Methodological Fundamentals Of Application Of Competencies For Teachers Of Foreign Languages

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Summary

The article considers general tendencies in world and education, and also both principles and methods of forming professional, communicative, intercultural competences and in the process of teaching foreign language for professional purposes in the conditions of engineering, economic and other non-linguistic specialties at technical university. The article views some essential issues of this competence including awareness of pedagogical values, the construction of the pedagogical process, pedagogical communication and behavior; pedagogical technology, its essence, structural components, understanding of innovative components of professional activity, requirements for the design and engineering of pedagogical technologies.

Key words:
Innovative teaching. Higher education. Teaching technology.

1. Introduction

Today, it is impossible to teach a foreign language in the world without paying attention to the processes of globalization that have engulfed the world community. Teaching a foreign language, it is very important to form students' sociocultural competence - the ability to use knowledge about the country of the target language and its sociocultural characteristics in the course of communication in a foreign language. The main aim of teaching foreign languages is the development of the student's personality, capable and willing to take part in intercultural communication in the target language and independently improve in the foreign language speech activity they master. The aforementioned aim is revealed in the unity of its four interrelated components: educative, developmental, educational, and practical. It is the practical component of the aim that is to form students' sociocultural competence in a foreign language, which ensures the basic cognitive and communicative needs of students at each stage of teaching and the possibility of familiarizing with the cultural values of the peoples.

Effective methods and techniques for the formation of sociocultural competence attracts the close attention of many scientists, methodologists, and teachers. The topicality of the problem of the formation of sociocultural competence is obvious. However, in practice, insufficient attention is paid to the issue in question. It should be emphasized that the most effective means of forming sociocultural competence is staying in the country of the target language, immersion in the very atmosphere of its culture, traditions, customs, and sociocultural norms.

To successfully complete the assigned tasks, a qualitatively different approach to teaching is required, as well as a change in the thinking of teachers. As the analysis of the literature shows, a possible way out of this situation can be the reorganization of the work of the university, which is based on the requirement to take into account the individual characteristics of students [2-5].

An analysis of the experience of working on this issue made it possible to come to the conclusion that individualization and differentiation of learning are based on the organization of joint activities of the teacher and students at all stages of the educational process. Thus, the organizational component is the most important element of the pedagogical activity, which is noted by most researchers.

At the same time, an analysis of the available literature shows that if the problem of individualization and differentiation of teaching has been sufficiently studied, then the individualization and differentiation of teaching a foreign language requires a comprehensive consideration. Moreover, this problem is very important, since it requires resolving the contradictions between the requirements for

the knowledge of a foreign language for graduates and the actual level of their knowledge.

The creation of a linguistic para-environment in a real educational process is able to initiate the formation of a picture of the world inherent in the foreign language being studied, to help to learn to build one's own behavior, verbal and non-verbal, according to its laws, to ensure the formation of sociocultural competence, and therefore communicative competence in general. Thus, the creation of a linguistic para-environment acts as a decisive condition for the formation of communicative competence. The usage of authentic materials in foreign language lessons creates the illusion of familiarizing with the natural language environment, which, according to many leading experts in the field of methodology.

In the article, the following research methods were used to solve the set tasks: theoretical (study and analysis of scientific and pedagogical, psychological and pedagogical, reference, specialized literature, regulatory documentation on the topic of research, additional professional advanced training programs; analysis, comparison, classification of the information received and generalization); empirical (pedagogical experiment, observation, questionnaire survey, survey, conversation, testing); mathematical (statistical data processing).

2. Theoretical Consideration

Since the aim of the work was to determine the individual trajectory of the organization of teaching English, taking into account the individual differences of students and the level of development of their ability to learn, we, first of all, consider it necessary to determine the essence of the concepts of "individualization" and "differentiation". Without knowledge of them, the identification of optimal paths is impossible. Therefore, in our opinion, it is necessary to devote the first section of the research to the study of the problem of individualization and differentiation of learning. As the analysis of the literature shows, the idea of individualization and differentiation is not an "invention" of pedagogical science. It was borrowed by pedagogy directly from psychology and partly from the sociology of the late 19th century. In science, the term "differentiation" occurs much earlier than "individualization". Translated from Latin, differentia means difference, distinction. It was originally used in the exact and natural sciences. At the end of the 19th century, this term penetrated into sociology and psychology, new directions appeared. For example, "differential psychology" is a branch of psychology that studies individual differences between people.

