

**FORMATION OF PROFESSIONAL COMPETENCES
OF FUTURE PHILOLOGISTS TEACHERS
IN A NEW EDUCATIONAL SPACE**

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Abstract. Today for teachers the important task in language lessons is to simulate real communication situations. It is about the need for a fundamental shift from traditional educational practice to finding specifically new forms of teaching that underlie the competency approach. In the study of this intelligence were used research methods: analysis and synthesis of scientific, psychological and pedagogical and methodological literature, generalization and systematization of the material.

The relevance of the study is due to the need to highlight and justify, socio-cultural training of students-vocabulary students in higher education institutions, which is one of the prerequisites for developing profound professional skills in the educational process.

The purpose of the article is to consider and describe the role of the competence approach in shaping the professional competencies of future philology teachers in the new educational space.

The conceptual essence of a competent approach lies in the comprehensive preparation and education of the individual not only as a specialist, professional, but also as a person seeking self-improvement, creative attitude to his work, humanistic behavior in society; with a well-defined system of professional competences, objectified by the nature, level and tendencies of development of economy, science, education, culture – all spheres and kinds of vital activity of the person and society both in our country and in the European space.

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The transition to a competent approach means reorientation from the process to the result of education in the business dimension, consideration of this result from the point of view of demand in the society, ensuring the ability of the specialist to meet new market demands, the availability of appropriate personality potential for practical solution of life problems, finding their own «I» in.

Professional competencies are integrative personal entities that provide an effective solution to professional tasks, and are therefore indispensable components of the professional competencies of a specialist. In the internal structure of all competencies there are motivational-value, cognitive, activity-behavioral and personal components. In the article the formation of professional competences of future teachers of Ukrainian language and literature is interpreted as one of the areas of professional education, which is a complex and long-term process of purposeful educational influence on the professional and specialized growth of bachelors and undergraduates.

In institutions of higher education, the formation and development of students' competences should be carried out in accordance with the principles of media education and using ICT.

The study concluded that a competent approach reorients the traditional educational paradigm with the predominant translation of ready knowledge and the formation of skills to create conditions in universities for students to acquire a complex of competencies and competencies, determined by the graduate's readiness for independence, responsibility, responsibility, and products professional tasks in the modern space.

1. Introduction

As a result of Ukraine's integration into the European and world educational space, it became necessary to prepare future professional specialists for more consolidated intercultural communication. Therefore, for Ukraine, a competent approach in education appears not as a tribute to fashion, but as an urgent need to obtain skilled workers capable of building and improving not only the economic level of the state, but also the modern concept of pedagogical education.

The relevance of the study is due to the need to highlight and justify, professional training of philologists students in higher education institutions, which is one of the prerequisites for developing profound professional skills in the educational process.

Analysis of current research and scientific publications on psychology, didactics, linguistics, linguistics didactic evidence that a number of scientists devoted their research to the problems of formation in students of separate competencies: psychological and pedagogical (O. Hluzman, L. Karpova, A. Radchenko, M. Stepko, N Tarasenkova, etc.); teacher's research and ethical competence (V. Barkashi, T. Balykhina, I. Zimnya, L. Karpova, H. Klovak, S. Martynov, V. Molchanov); information and technological competence (N. Iatsinina); communicative and linguoesthetic (N. Ostapenko, T. Symonenko), methodological competence of teachers of vocabulary (V. Koval, O. Krpus, O. Semenog).

The problem of competence approach to the formation of content of secondary education was investigated by N. Bibik, M. Burda, O. Dakhin, I. Ermakov, I. Zimnya, O. Lokshina, O. Lyashenko, O. Ovcharuk, O. Pometun, O. Savchenko, A. Khutorskaya and others.

However, the formation of professional competencies in the occupational training of future philology teachers requires special research.

The purpose of the article is to consider and describe the role of the competence approach in formation the professional competencies of future philology teachers in the new educational space.

Research methods. During the research of the above-indicated question the following methods were used: analysis and synthesis of scientific, psychological-pedagogical and methodical literature, generalization and systematization of material.

