

DETERMINATION OF CRITERIA, INDICATORS AND LEVELS OF DEVELOPMENT OF FOREIGN LANGUAGES TEACHER' PROFESSIONAL COMPETENCE IN THE POSTGRADUATE EDUCATION

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The article is assigned to the criteria, the demonstration and the development of the teacher's professional competence, is clarified their essence and meaning. The main approach of modern education in Ukraine is the competence approach. So, in the context of the teacher's professional competence, the result of the reforms is established and depends on the level of teacher's professional development; the problem is support and is established to a theoretical level and practical reality. Determining the levels of professional competence of foreign language teacher's is not impossible without identifying criteria for assessing professional competence and establishing relevant indicators.

The process of pedagogical development of the situation is necessary for the development of perception and reinterpretation. The author has considered various approaches and aspects to the using of the main studied concepts "criterion", "indicator", "level" in Ukrainian and foreign pedagogy. It should be noted that the assessment of the level of development of professional competence of a foreign language teacher should reflect the presence of all the components of her constitutes. The signs that the teacher has a certain level of knowledge and skills is their manifestation in a particular activity. So, the criterion is related to the competence, and the indicator is related to the skill.

The levels of development of professional competence of foreign language teacher's are thoroughly studied and described in the article. The active influence of the competence approach on the development and improvement of the professional level of a teacher of foreign languages in the postgraduate education in Ukraine is analyzed according to the context of the reformation of education.

The Concept of the «New Ukrainian School» is indicated a new key role of the teacher, who is not the only source of information and mentor, but above all, such modern teacher becomes an active agent of change. The presented system of modern teacher of foreign language training in the context of the development of his professional competence is based not only on the principles of continuity and continuity, but also on the condition of free choice of strategy of his own professional development. Therefore, the result of reforms depends on the level of professional competence of teachers, including.

ВИЗНАЧЕННЯ КРИТЕРІЇВ, ПОКАЗНИКІВ ТА РІВНІВ РОЗВИТКУ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ ВЧИТЕЛІВ ІНОЗЕМНИХ МОВ У ПІСЛЯДИПЛОМНІЙ ОСВІТІ

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Ключові слова: професійна компетентність, учитель іноземних мов, критерії, показники, рівні професійної компетентності, розвиток, післядипломна освіта, компетентнісний підхід.

У статті визначено та представлено критерії, показники та рівні розвитку професійної компетентності вчителя іноземних мов, роз'яснено їх сутність і значення. В Україні основним підходом в освіті сьогодні є компетентнісний. Так, від рівня професійної компетентності сучасних педагогів залежить результат реформ освіти, тому проблема професійного вдосконалення й розвитку вчителя ствердилася до теоретичного розгляду і практичної реалізації, до того ж дедалі стає більше актуальною.

Так, визначення рівнів професійної компетентності вчителів іноземних мов неможливе без виявлення критеріїв оцінки професійної компетентності та встановлення відповідних показників таких критеріїв. У процесі нашого педагогічного дослідження виникає необхідність постійного спостереження за змінами у процесі професійного розвитку. Автором розглянуто різні підходи й аспекти щодо використання основних досліджуваних понять «критерій», «показник», «рівень» у вітчизняній та зарубіжній педагогіці. Необхідно зауважити, що оцінювання рівня розвитку професійної компетентності вчителя іноземної мови повинно віддзеркалювати наявність всіх складників її компетенцій. Ознаками того, що вчитель володіє певним рівнем знань і умінь, є їх прояв у конкретній професійно-педагогічній діяльності. Таким чином, критерій співвідноситься з компетенцією, а показник співвідноситься з умінням, що у сумарній ознаці проявляється рівнем професійної компетентності вчителя.

У статті детально вивчено й описано рівні розвитку професійної компетентності вчителів іноземних мов, ґрунтовно описано досліджувані рівні розвитку професійної компетентності зазначених педагогів. Проаналізовано активний вплив компетентнісного підходу до розвитку і вдосконалення професійного рівня вчителя іноземних мов у післядипломній освіті в умовах реформування освіти України. Концепція Нової української школи вказує на нову й ключову роль педагога, який є не єдиним джерелом інформації та наставником, а перш за все стає активним агентом змін. Представлена система сучасної підготовки вчителя іноземних мов у контексті розвитку його професійної компетентності базується не лише на принципах безперервності та спадкоємності, а й за умови вибору вільного вибору стратегії власного професійного розвитку. Від рівня професійної компетентності педагогів у тому числі залежить результат реформ.

The formulation of the problem. The current process of reforming education in Ukraine in line with the trends of European countries' development is characterized by the adoption of a new educational paradigm of development based on a competent approach. This approach involves the transition from process to result, which manifests itself in the strengthening the ability to theoretically and empirically describe, explain and predict the results of education, ensure its quality, scientifically substantiate and create the basis for developing of new methods and technologies for identification, standardization, achievement and evaluation of educational outcomes. But, the problem is that in the national theory and practice of education competence-based approach has not yet fully gained the national recognition and full implementation. This is not confirmed by the implementation of a full plan of measures for the filling and implementation of the adopted national Qualifications Framework, which is the basis for the development of professional qualifications of the employee.

