

МЕТОДИЧНА КОМПЕТЕНТНІСТЬ ВИКЛАДАЧА ІНОЗЕМНОЇ МОВИ ЯК НЕПРОФІЛЬНОЇ ДИСЦИПЛІНИ

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PROSPECTIVE PRACTITIONER OF EFL AS A NON-MAJOR: CONSTITUENTS AND CONTENT OF THE METHODOLOGICAL COMPETENCE

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Abstract. The article deals with the problem of pre-service training of a practitioner of EFL as a non-major at tertiary level. Available structures of an FL teacher's / practitioner's methodological competence are analyzed. Functional and activity approach to its structuring, based on the teacher's / practitioner's functions and components of all kinds of the pedagogical activity, is singled out as predominant. On its basis and taking into account the peculiarities of the professional activity of a practitioner of EFL as a non-major, the structure of his/her methodological competence is introduced. The latter encompasses five key constituents – reflexive and research, planning, constructive, teaching and communicative, and organizational competences. The content of each constituent is specified as practitioner's ability to fulfill a certain aspect of the professional activity.

Key words: practitioner of EFL as a non-major, EFL as a non-major, methodological competence, pre-service FL practitioner training, functional and activity approach, constituent, content.

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Будущий преподаватель английского языка как непрофильной дисциплины: составляющие и содержание методической компетентности

Аннотация. Статья посвящена проблеме профессиональной подготовки будущих преподавателей английского языка как непрофильной дисциплины в рамках магистратуры. Обобщены и проанализированы представленные в современных исследованиях структуры методической компетентности учителя / преподавателя иностранного языка. На основании результатов анализа формулируется вывод о доминировании функционально-деятельностного подхода к ее структурированию. Опираясь на положения данного подхода, а также учитывая выделенные особенности профессиональной деятельности преподавателя английского языка как непрофильной дисциплины, автор предлагает структуру методической компетентности такого преподавателя. К ее основным составляющим отнесены рефлексивно-гностическая, проектировочная, конструктивная, коммуникативно-обучающая и организаторская компетентности. Определено содержание каждой из них.

Ключевые слова: преподаватель английского языка как непрофильной дисциплины, английский язык как непрофильная дисциплина, методическая компетентность, подготовка будущего преподавателя иностранного языка, функционально-деятельностный подход, составляющая, содержание.

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Майбутній викладач англійської мови як непрофільної дисципліни: складові та зміст методичної компетентності

Анотація. *Вступ.* Протиріччя між соціальним замовленням суспільства щодо підготовки фахівців для різних галузей, які володіють англійською мовою на рівні щонайменше незалежного користувача,

науково-методичною дослідженістю проблеми формування в майбутніх спеціалістів нелінгвістичного профілю професійної міжкультурної комунікативної компетентності та низьким рівнем її сформованості у випускників нелінгвістичних спеціальностей обумовлює актуальність проблеми професійної підготовки висококваліфікованих викладачів англійської мови як непрофільної дисципліни, стрижневим компонентом якої є методична компетентність. Її вирішення потребує, зокрема, уточнення структури відповідної компетентності. **Мета.** Виділення складових й уточнення змісту методичної компетентності майбутнього викладача англійської мови як непрофільної дисципліни. **Методи.** Узагальнення й аналіз наявних в науково-методичній літературі структур методичної компетентності вчителя / викладача іноземної мови. **Результати.** У результаті аналізу запропонованих різними дослідниками структур методичної компетентності вчителя / викладача іноземної мови зроблено висновок про домінування функціонально-діяльнісного підходу до її структурування. Керуючись положеннями зазначеного підходу та виокремленими особливостями професійної діяльності викладача англійської мови як непрофільної дисципліни, авторка пропонує п'ятикомпонентну структуру методичної компетентності відповідного викладача. **Висновки.** Отримані результати мають скласти підґрунтя для розробки змісту навчальної дисципліни "Методика формування професійної міжкультурної комунікативної компетентності в майбутніх спеціалістів нелінгвістичного профілю".

Ключові слова: викладач англійської мови як непрофільної дисципліни, англійська мова як непрофільна дисципліна, методична компетентність, підготовка майбутнього викладача іноземної мови, функціонально-діяльнісний підхід, складова, зміст.

Introduction. In contemporary methodology of foreign language teaching there exists a contradiction between social demand for specialists of different fields with at least B2 level of English, theoretical substantiation and practical elaboration of the methodology of forming prospective non-linguistic field specialists' professional intercultural communicative competence (O. Bykonina, Z. Konnova, Z. Kornieva, A. Krupchenko, N. Mykytenko, T. Poliakova, O. Tarnopolskyi, M. Yevdokimova and others) and its actual low level of the graduates (Bolito & West, 2017). The former actualizes the problem of training practitioners of EFL as a non-major, which, among different aspects, presupposes the formation of their methodological competence.