2. Key principles of competence approach

The conceptual essence of a competent approach lies in the comprehensive preparation and education of the individual not only as a specialist, professional, but also as a person seeking self-improvement, creative attitude to his work, humanistic behavior in society; with a well-defined system of professional competences, which are objectified by the nature, level and tendencies of development of economy, science, education, culture – all spheres and kinds of vital activity of the person and society both in our country and in the European space [15, p. 125].

In the “Dictionary of Ukrainian Linguistics Guide”, the competence approach is interpreted as “the focus of the educational process on achieving results that are hierarchically subordinated to key, general and subject (sec-

toral) competences [10, p. 112]. Most scholars under the term «competency approach» understand «the focus of the educational process on the formation and development of key, general subject and subject competencies, resulting in overall competence as an integrated characteristic of the individual, which is formed in the learning process and contains knowledge, skills, attitude, experience and behavioral models of personality» [13, p. 64].

N. Bibik states that the transition to a competent approach means a reorientation from the process to the result of education in the business dimension, consideration of this result from the point of view of the need in society, ensuring the specialist's ability to respond to new market demands, the availability of appropriate personality potential for practical solutions to life's problems, search for one's self in profession, social structure [1, p. 46].

According to L. Ovsienko, a competent approach in higher professional education involves learning by doing, the essence of which is that students work on gaining and expanding their own experience of solving real-world problems, learning and developing the ability to adapt to any unusual situation.

We believe that a rational combination of innovative methods (in particular, project, situational, practice) and professional context is a prerequisite for the successful formation of professional competencies. The productivity of mastering and using professional terminology in oral and written speech depends largely on an appropriate system of reproductive exercises aimed at enhancing the ability to speak and listen in specific professional working situations, and creative, which involves the introduction of interactive attacks of brainstorming role-playing games) that encourage active use in educational activities.

3. Professional competencies of the future philology teacher

The defining categories of competence approach are «competence» and «competency» in their relation to each other. Competency is the ability to perform a certain activity, it is a professionally formed personality quality, and it is the ability of a person to have competence in a close to its socially significant area. Competence is an area of activity that is important for the effective operation of an organization in which the individual must display certain knowledge, skills, behavioral skills, flexible abilities and professionally important personality traits.

Researchers of the competence approach allocate the following competences within the professional competence of the philological teacher, which is the result of his professional training at the linguistic and philological faculties of higher educational institutions: general, general professional, professional.

General competences determine the strategy of human existence in society, the tactics of personality actions in different spheres of activity, determine the acquisition of new social experience, the skills of practical activity, provide the person with the ability to self-determine in a multicultural environment, performing different social roles: student, citizen, worker, family member, friend, consumer, customer, voter, etc. The aforementioned competencies include: general cultural, social and political, informational, self-educational, research, interpersonal.

Formation of general cultural competence determines the level of world outlook of a person and his culture (speech, behavior, appearance); the ability to act in accordance with the standard rules of conduct in society.

Socio-political competence means the ability of a person to participate in the common decision of the problems of society, improvement of democratic institutions of power; to solve economic, ecological, other problems of the present within the limits of its powers.

Information competence testifies to the ability of the future teacher-philologist to search independently, to analyze, to process the necessary information, to use information and communication technologies of constant updating of knowledge, to improve the skills of the society. In doing so, he himself becomes a source of scientific, ideological and moral-ethical information.

Self-education competence refers to the ability of the individual to develop and maintain interest in different fields of knowledge; self-look for life through formal, informal, spontaneous learning, develop their own strategies, models and trajectories of self-education and self-study.

Research competence, which is an important element of the practical activity of a specialist philologist, determines his ability to work with scientific sources and methodical literature, to conduct experimental work.

Formed interpersonal competences are necessary for a person in order to manage a professional career, to succeed, to be able to work independently and in a team, to think critically and solve problems in personal and pro-

professional activity. A person who possesses qualities such as responsibility, initiative, creativity of thinking, is competitive in today's labor market.

