

**COMPETENCE-BASED APPROACH  
TO THE DEVELOPMENT OF PROFESSIONALLY ORIENTED  
COMMUNICATIVE COMPETENCE OF FOREIGN LANGUAGES  
TEACHER-TRAINEES IN THE INTERCULTURAL CONTEXT**

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**Abstract.** The article deals with one of the most urgent ways of constructing a new educational paradigm today – a competence-based approach (CBA). On the basis of critical analysis of scientific literature, the notion of “competence” has been studied in general, considering the issue of competence as an independent value. The special attention is given to the competence of a foreign language teacher. Different types of competences are studied, among them: social, personal and individual. All competences hierarchically are divided into: the key, basic and special ones. The following range of key educational competencies is studied: value-notion, of general culture, educational-cognitive, communicative, socio-vocational and competence of personal self-improvement. It is important to emphasize that the professional competence of a teacher is a complicated phenomenon and consists of a range of knowledge, awareness, abilities and skills. The nomenclature of competences that constitute the professionally oriented communication of foreign language (FL) teachers have been studied in particular. Types and means of intercultural interaction have been considered. The levels of functioning of teachers’ professionally oriented communication have been defined. There is an undeniable interest in studying the communicative competence of a future foreign languages teacher in the intercultural context. It proves to be very fruitful to study the ways and types of intercultural interaction in the professional activities. A demand for such information stimulated the theoretical research into the most widespread models of intercultural communication of foreign languages teachers. The critical analysis of research works gives direct reason to think that

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such models include: educational (self-study), professional, information and modernization models. Seen as a whole intercultural communication in the professional interaction of teachers holds only in certain situations such as: international conferences / seminars / workshops, regional training seminars / panel discussions with intercultural composition, participation in vocational webinars, in international educative projects, attendance / work at summer schools (as trainers / trainees) etc. Taking part in the intercultural communication a language teacher plays different roles. To supply the strong evidence we have analyzed the study of experts of the Council of Europe, which, under the auspices of the European Centre for Modern Languages in Graz, established such a role repertoire of a FL teacher: school language teachers, special school teachers, language teachers in higher education (for specialists and non-specialists), teachers of languages for academic purposes, adult-education tutors, teacher trainers (pre- and in-service), teachers of languages for business, specialist language teachers in secondary schools, curriculum developers, private tutors, etc.

### 1. Introduction

For the effective teaching teacher-trainees of foreign languages it is necessary to consider modern approaches to the teaching of foreign languages in general, English in particular, existing in the Ukrainian method of foreign languages teaching (FLT) and foreign linguodidactic science, in the framework of which will be the process of developing professional competence of the foreign languages teacher trainees.

The theme of this article is one of the most *urgent ways* of constructing a new educational paradigm today – a competence-based approach (CBA). So, the *chief aim* of this study is to investigate the phenomenon of the competence and its structure in general and professionally oriented communicative competence of foreign languages teachers in particular focusing on intercultural context.

To achieve the afore-mentioned goal we establish the following *tasks*: 1) to characterize the phenomenon of the competence itself, its structure; 2) to focus on general types of competences within CBA; 3) to study the professional competence of a FL teacher and analyze its structure in general and professionally oriented communicative one in particular; 4) to examine the intercultural communication and ways, types, kinds of intercultural interaction of FL teachers; 5) to established a role repertoire of a FL teacher

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in intercultural context and to identify three areas of use of a FL during its study and use considering the role and place of the FL in the training of future teachers.

### **2. Phenomenon of the competence, its structure**

The European countries, whose efforts are aimed at restructuring higher education system according to the Bologna type, consider competence as the leading criterion for the readiness of a modern university graduate to work in unstable and stereoscopic conditions of work and social life. If the traditional “qualification” of the specialist provided for the functional correspondence of the objectives of the training to the requirements of the workplace, and the training of a specialist provided the acquisition of standard set of knowledge by a student, while the formation of skills and competences, then “competence” involves the development of a person's ability to orientate in a variety of complex and unpredictable professional situations, have an idea of the consequences of their activities, and be prepared to bear responsibility for them. CBA focuses on building a learning process in accordance with the results of education: in the curriculum or the course, from the very beginning, there are clear and comparative descriptions of the description (descriptors) of what the student will know and be able to “at the exit”, after the graduation from a certain university [7, p. 3]. Thus, the preparation of a future specialist of a certain profile in higher education is fundamentally changing – this is primarily due not only to the accumulation of his knowledge and the formation and improvement of a set of individual skills but to the formation of professional competence, since the main purpose of education is to form the ability of a university graduate to an active professional activity, which becomes a means of developing the personality of future professionals. In his conception of the FL teacher training, A. Berdichevsky rightly notes that the main direction of restructuring in the field of training a specialist, the future teacher of a FL, is the transition from subject-instruction to professionally oriented higher education. The main focus is on the development of personality, his/her creative abilities. Education is seen as a mechanism for the development of a personality, and the quality of education is determined, based on how knowledge, skills and abilities of students meet the requirements for their future professional activities [2, p. 94-100]. Thus, we are talking about the formation of a professionally oriented competence of future FL

teachers. In this regard, it is absolutely natural to have an increased interest in the problem of training a competent specialist, therefore the introduction of a CBA to the training of specialists of any profile and the preparation of a teacher of a FL in particular, emphasizes the need for competencies to be created when studying a FL at schools and universities of various profiles, as eloquently illustrated by a large number of publications by leading teachers and methodologists and in special linguistic literature, in methodological, psychological and pedagogical studies, and in general press, especially during recent decades.

