

COMMUNICATIVE BASIS OF TEACHERS' TRAINING IN MULTICULTURAL CONDITIONS

BASE COMUNICATIVA DA FORMAÇÃO DE PROFESSORES EM CONDIÇÕES MULTICULTURAIS

BASE COMUNICATIVA DE LA FORMACIÓN DE PROFESORES EN CONDICIONES MULTICULTURALES

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ABSTRACT: The aim of the study is to investigate the formation of the professional competence of a foreign language teacher. This is due to the modern socio-cultural conditions, new educational standards and the ever-increasing requirements for the process of teaching foreign languages. Based on the results, it can be concluded that the professional competence of a foreign language teacher is a complex of various skills and abilities facilitating effective cooperation between the teacher and students in certain professional situations. The multifaceted consideration of the problem of the formation of a teacher's professional. The authors see the solutions to these problems, the creation of a flexible and mobile system of advanced training and the search for new, more effective forms of interaction between educational institutions, methodological services, and professional associations of teachers for purposeful continuous pedagogical education of teachers of a foreign language.

KEYWORDS: Professional competence. Education. Foreign language. Technology. Skills.

RESUMO: *O objetivo principal do estudo é investigar a formação da competência profissional de um professor de língua estrangeira. Isso se deve às modernas condições socioculturais, aos novos padrões educacionais e às exigências cada vez maiores para o processo de ensino de línguas estrangeiras. Com base nos resultados, pode-se concluir que a competência profissional de um professor de língua estrangeira é um complexo de várias competências e habilidades que facilitam uma cooperação eficaz entre o professor*

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e os alunos em determinadas situações profissionais. A consideração multifacetada do problema da formação do profissional docente. Os autores veem as soluções para esses problemas, a criação de um sistema flexível e móvel de formação avançada e a busca de novas e mais eficazes formas de interação entre instituições de ensino, serviços metodológicos e associações profissionais de professores para a formação pedagógica continuada de professores de língua estrangeira.

PALAVRAS-CHAVE: *Competência profissional. Educação. Língua estrangeira. Tecnologia. Habilidades.*

RESUMEN: *El objetivo principal del estudio es investigar la formación de la competencia profesional de un profesor de lengua extranjera. Esto se debe a las condiciones socioculturales modernas, los nuevos estándares educativos y los requisitos cada vez mayores para el proceso de enseñanza de idiomas extranjeros. Con base en los resultados, se puede concluir que la competencia profesional de un profesor de lengua extranjera es un complejo de diversas habilidades y habilidades que facilitan la cooperación efectiva entre el profesor y los estudiantes en determinadas situaciones profesionales. La consideración polifacética del problema de la formación de un profesional docente. Los autores ven las soluciones a estos problemas, la creación de un sistema flexible y móvil de capacitación avanzada y la búsqueda de formas nuevas y más efectivas de interacción entre las instituciones educativas, los servicios metodológicos y las asociaciones profesionales de docentes para la formación pedagógica continua y con propósito de los docentes de lengua extranjera.*

PALABRAS CLAVE: *Competencia profesional. Educación. Lengua extranjera. Tecnología. Habilidades.*

Introduction

Modern conditions, the increased requirements for the process of teaching foreign languages and educational standards dictate the need to increase the professional competence of foreign language teachers (KUZMINYKH *et al.*, 2015; VINNIKOVA *et al.*, 2017; JABBAROVA, 2020). This actualizes our research aimed at finding ways to solve modern problems of the formation of this competence.

This article aims to propose effective ways of solving modern problems of forming the professional competence of a foreign language teacher at a university.

In accordance with the goal, the following research tasks are defined:

- To carry out the analysis of psychological, educational, linguistic and methodological literature on the problem of forming the professional competence of teachers.
- To consider the content and the structure of the professional competence of a

foreign language teacher.

- To analyze the current problems of the formation of professional competence of the teacher.

Methods

To achieve our goals and objectives, we used a comprehensive methodology. It includes theoretical and empirical methods.

Theoretical methods - analysis of psychological, pedagogical and methodological literature on the problem of research, the study of educational and methodological documentation (educational programs, curricula and thematic plans) of Kazan Federal University.

Empirical methods - a survey of teachers of the department of foreign languages and linguistics about the changes that will help improve the process of learning a foreign language, the difficulties that they experience, and the objective reasons for their occurrence; observation; visiting open and ostentatious classes of teachers; conversations with teachers and students of KFU.

Results and Discussion

Based on the abovementioned objectives and research methods, it is possible to give the following definition of the professional competence of a foreign language teacher: it is a complex of linguacultural, sociolinguistic, strategic and discursive knowledge and skills that allow a foreign language teacher to cooperate effectively with a student in specific socially determined professional situations (CHUMAROVA *et al.*, 2019; KOLESNIK; VOLKOVA, 2017; CONWAY *et al.*, 2010).

