

CONTENT OF PROFESSIONAL COMPETENCE OF FOREIGN LANGUAGE LECTURER

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Abstract. *The article deals with the content of professional competence of foreign language lecturer. The aim of the article is to comprehensively delineate and analyze the essential professional competencies required by foreign language lecturers. Scientific works devoted to the study of the competences of foreign language teachers became the basis of the research methodology. The main methods of the conducted research were the methods of analysis, synthesis, comparative analysis, systematization, and generalization. It seeks to offer a structured framework that encapsulates the skills, knowledge, and attributes necessary to effectively teach a foreign language in diverse educational settings. It is generalised that the professional competence of foreign language lecturer is a unity of theoretical and practical readiness of teachers to carry out their professional activities. The current state of theory and practice of professional pedagogical training of foreign language lecturer is analysed. The conceptual foundations of the formation and development of foreign language lecturer's professional competence are substantiated regarding the prospects and strategies of pedagogical science development. The analysis of peculiarities and values of pedagogical activity, taking into account the need to transform and improve the modern pedagogical system, allowed us to conclude that it is expedient to organise the educational process in such a way that involves the formation of professional competence of foreign language lecturer on the basis of a system of internal motives and values, professional knowledge and psychological and pedagogical skills, as well as readiness for creative pedagogical work.*

Keywords: *professional competence; foreign language lecturer; professional activity; professional training; foreign language.*

JEL Classification: *I 23, I 29*

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Introduction. Competence is understood as a person's personal capabilities, his qualifications - knowledge, experience, ability to independently solve problems due to the presence of certain knowledge and skills. And competence is the ability to act on the basis of acquired knowledge.

In modern pedagogical science, there are two concepts: competence and competence. Competence is understood as a person's personal capabilities, his qualifications - knowledge, experience, ability to independently solve problems due to the presence of certain knowledge and skills. And competence is the ability to act on the basis of acquired knowledge.

So, at present, a specialist who possesses encyclopedic knowledge can rather be called competent, but a person who knows how to apply knowledge in real life situations. The personal qualities of a specialist that help resolve conflicts and come to an agreement are valued.

Literature review. In particular, N. Mykytenko in the work "Theory and Technology of Formation of Foreign Language Professional Competence of Future Specialists in Natural Sciences" noted that the structuring of the content of foreign language learning in a professional direction should be based on the identification of basic types of discourses (learning the language in the context of its use) taking into account the need to form students have knowledge of deep grammatical structures, understanding of potential relations of lexical units, knowledge of lexical and syntactic rules, on the basis of which synonymic transformations of deep syntactic structures of statements are built, ability to apply basic types of lexical functions and formulate thoughts in a foreign language with the involvement of internal speech, which makes it possible to implement in the process of formation of foreign language professional competence of future specialists in natural sciences, the mechanism of assimilation of elements of the content of education in the direction from the development of language skills and knowledge to the development of complex speech skills [1].

In the work of O. Bigich the concept of "methodical competence of a primary school foreign language teacher" is specified as a set of his methodological knowledge, skills and abilities and subjective and personal qualities, which functions as the ability to design, adapt, organize, motivate, research and control educational, cognitive, educational and developing aspects of foreign language education of junior high school students in classroom and extracurricular work on a foreign language, as well as communicating with students, made it possible to determine the main goals and objectives of the methodical education of the future foreign language teacher of primary school as a component of his professional education system [2].

According to O. Kmit, the process of forming the methodological competence of a primary school foreign language teacher involves three levels – the level of literacy, the level of craft and the level of mastery, each of which corresponds to its own system of components of methodical competence: a system of methodical knowledge, methodical skills and methodical skills [3].

The following aspects of pedagogical competence are revealed in the works of these researchers: management aspect: how the teacher analyzes, plans, organizes, controls, regulates the educational process of relationships with students;

psychological aspect: how the teacher's personality affects the student; how the teacher takes into account the individual inclinations of students; pedagogical aspect: with the help of which forms and methods the teacher conducts the education of students.

