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ESSENCE OF PROFESSIONAL COMPETENCE OF FOREIGN LANGUAGE TEACHERS

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Annotation

Goal of research is to analyze importance of professional competence for foreign language teachers. The concept of competency implies combination of physical and intellectual qualities of a person and the abilities necessary for an independent and effective solution of life situations, in order to create the best conditions for oneself in a constructive interaction with others. Thus, professional competence requires knowledge of various skills on teaching process, creative skills mastery of intellectual and physical tools, ability to interact with learners in various situations, given the conflict.

Key words: competence, competency, professional development, professional competence, quality and competence, skill, formation

Аннотация

Цель исследования - проанализировать важность профессиональной компетентности для учителей иностранных языков. Понятие компетентности предполагает сочетание физических и интеллектуальных качеств человека и способностей, необходимых для самостоятельного и эффективного решения жизненных ситуаций, для создания себе наилучших условий в конструктивном взаимодействии с другими. Таким образом, профессиональная компетентность требует владения различными навыками учебного процесса, творческих способностей, владения интеллектуальными и физическими средствами, умения взаимодействовать с учащимися в различных ситуациях, с учетом конфликтных ситуаций.

Ключевые слова: компетенция, компетентность, профессиональное

развитие, профессиональная компетентность, качество и компетентность, мастерство, формирование.

Competence - a set of interrelated qualities of a personality (knowledge, skills, methods of activity), set in relation to a certain range of objects and processes and necessary in order to operate efficiently and productively in relation to them. Competency - possession, possession by a person of relevant competence, including his personal attitude to it and the subject of activity. In other words, competency is always personally colored by the qualities of a particular indie species. Competency requires minimal experience application. For a clearer delineation of the concepts of "competence" and “competency” A. I. Surygin defines them as follows way:
Competence, from the point of view of educational outcomes, is understood as the ability of an individual to carry out any activity or action, the ability to establish and maintain the necessary contacts between people. Competency is the content of the relevant competence in the form of a system of knowledge, skills, experience and satisfactory mastery of certain norms of communication, behavior as a result of learning.

Studying professional competence as a phenomenon multidimensional, V. A. Naperov defines it at four levels: worldview, theoretical, practical and creative worldview level determines the presence of professional self-awareness, professional erudition, adequate self-esteem[13].

Summarizing the foregoing, we can understand that talking about professional competence is only permissible in the presence of relevant knowledge, abilities, skills, the formation of the inner world of the personality - needs, settings, professional orientations and motives of activity, ideas about yourself, your professional qualities, results of own activity (Naperov V,1999, p20).

[13] Sitarov V. A. Formation of the methodological competence of the future teacher // Theory and practice of higher pedagogical education: interuniversity. Sat scientific tr. - M., 1991.

In general, the formation and development of professional competencies are influenced by factors such as individual psycho-physiological characteristics of the personality (innate features of the nervous system, anatomical features of the body structure, etc.), social environment (system of socio-economic relations, educational environment of the institution , reference groups), personal activity of the personality (self-education, self-education, self-development).

To define the concept of "professional and pedagogical competence", it is initially necessary to consider the concepts of "competency" and "professional competence".

The professional competence of a foreign language teacher proposed by A.F. Kononova, divided basic and special competencies. All the general professional competences are considered as basic competencies in foreign language teachers and they include: taking into account the level of formation of key competencies; taking into account the psychological characteristics of the personality of the student; organizational skills; planning of lessons and independent work of students; mastery of a teacher's didactic speech; taking into account sociocultural interference and positive transfer; the ability to notice and correct errors; the ability to objectively assess the strengths and weaknesses own activity and personality, also activities and students' personalities; the implementation of self-improvement in order to improve the quality of their work; control of student knowledge; work with technical training tools; the use of special literature in their professional pedagogical activities.

The elements of professional and pedagogical competence of N.V. Kuzmina include:

- special competence in the field of taught disciplines;
- methodological competence in the field of ways of forming knowledge and skills of students;
- socio-psychological competence in the field of communication processes;
- differential-psychological competence in the field of motives, abilities, orientation of students;
- autopsychological competence in the field of virtues and the shortcomings of one's

own activity and personality.

The specific professional skills are called as special competencies and they include: methodical skills; communicative skills, which are based on theoretical and practical knowledge and skills, and also competence in the socio-cultural sphere, interactive competence, educational and cognitive and compensatory skills.

Professional competence is competence related to the ability to master the knowledge . Teachers' pedagogical competence is the ability to manage learning , which includes planning , implementation and evaluation of learning outcomes of learners. Professional pedagogical competence is the ability of teachers in managing learning that includes the ability to plan a learning program, the ability to interact or manage the learning process and the ability to perform an assessment. Teacher professional competency based on fundamental scientific education, emotional attitude to pedagogical activity, possession of technology pedagogical work. It determines the willingness of the teacher to creatively solving cultural and educational problems and self-actualizing their personality. A sign of professional and pedagogical competence is that the teacher by the beginning of independent activity, communicative competence has been formed and realized to such an extent that he is capable of forming it among his students.

To sum up, professional competence is the ability to combine different types of activities, skills knowledge which includes methodological competence, the socio-psychological competence, differential psychological competence as well as the autopsychological competence. Professional and pedagogical skills are an integral part of professional and pedagogical training of a future teacher and, along with knowledge, are included in the general structure pedagogical activity. We can judge not only the level of professional and pedagogical training of a teacher in the number and content of pedagogical knowledge, but also in the presence of professional and pedagogical skills acquired on the basis of knowledge and through exercise, i.e. practical meaningful application of knowledge in the specific conditions of professional activity.

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