

PEDAGOGICAL COMPETENCE OF AN ENGLISH FOR SPECIFIC PURPOSES TEACHER

The article highlights the problems of pedagogical competence of an English teacher who educates students of non-philological specialties. The process of teaching English for specific purposes (ESP) has its own peculiarities which should be taken into consideration in educational process at higher school. It requires flexibility and creative approach to selection of didactic materials and methods of influence students. The question of constant motivation non-philological students to learning general and professional English is in the centre of an ESP teacher's activity as not all students understand the importance of learning foreign languages. Combining modern technologies and methods of teaching with understanding of students' needs helps an ESP teacher motivate students and encourage them learn professional English. Pedagogical competence consisting of combination of a teacher's professional knowledge, pedagogical technique and humanistic direction of his/her personality improves the process of influence the learners' personality. It includes both professional and methodical competence of an English teacher as well as his/her personal qualities, positive thinking and orientation for success.

Competent ESP teacher positively influences students and helps them become success oriented and confident in their ability to master English and use it in the future professional activity.

Key words: *pedagogical competence; English for specific purposes; students of non-philological specialties; creative approach; professional knowledge; pedagogical technique; humanistic direction.*

Introduction. Pedagogical competence of a university educator is considered by many scholars as the highest stage of pedagogical activity. It is personified in the developed professional competence, creative approach to teaching, constant improvement of teaching methods and ways of positive influence university students. It is also very important to have his/her individual style of work thanks to which every teacher's creative potential can be completely realized. In Ukrainian Pedagogical Dictionary «pedagogical competence» is defined as «the characteristic of the high level of pedagogic activity. Criteria of pedagogical competence are: humanistic direction, scientific approach, pedagogical necessity, results, and creativity» [1; p.178]. Pedagogical competence consists of combination of a teacher's professional knowledge, pedagogical technique and humanistic direction of his/her personality. From the viewpoint of S. Sysoeva «the main idea of improving higher education in Ukraine lies in reaching a radically new level of the quality of a higher school graduate's professional training. Nowadays scientists, practical workers and employers are worried about the contradictions between a large amount of knowledge students gained at universities and absence of practical skills to use the knowledge in professional activity. Getting rid of these contradictions depends on the organization of the

academic process at universities and improving the quality of pedagogical competence of university educators» [4]. Pedagogical competence presupposes combination of different necessary professional abilities, skills of pedagogical management, willingness to cooperate with students, colleagues, and other people. Student's desire to study, his/her confidence in the ability to gain knowledge, deepen and broaden professional skills depend on positive relationships between a teacher and students, their mutual trust and success oriented will.

Researches overview. The problems of professional competence and pedagogical mastery of an English teacher were researched by several Ukrainian scientists from different points of view. O. Zabolotska in the book «Methods of teaching foreign languages at higher educational establishments» paid attention to teaching foreign languages for non-philological specialties and concentrated on professional and methodical competences of future foreign language teachers [6; p.47–54; 169]. O. Malykhin and his colleagues outline the importance of professional competence of an educator in the system of professional education [3; p. 28–35]. R. Gryshkova in the book «Methods of teaching professional English to students of non-philological specialties» [2; p. 68] describes requirements for methodical competence of a teacher of profes-

sional English. Generally most researchers used to consider pedagogical competence as an attribute of every university educator. But the fact is that together with changes in economics and social life there have appeared changes in approaches to teaching, learning and assessment of gained knowledge and acquired skills, new requirements to teacher's profession, modern relationships between a teacher and students when all of them are subjects of education. Pedagogical competence includes both professional and methodical competence of an English teacher as well as his/her personal qualities, positive thinking and orientation for success.

To understand the ways an ESP teacher can influence students and motivate them to learn professional English different pedagogical and psychological methods were used. In the research concerning the assessment of professional activity of a foreign language teacher I. Zvarych outlines that «the process of assessment of teachers' professional activity supposes taking into consideration all aspects of their pedagogical work – macro- and micro indexes» [7, p. 293]. To macro indexes this scientist included students' final results in learning, credits and exams; teacher's creative achievements and qualification enhancement. Micro indexes were defined by current students' academic results, their attitude to learning, individual personal characteristics. Special attention was paid to the teacher-student relationships as they greatly influence the teaching process in general and teaching ESP as well.