The relevance of the researching problem. At present, at the state policy level, the problem of the teachers' training and development, their scientific and methodological support during the development of professional competence and lifelong learning is relevant. The concept of the «New Ukrainian School» indicates a new key role for the teacher, who is not the only one source of information and mentor, but becomes an active agent of changes. Therefore, the result of reforms depends on the level of professional competence of teachers.

We note that the problem of the development of professional competence of the teacher' actually confirmed the theoretical consideration and practical implementation and is quite relevant.

So, **the purpose of the article** is to analyze the views of the scholars on the understanding and essence of the main concepts which are studied, «criterion», «indicator», «level» of professional competence of the teacher and the definition of their content for a modern teacher of foreign languages.

Analysis of basic research and publications. The problem of criteria and indicators of professional competence is discussed in detail in the works of G. Yelnikova, I. Pidlasuy, O. Pometun and other researchers. In order to determine the criteria for assessing the level of development of the teacher in general and the teacher of foreign languages, in particular, we analyzed the works of scholars N. Lisova, A. Moskalenko, V. Rusol, S. Sysoeva [3;8;11] and scientists (A. Markova, A. Ovchinnikova, M Potashnik, O. Solovova and others) [6;8;10].

As you know, the criterion is a measure on the basis of which the evaluation or classification of facts, activities is carried out. Consequently, the criteria of pedagogical competence are its distinctive

features, on the basis of which the degree of its formation is estimated. We also found that the majority of researchers (Y. Babansky, S. Zmeev, Y. Kulyutkin, A. Moskalenko, T. Sorochan etc.) who studied the problem of pedagogical professionalism, analyzed and systematized professionally significant qualities of teachers, respectively to certain levels [2;4;5;10].

Presenting of the main material. In the process of pedagogical research, there is a need for constant monitoring of changes and transformations. Objective information about the results of work, collection, processing and analysis, which enable to analyze, evaluate and correct further activities, constitute the content of determining the level of professional competence of the teacher of foreign languages.

The accumulated experience of certification of pedagogical and management personal convinces that, when the studying the professional competence of pedagogical workers, the following basic requirements of diagnostics should be guided by the following: the study of professional competence should be aimed at identifying the individual characteristics of professional growth; the assessment should be conducted not only by comparing the results obtained with certain norms, but also by comparing them with the results of previous diagnostics (which are not necessarily carried out in connection with attestation) in order to identify the individual features of professional growth, self-improvement; the studying of professional competence should be going in order to motivate self-improvement and professional improve.

The changes in professionally meaningful qualities take place in two processes: professional socialization (assimilation of professional experience and culture) and individualization of ways and forms of mastering professional relationships. Therefore, we are inclined to believe that the definition of foreign language teacher's proficiency levels is impossible without identifying criteria for professional competence assessment and establishing relevant indicators [2]. We proceeded from the fact that the criteria – the measure, properties and characteristics of the object being studied, which allow to observe its condition, level of functioning and development. However, it should be noted that although scientists and educators have accumulated enormous analytical material, but still clear, unified and scientifically based criteria for evaluating the work of foreign language teachers are not presented. In our opinion, this is due to the following reasons: firstly, everything that is somehow connected with the peculiarities of pedagogical activity becomes a criterion, but does not take into account distinctive features used as a «measure of labor» by a teacher. In our researching – these are the peculiarities of the work of the teacher of foreign languages. Secondly, in the list of various criteria, the analysis of activities ends at the level of composition,

without the systematization of individual elements, their logical ordering, the identification of the fate of each element in the system of the whole.

On the basis of the performed analysis of the works of scientists S. Vytvitska, V. Kalinin, T. Kocharyan, N. Lisova, L. Nikolenko, V. Oliinyk etc. [3; 4; 5] on problems of pedagogical research in the system of postgraduate education, in particular the process of professional improvement of foreign language teachers, considering that the criterion is the basis for the assessment, identification or classification of something, the measure [6], we consider the criterion as the basis for determining changes in the level of professional competence of foreign language teachers'.

We give examples and reveal the content of the main criteria and performance indicators used in pedagogical research in the system of postgraduate education. On the basis of analysis of didactic literature, are follow criteria and indicators for optimizing the content of postgraduate education: professional readiness of teaching staff to carry out training and education of students in a particular pedagogical situation; the integrity of the content, which implies a sufficiently complete reflection of the requirements there in, which puts the society in the concrete time conditions of its development to the personality of the teacher; rational structuring of content, definition of constraints by types and forms of learning in the sequence, continuity, phasing of coursework and intercourse preparation; the scientific and practical significance, the matching content with the level of educational opportunities and professional and cognitive abilities, inquiries and needs of teachers, which requires the identification of those elements of the content of education that traditionally or in a situational cause the greatest difficulty in the activity of all or a certain group of teachers; the correspondence of the used educational material, scientific and methodological basis to the compulsory content of education etc. [4; 5].