### **3. General types of competences within CBA**

Based on numerous studies, foreign experts outlined the main criteria that are fundamental for defining and selecting key competences [32; 33], developed the technologies of designing key and subject competences [26; 28]. The key competencies were analyzed in detail as a component of the personality-oriented paradigm of education [28] and as a new paradigm of the educational outcomes, and key competencies as the target-based basis of the competent approach in education [8] established the foundations for the formation of intercultural communicative competence of future lawyers [20], the basic principles of organization of independent work of students in the light of the CBA to the study of FL as a specialty [22] were developed, the basic methods of formation of professional communication competence of future FL teachers. However, all these works are related mainly to general education and various aspects of the implementation of a CBA in the system of higher vocational education, and the formation of the same professionally oriented FL competence of future teachers FL as a whole is paid little attention.

Study of the works of the above-mentioned authors makes the following conclusions: 1) in the CBA there are two key concepts: “competency” and “competence”, and in scientific papers, despite attempts of scientists, there is no clear delineation of these concepts, 2) there is no compiled nomenclature of competences and competencies and their hierarchies. Let's consider the above provisions in more detail.

The basic notions of competence approach are the notion of “competence” and “competency”. The analysis of these works made it possible to conclude that despite the fact that these terms are increasingly used in professional literature, ambiguity of interpretation is encountered, there

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is a tendency to mix them in the description of the quality of professional training of future specialists, there is no clear distinction between them, which leads to interchange and/or indistinguishable use of those notions. So, the psychologist Dzh. Ravan defines competence as a specific ability of the individual to effectively perform certain, concrete actions in the subject field, including narrowly substantiated knowledge, specific subject skills, ways of thinking, understanding responsibility for their actions. In his work "Competence in a Modern Society," he highlights "higher competences", which include the presence of a high level of initiative, ability to organize people to achieve their goals, readiness to assess and analyze the social consequences of their actions [21]. I. Zimniaya interprets competence as a personal determined experience of a someone's socially-professional life based on knowledge [8]. A. Khutorskoy considers competency in the system of general education as a set of interrelated personality qualities reflecting certain requirements for the educational training of graduates as a pre-defined social requirement (norm) for the student's educational preparation necessary for his effective activity in a particular field, and competence – as the possession of a person with appropriate competence, including her personal attitude towards her and the subject of activity in relation to vocational education [26, p. 134-135]. As A. Khutorskoy points out, competency is a quality (or a combination of them) of a person and a minimum of experience in a given field. Consequently, competence is a set of personal qualities of a person (student) (value-notion orientations, knowledge, habits, skills, abilities, awareness), which are determined by the experience of his/her activity in a certain social and personally significant area [26, p. 1; 26, p. 135]. O. Bermus defines competence as a set of interrelated personality qualities in relation to a certain range of subjects and processes but under the competence of the scientist understands the possession of the person of the respective competencies, including his personal attitude to it and the subject of activity [3, p. 3]. E. Zeer states that the competence of a person is determined not so much the volume of the acquired knowledge, the formed skills and experience, how much their ability to actualize and mobilize and apply at the right moment of a certain socio-vocational situation, realizing their professional functions. Thus, the competence of a professionally successful personality is characterized [7, p. 49]. A similar content of this concept is found in the work of A. Markova. Under the professional competence the author understands the psy-

chic state of the individual, which allows him/her to act independently and responsibly, possessing a person with the skills and ability to perform individual vocational functions [15, p. 58-64]. It is important for a specialist to be aware of the limits not only of his/her own competence (the system of professionally important knowledge and skills) but also of professional competence (as areas of issues to be considered and solved). Lifelong learning, that is, the constant replenishment and updating of knowledge of any specialist is an important aspect of his/her professional activity. A. Markova also distinguishes between different types of competence of a specialist:

- social competence – professional skills of a specialist at a sufficiently high level, the ability to design his/her future professional development;
- personal competence – the individual's possession of personal self-expression and self-development, means of confronting professional deformations of the individual;
- individual competence – person's possession of methods of self-realization and development of an individuality within the profession, readiness for the professional growth, ability to individual self-preservation, lack of authority over professional aging and burnout, ability to organize their work rationally, without overload and fatigue [15, p. 58-64].

Considering the issue of competence as an independent value and the formation of competence in an individual, one should pay attention to the provisions highlighted by V. Krayevsky and A. Khutorskoy that the competence itself should be distinguished from educational competences, that is, from those that simulate the student's activity for his full-fledged life in the future [11, p. 135; 28, p. 1]. For example, before a certain age, a citizen can not yet exercise a certain competence but this does not mean that it should not be formed. In this case, it is about educational competence. Thus, under educational competence, scientists understand the requirement for educational training, expressed in a combination of interrelated notion orientations, knowledge, skills, and experience of the learner in relation to a certain range of objects of reality that are necessary for implementation personally and socially significant productive activity [11, p. 135; 26, p. 1]. Thus, the student's competence, the future teacher, is, according to A. Khutorsky, the image of his future, a landmark for acquiring. Such competences reflect the subject-activity component of education and are intended to provide a comprehensive achievement of its goals [11, p. 135; 26, p. 1].