Methods of research. In the process of our work modern approaches to teaching general and professional English were analyzed and practically implemented for making a right decision concerning the most appropriate approach to teaching ESP. Students' needs were researched and generalized in order to know for certain what students are really interested in. Contents of English text books and manuals for various specialties were under the researchers' consideration for better understanding how they correspond to modern approaches and students' needs. The results were impressive: in 74 % the texts for reading comprehension are too long; in class more than 60 % of the time is devoted to oral speech communication; too little attention is paid to teaching grammar. At the same time all forms of external control include written tasks (tests, letter writing or compositions) not oral communication. It means that communicative approach to teaching is being gradually replaces by other approaches.

«The post-communicative era» has already come into being at secondary school according to the concept of «New Ukrainian School» adopted on 2016 and reflected in the Law of Ukraine «About Education» (2017). Existing contradictions between the priority of oral communication at the English lessons and necessity of written tests and writing a short composition during the final examination for school leavers caused the search of more practical approaches to teaching. School leavers' competence in English is not tested orally – they perform all tasks in a written form that is why school teachers started to pay more attention to developing students' skills in doing different kinds of tests and writing.

Changes in approaches to teaching foreign languages at secondary school cannot but influence the educational process at higher school. To satisfy students' needs in written English and lexical-grammar tests more attention is to be

paid now to training exercises and explanation of grammar phenomena. To solve the problem higher school teachers are to change the approaches to educational process and look for new pedagogical reserves hidden in the learning itself. As pedagogical competence combines teaching and bringing up with education it is important to constantly motivate students to find additional materials for classes, broaden their knowledge, master their skills in using professional English in oral and written communication.

Competence approach to teaching supposes combining of students' knowledge and skills with their own experience of using them in practical activity. It means that now it is not enough to know the theoretical materials or rules; it is necessary to be able to use gained knowledge and skills in life situations solving practical problems.

Discussion. During almost twenty or so last years the main task of an ESP teacher was to teach non-philological students to communicate in English combining their knowledge of the language norms with their professional interests. They learned professional lexicon according to the chosen specialty and tried to simulate real situations. Pedagogical mastery of an ESP teacher meant that he/she knew not only the lexicon of a certain specialty but was ready to discuss professional problems. If those problems dealt with not very complicated issues (political science, environmental protection, ABC of economics etc.) the teacher could really demonstrate understanding of the subjects. But to organize a fruitful discussion on more complicated questions it was necessary to reproduce dialogues from corresponding textbooks or learn the whole dialogues by heart. In the case when an ESP teacher taught not only students of one certain specialty but some specialties (e. g. would-be economists, computer engineers, lawyers etc.) he/she had to spend too much time and efforts to be ready for professional disputes. Educational practice shows that in most cases ESP teachers have perfunctory knowledge in such specific fields and do not feel confident enough in class.

Teaching professional English to non-philological students is a very specific process with many peculiarities. First of all it is necessary for an ESP teacher to understand the difference in teaching English to philologists and students of non-philological specialties. They have different motivation, level of general knowledge and abilities for language learning. The fact is that as a rule most young ESP teachers working at different faculties transfer pedagogical methods they were taught at the universities being future philologists to the classes of would-be economists, ecologists or psychologists. They do not take into consideration that students came to learn their professional disciplines first of all and then other subjects. For most of them English is one of these «other subjects» as well as for example philosophy, ethics, or history. They are concentrated on gaining professional knowledge and skills, and only 34 % (according to our research) of them understand that English is necessary for their future self development and increasing professional knowledge. As a rule these are graduates of urban (not rural) schools and their level of general English allows them to learn ESP. Most students regard English as a discipline which they can «pass an exam and forget». That is why it is very important for an ESP teacher not to overload students with complicated English grammar in order not to «kill»

their belief in the ability to learn the foreign language. We also recommend ESP teachers to divide long professional texts into smaller parts in order to give students more time for understanding the material.

Pedagogical competence of an experienced ESP teacher should help students with good English work in a team and cooperate with those who have problems in ESP. Students' attitude towards learning ESP often depends on the pedagogical mastery of their ESP teacher. The teacher should constantly encourage students in their efforts to improve the results of learning English. More attention should be paid to independent reading and understanding of professional texts and writing of not only personal letters but different kinds of professional mail. ESP teachers should more actively use the possibilities of the Internet to involve students in exchanging opinions on the read information. If for example the group of future computer engineers consists of only boys it is not necessary to pay much attention to the subject like «do you care what you wear» because most of them are not interested in the fact how they look like. It is better to pay more attention to the development of social networking sites and their further perspectives. And if the group of would-be economists consists of mostly girls it would be rather interesting for them to read about the latest trends in hair styles or modern clothes. ESP teachers should better know the learners' needs in order to choose the didactic materials appropriate for the students of every group depending on the real students' interests and inclinations.