General professional competences determine the strategies of scientific and pedagogical activity, reflect the specifics of philological activity, qualification profile of the teacher-philologist, and the ability to accumulate knowledge of professional «core» of the basic, second (supplementary) specialty, which he mastered in higher education institution. This group of competences consists of: philological, psycho-pedagogical, managerial, methodical, compensatory [16, p. 417–419].

Professional competencies are integrative personal entities that provide an effective solution to professional tasks, and are therefore indispensable components of the professional competencies of a specialist. In the internal structure of all competencies there are motivational-value, cognitive, activity-behavioral and personal components.

In higher education institutions, the formation and development of students' competences should be carried out in accordance with the principles of media education and using ICT.

The use of ICT tools in the educational system of future philologists is a condition for providing motivation for learning, implementation of a new model of communication, activation of cognitive-emotional processes, personal and professional development, formation of innovative thinking of students. The integration of ICT tools into traditional teaching methods diversifies and modernizes the educational environment.

At the same time, it is worth noting that the lack of ICT competence of many philological students and teachers slows down the process of effective use of electronic resources in the practice of professional training of future teachers of Ukrainian language and literature. Instead, «ICT competence will enable teachers of the modern educational environment to provide a high level of educational services that meet the European standard» [7, p. 34].

A graduate who has acquired the qualification of philologist, teacher (teacher) of language and literature, is able to master the subject fields of specialties at a higher level. He has fundamental theoretical knowledge in philology, humanities and social sciences (in particular, law, ethics, psychology, conflictology, management, logistics, management theory); knows the latest linguistic, literary, pedagogical theories and concepts; is able to

critically monitor and reflect on the development of theory and practice; demonstrates originality and creative approach to solving professional problems. The success of his scientific and pedagogical activity and his professional career is mainly due to the fact that the future philology teacher receives sufficient training and experience to conduct research in the field of philological and pedagogical sciences; is able to independently carry out research work; knows modern information technologies and knows how to use them in their professional activity.

The multitude of communication as a process is both a way and a way of learning, which greatly expands the possibilities of the specialty «philology» in higher educational institutions. Communicative competence ensures the success of the process of verbal and non-verbal interaction of individuals in society; promotes the development of social sensitivity of personality, which is most manifested in reflectivity and empathy [16, p. 424]. We would like to point out that the development of students' professional reflection in the process of higher education will stimulate the ability to constantly self-analyze, comprehend, select and design organizational bases, tools, forms, axiological basis of their own professional activity, based on the reflection of themselves as its subject and directly determine relationships in the professional environment [6].

4. Using the project technologies for formation of professional competences

We believe that the achievement of a new educational goal is possible only under the conditions (widespread use in the educational process) of the optimal choice of teaching methods, and on them depends largely on the development of educational recipients, the quality of learning their knowledge and the acquisition of skills of independent work, the formation of values that are necessary for successful implementation of competencies. One of the effective methods is the project method, situational, practical preparation. Let's look at each in more detail.

The theoretical origin of the project method occurred at the end of the XIX century in the USA. Scientists have promoted the creation of a new school with a focus on the child. One of the first to spread and implement these ideas is the American educator and philosopher J. Danae in his concept of the content of education.

The method of projects was widely used in educational institutions of the USA, England, Germany, the Netherlands, etc., and in the 90's – in educational institutions of Ukraine.

Later, it was forgotten for several decades, since teaching methods were considered mainly as a means of knowledge transfer. Only in the 60s of the twentieth century in the Western European countries did the project method survive its second birth.

At present in Ukrainian and Ukrainian pedagogy there is already a considerable amount of scientific-theoretical and scientific-methodical works in which the content, structure, typology, stages of carrying out the method of projects are analyzed (K. Bahanov, N. Borisova, M. Golubenko, V. Guzeev, S. Izbash, I. Ermakov, O. Kaidanovskaya, A. Kaspersky, T. Kacherovskaya, A. Kiktenko, O. Kovalenko, T. Kruchinina, D. Levites, O. Lyubarskaya, E. Mikhailova, N. Natalevich, O. Oleksiuk, O. Pehota, L. Pyrozhenko, E. Polat, O. Pometun, G. Romanova, O. Savchenko, G. Selevko, L. Sergeyeв, M. Skatkina, S. Sysoyeva, O. Tadeush, A. Tsymbal Roux, M. Chobitko).