**4. Professional and professionally oriented communicative competence of a FL teacher, its structure**

According to the V. Safonova's theory, the competence in the FL includes the knowledge, skills and abilities that are acquired and formed by the user of the FL for its successful use as a tool for communication and knowledge of the reality, as well, as the ability/ awareness or quality necessary for orientation in a foreign environment, such as socio-cultural observation, communicative politeness and speech strategies. The latter help to achieve communicative goals in the process of FL communication. The researcher notes that the quality of such communication necessarily depends on the level of acquired knowledge, the level of formation of speech skills and the level of the development of skills to use speech strategies in the process of communication, as well as the level of development of communicative qualities of the user a FL [22, p. 5].

It should be noted that the formation of foreign-language professionally oriented communication skills in the scientific, scientific-methodical and research spheres of communication in modern methodological science is not given enough attention. Speaking about the training of future FL students, we will deal with the formation of professionally oriented communicative competence, which we, sharing the point of view of I. Pluzhnik, understand as *the ability to choose and implement speech and nonverbal behavior, based on professional motives, qualities and skills in non-standard situations during solution of professional tasks* [20, p. 65].

In different research papers, competences are hierarchically divided into: *key* (belong to the general content of education, they are necessary for any specialist work and determine the success of the individual); *basic* (reflecting the specifics of a certain professional activity of a specialist); *special* (reflect the specifics of a certain subject or supra-subject sphere of professional activity and represent the implementation of the first two in the field of academic discipline, a certain area of professional activity. According to the authors of the collective monograph "Competence in pedagogical education", the above-mentioned competencies in their totality constitute the professional competence of a specialist [9]. The authors of the study under the professional competence of the teacher understand the integral characteristics of the specialist, defining the ability to solve professional problems/tasks questions and typical professional problems that arise in real situations of professional pedagogical activity, using knowledge of

professional and life experience, values and propensities [9]. It is worth pointing out that “ability” in this definition is interpreted not as “inclination” but as “ability”. In the aforementioned work, the notion of teacher's professional competence as a set of key, basic and special competencies is specified [9, p. 9].

In her research I. Zimniaya established, theoretically substantiated and described the main list of key competencies, among which are distinguished:

- competences relating to the individual as a subject of life;
- competences concerning the interaction of a person with other people;
- competences relating to human activities and those that are manifested in all forms and types of activity [cit. by 6; 8].

Having analyzed the scientific works relating to the study of competences and their formation during the training of future specialists [6; 8; 28 etc.], it can be concluded that key competences are of particular importance today, since they are the basis for the realization of the professional activity of a representative of any specialty. They are directly related to the professional success of a person. Key competences are realized, first of all, in the ability to solve professional problems, relying on the ability to use information, communication (including on the FL), behave in accordance with the socio-legal principles of the behavior of the individual in society [6, p. 30]. Based on the main goals of education, A. Khutorskoy offered the following range of key educational competencies: 1) value-notion (the value orientations of the individual, his/her ability to see and understand the world around him/her, the ability to choose the target and notion settings of his/her actions and activities, to make decisions) provide a mechanism for self-determination in different types of activities, from them depends on the individual vector of learning and the general program of human life; 2) general cultural (knowledge and experience of human activity in the sphere of national and general culture, moral and ethical foundations of person's life, experience in assimilating the picture of the world) are expanding to the cultural and general human understanding of the world; 3) educational-cognitive (a set of competences in the field of independent cognitive activity, such as: elements of logical, methodological and general human activity: ways of organizing and formulating goals, planning, analysis, reflection, self-evaluation, mastery of so-called “creative” skills, for example: acquisition of knowledge, mastering of methods of educational and cognitive problems, actions in non-standard situations) determine the requirements

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for functional literacy of a person: to distinguish between facts from speculation, possession of measuring skills, using different methods of knowledge – the probability, statistics, etc; 5) information (skills of information activities in educational subjects and educational fields, the surrounding world) include the ability to use various sources of information, information technologies, ability to navigate information flows, highlighting the main and secondary, insignificant and important, consciously perceive information as well as the ability to search the necessary information in various sources (printed, electronic), its analysis, systematization, organization, preservation, as well as interpretation and transmission; 6) communicative (knowledge of languages, ways of interaction with surrounding and distant events and people, skills of cooperation in a group, collective, possession of a range of different social roles: ability to write a statement, introduce themselves, ask questions, participate in discussions, discussions, etc.); 7) socio-vocational (ability to analyze professional situations, possession of ethics of professional and social communication, etc.); 8) competence of personal self-improvement (ways of comprehensive self-development of the person: physical, spiritual, intellectual, formation of psychological literacy, culture of thinking and behavior). As the author points out, the above-mentioned competences require further refinement and detail in terms of age peculiarities, individual subjects and stages of education [11, p. 137-139; 28, p. 3].

The basic competences reflect the specifics of a particular professional activity. E. Solovova among the basic competences of the FL teacher consider: 1) socio-psychological competence (associated with readiness to solve professional tasks); 2) communicative and professional-communicative competence; 3) general pedagogical professional competence (psychological and pedagogical and methodical); 4) subject competence in the field of teaching specialty; 5) professional self-realization [24, p. 4]. In her subsequent work E. Solovova in the professional competence includes the following components: 1) planning skills; 2) organizational skills; 3) ability to provide control and evaluation; 3) analytical skills; 4) research skills; 5) professional communication skills; 6) psychological and pedagogical competence; 7) philological competence; 8) personal characteristics [23].