Forming a foreign language teacher's professional competence is not limited to the assimilation of theoretical and practical courses in the content of training at the university. It includes the development of the professional orientation of the teacher's personality, the formation of a value attitude to professional-pedagogical activity, the development of professional skills and abilities, professional flexibility and mobility, and their independence in practical activities (ARTINO, 2010; GOLOMBEK, 2009; SIERYKH, 2020).

The problem of forming professional competence of the teacher is considered from different points of view. According to the first point of view, “professional competence is a mutually influential concept that includes three components - professional knowledge, a variety of training methods used, taking into account the use of an individually differentiated approach and critical thinking” (ANDREYEVA *et al.*, 2019).

The second point of view considers professional competence as a system of the following components: social competence (the ability to group work and cooperate with colleagues and students, willingness to accept responsibility for the result of their work, possession of techniques and methods of vocational training); subject competence (preparedness for independent performance of specific types of professional activity, the ability to solve effectively professional tasks, the ability to assess the results of their work adequately, the ability to acquire independently new knowledge and skills in the specialty); individual competence (readiness for continuous professional development and self-realization in professional work, the ability for professional reflection, overcoming professional crises, professional deformations and emotional burnout) (ILICOVA; VENIDICTOVA, 2019; NOROVA, 2017; REMESH, 2013).

Following I. A. Zimnya, the authors of this article share the third point of view, which defines professional competence as a combination of two components: professional-technological (basic and special competences - possession of effective methods and technologies of teaching a foreign language) and a component that includes key competences of a specialist (empathy, resistance to stress, mobility, etc.) (ZIMNAYA, 2008; JABBAROVA, 2020).

Key competencies of a foreign language teacher include:

- value-semantic competencies: worldview, value orientations, perception of the surrounding world, ability to choose target and semantic attitudes;
- general cultural competences: the foundations and characteristics of national and universal culture, the spiritual and moral foundations of human life, the cultural foundations of family relations, the experience of mastering the scientific picture of the world, tolerance etc.;
- educational and cognitive competencies: independent cognitive activity, logical and methodical, culture of thinking;
- information competencies: to be able to use information technology, the ability to synthesize, analyze information;
- communicative competences: knowledge of the language, knowledge of the

means, methods and patterns of communication, the ability to effectively interact with a communication partner, group work skills, ability and willingness to communicate orally and in writing, knowledge of the country of the language being studied, self-regulation of one's own behavior, choice ability linguistic forms, methods of expression, depending on the conditions of speech situations;

- social and labor competences: knowledge and experience in civil and social activities, the ability to analyze the situation on the labor market, act in accordance with personal and public benefit, master the ethics of labor and civil relations, the ability to plan their professional activities, the ability to comply with labor discipline and rules of safe work, ability to master the ethics of labor and civil relations;

- socio-psychological competencies: the ability to productive and constructive communication, the ability to navigate in social situations, correctly determine the personal individual psychological and physiological characteristics and emotional states of students, emotional stability, readiness to solve professional tasks, including in the mode of development, knowledge about the peculiarities of the educational, cognitive and communicative activities of the study group and a particular student, about the peculiarities of the relationship between the teachers and a study group, about the patterns of communication with the administration and colleagues;

- competences of personal growth: mastering the methods of physical, spiritual and intellectual self-development, emotional self-regulation and self-support, positive influence, stress management, creativity, emotional intelligence, system thinking (RYABOVA; KARPUNINA, 2016; SLASTENIN; KARTASHOVA, 2003; SIERYKH, 2020).

The basic competencies of a foreign language teacher include:

- Subject competence: practical knowledge of the language, knowledge in the field of general linguistics, phonetics, lexicology, grammar, history of the language, knowledge of the standards of pronunciation and use of lexical units, ability to competently build and perceive speech, the knowledge of the national cultural characteristics of the country of the target language;

- methodological competence: competent goal-setting, ability to understand the methods of teaching foreign languages in order to be able to understand and evaluate the methodological concept of the textbook that he teaches, the ability to plan his pedagogical activity, the ability to navigate in modern methodological literature, the willingness and desire to improve his professional level, ability to teach a student not only

to speak, but also to think in a foreign language, the ability to create a foreign language environment in classes;

- psychological and pedagogical competence: the most adequate, proportional set of professional, communicative and personal qualities of a teacher, knowledge of age psychology, students' personal internal resources, ability to approach students in a differentiated way, to find strengths and weaknesses of each student and help him in overcoming the difficulties of learning a foreign language, the positive attitude of the teacher of a foreign language in assessing the potential of the student, the teacher's awareness of the optimal teaching methods, the methods of professional self-improvement (LEUNG; CONSTANT, 2009).

To solve the abovementioned tasks, we conducted oral and written surveys among teachers of foreign language of KFU, which revealed a high willingness of teachers to use information and communication technologies in teaching a foreign language. This is justified by the fact that KFU is a university with an excellent information and communication environment (electronic scoreboards, MOODLE, accessible Internet, excellent linguistic laboratories, electronic textbooks and teaching aids etc.).