The development of the project method was carried out by J. Dewey, D. Katterik, V. Kilpatrick, V. Monda, A. Papandreou, D. Snezden. In modern pedagogy, the method of projects was studied by Russian (M. Bukharkina, V. Guzeev, D. Levites, E. Polat, N. Koryakovtseva, G. Selevko, etc.) and Ukrainian (K. Bahanov, L. Varzatska, L. Golovko, A. Kaspersky, G. Kruchinina, O. Pehota, O. Pometun, G. Tokan and others).

The project method is a pedagogical system that has a set of interrelated tools and principles necessary to create an organized and purposeful pedagogical influence on the formation of a student's personality.

After all, being able to create, participate in projects is a great vital competence of the participants of the educational process, and project activity is the basic means of development, training of students, formation in them of ability to self-development and self-learning in the conditions of global changes and challenges, mastering by means of modern technologies, ability of modern technologies, ability to design their own process of cognition and put into practice the planned.

One of the most important components of the educational process, according to leading methodologists (A. Kiktenko, A. Zimbaral, I. Ermakov, M. Golubenko, O. Lyubarskaya, O. Infantry, etc.), is the implementation and application of the method of educational projects. For example,

in the Philology cycle, students may be asked to complete and refine their knowledge of the following topics of the educational project: «Winged expressions as varieties of phraseologisms». «Uniform members of the sentence». «The Word Structure». «Numerals in Speech». «Lexical-semantic word groups in language». «Sounds [r] and [r] in Ukrainian verbal speech, their designation on the letter». «Vocative of the nouns» and the like. The educational project combines educational opportunities and research and experiment, promotes the realization of an individual approach during the study and assimilation of new material. In the course of this type of activity, the teacher is a partner of the student, establishes and maintains mutual relations of the subjects in the joint work, which result in the expression of activity, formation of socially significant needs and increase of motivation.

The project method is based on the idea that reveals the essence of the concept of «project». For example, the Ukrainian Pedagogical Dictionary uses the concept of the project method, which is defined as the «organization of training by which the acquirers acquire knowledge and skills in the process of planning and performing practical tasks – projects» [5, p. 205]. The vocabulary of vocational education explains the concepts of «project», «plan, design» [8, p. 270], «projection» («the creation of a project – a prototype, a prototype of a predictable or possible object (state) [8, p. 270]) and «project method» («based on pragmatic pedagogy form of training organization, which consists in because the participants in the educational process themselves set certain practical tasks (projects) and in the process of their implementation they acquire knowledge and acquire skills» [8, p. 280].

We agree with the scientist A. Zimbarlar's interpretation that the concept of «design» is «an organized system of interrelated activities aimed at obtaining the final product» [18, p. 9]; as «a special type of intellectual activity, the essential feature of which is perspective orientation, practical orientation of research, the process of creating a project – a foretype, a prototype of a predicted or possible object, a special, conceptually substantiated and technologically provided activity to create the image of a desirable future system» [18, p. 8–9].

So, let's assume that a project is a purposeful act of activity, which is based on the interests of the individual, that the project is «five P»: problem, planning, information search, product, presentation, and the project method as one of the innovative teaching methods always foresees the solution of

a particular problem – relevant, important and meaningful for the applicant and the educational institution. It is important that his results can be used in life. Every modern educational institution should guide its students on the path to their dreams and help them define their vocations, instill the necessary professional skills and teach themselves to be citizens, and inspire them to work daily to improve the world.

The project method involves a set of research, search, and problematic methods, creative in nature. When using the project method, all participants in the educational process solve a number of different levels of didactic, educational and developmental tasks. In practice, the project method is seen as an innovation, as a means of combining theory and practice in the learning process, which aims to create for educators the conditions under which they master the skills to actively acquire, update and develop their knowledge, be able to apply them creatively.