*Special* competences reflect the specifics of a particular educational or subject area of a particular occupation [28]. Special competences are considered by scientists as the implementation of key and basic competences in

the field of a studied subject, a certain area of professional activity [6, p. 30].

The working group of the international project Tuning: Harmonization of Educational Structures in Europe, the motto of which was the slogan “Harmonization of Educational Systems and Programs on the Basis of Diversity and Autonomy” (Tuning of educational structures and programs on the basis of diversity and autonomy) is to conclude a framework of qualifications that can be compared and aligned in each of the participating countries of the Bologna Process and should be described in terms of workload, levels, learning outcomes and its profile [19, p. 12] identified three types of general competences:

– *instrumental* – the ability to understand and manage the environment; Ability to organize and plan: ability to analyze ideas, thoughts, plan time and determine strategies for their own learning, take and take responsibility for their own decisions; technological skills and abilities: elementary skills of working with the computer and processing of information; linguistic skills include the ability to communicate in FL in oral and written form, as well as possession of the second FL;

– *interpersonal* – the ability of the individual to manifest individual abilities, feelings; performing various social roles: acquiring skills and skills of interpersonal communication; ability to work together: work in a team, group in accordance with social and/or ethical roles and responsibilities;

– *systemic* – related to the understanding of the system as a whole and its functioning, that is, a combination of understanding, attitude and knowledge that permits and perceives how parts of the whole are related, how they are combined and to evaluate the place of each component in the system [19, p. 8].

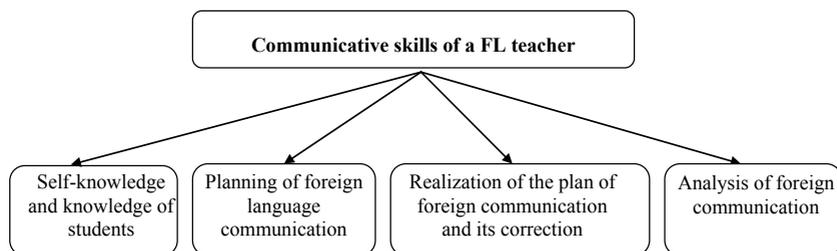
In his turn, A. Berdichevsky notes that the preparation of the teacher of the FL implies the formation of his linguistic, linguosociocultural, communicative, educational-cognitive and linguistic-methodical competence. Linguistic competence involves knowledge of the language system and rules for its functioning in foreign communication. Linguosociocultural competence includes knowledge of the main peculiarities of the socio-cultural development of the countries of the learned language, the ability to carry out their linguistic behavior in accordance with these peculiarities. Communicative competence involves the ability to perceive and generate foreign texts in accordance with the set or emerged communicative prob-

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lem, which includes the situation of communication and communicative intention and in which conditions are asked by the situation, and the goal – a communicative intention. Teaching and cognitive competences include the possession of technology and strategy for the study of FL, the formation of future teachers of the ways of independent learning, development of FL skills and abilities. Linguodidactic competence implies knowledge of the FL on the adaptive level, determined by a particular pedagogical situation, and mastering the skills of pedagogical communication [1, p. 94-100].

Under the professional competence of the teacher A. Shchukin understands the teacher's ability to professional activities and covers: 1) knowledge in the field: didactics, psychology, linguistics, techniques, psycholinguistics and other sciences relevant to the activity of the teacher; 2) possession of professional skills (four groups): constructive, organizational, gnosiological/ research skills, communicative [31].

The structure of the professional competence of the teacher of a FL researcher includes three competencies: 1) linguistic competence, 2) speech and communicative competence, and 3) methodological competence. Language competence gives an idea of the knowledge of the system of FL and its ability to use for understanding the speech of other people, expressing their own thoughts (in oral and written form), as well as analysis of student speech in terms of its compliance with the rules of the learned FL. Speech and communication skills provide the ability to use a FL as a means of communication in a variety of spheres and situations. Methodical competence forms the ability to use the FL for professional purposes, to teach a FL [31]. To the professionally meaningful communicative skills of the teacher of a FL the scientist assigns four groups of skills (see Fig. 1).



**Figure 1. Groups of professionally meaningful communicative skills of a FL teacher**

The first group of skills focused on the self-knowledge and knowledge of students includes the professional awareness of the teacher's own experience in the study of a FL, its correlation with the theory and practice of learning and the projection of the data obtained into the individual capabilities of students in certain learning settings. The second group of skills is designed to focus on planning foreign language communication – planning targeted learning communicative impact on students during preparation for the lesson. The third group of skills consists of skills aimed at implementing a plan for foreign language communication and its correction – involving students in FL communication, creating a favorable microclimate in a classroom, etc. And, finally, the fourth group of skills is focused on the analysis of FL communication and involves self-control of the teacher during pedagogical communication, self-correction [31].

Formulating the essence of the concept of “professional competence of the teacher” and the specifics of its formation, E. Lomakina makes the following conclusions [14]:

1. The professional competence of the teacher is an integrated quality of the personality, expressed in the totality of competences in the psychological and pedagogical and subject areas of knowledge and readiness for professional activity and manifested in its results and quality.