Many scientists emphasize that competence cannot be taught. A competent specialist can become a result of independent purposeful activity, finding and testing different models of behavior in those subject areas that most correspond to his style, pursuits, aesthetic taste and moral orientations. Competence appears as a complex synthesis of cognitive, subject-practical and personal experience.

Thus, the competence of a teacher is a synthesis of professionalism (special, methodical, psychological and pedagogical training), creativity (creativity of relationships, the learning process itself, optimal use of tools, techniques, teaching methods) and art (acting and public speaking). And today it becomes obvious that it is impossible to form a competent professional from a simple amount of knowledge.

Not one of the listed methods will be effective if the teacher himself is not aware of the need to improve his own professional competence. Hence the need for motivation and creation of favorable conditions for pedagogical growth.

In particular, a foreign language teacher must be able to apply practical knowledge of his subject, and even knowledge of pedagogy, child psychology, and didactics. Therefore, he must be able to interact with other specialists: a psychologist, a social pedagogue, etc.

That is, the teacher must have knowledge, skills and abilities in his subject, be able to cooperate, be able to solve various life problems, be mobile in social conditions.

Accordingly, the main indicators of the professional competence of a foreign language teacher are the ability to develop students' communicative and interpersonal communication, the components of which are linguistic, thematic, sociocultural, educational and cognitive competence. By participating in dialogue, students develop their ability to communicate and understand the importance of learning a foreign language in the world. They develop tolerance for other views, become more tolerant and communicative.

By participating in dialogue, students develop their ability to communicate and understand the importance of learning a foreign language in the world. They develop tolerance for other views, become more tolerant and communicative.

Today, the motivations for learning foreign languages have changed. People, by and large, are not interested in either the theory or the history of the language. Knowledge of a foreign language is required exclusively functionally - for communication. In connection with current trends, the main task of foreign language teachers is seen in the maximum development of students' communication skills.

A foreign language teacher should become a specialist in intercultural communication. It will be expedient to create an atmosphere of as real communication as possible in classes and to actively use a foreign language in live, natural conditions, for example, to involve native speakers in foreign language classes, to invite foreign professors to give lectures in a foreign language, to work as volunteers at international events. In the process of work, use new methods of teaching a foreign language along with new educational materials, which must necessarily reflect intercultural differences

and which must be concluded on the basis of comparison with the native language and culture.

The analysis of scientific literature on the chosen topic, the experience of practical work, allowed us to conclude that it is possible to use a foreign language freely only in those cases when we forget about the rules. It is worth thinking about or remembering them, you immediately turn into a clumsy person who, instead of taking a step, painfully remembers everything that was told to him. To some extent, using a foreign language is similar to walking through a narrow passage - while you enjoy the process, you go, as soon as you think about balance - you immediately fall.

Therefore, it is not a foreign language that should be studied, but the world of a foreign language, that is, the culture, lifestyle, mentality and national character of people who speak this language. Obviously, knowing the meaning of individual words and the rules of grammar is not enough to use language as a means of communication. It can be assumed that the educational process should go in two directions at the same time: mastering a foreign language as a linguistic phenomenon and mastering new subjects and phenomena.

Each foreign language lesson in a non-language higher education institution should represent the intersection of cultures, as each foreign word reflects a foreign world and foreign culture.

In his research, O. Halabuzar notes that the professional training of future foreign language teachers involves the use of interactive learning technologies, which involves the interaction of students both with fellow students, the teacher, and cooperative activities in the classroom (based on the material of the developed Internet resource); modular technologies, which provide for individualization of training, individual pace of advancement according to the program; promotes strengthening of positive motivation; information and communication technologies, which provide students with the necessary level of knowledge, the ability to analyze, compare, generalize, process material, find the necessary information, connect it with the research questions; project technologies, provided for the organization of the learning process, according to which students acquire knowledge and skills in the course of planning and performing practical tasks - projects that gradually become more difficult and can be built both on the principles of competition and cooperation.

In other words, a foreign language teacher must know his subject, which he teaches, and how he must build the pedagogical process in order to achieve positive results in achieving the goal of foreign language learning - the development of the characteristics of a multicultural personality of the learner. A foreign language teacher should be creative in his profession, using his pedagogical experience in accordance with the individual characteristics of students and the specific conditions of learning a foreign language (in the conditions of a rural school, a metropolis, distance learning, in the process of inclusive foreign language education, etc.).

