving foreign language training for specialists of various professional orientations were of great importance for our research. Specifically, the psychological aspects of developing communicative competence were explored by Kuzmina N., Petrovska L., Bodaleva A., Chepelieva N., Birkun L., Vyshnevsky O., Siryk T., and others. The essence and structure of foreign language professional communicative competence were studied by Gez N., Arkhipova G., Pavlenko O., Fedorenko Y., Chernova N.

The question of professional development of students in the field of pedagogical education was addressed by Ribal'ka V., Bodalov A., Bozhovich L., Kon I., Markova A., Mitina L., Podolyak L., Yurchenko V., Kozyrev M., Kozlovska Yu., Pavlyuk M., Yevdokimova O., Alekseeva T., Orlov V.

At the same time, the analysis of publications indicates that despite the extensive study of theoretical and practical aspects of language training for professionals, the problem of developing foreign language professional competence of future teachers in non-linguistic higher education institutions is not sufficiently explored in the scientific literature.

The issue of developing foreign language professional competence of future teachers in non-linguistic higher education institutions requires special attention and separate scientific research.

Aims. Purpose of the article is to examine the peculiarities of developing foreign language professional competence of future specialists in a non-linguistic higher education institution.

Methods. The research used methods of comparative analysis, didactic methods and techniques, analysis and synthesis, as well as generalization.

Results. Today, knowledge of a foreign language is a significant advantage both in terms of career prospects and personal development. The great Goethe once said that a person who does not know a foreign language understands nothing, not even their own language.

Already today, speakers of different languages who share a profession or work in the same field are more likely to find a common language than compatriots who speak the same language but live in different social conditions or work in different professional spheres.

According to employers in various sectors of the economy, foreign language proficiency ranks second among the requirements they place on graduates of higher education institutions, second only to professional knowledge and skills, and surpassing computer literacy. Proficiency in one or two foreign languages significantly enhances the competitiveness of graduates in today's job market [3].

Therefore, foreign language education is placed on par with professional education, integrated with it, and significantly influences the success and competitiveness of individuals who graduate from secondary schools and higher education institutions in the job market.

The significant expansion of practical use of a foreign language makes it a tool for optimizing the professional activities of highly skilled professionals.

The development of foreign language professional competence is the development of creative individuality, the formation of sensitivity to pedagogical innovations, and the ability to adapt in a changing educational environment.

Teacher professional competence is a combination of professional and personal qualities necessary for successful pedagogical activity. A teacher can be considered professionally competent when they perform pedagogical activities and interactions at a sufficiently high level, achieve consistently high results in teaching and student development.

Currently, it is more appropriate to consider as competent not the expert who possesses encyclopedic knowledge, but rather the person who knows how to apply knowledge in real-life situations.

The professional of the 21st century is knowledgeable, easily navigates the field of domestic and foreign scientific achievements, possesses professional foreign language skills, constantly improves their expertise, is ready to resume learning at any time, capable of dialogue, tolerance, and respect for representatives of other cultures, develops their linguistic personality, and is prepared to utilize foreign language in their professional activities.

Accordingly, there is no doubt that a higher education professional should possess at least one foreign language. By language proficiency, guided by the State Educational Standard, we understand the ability to comprehend oral speech in a foreign language, engage in dialogues and conversations in a foreign language, deliver presentations on professional topics, read and understand professional literature without translation, and be able to write business documents.

The formation of foreign language communicative competence, readiness for real communication in a foreign language, and the establishment of a foundation for successful further language learning are the main objectives of foreign language education at the present stage.

These tasks are exactly what foreign language faculty members, who work at language departments, are faced with.

However, today there is a paradoxical situation in higher education institutions: the library collection is rich in new and excellent textbooks and teaching materials from foreign and Ukrainian publishers, there are videos, computer programs, but the quality of students' knowledge leaves much to be desired.

This can be explained by several reasons, namely: the student believes that they do not need a foreign language in their field of study at the higher education institution; the student has developed a persistent "immunity" - "I have been studying English for many years and haven't learned anything, I won't learn anything in the higher education institution either"; there are students who demand something completely different from the teacher than what is required by the educational program provided by the faculty or department.

Therefore, the teaching of a foreign language should be freed from dogmatism and schematism, from a mere collection of grammar and spelling rules. It should transform into a foundation for the development of a creative linguistic personality and assist the student in navigating the variety of language styles and textual richness.

In summary, it can be concluded that today there is a growing contradiction between the increasing demands of practice and the low readiness of professionals in non-linguistic higher education institutions to use a foreign language as a means of communication. This contradiction is deepening due to the specificity of training future professionals in non-linguistic higher education institutions.

During the process of learning a foreign language, professionals do not become familiar with the overall picture of their future professional activities related to the practical use of the language being studied.

Insufficient technical equipment in the educational process does not always allow the teacher to effectively utilize modern teaching methodologies for foreign language instruction, which involve the use of audiovisual aids and computers. This hampers the quality of education by limiting the ability to differentiate and individualize the teaching and learning process.

Despite the pronounced trend of professionalization in teaching foreign languages at language-oriented higher education institutions, the instruction is effectively conducted separately from the development of future professionals' vocational competence. The foreign language professional competence of a specialist is mainly demonstrated as the ability to engage in communicative language behavior in accordance with the tasks of hypothetical situations of foreign language communication.

There are various approaches to assessing a teacher's readiness for professional activities. The approach that resonates most with us is the one in which the teacher's level of preparation is determined by their ability to solve a system of tasks that ensure successful professional performance. The main goal of the methodological system for preparing future teachers is to cultivate in them a methodological approach to selecting and utilizing the opportunities of the new educational environment in order to achieve pedagogically significant outcomes, while ensuring accessibility, improving quality, and enhancing the effectiveness of the teaching and learning process.

Discussion. According to the requirements of the present, the main ways to develop a teacher's professional competence can be identified: working in methodological associations and creative groups, engaging in research and experimental activities, innovative practices, mastering new pedagogical

technologies, utilizing various forms of pedagogical support, actively participating in educational competitions, workshops, forums, and festivals, reflecting on their own pedagogical experience, and utilizing information and communication technologies.

As an active user of internet resources, a teacher has the opportunity to enhance their professional competence by participating in various international Olympiads and competitions for educators. However, none of the mentioned methods will be effective if the teacher themselves do not recognize the need to enhance their own professional competence.

Therefore, it is difficult to deny the fact of reform in higher professional education today. Regardless of one's attitude towards university reforms by the faculty, students, and the public, higher professional education, including university education, can no longer develop within the framework of old paradigms. This fact is explained by the constant expansion of knowledge, the improvement of research methods, and the inevitable interaction of foreign languages with both social and natural sciences.

Conclusions. The obtained results indicate that the conducted research provides an opportunity for constructive resolution of the problem at hand. However, the accumulated theoretical and empirical material requires further development and refinement. Future research directions may include the development of tools, forms, and methods for fostering the professional communicative competence of foreign language teachers during their independent professional activities. The subjects of further investigation could also include exploring the impact of communicative activity on the formation of the future foreign language teacher's personality and even the issue of communicative creativity in future foreign language teachers. Please note that the quality of translation may vary depending on the context and specific terminology used in the field of study.

Author contributions. The authors contributed equally.

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