2. Professional competence is a system-forming goal of preparing a future teacher of FL.

3. The content and process of forming the professional competence of the future teacher covers professionally and personally significant concepts, the theoretical foundations of technological design of the school educational process, personally oriented situations, integrated training courses.

The didactic model of the formation of the professional competence of the future teacher of FL includes three stages: adaptive-communicative (I year), search-didactic (II-III years), integration-reflexive (IV-V years). Stages change each other in the process of forming communicative competence (focusing on the FL as a means of professional and personal communication); didactic competence (assimilation of psychological and pedagogical bases of education, development of children, scientific and conceptual apparatus, procedures for designing educational process, creative decision of linguistic and pedagogical tasks); personal competence (related to the reflection of his own level of development, assessment of his own pedagogical micro technologies for the teaching FL to children) [9].

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It is important to the scholars who are projecting the subject educational competence, will be awareness of their main functions, which A. Khutorskoy describes, based on an analysis of their role and place in the learning process:

- to reflect the social importance of young citizens trained to participate in everyday life;
- to be a condition for the implementation of personal meanings for students in the process of learning, a means to overcome its alienation from education;
- to identify real objects of the surrounding reality for the purposeful integrated application of knowledge, skills and methods of activity;
- to establish the experience of the student's substantive activity, necessary for his/her ability to use objects of reality;
- to be a part of the content of various educational disciplines and educational branches [28].

In her study K. Makhmurian argues that the professional competence of the FL teacher implies the interrelation and interaction of educational competencies, the professional orientation of thinking, certain personal and professional qualities and abilities of a FL teacher [16]. In its turn, professional competence is realized through a range of competences, namely: psychological and pedagogical, methodical, communicative, philological, general cultural, information and communication, social and managerial competencies. The interaction of the above mentioned competences provides the development of professional thinking, pedagogical and personal qualities and abilities of a FL teacher [28, p. 3-4; 29, p. 262-264; 30, p. 57-59].

Developing issues of educational competence, scholars found strategies and the strategic competence in whole underlying every competence. For this reason, while studying the problem of the development of professionally oriented competence of foreign languages teacher trainees, we are going to focus on this issue in more detail. Strategic competence runs through all the components of *intercultural communicative competence* and helps to correlate communicative actions with the purpose of communication and used linguistic means. Therefore, scholars give it a special role. Its place in the hierarchy of interconnected pedagogical categories is defined as follows: professional competence is a general category, the communicative competence is considered to be subordinate, which includes strategic competence that determines communicativeness [25, p. 22-23]. Thus

S. Nikolaeva provides *learning* competence, which implies the student's ability to apply rational methods of mental labour, strategies for mastering speech, language, linguistic and socio-cultural competences, as well as the ability to master the FL during the self-study. In learning competence, two types of strategies are distinguished: 1) learning (metacognitive and cognitive) and 2) strategies of the use of FL in different types of speech activities (reading, writing, speaking and listening). Strategic competence, often referred to as compensatory, is interpreted as the ability of the user to compensate in the process of communicating the lack of knowledge of a FL, the lack of speech and social communicative experience, and the ability of the user to apply the communicative strategies in the process of foreign-language intercultural communication [17, p. 90-100]. T. Timofeeva, considering the problem of developing the strategic competence of students in communicative activities in the process of studying FL, defines communicative strategies as a conscious and motivated intention of meaningful verbal and nonverbal actions of a person aimed at achieving the goal of communicative activity (in any FL). Thus, strategic competence as an integrative phenomenon reflects the ability of the individual based on the acquired knowledge and formed skills to adequately use the learned repertoire of strategies [25, p. 22].

Thus, strategic competence is not only the quality of personality but, as T. Timofeeva underlined, professional 'formation', which presents the ability of a person on the basis of the acquired knowledge and the developed skills to achieve the communicative purpose of communication efficiently, the ability to choose and use successfully an adequate repertoire of communicative strategies in accordance with the tasks set and the corresponding situation. Moreover, as the scholar takes heed, the presented definition is fair in terms of professional communication as a trained specialist, and in the context of daily interpersonal communicative activities – there is a shift in the repertoire of strategies formed in the educational situation to communicative activities beyond the classroom [25, p. 22-23].

Studying the problem of the professionally oriented competence of foreign languages teacher trainees formation, we think that it is necessary to consider the issue of professional competence in general, since, as established in the study of K. Makhmurian, all components of the professional competence of a FL teacher are in the matrix-dependent relationship, which means that any particular component is associated with the rest of the com-

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ponents and implements them in one form or another [16, p. 16-17]. Consequently, it can be claimed that all components of the professional competence of the FL teacher are not only interrelated but also to a certain extent interdependent. K. Makhmurian points out that the professional competence of a FL teacher is formed not only in the process of professional education, while working at school but also under the influence of the entire educational and cultural context within a teacher lives and develops [16, p. 16].

Thus, it can be assumed that the professional competence of a teacher is an integral characteristic that determines the teacher's ability to solve typical professional tasks that arise in real situations of professional pedagogical activity, using knowledge, professional and life experience, values and inclinations.

In the context of this research, we are interested in the development of professionally oriented competence of FL teacher trainees within the intercultural context.