The other way of keeping students' interest to ESP learning is using socio-cultural component of the discipline. Learning social and cultural peculiarities of the English people help motivate students to know more about their life styles, food, ways of dressing, business behavior, family life, values and beliefs etc. Special attention should be paid to the manners of communicative

behavior in different English speaking countries. It would be interesting for students to know the specific features of organizing and running business in Great Britain, the USA, Canada, China, India etc. as national customs and traditions greatly influence commercial partnership and cooperation. It is almost impossible to organize international cooperation without taking into consideration national peculiarities of different business partners. Combining teaching ESP with social and cultural components opens new horizons for motivating students and gives them a chance to improve their knowledge and reading competence. Pedagogical mastery of an ESP teacher lies in the desire and ability to combine teaching language material with socio-cultural aspects of the discipline.

Conclusions. To summarize the materials of the article we should like to conclude that pedagogical competence of an ESP teacher is of paramount importance under the conditions of gaining leadership positions in education. Quality of educational process should be equal to the European level. Students' attitude towards learning ESP and the level of their knowledge depend completely on the ESP teacher's qualification and pedagogical mastery. It is proved in the article that among all popular approaches to ESP teaching the competence approach corresponds to satisfaction of students' needs in the highest degree. Developed competence in English reading and writing helps students search for new information, understand professional texts, communicate via the Internet. To be respected and trusted by their students ESP teachers should constantly improve their professional qualification, using modern technologies, applying new approaches to education, being aware of the peculiarities their students have. Motivation and confidence in every student's ability to master ESP should be in the centre of any professional English teacher.

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ПЕДАГОГІЧНА КОМПЕТЕНТНІСТЬ ВИКЛАДАЧА АНГЛІЙСЬКОЇ МОВИ ДЛЯ СПЕЦІАЛЬНИХ ЦІЛЕЙ

У статті висвітлюються питання педагогічної компетентності викладача англійської мови, який навчає студентів нефілологічних спеціальностей. Процес навчання англійської мови за професійним спрямуванням має свої особливості, на які має зважати викладач вищої школи. Навчання професійної англійської мови вимагає гнучкості й креативного підходу до відбору дидактичного матеріалу і методів навчання та впливу на студентів. У центрі уваги викладача має бути постійна мотивація студентів до оволодіння англійською мовою. Поєднання сучасних технологій і методик з розумінням запитів студентів допоможе викладачеві підтримувати інтерес до свого предмета. Педагогічна компетентність складається з

поєднання професійних знань викладача, педагогічної техніки та налаштованості особистості викладача на співпрацю зі студентами. Вона включає професійну та методичну компетентність, а також позитивне мислення викладача та його налаштованість на успіх.

Ключові слова: педагогічна компетентність; навчання англійської мови за професійним спрямуванням; студенти нефілологічних спеціальностей; креативний підхід; професійні знання; педагогічна техніка; гуманістична спрямованість.

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ПЕДАГОГИЧЕСКАЯ КОМПЕТЕНТНОСТЬ ПРЕПОДАВАТЕЛЯ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ

В статье освещены вопросы педагогической компетентности преподавателя английского языка, который обучает студентов нефилологических специальностей. Процесс обучения профессиональному английскому языку имеет свои особенности, которые должен иметь в виду преподаватель высшей школы. Обучение профессиональному английскому языку требует гибкости и креативности в отборе дидактического материала и методов влияния на студентов. В центре внимания должна быть постоянная мотивация студентов к овладению английским языком. Соединение современных методик и технологий с пониманием запросов студентов поможет преподавателю поддерживать интерес к своему предмету. Педагогическая компетентность состоит из соединения профессиональных знаний преподавателя, его педагогической техники и настрою личности преподавателя на сотрудничество со студентами. Она включает профессиональную и методическую компетентность, а также позитивное мышление и стремление к успеху.

Ключевые слова: педагогическая компетентность; обучение профессиональному английскому языку; студенты нефилологических специальностей; креативный подход; профессиональные знания; педагогическая техника; гуманистическая направленность.

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