

**THE PROFESSIONAL COMPETENCE IN THE TRAINING OF  
FOREIGN LANGUAGES TEACHERS IN THE CONDITIONS OF  
INTEGRATION TO INTERNATIONAL EDUCATION SPACE**

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Today, educators from many countries in Europe emphasize that the change of educational paradigm need to introduce the concept of competence. The pan-European trend of integration into the world economy, *globalization of scientific and educational space*, standardization of education on the basis of the Bologna Agreement provide the orientation of curricula on the competence approach and the creation of effective mechanisms for its implementation.

According to the changes in the world market economy, the requirements for specialists who ensure competitiveness in the labor market, success in professional self-realization and career are growing today. In such conditions, qualitative professional education should ensure the formation of a set of integrated knowledge and skills, personality qualities – the professional competence of the specialist.

Professional competence is the ability of a professional to meet social requirements of the profession from the beginning of his professional activity at the level of a standard defined by the country and to demonstrate appropriate personal qualities mobilizing for this purpose relevant knowledge, abilities, skills, emotions based on internal motivation, attitudes, moral and ethical values and experience, realizing limitations of his knowledge and accumulating other resources for their compensation [3, p. 110]. Investigating the professional

competence of a future teacher Akulenko I. has mentioned that it is provided by a complex that includes: pedagogical abilities and possibilities, reasoned focus on educational process, system of necessary knowledge, skills, abilities and experience that are constantly improved and implemented in practice [1].

Nowadays, the main challenge is to communicate and cooperate with different countries. The main goal in training foreign language teachers is the formation and the development of students' foreign language communication skills in real situations, that is the formation of their foreign language communicative competence.

The term «competence» has not been clearly defined in the literature. Two main meanings of the term have been identified, one referring to the outputs, or results of training – that is, competent performance. The other definition referring to the inputs, or underlying attributes, required of a person to achieve competent performance. Each definition has been used to describe both individual and organizational competencies. A typology of the meanings of competency has been developed to show that the term has several meanings depending on the purpose for which it is used [2].

Some scholars believe that competence includes a set of interrelated qualities of a person, such as: knowledge, skills, methods of activity, experience. Others affirm that it is a predetermined social requirement (a norm) for student's educational training which is necessary for his quality productive activity in a particular field.

«Competence» is considered as an acquired characteristic of a person, as a complex personal education, consisting of knowledge, skills and abilities that allow you to function effectively in a particular activity, make independent decisions and communicate with other using own knowledge and experience. «Communicative competence» is the knowledge, skills and abilities necessary to understand other people's and one's own thoughts, as well as to be able to apply them in different conditions and with different communicators.

The essence of the communicative direction in learning is that the learning process is aimed at the ability to communicate in various life situations and the formation of communicative competence of a certain level. The main parameters of communication in such educational activity are: personal character of communicative activity, relations and interaction of speech partners; situation as a form of communication, the semantic basis of the communication process, which is manifested in solving communicative tasks in order to master a high level of communication in a foreign language.

Well-known Ukrainian scientist S. Omelchuk, studying speech and communication skills, defines the essence of the concept of communicative competence as a set of knowledge about communication, skills and abilities needed to perceive others and build their own programs of speech behavior, adequate to the goals, areas and situations of communication [4, p. 3 – 4].

In today's world, specialists in any field, especially education, are selected according to the level of their qualifications, where the professional competence takes the main place. The formation of professional competence of foreign language teachers depends on their professional training. Such training must include a theoretical and practical component, the result of which is the ability of the specialist to perform certain tasks and responsibilities, to meet all the criteria and requirements for professional activity, to demonstrate the highest level of professionalism.

Thus, the topicality of the studied problem is caused by the importance of the formation of communicative and, consequently, professional competence of future specialists in philology and is determined by the specifics of their professional responsibilities, which are directly related to solving language problems; the need to form a new generation of specialists in the system of professional and personal qualities and knowledge.

The formation of the future foreign language teachers professional competence should be based on well-chosen professional training, as a result of

which the student can be able to demonstrate readiness for professional activity in the pedagogical field.

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**ВИКОРИСТАННЯ ПРОБЛЕМНОГО МЕТОДУ НАВЧАННЯ  
ПРИ ВИКЛАДАННІ ЕКОНОМІЧНИХ ДИСЦИПЛІН**

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Концепція проблемного навчання, найбільш масштабна розробка якої припадає на 70-ті роки ХХ ст., має доволі давню та багату історію. Провісниками і повноправними представниками проблемного методу навчання можна вважати Сократа (евристичний метод навчання у вигляді