Considering the issue of preparing future FL teachers to perform their professional functions, it is quite clear that not only will the professionally oriented communication be addressed in their mother tongue (the formation of which does not cause any doubts and objections) but the priority issue is the communication in a foreign language, which teaches the teacher. Thus, it will be about forming the corresponding foreign language skills of the teacher of a FL. In addition, it should be emphasized that the communication of FL features certain features that distinguish this process from the process of its flow in the native language. Moreover, today the intercultural context of communication in the professional activity of the FL teacher is becoming more prominent. It is quite obvious that the foreign-language communication of a teacher is primarily intercultural. Based on A. Leontiev's statement that communication is not only the interaction of people in society but above all, the interaction of people as members of society [13, p. 24], O. Vysokikh observes, foreign-language (intercultural) communication is the interaction of people as members of different societies, where the speaker uses a FL, either as a direct participant or intermediary of communication, or as a "representative of another" society [4, p. 21-22]. Consequently, the teacher, interacting with students/ pupils, acts as, at least, if not a representative of the culture of the learned FL, then at least as an intermediary between two cultures – native and foreign. Thus, a foreign language of a teacher should have an imprint of inoculation. At the same

time, acting as a representative of foreign culture, a teacher must carefully adhere to the accuracy and lucidity in his/her speech and behavior, in order to avoid distorted, subjective perceptions of the countries, the language of studying, their culture, people, etc., in the students.

### **5. Intercultural communication, ways and types of intercultural interaction**

Intercultural communication is understood as a collection of diverse forms of relationships and communication between individuals and groups belonging to different cultures. Intercultural communication is characterized not only by the communicants' belonging to different cultures but also by their cultural differences [9, p. 156]. P. Moran regards intercultural communication as the ability of a person to enter other cultures and communicate effectively and a proper way, establishing and maintaining relationships, and carrying out tasks with representatives of those cultures [36, p. 5]. Therefore, G. Yelizarova interprets intercultural communication as a process of joint activity in developing a unified, most likely new for all participants in the act of communication, the significance of all actions and motives that take place and are perceived [5, p. 119]. Only such communication, according to a researcher, can contribute to the “birth of a community” of communication participants, which is a specific community of mediators of cultures and is characterized by an exclusive (unique) perception of reality through the double or triple prism of several cultures simultaneously [5, p. 119]. Consequently, for the purpose of ensuring mutual understanding, the context of intercultural communication requires the formation of a common language, its level of symbolic meta-level, of common meaning [5, p. 119; 9, p. 157].

The particular feature of the professional communication of FL teachers is that it is carried out in specific conditions.

Firstly, for one participant, the used FL is not native, and the code (we mean the language code) is not common, and therefore the level of ownership is usually lower than in the native language. In the case of FL communication for both interlocutors (non-native speakers) the language is also not native. Secondly, the level of communicative competence of one of the communicants is a priori higher, and thus, the subject of foreign communication activities will be not only the interaction or psychological relations of people but also the achievement of mutual understanding [4, p. 22]. Con-

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sequently, the national character of speech behavior manifests itself at the level of activity of participants in communication, in the degree of expressiveness, the use of traditional or original speech forms, in an attempt to emphasize its belonging to a particular culture and social circle. Thus, a FL teacher as a representative of the culture of the target language should master the ritual ways of transmitting cultural information. It includes the system of greetings, appeals, prohibition, apologies, public communicative reactions, etc. [9, p. 158].

One of the tasks of professional and personal training of the FL teacher trainees for intercultural communication is the creation of an attitude that recognizes the legality of the existence of various pedagogical cultures and educational systems [9, p. 159].

The scholars insist on developing the intercultural awareness and describe the latter as “sensitivity to the impact of culturally induced behaviour on language use and communication” [37 p. 5]. It includes a range of awarenesses, such as: 1) of students’ own culturally induced behaviour; 2) the culturally induced behaviour of the target language society, and ability to explain their own cultural background and points of view [35, p. 57].

The question arises about the ways and types of intercultural interaction of FL teachers, among which S. Nikolaeva distinguishes: participation in projects, foreign trips, correspondence (Table 1) [18, p. 28].

Table 1

### **Ways and Types of Intercultural Interaction (after S. Nikolaeva)**

<b>Participation in projects</b>	<b>Foreign Traveling</b>	<b>Correspondence</b>
<ul style="list-style-type: none"><li>• In-university</li><li>• Interuniversity</li><li>• Interregional</li><li>• Worldwide</li></ul>	<ul style="list-style-type: none"><li>• Education abroad</li><li>• Cultural and educational exchanges</li><li>• Conferences</li><li>• Professional internship</li><li>• Tourism</li></ul>	<ul style="list-style-type: none"><li>• Mail</li><li>• Email</li><li>• Internet</li></ul>