Thus, the professional competence of a foreign language teacher, according to I. Sologor, V. Kostenko, O. Khalabuzar being an integral property of the individual, is manifested in a set of such competencies as: professional (didactic, psychological, methodical), linguistic (philological), communicative, informational, sociocultural,

project, reflective. The presence of a complex of these competencies ensures the effectiveness of the professional activity of a foreign language teacher and meets the needs of today [4- 8].

Therefore, the indicator of the formation of this competence is the teacher's professional skill, which consists of a set of professional knowledge and the ability to apply this knowledge in practice and the ability to transfer knowledge to new learning conditions, as well as a positive attitude towards one's professional activity.

Summarizing all of the above, we can conclude that the professional competence of a foreign language teacher is a unity of the following components, such as key, basic and special competence. By key, we mean those competencies that are necessary for any professional activity. Basic competencies reflect the specifics of a certain professional activity. Special competence, on the one hand, reflects the specifics of a specific subject or non-subject field of professional activity, on the other hand, it is considered as the implementation of key and basic competencies in the field of study, a specific field of professional activity, namely communicative competence (professionally oriented foreign language proficiency); linguistic competence (which involves knowledge of basic theoretical propositions about language, its connection with the thinking, culture of the people, the ratio of linguistic and extralinguistic factors in the development and functioning of language); linguistic competence (knowledge of the country's culture, its history and modern development problems, as well as life, everyday life, games, popular books, songs, films and the ability to use this knowledge when selecting the content of education); general pedagogical competence (knowledge of the age-specific characteristics of students' development, patterns of their physical and mental development).

Therefore, the foundations of the professional competence of a foreign language teacher are laid down in higher education and combine the basic, basic, key and special competencies of a specialist, which determine his successful adaptation and high-quality performance of activities in accordance with the professional pedagogical purpose. An important place among them is occupied by the key competencies of a foreign language teacher, which in their essence constitute a sufficient basis for successful adaptation and productive activity in the teacher's professional environment. The key nature of competencies is also due to their ability to provide mastery of new knowledge, skills and experience accumulation within the framework of professional activity.

Professionally competent can be considered a teacher who carries out pedagogical activity, pedagogical communication at a sufficiently high level, achieves consistently high results in teaching and educating students.

Pedagogical competence of a teacher can be understood as the unity of his theoretical and practical readiness to carry out his professional activity.

The main ways of developing a teacher's professional competence: work in methodical associations, creative groups; research, experimental activity; innovative activity, development of new pedagogical technologies; various forms of pedagogical support; active participation in pedagogical competitions, master classes, forums and festivals; generalization of own pedagogical experience.

Aims. The aim of the article is to determine the essence, the component composition of the professional competence of a teacher of foreign languages.

It seeks to offer a structured framework that encapsulates the skills, knowledge, and attributes necessary to effectively teach a foreign language in diverse educational settings.

Objectives of the Article:

- Identify and define the core competencies necessary for a foreign language lecturer, including linguistic proficiency, pedagogical skills, and cultural knowledge.

- Examine various effective teaching methodologies and strategies employed in foreign language education, highlighting the advantages and challenges associated with each.

- Discuss the role of technology in modern language teaching, focusing on how digital tools and resources can be integrated into the curriculum to enhance learning outcomes.

- Analyze different assessment and evaluation techniques that can be used to measure language proficiency and student progress, emphasizing the importance of constructive feedback.

- Outline the importance of continuous professional development for foreign language lecturers and recommend avenues for such development, including workshops, seminars, and further academic studies.

- Delve into the ethical considerations in language teaching, including issues of fairness, diversity, and inclusion, and propose guidelines for ethical professional conduct.

- Provide case studies or examples of successful implementation of these competencies in real-world educational settings, illustrating how foreign language lecturers can apply these competencies effectively.

By achieving these objectives, the article intends to serve as a valuable resource for current and aspiring foreign language lecturers, educational administrators, and policymakers involved in language education.