Objectives of project activity: to learn to acquire knowledge independently, to be able to apply it to solve new cognitive and practical tasks; to assist the learners in the acquisition of communication and speaking skills, the ability to work in different groups, fulfilling different social roles (leader, performer, mediator, etc.); to instill in them the ability to use research techniques: to collect the necessary information, to be able to analyze it from different points of view, to make different hypotheses, to be able to draw conclusions.

The main task of using project technologies in philology courses is not to make the students of competent specialists in the pedagogical field as fast as possible, but to involve as many participants as possible in active work, to help them find communicative-speaking and educational motivation.

In the world of information technology, creative professionals with new ideas are appreciated. Soon enough, a student can become a «professional» in the field of interest. The teacher should also support the participant of the educational process on the way to acquisition of subject competences. After all, it is much easier to work when students are passionate about a topic, when they inspire a teacher, when there is an emotional impact, than when the educational process is limited to churning out information, preparing and checking tests, or performing interesting work.

Given the different approaches to classifying projects in pedagogical literature, methodologists propose to distinguish them by a number of

parameters: 1. Types of study projects: final and current (depending on the type of assessment and thematic focus of the project). 2. Informational, creative, research, game (depending on the nature of the leading activity). 3. Mini-projects, short-term, medium-term, long-term (depending on the duration of work). 4. Mono-curricular, cross-curricular, extracurricular (depending on the nature of the cross-curricular relationships). 5. Individual, doubles, group (depending on the number of participants). 6. M. Bragin draws attention to the need to classify the method of projects and the nature of the presentation (oral, written, species and Internet projects) [2].

E. Polat proposes to present the results of the project by the nature of the dominant activity: research projects are subordinate to the logic of small research and have a clear structure that is close to or completely consistent with scientific research; creative projects usually do not have a well-thought-out structure; they develop according to the interests of the project participants. The results can be in the form of a compilation, script, holiday program, etc.; the game projects structure remains open until their completion. Participants assume specific roles, the results can be determined at the beginning of the project or before its completion; practically oriented from the outset have a clearly defined result of the project participants' activity, which is necessarily oriented towards the social interests of the participants themselves [12].

Modern domestic and foreign didactics point out that the work on the project includes the following stages: organizational-oriented, technological-implementation, result-generalizing, presenting-creative, project protection, evaluation.

The real form of material expression of the project, in the lessons of the Ukrainian language, is a written work (a work on a moral, ethical or social topic). It is desirable that the project title be concise and concise, for example: «I am Ukrainian», «Dignity», «Patriotism», «Responsibility for my own actions», «My dream institution», «My Ukraine is embroidered» and so on. This type of project is defined by the communicative content line of the Ukrainian Language Program and should form the skills of linguistic analysis participants (actual sentence articulation, method of communication between sentences, general question to text, functional purpose and sphere of use, linguistic features and structure of sentences, rhetorical figures, inversion, tropes, symbolism and folk-ethics).

As it turns out, the most difficult part in the project activity is choosing and justifying the theme of the project object; difficulties in finding interesting and promising ideas; complexity of communication with students at different stages of work; the complexity of objective evaluation; lack of time and technical resources; independence and non-motivation of the applicants. In addition, over-enthusiasm for project-based technology can reduce the overall theoretical level of education.

The teacher and student are asked the question: What can be the result of the project? In our opinion, this is a social networking account, portfolio creation, brochure or newspaper issue, online board, philological-pedagogical games, photo, audio or video report, abstract, review, questionnaire, table, description, collage, comic book, script, diary, journal, reference, resume, catalog, album, dictionary, article, poster.

The material can be submitted in different forms: discussion, review, exhibition and demonstration, discussion, role-playing game, debate, message, report, conference, reportage and dramatization.

