

ПЕДАГОГІКА

УДК 371.124:811.111

Юлія Щербина

(Суми)

KEY COMPETENCES OF A TEACHER OF ENGLISH LANGUAGE

Анотація. У статті розглянуто й охарактеризовано основні аспекти загальної компетентності викладача англійської мови. Здійснено аналіз лінгвістичної, граматичної, інформаційно-комунікативної, інтерактивної, професійної компетентності.

Ключові слова: компетентність викладача, методи викладання іноземної мови, досвід, лінгвістичні аспекти, професійна мова, технології викладання.

By taking the international developments into consideration, the teacher competencies should be discussed and updated. Many of the studies on competencies of teachers focus on the teaching role of teachers in the classroom rather than teachers' competencies. Teachers' competencies have been broadening with respect to reform studies in education, development of teacher education, scientific results of educational science and other fields. Teachers' competencies are highly important in both implementing the current curricula effectively and training people for future. Teachers who are responsible for the training of the individuals of future need to be well equipped in order to fulfil this responsibility.

The idea of «competence» is not a new one in methodology of teaching foreign languages. For instance linguistic competences have been discussed for a long time and are used by specialists in the area of methods of teaching foreign languages where the communicative competence is also analysed. Competence is translated from the Latin «competentia» means a subject a person is versed in, a special area of knowledge and experience. A person who is competent in a certain area possesses a

certain standard of knowledge and skills which makes it possible for him to judge soundly about this very area and act efficiently in it

Recently the concept of «competence» has started to be studied at the level of general didactics, general pedagogic and methodology. It can be explained by its system-practical functions and its integration role in general education.

In recent investigations the following competences of a teacher of English language are singled out: Linguistic Competence, Phonological Competence, Grammatical Competence, Subject Competence, Communication Competence, Digital Competence, Information and Communication Technologies-ICT competencies and others. Let's discuss some of these competences.

Linguistic competence is possession of a system of information and knowledge about the foreign language pertaining to its levels (phonetics, grammar etc.) as well as an ability to use this knowledge in practice. The linguistics aspects of communicative competence are those that have to do with achieving an internalized functional knowledge of the elements and structures of the language.

Phonological competence is the ability to recognize and produce the distinctive meaningful sounds of a language, including:

- Consonants;
- Vowels;
- Tone patterns;
- Intonation patterns;
- Rhythm patterns;
- Stress patterns any other suprasegmental features that carry meaning (A suprasegmental is a vocal effect that extends over more than one sound segment in an utterance, such as pitch, stress, or juncture pattern).

Related to phonological competence is *orthographic competence*, or the ability to decipher and write the writing system of a language.

Grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication.

Communication competencies of a teacher of English language include communication models, interaction among teachers, students, social environment and learning topics. Teachers also have competencies in using oral, body and professional language in their fields. Communication competencies include voice, body language and words such as speaking, singing and sometimes tone of voice, sign language, paralanguage, touch, eye contact.

Information and Communication Technologies-ICT competencies are based on using tools and technical equipment for the reaching, disturbing and transferring the knowledge. They include any technology that helps to produce, manipulate, store, communicate, and/or disseminate information. ICT competencies are concerned with the use of technology in managing and processing the information includes all technologies for the manipulation and communication of information. It means that the ICT competency is very important to improve the communication in the learning and teaching process.

Professional competence is an ability of a teacher for successful professional activity. It includes knowledge of didactics, psychology, linguistics, psycholinguistics, theory and methods of teaching foreign languages and other sciences which are important for a successful and effective activity of a teacher, possession of professional skills (constructive, organizational, communicative) and skills in organizing students' activity and in the management of this activity.

Linguo-Cultural Competence is knowledge of national customs, traditions, features of the country, an ability to extract culturally relevant information from units of the language and an ability to use this information to achieve effective communication.

Strategic Competence (compensatory competence) is an ability to fill gaps in the knowledge of the language, speech and social experience during the process of communication in foreign language.

Social Competence is an ability to have communicated successfully with other people. A wish for entering communication is explained by the presence of need, motives, a definite attitude toward the future partners of communication and personal experience. An ability to enter communication requires an ability to behave adequately in a social situation and to manage it.

Interactional competence involves knowing and using the mostly-unwritten rules for interaction in various communication situations within a given speech community and culture. It includes, among other things, knowing how to initiate and manage conversations and negotiate meaning with other people. It also includes knowing what sorts of body language, eye contact, and proximity to other people are appropriate.

In order to make students learn effectively and efficiently, a teacher has to perform a large number of activities inside and outside the classroom. The teacher is expected to possess a certain amount of knowledge, certain attitudes and skills, which are known as teacher competences. In other words, teacher competence includes the right way of conveying units of knowledge, application and skills to students.

Teacher competencies should continuously be the subject of research and analysis and should be developed by updating.

REFERENCES

1. Carlgren, Ingrid. "Professionalism and teachers as designers." *J. Curriculum Studies*. 31.1, 1999: P.43-56.
2. Kelly R. Video and language learning, an approach to viewing comprehension. *RELC Journal*, 1992. – P. 52-57.

3. M.Canale, M.Swain.From communicative competence to communicative language pedagogy. Language and Communication. London: Longman, 1983. - 122 p.
4. Brown G., Malmkjaer K., Williams J.Performance and competence in Second Language Acquisition.- Cambridge University Press, 1996. – P.25-34.
- 5.Selvi, Kiymet. “The English language teachers’ competencies, presented paper.” The Fifth International JTET Conference. Hungary: The Conference conducted at the meeting the University of. Debrecen. 2007: P.1-10.