Methodology. Scientific works devoted to the study of the competences of foreign language teachers became the basis of the research methodology. The main methods of the conducted research were the methods of analysis, synthesis, comparative analysis, systematization and generalization.

Results. The conducted research does not cover all aspects of the mentioned problem. Development of the theoretical and methodological foundations of the formation of key competencies of a foreign language teacher by means of organizational and activity game technology; increasing the role of practice in the formation of key competencies of a foreign language teacher; the development of interaction between higher education institutions and schools in the formation of key competencies of a foreign language teacher may be the subject of further scientific research.

The main professional competences of a foreign language lecturer can be categorized into several key areas (Figure 1):

Linguistic Proficiency: Expertise in the target language is fundamental. A foreign language lecturer must have a high level of fluency and accuracy in both the oral and written forms of the language they teach.

Pedagogical Skills: Effective teaching methods are crucial. This includes the ability to design and implement curriculum and lesson plans that cater to a range of learning styles and levels. It also involves employing innovative teaching techniques, such as interactive and multimedia approaches, to enhance learning engagement and retention.

Cultural Knowledge: A deep understanding of the cultural context of the language is essential. This includes knowledge of the history, traditions, social norms, and values associated with the language. A lecturer should be able to integrate this cultural awareness into their teaching to provide students with a comprehensive language learning experience.

Assessment and Evaluation: Competence in assessing student progress through formal tests and informal evaluations is important. This involves the ability to design assessment tools that accurately measure language proficiency and provide constructive feedback to students.

Adaptability and Flexibility: The ability to adapt teaching methods and materials to meet the diverse needs of students is crucial. This includes modifying approaches for different proficiency levels and learning disabilities.

Technological Proficiency: Proficiency in using educational technology tools, such as language learning software, digital media, and online collaborative platforms, to facilitate and enhance the learning experience.

Research and Development: Engagement in ongoing research related to language teaching methodologies, language acquisition, and applied linguistics. This helps to stay updated with the latest educational trends and advances in the field.

Interpersonal Skills: Strong communication and interpersonal skills to foster a positive learning environment. This includes empathy, patience, and the ability to motivate and inspire students.

Professional Development: Commitment to continuous professional development and learning. This involves staying updated with the latest teaching techniques, attending workshops, seminars, and conferences, and possibly engaging in further academic qualifications.

Ethical and Professional Conduct: Adherence to ethical standards in education, including fairness, confidentiality, and respect for diversity among students.

These competences ensure that a foreign language lecturer is not only proficient in the language but also effective in teaching it to students of different backgrounds and learning needs.

Discussion. The evolving landscape of foreign language education highlights the expansive and nuanced competences that lecturers must embody to effectively navigate the demands of contemporary classrooms. The professional competence of foreign language lecturers is not merely a collection of isolated skills but a dynamic integration of knowledge, pedagogical strategies, cultural sensitivity, technological adeptness, and

interpersonal acumen. This integration is critical to fostering an environment conducive to learning and understanding across cultural divides.