5. The role of the situational method in the formation of professional competences

Vocational training of future teachers of philological specialties at the present stage of development of higher education is aimed at ensuring the professional development of the future teacher on the basis of personal pedagogy; bringing the content of all its components (fundamental, information-technological, psychological-pedagogical, methodological, social-humanitarian, practical and professional) to the requirements of the information society and changes occurring in the socio-economic, spiritual and humanitarian sphere in general educational institutions fundamentals and a competent approach. Its result should be the willingness and ability of the future teacher (Ukrainian language and literature; Russian language and literature; foreign literature, foreign languages, native languages) to organize the educational and research work of students in the field of linguistics and literary studies. Pedagogical are those situations that capture the contradiction between what is achieved and desired in the development of the individual in a certain time interval. Modeling of pedagogical situations is the process of formation of situations-models that mimic the state and dynamics of the educational process. The leading methods of modeling pedagogical situations, in particular methods of theoret-

ical (analysis and design), and their practical reproduction (imitative-didactic modeling), are determined. Modeling of professional-pedagogical situations allows taking into account students' peculiarities, their interests, broadens the context of activity, acts as an effective means of creating a motive for pedagogical activity and promotes the implementation of an effective approach to learning, when the student with his interests and needs is in the spotlight.

The most appropriate forms of modeling pedagogical situations are individual and group, which are selected taking into account the opportunities, level of cognitive and professional interest of future teachers [14, p. 5–6].

Modeling pedagogical situations in the classroom during the preparation of the future teacher-philologist contributes to the formation of the following features: value attitude to future activity; professional and pedagogical competence, manifested in the knowledge of the subject and the psychological features of its perception; knowledge of methods of students' motivation for cognitive activity, possession of methods of studying groups and groups, etc.; professional orientation; professional responsibility [17, p. 139].

The use of modeling pedagogical situations leads the student from a subjective position to the position of «teacher», accelerates his professional development, determines the readiness for future professional activity.

Professionally oriented pedagogical situations are specially selected typical pedagogical situations that may arise in real pedagogical reality and which require future teachers to apply the acquired psychological and pedagogical knowledge, acquired pedagogical skills, pedagogical skills and methods to analyze the situation and decide on the need for specific measures to produce productive results in the form of positive new wrought in the personal sphere and student activities, and those that promote personal growth and cause her need for self-development and self-improvement [4].

The following types of pedagogical situations are known: situations-illustrations, situations-exercises, situations-assessments, situations-problems.

Illustrative situations are used to gain new knowledge by demonstrating the most likely ways to solve the problems that are proposed. Situation problems, which require a detailed analysis of the situation and the choice of optimal ways of solving, require complex knowledge, appropriate methods of pedagogical work, development of pedagogical thinking. Assessment situations are intended to evaluate an already made decision or to choose one of the proposed options, motivating the final conclusion [17, p. 140].

The formation of professional competence of future philological teachers is also facilitated by the use of various role-playing situations (play-dramatization in combination with emotional reflection, play-competition, play with problem statement and study, business play). It is most appropriate to use such forms of work when studying the disciplines of the lingvodidactic cycle. Using game situations in the classroom, one has to go from simple to difficult, from reproductive tasks to creative ones.

Such types of work reinforce theoretical knowledge, develop creativity, form functional skills and teach business communication.

6. Practical training as a basis for the formation of professional competences

It is known that the practical training of students is intended to provide them with the acquisition of practical professional skills, as the future teacher must not only master the whole system of psychological and pedagogical and methodological knowledge, but also be able to consolidate them in practice. For many consecutive years in higher education institutions, the practice was of a long and continuous nature, which, in fact, was the basis for mastering new pedagogical knowledge, developing appropriate skills.

The realization of the tasks and programs of pedagogical practice depends on the clarity of its organization. Properly organized pedagogical practice ensures a personally oriented, complex, complicated, continuous and creative character of student preparation. When the necessary conditions for its organization are met, students are given the opportunity to test their own level of theoretical readiness in psycho-pedagogical and professional disciplines, to consolidate the developed skills and translate them into automated skills, to identify their abilities in professional suitability, to actualize the need for self-development and self-development. Of course, each type of practice has individual clearly defined tasks, the complex solution of which improves the process of professional preparation of students and shapes the personality of the future teacher. The program of pedagogical practice in the system of stage training of future teachers-philologists ensures the readiness of the latter to self-improvement, professional growth, enriches creative potential.

The analysis of the worked out sources allows pointing out the necessity to create certain pedagogical conditions that will help optimize the method-

ological preparation of the future teacher-philologist in the course of pedagogical practice.

