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THE TECHNOLOGY OF FORMING THE COMMUNICATIVE COMPETENCE OF FUTURE TEACHER OF ENGLISH LANGUAGE

The article presents effective pedagogic technology of forming communicative competence of the future teacher of foreign language. The sequential theoretical model is provided. The analysis of the development of study of foreign languages and linguistic practice are exposed in the conditions of polycultural space and is rotined as intensification of linguistic strategies influences of educational technologies on the process of study of foreign languages. The basic preconditions and mechanisms of speech practice strategies in the context of modern pedagogic investigations is done.

Key words: communicative competence, the system of relations "teacher-student", model, technology.

Theoretical and methodical principles of realization of linguistic strategies are presented in polycultural space, the concepts of linguistic strategies are exposed in pedagogics as aggregate of technologies, inferior a study languages in establishments of education, feature of modern polycultural of space that role of language in intercourse of people, leading world languages as basis of intercourse in polycultural space, problems of their space, problems of their study, the role of the newest technologies of study of languages is rotined in polycultural space [2].

The analysis of the development of study of foreign languages and linguistic practice are exposed in the conditions of polycultural space and is rotined as intensification of linguistic strategies influences of educational technologies on the process of study of foreign languages.

The conceptual model of technology of forming of communicative competence of future teachers of foreign languages may be presented as the basis of development of realization of linguistic strategies in polycultural space.

One of the factors of the successful experiment is the development of the theoretical model of technology of forming communicative competence of future teachers of foreign languages. The researches of V. Kan-Kalik, N. Nikandrova, V. Slast'onin showed some consequences in preparing teachers between mass character of teaching future teacher and individual style of his activity. Reproductive system of preparing teacher interfere the professional building and the development of personal potential of future teacher [5]. That's why the looking for ways of the improvement of educational results in pedagogic of High School are connected with the change of its character and realization of new approaches to organization of professional preparation of students. In our research we need change of the character of education that is provided in the pedagogical interrelations in the system "teacher-student". Theory and practice of teaching in High School showed the importance to change the system of pedagogic of foreign language teaching, which often is considered as the set of tasks and their solving [6]. The role of teacher is to help students to become independent active subject of personal forming, to help him individually form professional consciousness by himself and communicative competence in particular. For that reason it is important to have methodically and scientifically motivated pedagogical technology, in our case technology of forming communicative competence, that should include "description and reglamentation of actions of student and teacher, methods for reaching educational aims" [3, p.13].

For creation of effective pedagogical technology of forming of communicative competence of future teachers of foreign language we created theoretical model, which includes separate questions concerning organization of modeling pedagogic processes provokes general preconditions of organization of educational process.

Pedagogical technology preconditions the governing of the process of education and includes two interrelated processes: organization and motivation of cognitive activity of students and control of this activity. This processes are in interaction: result of this control influences on the context of the action, that arrange management, change organization of educational process. Technology of education is pedagogical activity, that takes to realization scientific grounded project of didactic process and has the high level of effectiveness and guarantees of result [1, p. 55]. Pedagogical technology according to I. Zyazun – is a sphere of knowledge, that includes methods, means of education, theory of their usage in order to get aims of education [5, p. 8].

At the same time, technology of methodology is "the unity of recommendations concerning organization of educational process, methods of practical activity, that leads to result"[4, p. 23].

The creation of pedagogical technologies of professional education and forming of communicative competence process of future teacher of English should be grounded on such conceptual ideas as integration of spyco-pedagogical disciplines and subjects of philological segment and intensification of educational process due to interactive forms and methods [7].

The creation of pedagogical technology of forming communicative competence of English teacher involves solving such tasks as:

- creation of program and selection of context of forming communicative competence;
- creation of technology, methodology, system of trainings that are directed to communicative competence;
- providing of sequences in forming communicative competence.

At the same time student should be proposed to have possibility to work according to individual educational strategy (in our case we understand it as the general program of actions concerning divisions of priorities of subject for reaching their aims):

- in defining individual sense of educating the discipline;
- in possibility to set individual task in studying of concrete theme or unit;
- in possibility to choose optimal forms and temps of education;
- in using such methods of education that match totally its individual peculiarities.
- in reflexive awareness of evaluation and possibility to correct themselves.

So, we may specify two sides of pedagogic technologies in educational process: a) the one that is connected with project of teacher and student, the second is connected with aspect of its realization in educational process.

To sum up, we should mention that the study of pedagogical technologies in educational system helps to identify some tendencies of educational process development:

- the usage of diagnostics, intensity, social-entertaining context, dialogic;
- the se of method of modeling professional situations, project of didactic functions in the unity with communicative and personally-sensible methods;
- module system;
- subjectivity and selection;
- improving of the role of individual characteristics of teacher.

We also specify criteria of teacher activity on the technological level:

- the aim, students activity, strategies of reaching that aim;
- the system of learning practical tasks;
- the consequent logic, some stages of topic;
- ways of participant interaction and technical items;
- motivation of those who is learning and those who is teaching;
- creativity of teacher;
- new technology usage in teaching and way of presenting information;

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Possibility of individual strategy of learning for the future teacher within thematic study provides choosing of one approach: figurative or logic perception, profound or encyclopedic education, partial or total topic acquisition of theme [8]. At the same time keeping of subject logic, its structure and content base will be established by due to fixed scope of fundamental educational objects and problems close to them, which near individual strategy of education motivate the improvement of student normative educational level. Individual educational strategy within pedagogical educational technology of forming communicative competence – is a way of personal potential of every student (the unity of his skills: perception, creative, communicative) in the field of philological education [9].