The educational process in a modern school is currently focused not on education as the transfer of knowledge to students but on education that allows the student to master new strategies of interaction with other subjects of the educational process, and become an active, autonomous, creative person, capable of effectively carrying out intercultural communication in all its spheres. It also implies the mastery of sociocultural knowledge and skills, among which there are: encyclopedic knowledge (i.e. active acquaintance of students with the sociocultural picture of the world as a kind of systemic integrity); background knowledge (sociocultural background of foreign language communication, linguistic and cultural knowledge, knowledge of the linguistic mentality formed with the help of sociocultural stereotypes of speech and non-speech behavior in the native and foreign languages), ignorance of which can lead to sociocultural hindrances; knowledge of strategies for independent educational and cognitive activity, allowing students to act as the subject of the activity in question [1-3].

Communication skills, as the first component of the content of the academic subject "Foreign language" through a close relationship with sociocultural knowledge and skills, are the result of mastering a foreign language and readiness to participate in intercultural dialogues. The development and formation of a person who has knowledge of their own culture and its values is an important task, the solution of which should and can be carried out through a foreign language in the process of mastering it in the conditions of general educational institutions. Due to this, the need arose for the so-called local history approach. This is a link in the sociocultural approach in teaching a foreign language, the most important guideline of which is the inclusion of local culture in an intercultural context. Used in foreign language practice, it is aimed at ensuring that the student becomes not just a bearer of the sum of local lore knowledge and foreign language skills but a person with a civic position, a personality, and a patriot. The implementation of the principle of school local history in foreign language education presupposes: the usage in the educational process of material on the nature, the culture of the native land as part of the world culture; a system of activities, which is designed in educational materials, attitudes, recommendations, organizational forms, approaches to training; organization of educational activities aimed at understanding the life activity in the region, at participating in solving problems of developing a certain territory of a strategic and tactical plan, at preserving the achievements of the history and culture of the local population.

The study of individual characteristics and the problems of taking them into account in the educational process is not a discovery of today's pedagogy. Its roots go deep into the past. And, perhaps, the most ideal option for taking into account individual characteristics existed in the days of individual training, home education. At this time, the teacher, working with a very small number of students, could build a learning process aimed at developing specific personality traits, developing their certain skills and abilities. With the spread of mass learning (when working with dozens of

students), it has become almost impossible to take into account the peculiarities of each one. The teacher was put in a difficult situation when, working with large groups, they had to achieve a high level of teaching for everyone.

There is no doubt that in the real learning process, knowledge is acquired individually by each student. However, the process of assimilating knowledge can be the same. It is possible to identify the common in the individual development of children in the learning process. The general can characterize the level of development, the similarity in the motives of activity and behavior. Therefore, knowledge of the general psychological characteristics of this group provides in teaching the possibility of understanding the educational material by each student. The main methods of studying individual characteristics are planned systematic observation of the student, individual and group conversations on a pre-planned topic, additional educational tasks, and analysis of methods of reasoning, special tasks, with the attitude towards comrades, their position in the group. The main thing is to comprehensively study the student and look at their positive qualities in overcoming the existing shortcomings. This, in our opinion, is the understanding of the "individual trajectory". It brings teaching closer to life and promotes: fostering a love for one's land, for nature, for work; formation of an active, independent, and proactive attitude of students; formation of not just skill but competence, I.e. skills directly related to the experience of their application in practice.

The positive results of the introduction of textbooks, created on the basis of the local history approach, into English language teaching indicate that because of them, the sociocultural knowledge about the culture surrounding the student is expanded, the awareness of the general, universal, and different in cultures is deepening, which facilitates the process of intercultural communication. The developed program allows you to establish the required amount of local history knowledge and skills to include them in the content of teaching English. Let us consider the concepts of "competency" and "competence"; these concepts are close but not equivalent. Competency is understood as "the set of knowledge, skills, abilities formed in the learning process of one or another discipline, and the ability to ensure the possibility to use acquired knowledge, skills, abilities in various communication situations". The competence of a student is manifested in the process of activity and indicates their ability to use acquired competencies in various fields of activity and behavior. Also, competency is "a set of interrelated personal qualities (motivation, knowledge, skills, abilities, ways of activity)", while competence is "possession of relevant competence by a person, including their personal attitude to the subject of activity". Rieger, The combination of competencies to be mastered by students in a foreign language lessons, as a rule, includes the following competencies: communicative, which includes linguistic (knowledge of vocabulary units and grammatical rules),