Analysis of recent researches and publications. Having analyzed researches on the problem of EFL practitioner training, we came to the conclusion that most of them (M. Yai, N. Maiier, A. Malev, Ye. Nosacheva, Ye. Solovova, O. Suhyh and others) deal with training of a practitioner of EFL as a major. At the same time, it is reasonable to emphasize the fact that the number of specialties where English is studied as a major is much fewer than the number of specialties with English as a non-major. Not numerous researches on the problem of training practitioners of EFL as a non-major (Ya. Absaliamova, S. Averianova, L. Gubanova, K. Inozemtseva, N. Kabanova, L. Shobonova) solve it within in-service practitioner training. Considering it a good way out, we also insist on the idea of pre-service practitioner training at tertiary level. The latter requires a detailed structure of the practitioner's methodological competence.

The purpose of the publication is to specify the constituents and content of the methodological competence of a practitioner of EFL as a non-major.

Results. To achieve the stated purpose, we summarized available structures of an FL teacher's / practitioner's methodological competence (see table 1).

Having analyzed available structures of an FL teacher's / practitioner's methodological competence, we came to the conclusion that most of them are based on the functional and activity approach to its structuring. The latter comprises the compulsory components of all types of the pedagogical activity, namely constructive, organizational, planning, communicative and research (Кузьміна, Жаринов и Жаринова, 2017), and EFL teacher's / practitioner's functions which are communicative and teaching, informational, motivational and stimulating, testing and corrective, educational, developing, gnostic, constructive and planning, and organizational.

Table 1

Available structures of anFL teacher's / practitioner's methodological competence

Publication	Methodological competence of	Components of the methodological competence
(Пассов, Кузовлев, Кузовлева и Царькова, 2001).	EFL teacher	Planning, adaptive, organizational, communicative, motivational, research, testing and self-testing skills.
(Бігич, 2004)	EFL primary school teacher	Ability (knowledge, subskills, and skills) to plan, adapt, organize, motivate, research and test different aspects of the primary school pupils' foreign language education within the framework of classes and extracurricular activities, and to communicate with them.
(Competency Framework, 2008)	teacher of English for Academic Purposes	Competencies relating to academic practice (academic contexts, disciplinary differences, academic discourse, personal learning, development and autonomy), EAP students (student needs, student critical thinking, student autonomy), curriculum development (syllabus and programme development, text processing and text production), programme implementation (teaching practices, assessment practices).
(Зєня, 2013)	EFL senior school teacher	Integrated foreign language teaching, activity (planning, constructive, predictive, and research skills), reflexive and informational competences.
(Макеева, 2013), (Үazykova, 2016).	EFL teacher	Gnostic, planning, constructive and technological, informational and technological, communicative and organizational, communicative and teaching, corrective and gnostic, reflexive and gnostic competences.
(Cambridge English Teaching Framework, 2014)	EFL teacher	Abilities in the categories – learning and the learner; teaching, learning and assessment (planning language learning, using language-learning resources and materials, managing language learning, teaching language systems, teaching language skills, assessing language learning); professional development and values.
(Яковлева, Дмитриева и Саввинова, 2016).	EFL teacher	Gnostic, planning, constructive, communicative, and organizational competences.
(Малев, 2015)	EFL practitioner	Language aspects teaching, speech and kinds of speech activity development competencies.
(Майер, 2015)	French as an FL practitioner	Methodological competence in forming the professionally oriented foreign communicative competence (subcompetencies in forming language (vocabulary, grammar, phonetic, and spelling) and speech (listening, speaking, reading, and writing) kinds of the professionally oriented foreign language communicative competence, in forming lingua-socio-cultural and learning-strategic competencies), methodological competence in organizing extra-curricular activities, professionally-oriented informational and technological competence, and research activity.

Structures of anFL practitioner's methodological competence introduced by A. Malev and N. Maiier can be regarded to as exceptions. They are mostly based on the structure of the prospective specialist's professional intercultural communicative competence. According to most researchers, the latter is made up of the following components – language (vocabulary, grammar, phonetic, and spelling), speech (listening, speaking, reading, writing and mediation), lingua-socio-cultural, and learning-strategic competencies. In spite of the rationality of the two last structures, still, we consider it reasonable to single out the constituents of the methodological competence of a practitioner of EFL as a non-major on the basis of the functional and activity approach taking into account its capacity to cover all the aspects of the practitioner's professional activity.