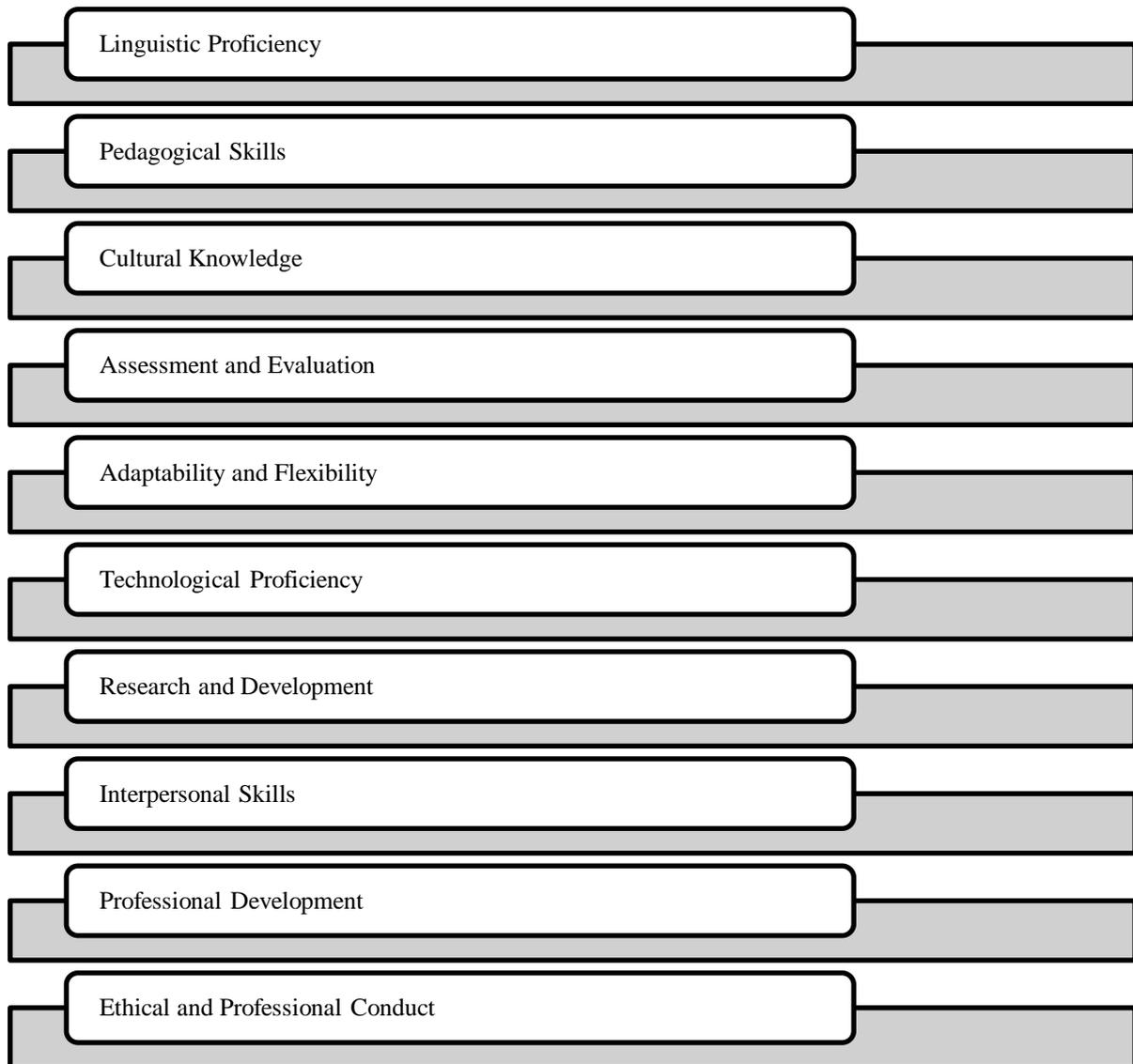


Figure 1. The main professional competences of a foreign language lecturer

Source: developed by author

Integration of Competencies. The professional competencies discussed indicate a crucial overlap between deep linguistic knowledge and the practical application of this knowledge in diverse educational contexts. Lecturers are required not only to master the language and its grammatical intricacies but also to understand and convey its cultural underpinnings. This dual requirement enhances the learning experience, making it richer and more meaningful for students, who need to see the language as a live, evolving means of communication and cultural expression rather than a static set of rules.

Pedagogical Adaptation. In the realm of pedagogy, foreign language lecturers must remain adept at employing a variety of teaching methods to suit different learning styles and technological proficiencies of students. The shift towards digital education tools and platforms, accelerated by global trends towards online learning, requires lecturers to be proficient in new technological modalities while also being capable of creating engaging, interactive learning experiences that transcend traditional classroom boundaries.

Cultural Sensitivity and Communication. Cultural competence remains a pivotal element of a lecturer's professional skill set. In an increasingly globalized world, understanding and respecting cultural differences is as important as linguistic fluency. Lecturers must navigate these cultural nuances and incorporate them into their teaching to prepare students for real-world interactions within diverse environments. This aspect of competence extends beyond the classroom, influencing how students perceive and interact with the world.