A special approach requires a system of forms of control of the level of formation of methodological competence and criteria for assessing students' academic achievement. Methodical competence is a leading component in the system of professional competences and has an applied character – it reflects a system of methodical theoretical knowledge, a system of methodical skills, experience of professional activity, experience of emotional and value attitude to the profession, to themselves, to students, to society. Compared to the knowledge, skills and abilities, the limits of methodological competence are broader and have a motivational, cognitive, behavioral, value and personal component in their content, which, as a result, gives grounds to state how competent the approach is to realize these areas of personal development of the future specialist.

A prerequisite for students is to develop a positive motivation for methodological and practical activity. In order to create a favorable psychological microclimate and positive motivation during the period of pedagogical practice, in the period of finding a place for its passage, it is necessary to select general educational institutions with a strong material and technical base for conducting lessons in language and literature, and most importantly with experienced staff practicing at a high methodical level. Not only the professional but also the personal qualities of the philological teacher should be taken into account, the methodological assistance and the example of which will help students to develop a positive attitude towards their future professional activity and to develop their individual methodical style. It is desirable for staff of the department of practice and department heads to carefully select the head of practice. Yes, a teacher with experience in school will be the teacher-mentor who will be able to help students methodically address specific pedagogical situations that are required in practice.

Another prerequisite should be the actualization of students' theoretical knowledge of the subject's teaching methodology. In the process of forming the methodological competence of future teachers-philologists, it may be useful to perform specially developed methodological tasks during the practice, focused on the development of their individual methodological style and the development of creative abilities. It should be noted that it is extremely useful for students to keep diaries of pedagogical practice,

as they can be used in future professional activities. They record information about specific methodological findings, analyze the work of experienced language or literature teachers, and more.

Equally important aspect of the formation of methodological competence of future teachers can be considered the involvement of students in research during its passage, the collection of factual material for writing coursework or qualification work.

The experience of pedagogical activity convinces that it is not enough to know the basics of the subject and the method of its teaching. Despite the widespread use of new information technology, live communication with students continues to be a priority in today's school. Sometimes because of emotional unpreparedness, the inability to mobilize their creative forces in a truly professionally prepared and conducted lesson does not produce the expected result.

Pedagogical practice updates its importance in the formation of self-esteem of important professionally important qualities and awareness of himself as a future teacher. Understanding and feeling this may be an impetus for self-improvement, development of abilities, improvement of skills necessary for future pedagogical activity [3, p. 267–268]. A reasonably organized pedagogical practice, its direct connection with theory, is one of the main ways of improving the professional training of pedagogical staff and, accordingly, their professional competence. Important is the pedagogical support provided through the use of organizational forms of work:

- inaugural and final conferences in the form of a presentation;
- round tables with school teachers, methodologists, educators, psychologists whose subject matter is determined by the trainees' personal and professional needs;
- consultations;
- tutoring.

The success of pedagogical practice depends on the choice of the basic institution, theoretical substantiation, a comprehensive approach to its content and organization, systematic and continuity.

Effective pedagogical practice depends on:

- the quality of educational and methodological support of the practice by the professional department;
- the level of skills and skills of the students-students, the application of methods of teaching professionally oriented disciplines of professional direction;

- involvement of students in psychological and pedagogical research;
- assisting mentors in adapting students to the conditions of professional activity during the internship;
- systematic control and objectivity of evaluation of practice results.

7. Conclusions

Therefore, the competency approach reorients the traditional educational paradigm with the predominant translation of ready knowledge and skills to create in the higher education institutions the conditions for students to acquire a complex of competencies and competencies, which are determined by the graduate's readiness for independence, responsibility, productive activities and flexibility of solving personal and professional problems in the modern space.

To ensure the formation of professional competences in the learning process, each of the components of the proposed methodology is based on the following ideas: motivational value is based on the development of cognitive interest; practically oriented on the basis of supplementing the content of training with competently oriented tasks; activity is based on the use of independent work of students at all stages of the educational process; reflexive is based on the systematic organization of students' reflexive activity in class.

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