socio-linguistic (the ability to choose and use adequate linguistic forms and means depending on the purpose and situation of communication), sociocultural (knowledge of the cultural characteristics of native speakers, their habits, traditions, norms of behavior and etiquette, the ability to understand and adequately use them in the process of communication, while remaining the carrier of another culture), social (skill and desire to interact with others, self-confidence and confidence in one's forces for communication), discursive (the ability to understand various types of communicative statements, build holistic, coherent, and logical statements of various functional styles), strategic (verbal and non-verbal means (strategies) to which a person resorts in case the communication has not taken place).

Individualization of learning is defined as "the organization of the learning process" – any forms and methods of taking into account the individual characteristics of students:

1) from minimal modification and group training to fully independent training;

2) variation of forms, goals, teaching methods, and educational material;

3) the use of individual training in all subjects, in terms of subjects, in certain parts of the educational material [2-4].

It is known that the aim of learning a foreign language is the formation of communicative competence, which includes both language and sociocultural competence. In accordance with the new target settings, the task of a foreign language teacher is to ensure the conditions for the attachment of a learner's personality to the foreign language culture and prepare them for effective participation in the dialogue of cultures. Therefore, in a foreign language lesson, a special place should be given to such forms of lessons that ensure active participation of each student in the lesson, stimulate speech communication, contribute to the formation of interest and desire to study a foreign language.

One of the ways to solve these tasks is the usage of authentic materials. Researches state that work with various types of authentic materials contributes to an increase in communicative and cognitive motivation, forms linguistic and sociocultural competence, positively affects the personality-emotional state of students, provides the possibility of simultaneous appeal to language and culture.

It should be noted that the sociocultural development of students is aimed at: formation and development of bilingualistic communicative competence (speech, sociocultural, and linguistic) required for communicative acceptable communication in a foreign language with foreign guests, providing communicative assistance to compatriots when communicating with foreigners in educational, daily household, administrative spheres, in employment and business organization, leisure; cultural enrichment of students on the principle of an expanding circle of cultures (from ethnic and super-ethnic cultures, social subcultures of the countries of the target language to

cultural reservoirs of geopolitical regions and world culture); development of students' language culture of the description of the realities of life in a foreign language; formation of students' ideas about the dialogue of cultures as a non-alternative philosophy of life in the modern world, for which the readiness should be characterized by understanding the sociocultural portrait of other countries as part of European civilization, cultural self-development, ethnic, racial, and social tolerance, speech tact and sociocultural politeness; preparation of students to implement international tests to determine the level of mastering a foreign language.

Inge Unt believes that in practice, we are not talking about absolute but about relative individualization. In real practice, individualization is always relative for the following reasons:

1) the individual characteristics of not each individual student, but a group of students with approximately similar characteristics;

2) taking into account only known features or their complexes and precisely those that are important from the point of view of learning (for example, mental abilities), along with this, a number of features may appear, the consideration of which in a specific form of individualization is impossible or even not so necessary (for example, various properties of character or temperament);

3) sometimes some properties or conditions are taken into account only if it is important for a given student (talent, health property);

4) individualization is realized not in the entire volume of educational activity, but episodically, or in some form of educational work and is integrated with non-individualized work [4].

According to the author, individualization can be viewed from the point of view of the learning process, the content of education, and the construction of the system. The first of them concerns the selection of forms, methods, and techniques of teaching, the second is the creation of curricula, programs, educational literature, and the compilation of tasks presented to students, and the third is the formation of various types of groups.

In our opinion, the creation of curricula and programs, the creation of various directions in teaching invariably takes into account individual characteristics, but is rather general in nature, unites students into groups according to some criterion, that is, there is already differentiation.

In the course of our research, we came to the conclusion that in the various activities of the teacher, the common thing is the presence in it of a certain algorithm, which includes three stages: preparatory, executive, and final. Each of them, in turn, includes certain skills and actions performed in the required sequence.