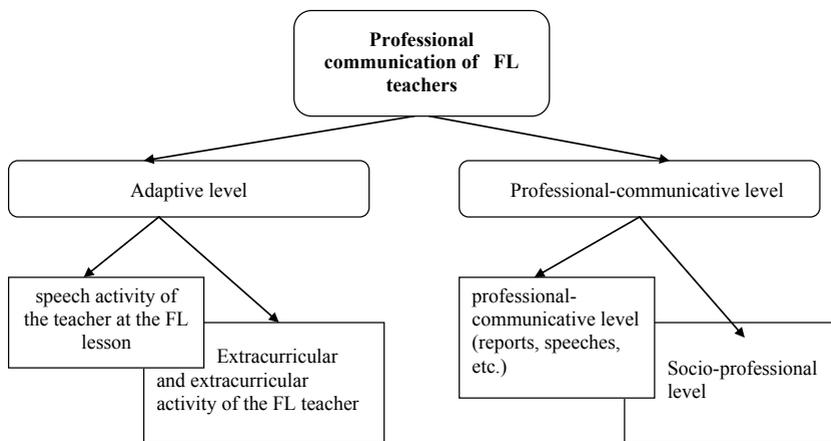
Thus, in the process of intercultural communication of a FL teacher, its use occurs in the three most widespread models (according to E. Solovova): 1) educational (own education); 2) professional-career (the need to combine knowledge of general and professional communicative topics, taking into account the norms of behavior acceptable in a particular corporate and/ or professional culture); 3) information and modernization model (use of the

FL to search for the necessary information for use in self-study (mastering of a FL) and teaching a FL, using modern means and sources of information, such as: various materials of the World Wide Web) [24, p. 187-189]. The ability to work with information in a FL – search for such a material, processing it, storage and transmission E. Solovova refers to purely academic skills [24, p. 189]. Therefore, as the scholar notes, the boundary between different models of using the FL (listed above) in real life is not clear [24, p. 189].

To specify the content of these models for a FL teacher, we studied the situations of intercultural communication in the professional interaction of specialists arising in the field of teaching/learning a FL. They include:

- regional training seminars with native speakers;
- regional training seminars with an intercultural composition;
- Higher city training seminars;
- international conferences/seminars in Ukraine;
- international conferences/seminars abroad;
- international conferences/seminars on the line of publishing houses;
- participating in methodical webinars;
- participation in international educational projects (development of educational /training programs, development and piloting of “European language portfolios” and their electronic analogues, etc.);
- summer schools (as participants);
- summer schools (as attendants/trainers of a group of listeners/students);
- participation in programs (travel abroad) of cultural exchange;
- informal communication;
- study / internship at universities of Great Britain/USA/Canada etc;
- work by a guide;
- work as a translator [29, p. 278].

Having studied the research works on the problem of the formation professionally oriented skills of FL teacher trainees and having analyzed the professional activities of teachers of any FL and English in particular, one can conclude that a FL is used at two levels in the areas of organized learning: the field of outsourcing and professional- communication [1, p. 8], which in turn also occur in two planes (Fig. 2): 1) **Adaptive level:** a) *speech activity of the teacher at the FL lesson* (conducting FL lessons), and b) *out-of-class and out-of-school activities* of the teacher of FL (extracurricular



**Fig. 2. Levels of the functioning of professionally oriented communication of FL teachers**

and extracurricular activities in FL); 2) **professional and communicative level:** a) *professional and business* (speeches, reports at conferences, seminars, discussions, debates, participation in professional discussions of various types, description of their place of work and professional duties, presentation/description/discussion of professional interests; communication when answering questionnaires/interviews of foreign colleagues on issues of professional interest; discussion of the program/performances by participants/exchange of impressions at the end of the conference; etc.), b) *social-professional* (communication with colleagues, etiquette of speech behavior in a situation of acquaintance/introduction/exchange of business cards/farewell to foreign colleagues; conducting refinement telephone conversations in connection with receiving an invitation to take part in an international seminar/conferences; etiquette of speech behavior during breaks in work (coffee/lunch/ dinner; etiquette of speech behavior in the situations of official receptions on the occasion of the opening/closing the seminar/conferences; communication during participation in the cultural program, etc.) [29, p.281; 30, p. 135-139].

Students get acquainted with the first level during language teaching classes, during the pedagogical practice, whereas the discussion of professional problems in English (or any other FL) for students can be considered

a new experience. Developing abilities of this level is possible due to the integration of previously acquired theoretical knowledge on methodology, pedagogy and psychology, as well as subjects of the philological cycle. Consequently, the stated levels of professionally oriented communication and its verbal and non-verbal means are mandatory in the content of the training, since they are an integral part of the professional activity of a FL teacher.

### 6. A role repertoire of a FL teacher in intercultural context

Clarifying the professional roles of a FL teacher, we turned to the study of experts of the Council of Europe, which, under the auspices of the European Centre for Modern Languages in Graz, established such a role repertoire of a FL teacher:

- *language teachers*
- *adult-education tutors*
- *advisors*
- *curriculum developers*
- *distance-education tutors*
- *heads of language departments*
- *inspectors*
- *language assistants*
- *language teachers in higher education (for specialists and non-specialists)*
- *materials writers*
- *mentors*
- *primary school teachers (language specialists and general)*
- *private tutors*
- *resource centre managers*
- *resource centre staff*
- *special school teachers*
- *specialist language teachers in secondary schools*
- *specialists in languages for special purposes*
- *subject teachers teaching a subject through a language*
- *teacher trainers (pre- and in-service)*
- *teachers in private language schools*
- *teachers in vocational schools*
- *teachers of heritage languages*
- *teachers of languages for academic purposes*
- *teachers of languages for business*
- *webmasters* [34, p. 70-71].