However, traditional technologies remain in the pedagogical activities of teachers of foreign languages

- the grammar-translation method (26%). Game technologies are used by 45% of teachers, 73% of teachers use information technologies (video materials of a linguistic nature, multimedia presentations, projects, Internet - testing, electronic textbooks, electronic dictionaries and encyclopedias, texts for listening, online testing, teleconference using webcams).

It turned out that 88% of teachers and 93% of students are satisfied with how and with the help of which technology the educational process is organized. However, a wide circle of teachers is poorly included in learning advanced pedagogical experience since they are little stimulated (morally and financially).

In addition, there are several problems in the system of language general and vocational education, which do not contribute to improving the competence of teachers of a foreign language. Among them:

- The problem of the textbook. In the main list of educational programs, we should include only textbooks and manuals, published in Russia and received the neck of the Ministry of Education. Many textbooks and tutorials publisher «OxfordPress» remain overboard. Teachers and teachers deal with them informally. The textbooks are not

presented exercises with the use of active methods of teaching speaking. There are not enough control exercises to establish the level of proficiency in a foreign language.

- The problem of the state standard. Many universities' educational process reeling from the frequent change of federal educational standards, concepts, content, and functions of higher education. No one can play good football if the rules of the game are constantly changing. Yesterday we had some competencies, some requirements, and today we already have others. In ancient China, there was one curse: "You live in a time of CHANGE!!!!" The teachers are already deadly tired of the reforms in education, of the constant rewriting of educational programs. The role of the teacher in the new educational standards is reduced and he has become a tutor, since the student should already be able to acquire knowledge (the system-activity approach is at the heart of the new educational standards). It is time to stop, as soon there will be nothing to reform.

- The problem of qualification and professional adequacy of teachers of a foreign language. The perceptions, standards and requirements of vocational pedagogical activity are constantly changing. New standards impose new requirements on a foreign language teacher. A modern teacher should own new technologies and innovations and constantly introduce them into the educational process. It must be flexible and be able to constantly adapt to the new demands of the modern world.

- The problem of inconsistency and ambiguity of various ideas and ideas in modern education. The content of education is constantly changing. Reduced hours on the humanities. The study of a foreign language is given 2 - 4 hours a week. It is very small. The goal of modern education and upbringing was success, careerism, and Western values. New education system - innovative education. Totalitarian education management and its unification suppress the responsibility, initiative and creativity of teaching staff.

Thus, in connection with the new conditions for the development of society, the approach to learning a foreign language is also changing. A foreign language becomes a means of intercultural communication, so education should be developing, not reproductive. It is necessary to rethink the concept of higher education in general and language education in particular. In addition, this system should ensure continuity between the secondary school, the university and professional activities.

In the educational system of the Republic of Tatarstan, focused on entering the world educational space, a significant place is given to the formation of the professional competence of foreign language teachers. Republican contests "Teacher of the Year" and

Republican contests of author's programs and educational and methodological developments are indicators of the teacher's professional and creative potential.

Conclusion

In the framework of enhancing the professional competence of foreign language teachers, the Department of Foreign Language Teaching Methods of the Institute of Educational Development of the Republic of Tatarstan, the Department of Education of the Executive Committee of the Municipal Education of Kazan, the Institute of Language of Kazan State University, the Methodological Council "Relod-Kazan" annually hold scientific and practical conferences. In addition, the Department of Education of the Ministry of Education of the Republic of Tajikistan and the EMC "Relod-Kazan" hold meetings with native speakers and foreign methodologists. For example, with Methodist Juliet Anna Schumann from Oxford University Press.

In Kazan State Technical University. A. N. Tupolev conducted scientific and methodological seminars for teachers of foreign languages of universities of the Volga region "Modern requirements for the compilation of didactic materials."

Based on the Volga State Academy of Physical Culture, Sports and Tourism, a republican scientific and methodological seminar "Competence in teaching foreign languages in the framework of the implementation of the school-university principle" was held. At this seminar, the teachers proposed the following changes: introduce interdisciplinary courses "Fundamentals of scientific - research activities of students "and" Professional portfolio of the future teacher of foreign languages"; the content aspect should be strengthened with the modules "Technical and audiovisual teaching aids in the regional educational system", "Actual problems of teaching foreign languages", "Early learning of foreign languages", "Developing foreign language education", "Profile teaching of a foreign language".

A prerequisite for enhancing the professional competence of foreign language teachers is creating a flexible and mobile advanced training system and the search for new, more effective forms of interaction between educational institutions, methodological services, and professional associations of teachers for purposeful continuous pedagogical education of foreign language teachers. The concept of modernization of foreign language education can only realize itself if it continuously monitors a foreign language teacher's professional competence. In the light of modern requirements in support of teachers, it is

necessary to develop a substantive, structural, and programmatic methodological support for foreign language education as an integrative model for the formation of the professional competence of a foreign language teacher.

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