Speaking today about the individualization and differentiation of the learning process, one cannot but say about the specifics of a foreign language as a means of communication, which implies the development of communicative competence in students, which is based on communicative skills formed on the basis of language knowledge and skills, as well as linguistic and country studies knowledge. And since recently the importance of the use of a foreign language is very high, foreign language teachers should strive for a higher level of students' preparation in the subject.

Based on this, we have identified the main criteria for achieving this level, namely:

– To develop, along with linguistic and country studies knowledge, communicatively sufficient skills in speaking, listening, reading, and writing of students;

– The mastery of compensatory strategies and the ability to get out of the situation with a shortage of language resources;

– The mastery of the elementary norms of social and cultural behavior adopted in the countries of the target language; developing an attentive attitude towards a communication partner;

– Development of the ability to learn [3].

The most effective means of sociocultural competence are authentic materials. Such materials include texts, proverbs, sayings, poems, rhymes, photos, pictures, articles, brochures, posters, aircraft and railway tickets, letters, advertisements, news and television programs, etc. Summarizing the aforementioned information, it can be concluded that authentic materials are widely used in learning a foreign language. In the course of practical activities, we used texts, video footage, proverbs, sayings, rhymes, articles, letters. Thus, for example, when teaching the topic "Sights of London", we used different authentic materials like texts from magazines, photos of London's attractions from Internet resources, video fragments. All this contributed to the formation of competence.

Thus, it is possible to say with sufficient certainty that authentic materials are a huge incentive to study the language as they bring students to the target language culture, making the process of language learning more enjoyable. When working with authentic texts, students open new concepts, learn a lot about the lifestyle in foreign countries. Authentic texts raise tolerance to another culture. Unfortunately, in existing foreign language textbooks, there is an insufficient number of authentic texts. This gap can be filled with the help of information materials, mass-media, and Internet sources. The Internet is one of the most powerful sources of information, authentic texts. Yet, when selecting a material, it is necessary to take into account certain requirements: age features of students, compliance with their interests, their level of preparation, the accuracy of information, the adequacy of the reflection of historical and political events, conciseness, compliance with the topic or cycle of lessons. From all of the aforementioned, it is possible to draw the following conclusions: authentic

materials are a sample of the language that is used by its carriers in communication with each other, the usage of authentic materials allows you to create a linguistic environment in a lesson, foreign language speech demonstrates the norms of authentic speech behavior. The usage of materials contributed to students' motivation, their work, their horizons, linguistic knowledge, as well as our study of methods and techniques of usage of authentic materials in English lessons. The tasks set forth in our research have been successfully completed.

Conclusions

Practice shows that a teacher who is forced to solve many teaching and educational problems in the classroom and outside working hours needs an extremely short and visual observation scheme that allows them to determine the individual characteristics of students. As relevant for this aim, we have identified the parameters of behavior described in the literature: gaze, facial expressions, walking, sitting, ease, and speed of entering speech communication, speed of reactions, etc., and those selected by us: the frequency of raising the hand in response to a proposal to complete a communicative task, shouts from the spot, preferred teaching, and speech situations, etc. The problem of the formation of sociocultural competence of students is of great interest in practical activities. The article determined the concept of sociocultural competence, disclosed its components, also considered the stages of the formation of sociocultural competence, which correspond to the learning stages: elementary, middle, and high. In modern universities, teaching English is needed in an inextricable connection with the national culture. A foreign language culture that contains sociocultural factors contributes to the establishment of a communicative personality, as well as an increase in the motivation of learning. The sociocultural component is indeed an incentive to increase the efficiency of teaching students in a secondary school. The teacher's task consists of the most careful selection of authentic material that is optimally contributing to the effective learning of the English language. Thus, the formation and development of sociocultural competence is one of the aims of modern education. The sociocultural component in the content of teaching English contains in itself a huge potential in achieving tangible qualitative results in mastering foreign language communication, in the implementation of the strategic aim of teaching a foreign language as the development of students' ability to intercultural communications as well as the ability to be adequate participants in intercultural communication [5-7].
Thus, teaching a foreign language will be effective if the system of didactic and educational means used in the lesson corresponds to the aims of the activity, the real cognitive capabilities of the group, individual students.

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