Determining the role and place of the FL in the training of future teachers, H. Treppes-Lomax identifies three areas of use of a FL during its study and use: 1) the real world, i.e. the use of language for communication, 2) FL for classroom use (“classroom world”) – for use in the teaching and learning of a FL; and 3) FL professional use of a teacher (“LTE world”) [38, p. 1-21] (see Table 2).

Thus, the results of the parsed analysis show the complexity of this issue and the lack of unanimity in the methods and ways of its solution. Despite the implementation of significant contemporary and European studies, we

Table 2

**The role and place of a foreign language during the preparation and professional activity of a foreign language teacher  
(by H. Treppes-Lomax)**

Mode of experience / action	Worlds		
	-1- 'real world'	-2- 'classroom world'	-3- 'LTE world'
<b>Language use</b>	<ul style="list-style-type: none"> <li>• language in thinking</li> <li>• language in communication</li> <li>• language variation by a user and use</li> <li>• reflexive language</li> </ul>	<ul style="list-style-type: none"> <li>• transactional classroom discourse (classroom management, task organization, etc)</li> <li>• 'conversational' classroom discourse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture / seminar / tutorial discourse</li> <li>• supervisory discourse</li> <li>• other study activities (e.g. reading/ writing)</li> </ul>
<b>Language acquisition</b>	<ul style="list-style-type: none"> <li>• L1 acquisition</li> <li>• untutored/ 'natural' L2 / FL acquisition</li> </ul>	<ul style="list-style-type: none"> <li>• L2/FL teaching/ learning</li> <li>• learner input/output</li> </ul>	<ul style="list-style-type: none"> <li>• trainees' language improvement / maintenance</li> <li>• gaining understanding of how languages are learnt/taught</li> </ul>
<b>Language objectification</b>	<ul style="list-style-type: none"> <li>• instinctive noticing</li> <li>• language play and commentary</li> <li>• reflexive language</li> <li>• linguistic research and description</li> </ul>	<ul style="list-style-type: none"> <li>• the 'subject' (e.g. English / French as a foreign language)</li> <li>• cross-linguistic and cross-cultural factors</li> <li>• focus on form, raising awareness of features of system and use (metacognition)</li> <li>• pedagogical description (syllabus, materials, textbooks, resources, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• knowledge about language in general</li> <li>• knowledge about the target FL and (in some contexts) the learners' L1</li> <li>• awareness of features of own output</li> <li>• awareness of features of learner output</li> <li>• awareness of features of classroom interaction</li> </ul>

can state that the issues of the nomenclature of competences require careful work of the scholars of the qualifications framework. In addition, according to O. Bermus point of view, there is a number of issues in the system of general and vocational education, which normally do not affect the essence and structure of the competence approach, nevertheless influence the possibilities of its introduction into the educational process. Among the problems identified by the scholar, some of them can be called, such as:

1. The problem of textbooks, in particular the possibility of their adaptation to modern conditions and trends in education.

2. The problem of the State Educational Standard, its concept and the possibility of unambiguous, consistent interpretation of its content, aims and functions.

3. The problem of qualification of teachers and their professional compliance.

4. The problem of contradiction between the various ideas and conditions existing in the modern educational domain in relation to any above mentioned statements [3, p. 1-2].

### 7. Conclusions

Summarizing the foregoing, we can speak about the complexity of concepts and the actual structure of competence of a FL future teacher, the dissimilarity of the opinions on this problem of scientists in the scope and sequence of their formation. Thus, it is necessary to compile a list of professionally oriented competences of the FL teacher, to develop a methodology of their formation, to substantiate the content of studying in higher educational institutions in the context of a competent approach.

Based on the objectives of our study, we **summarize** the main provisions of the competence approach:

1. Competence is a set of relevant knowledge, skills and abilities, the person's experience and his attitude towards it. It is a socially determined requirement / the standards applied to the level of specialist training. And as a result of such training a specialist gain a competence, that is – developing his ability and willingness to effectively use in the typical and non-typical professional situations accumulated knowledge, skills, abilities and gained experience. That is, competence is a successful solution to the professional tasks of a specialist within his job functions and responsibilities, the level of compliance of a specialist formulated in the concept of “competence”.

2. The main components of the professional competence of a FL teacher are: 1) professional foreign language communicative competence (general foreign language communication, foreign language vocationally oriented communicative competence (competences in professionally oriented speaking, listening, reading, writing, professionally oriented sociolinguistic competence); 2) professional competencies philological, Ukrainian-language communicative competence, psychological and ped-

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agogical and methodical); 3) general competences (general scientific, general cultural, informational-communication, instrumental, social-personal, managerial, reflexive).

3. Invariable and mandatory components of the professional competence of the FL teacher are reflexive and learning and strategic competence.

4. The basis of competence lies in the thinking that is formed through reflection.

5. All components of the professional competence of the FL teacher are interconnected and interdependent

6. The professional competence of a teacher is formed not only in the process of classroom studies at universities but also under the influence of professional training in pedagogical practice at school, the entire educational and cultural context and intercultural context.

### **8. Perspectives for further research**

There is clearly a great deal to be done in solving the problem of the training of a FL teacher trainee within a competence approach in the context of intercultural communication. It needs a revision of the content of training, which in its turn requires the specification of the range of professional skills, the development and introduction of new educational technologies into the educational process.

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