Generally, analytical and modeling work helped to create own conceptual model of technology of forming communicative competence in future teachers of English language that will be a base of our experiment.

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In the notion pedagogic technology of communicative competence forming of future teacher of foreign languages we include the structure of communicative competence, that has such components as motivational-evaluative, individual-personal and operational-activating. That is why the structure of the technology of forming of communicative competence of future teachers of foreign languages consists of:

A) conceptual base, that is grounded on the ideas of contextual education, creation of individual educational strategy;

B) content base: aim of forming, idea of every step;

C) process part: organization of educational-pedagogical process, methods and forms of communicative competence development, means of communication, the process of teacher-student interaction.

Technology constituents should be:

1. COURSE «Communicative competence base of English language teacher».

2. SYSTEM OF TRAININGS:

One of the most comfortable, constructive, active form of process forming of communicative competence.

3. Activity, that is connected with active speaking.

4. PEDAGOGICAL PRACTICE.

5. TUTORIAL CLASS IN ENGLISH.

The research gave the possibility to cope with methodological preconditions of forming communicative competence of future teacher of foreign languages*:*

1. Pedagogical principles of visual items, systematization, understanding, activity of subject of educational activity that help to organize process of communicative competence forming of future teacher of Foreign language, to lead it to unit of community interaction with students on the base of their creative presentation.

2. Creation of special organized conditions:
– theoretical aspects and students' knowledge acquisition concerning communicative processes in study;
– the directions forming of communicative;
– lecture and practical classes with new technology usage and interactive methods;
– the creation of comfortable educational environment for trainings;
– development and providing of effective methods for psycho-pedagogical diagnostic at different levels of communicative competence.

3. Stages in methods usage, that provide communicative competence forming (practical, theoretical, active, philological-pedagogical).

Analytical and modeling research gave the possibility to create personal conceptual model of the technology of communicative competence forming for teachers of foreign languages, that could be the ground for experimental research.

For modern generation peculiar urge for foreign languages study that is provoked by internationalization of social economic processes, involvement of new informational technologies, international scientific and cultural exchange. Progressive technologies of work made foreign languages the most effective instrument for information technologies users all over the world. Internet brought new forms of existing foreign languages, because a lot of new web-sites are willing to double their information in different languages. Students, scientists and businessmen have the willing to know different foreign languages for special purpose. The creation of pedagogical technologies of the professional teaching and communicative competence forming of future teacher in High School is suggested because of:
– social need of citizens to cover foreign languages in different aspects;
– need of people of different age to speak and write foreign language in social and professional communication;
– specific of Foreign Language Study itself when we do not have or do not know the proper equivalent of word.

The results of research show that mass pedagogic practice do not coincide with modern needs of society that provokes to look for the answers in improving the process of foreign language study.

For that reason we suppose the *model of foreign language teaching,* that could be effective for any foreign language teaching where one of the most important components will be *language practice* that becomes the mean of intercultural communication and society-cultural environment and the mediator in assimilation of new norms and examples of behaving

We specify such stages of learning foreign languages as:

1. Previous understanding of the culture where is used foreign language and first attempts to use it in the environment of that culture;

2.Deep understanding of inocultural context with total command of speaking understanding that may demonstrate subsequences of process of language perception;

3. Become familiar with sociocultural norms and stereotypes of Western Culture.

Closed system of educational system till 1990 made the process of Foreign Language Study as primitive text reading and translation, but nowadays process of globalization provided it as special active instrument and made it the mean of *professional, cultural and everyday speaking.* It changed the practice of teaching foreign languages both in traditional and new private universities, for instance native foreign language speaker is offered to visit the course give classes.

Another aspect of newly provided suggestions is self-study that are objective because of functional aim – the importance of demonstrating the level of knowledge in order to get grand or to go abroad for practice. That type of study provokes a high level of self-organization, possibility to find effective methods in language acquisition, perception of new material within short period of time.

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Н.О. Базиляк

ТЕХНОЛОГІЯ ФОРМУВАННЯ КОМПЕТЕНЦІЇ МАЙБУТНЬОГО ВИКЛАДАЧА АНГЛИЙСКОЇ МОВИ

У статті розроблено концептуальну модель технології формування комунікативної компетентності майбутнього учителя англійської мови як іноземної та перевірено її ефективність. Проведено теоретичний аналіз проблеми та практичний досвід, порівняння та типологізація підходів до мовної практики. Визначено основні закономірності та механізми реалізації мовних стратегій у контексті сучасних педагогічних досліджень.

Ключові слова: комунікативна компетенція, система відносин "учень-вчитель", модель, педагогічна технологія.

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ТЕХНОЛОГИЯ ФОРМИРОВАНИЯ КОМПЕТЕНЦИИ БУДУЩЕГО ПРЕПОДАВАТЕЛЯ АНГЛИЙСКОГО ЯЗЫКА

В статье представлено концептуальную модель технологи формирования коммуникативной компетентности будущего учителя английского языка как иностранного и проверена его эффективность. Проведено теоретический анализ проблемы и практический опыт, сопоставление и типологизация подходов к речевой практики. Отображено основные закономерности и механизмы реализации речевых стратегий в контексте современных педагогических исследований.

Ключевые слова: коммуникативная компетенция, система отношений "ученик-учитель", модель, педагогическая технология.