Continuous Professional Development. The necessity for ongoing professional development is emphasized by the rapid evolution of educational technologies and methodologies. Lecturers must continually update their skills and knowledge to stay relevant and effective. This pursuit of knowledge is not just about staying informed but about actively engaging with new ideas, experimenting with new teaching tools, and reflecting on the effectiveness of various approaches.

Ethical and Professional Standards. Maintaining high ethical standards in teaching practices ensures that all students are treated fairly and respectfully, fostering an inclusive and supportive learning environment. This ethical responsibility underscores the role of lecturers in shaping not only the intellectual but also the social and moral landscapes of their students.

Future Challenges and Innovations. As the field continues to evolve, the challenges facing foreign language lecturers will likely intensify and diversify. These challenges will necessitate not only adherence to established competencies but also the ability to adapt to and anticipate changes in the educational landscape. Innovations in language teaching, such as immersive technologies and increasingly sophisticated digital platforms, offer exciting opportunities to enhance language acquisition but also require new competencies.

The discussion of the professional competence of foreign language lecturers highlights a complex interplay between various skills and knowledge areas. To be effective, lecturers must integrate these competencies into a cohesive approach that is responsive to the needs of their students and the demands of a rapidly changing educational environment. The effectiveness of a foreign language lecturer is therefore measured not only by the linguistic proficiency of their students but also by their ability to foster comprehensive understanding, cultural awareness, and ethical engagement. This holistic approach to language education is essential for preparing students to operate successfully in a multicultural, multilingual world.

Conclusions. The exploration of the professional competence of foreign language lecturers has highlighted the complex and multifaceted nature of their roles in educational settings. The competence of a foreign language lecturer extends far beyond

mere linguistic proficiency, encompassing a broad spectrum of pedagogical, cultural, technological, and interpersonal skills. This comprehensive set of competencies is crucial for effectively teaching and engaging students in a language learning process that is not only about language acquisition but also cultural understanding and communicative competence.

Holistic Approach to Language Teaching: It is evident that foreign language teaching demands a holistic approach that integrates linguistic skills with cultural insights, pedagogical strategies, and technological tools. Lecturers must possess the ability to convey the subtleties of a language's cultural context, which enriches the learning experience and fosters greater understanding among students.

Pedagogical Innovation and Adaptability: Effective teaching involves constant adaptation and innovation. Lecturers must be capable of designing and tailoring curricula that respond to the diverse learning needs of their students, incorporating various teaching methodologies that range from traditional approaches to interactive and multimedia strategies.

Continuous Professional Development: The need for ongoing professional development is critical in keeping lecturers abreast of new pedagogical trends, technological advancements, and evolving linguistic research. Engagement in continuous learning and professional growth is essential for maintaining teaching effectiveness and enthusiasm.

Ethical and Professional Standards: Upholding high ethical and professional standards is paramount in fostering an environment of trust, respect, and fairness. This includes addressing the diverse needs of students, ensuring inclusivity, and maintaining confidentiality and integrity in teaching practices.

Interdisciplinary Collaboration: The competence of a foreign language lecturer is also reflected in their ability to collaborate with professionals from other disciplines, such as psychologists and social educators, to enhance the educational experience. This interdisciplinary approach supports the development of well-rounded students who are not only linguistically proficient but also socially and culturally aware.

Communicative and Interpersonal Competence: Beyond the transmission of knowledge, lecturers must excel in communicative and interpersonal skills to motivate and inspire their students. The ability to engage students in meaningful dialogues where they can apply their language skills in realistic contexts is a testament to a lecturer's effectiveness.

In conclusion, the professional competence of a foreign language lecturer is a dynamic and evolving set of capabilities that encompasses more than just expertise in a language. It involves a commitment to student learning, pedagogical excellence, cultural empathy, and professional integrity. By nurturing these competences, lecturers can significantly enhance their effectiveness and contribute profoundly to the educational and personal development of their students. This holistic approach not only meets but also anticipates the needs of the modern educational landscape, preparing students to become adept and responsive global citizens.

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