To specify the structure and content of the competence we also made a comparative analysis of the learning environments training English and non-English major undergraduates from the point of view of the objective, content, process, resources, and outcome and on its basis singled out the peculiarities of the professional activity of a practitioner of EFL as a non-major (Matsnieva, 2018). The latter encompass

- ✓ students' academic and professional needs analysis;
- ✓ specification of job-related spheres and types of communication, functions, psychological and speech situations and roles, non-verbal means of communication;
- ✓ identification of typical communicative objectives and intentions in the job-related situations;
- ✓ academic and professional discourse analysis;
- ✓ EFL teaching aims determination;
- ✓ specification of the components and content of the prospective specialist's professional intercultural communicative competence;
- ✓ selection of the topics, subject matters, job-related language and lingua-socio-cultural material;
- ✓ active and passive language minimum specification;
- ✓ research methods (observation, questionnaire, survey, interview, test etc.) application;
- ✓ ESP course syllabus development;
- ✓ teaching materials selection, adaptation and development;
- ✓ implementation of the functional approach to EFL acquisition;
- ✓ application of such teaching methods and techniques as computer-assisted learning, distance learning, blended learning, content and language integrated learning, role plays, business games, simulations etc.;
- ✓ usage of differentiation strategies in groups with the heterogeneous input level of the intercultural communicative competence;
- ✓ fostering of the students' motivation to foreign language learning;
- ✓ functioning as a facilitator, who presents the language phenomenon in the way appropriate for the students' cognitive type of thinking;
- ✓ self-education, aiming at developing a positive attitude to the students' major, mastering its basics, terminology, genre and discourse peculiarities, monitoring the latest news and achievements in the field;
- ✓ cooperation with the students and collaboration with the students' major subject lecturers while teaching objectives specification, teaching content and materials selection and team teaching implementation.

Taking into account the enlisted peculiarities and basing on the functional and activity approach to structuring an FL teacher's / practitioner's methodological competence, we consider it reasonable to introduce the structure of the methodological competence of a practitioner of EFL as a non-major which is made up of five key components – reflexive and research, planning, constructive, teaching and communicative, and organizational competencies. Each of them comprises certain knowledge, subskills and skills which function as practitioner's ability to fulfill some aspect of the professional activity.

Reflexive and research competence encompasses ability

➤ to analyze

- students' professional and academic needs,
- professional and academic contexts and discourses, singling out their typical characteristics, language and speech means, genre peculiarities,

• the efficacy of the teaching methods, techniques and aids, the outcomes of the students', his / her own, colleagues' activity

➤ to apply such research methods as observation, interview, survey, questionnaire, testing etc.,

➤ to organize and realize

• self-education aiming at mastering the basics of the students' major, its terminology in English and the students' mother tongue, genre and discourse peculiarities, monitoring the latest news and achievements in the students' field, developing a positive attitude to it,

- life-long professional development.

Planning competence is defined as the practitioner's ability

➤ to differentiate between EFL teaching aims,

➤ to specify the teaching objectives, constituents and the target level of the graduates' professional intercultural communicative competence,

➤ on the basis of collaboration with the students and the lecturers of the students' major, to model teaching content, which includes the ability

• to specify the fields and types of communication, functions, psychological and speech situations and roles, non-verbal means of communication correlating with the academic and professional needs and contexts,

- to determine typical communicative aims and intentions in the specified situations,
- to select topics and subject matters sufficient for achieving the determined communicative aims,
- to specify active and passive language minimum,
- to select professionally oriented language, speech and lingua-socio-cultural material,
- to determine knowledge, subskills and skills sufficient for achieving the communicative aims.

Constructive competence comprises the ability, on the basis of collaboration with the lecturers of the students' major, to develop and improve

- ESP course syllabus,
- teaching aids and materials,
- content of the class and extracurricular activities,
- integrative means of test and assessment of the professional intercultural communicative and subject matter competences.

Communicative and teaching competence is defined as the ability

➤ to apply appropriate teaching approaches, methods, techniques and aids for achieving the specified objectives and goals,

➤ to foster undergraduates' motivation to foreign language acquisition,

➤ to establish professionally relevant relationships with the students and the lecturers of the students' major.

Organizational competence includes the ability

➤ to implement the elaborated plans,

➤ to correct them in case of necessity,

➤ to cooperate and collaborate with the students and the lecturers of the students' major.

Conclusion. Basing on the functional and activity approach to structuring the methodological competence of an FL teacher's / practitioner's competence and taking into consideration the peculiarities of the professional activity of the practitioner of EFL as a non-major, we specified

the constituents and content of the practitioner's methodological competence which is made up of five key competences – reflexive and research, planning, constructive, teaching and communicative, and organizational.

The results of the research are to be taken into account while designing the syllabus of the course "Methodology of teaching English to non-English major undergraduates" for prospective practitioners of EFL as a non-major at tertiary level.

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