Consequently, *the criteria* for the development of professional competence are its recognizable features, on the basis of which the measure of its formation and development. Therefore, according to the component of the professional competence of the teacher of foreign languages and the competences of the professional competence of the teacher of foreign languages, as well as taking into account the results of the survey of 583 respondents (foreign language teachers, head's assistant of foreign languages school, methodologists), we identified the professionally important qualities of such teacher, on the basis of which we improved certain criteria for the development of the professional competence of foreign languages teachers'. These criteria reflect its essential characteristics (the content of the constituents competencies), respectively, their signs, determined indicators (Table 1). Each criterion is characterized by a set of indicators.

Table 1

Criteria for the development of professional competence of a foreign language teacher in postgraduate education

The constituent competencies of foreign languages teachers	The Criteria
1. Social (civil, value)	Polycultural
2. Psychological and pedagogical (pedagogical, psychological)	Cognitive
3. Methodical (didactic, projective)	Technological
4. Linguistic (speech, speech)	Linguistic – communicative
5. Communicative (sociolinguistic, sociocultural, discursive)	

Indicators are qualitative or quantitative characteristics of the formation of each quality, properties, characteristics of the object being studied that is the degree of formation of a particular criterion. So, the criterion and indicator are correlated as general and partial, specific [3].

Since the criteria can be quite general, in so in some researches the indicators are defined as indicators, and they are simple properties, characteristics of competences/components of professional competence of foreign language teachers', which form indicators that are available for observation and measurement [2; 6; 8; 10; 11].

We consider it necessary to note that assessment of the level of development of professional competence of the teacher' of foreign languages should reflect the presence of all components (competences) of professional competence. The signs that the teacher of foreign languages has developed his competencies are the manifestation in his activity of specific knowledge and skills. Therefore, if the criterion correlates with the competence, then the indicator has to be correlated with the skill.

Based on the above, the criteria for the development of the professional competence of the teacher of foreign languages in postgraduate education determine on the general level of his competence.

We agree with N. Kuzmina, who differentiates teachers according to the level of activity and offers a scale, where each next level includes the previous one: reproductive (can tell others what they know); adaptive (adapts what knows the features of the audience); locally-modeling (owning training strategies for individual sections of the course); system-modeling the activity and behavior (possesses strategies for transforming the subject into an instrument for the formation of the student's personality, his needs for self-development and self-education) [2].

Analyzing existing research on the topic, we consider it is necessary to offer the level approach to the development of professional competence of English teachers of V. Koshelevoy, who correlates the content of the program of foreign languages with the experi-

Characteristics of levels of professional competence of foreign language teacher

Level	General characteristics	European (scale) Level
Basic level (intuitive)	<ul style="list-style-type: none"> - have an idea of the essence of the concept of «professional competence of foreign language teacher»; - methodical activity monotonous and passive (<i>methodical competence</i>); - there is no social-pedagogical activity (<i>social, psychological and pedagogical competence</i>); - language proficiency (<i>linguistic, communicative competence</i>); - availability of basic knowledge of the theory and teaching methods of foreign language, pedagogy, psychology (<i>psychological and pedagogical, methodical competence</i>); - motivate for self-improvement is low (<i>social competence</i>). 	A2, A2+
Sufficient level (reproductive)	<ul style="list-style-type: none"> - have a partial understanding of the concept of «professional competence»; - traditional teaching methods without special socio-cultural significance (<i>methodical, foreign-speaking and communicative competences</i>) prevail; - maintain a friendly atmosphere, have a pedagogical tact and carry out elementary pedagogical contacts (<i>social, psychological and pedagogical competence</i>); - able to integrate types of speech activity, interdisciplinary knowledge (<i>methodological, linguistic, communicative competences</i>); - knowledge and knowledge of a foreign language, adapted to the possibilities of students, extended psychological and pedagogical knowledge (<i>communicative, linguistic competence</i>); - ready to carry out self-education on an average level (<i>social, methodical competence</i>). 	B, B1
Professional level (reproductive)	<ul style="list-style-type: none"> - clearly the essence of the concept of «professional competence of the teacher of foreign language»; - use modern methods, forms and methods of teaching intercultural character as an incentive for active cognitive activity of students (<i>methodological, psychological and pedagogical, foreign language communicative, linguistic competence</i>); - sufficiently speak foreign -communicative skills and abilities (<i>linguistic, communicative competences</i>); - implement domestic and European professional experience (<i>communicative, methodological, psychological and pedagogical competencies</i>); - socially and pedagogically active (<i>social, psychological and pedagogical competence</i>); - motivate for self-development at an adequate level, there is a creative growth (<i>social, methodological, psychological and pedagogical competence</i>). 	B2, B2+
Professional – creative level (research)	<ul style="list-style-type: none"> - have a deep knowledge of the essence, content, constituent notions of «professional competence of the foreign language teacher»; understand the need for its development; - possess innovative forms and methods of training, corresponding to the age and needs of pupils, are constantly searching for new forms and methods of teaching foreign language (<i>methodical, psychological and pedagogical competence</i>); - use innovative approaches to the teaching of foreign language, interactive methods of teaching (including ICT) experience of international level (<i>methodical, communicative, psychological and pedagogical competence</i>); - education has a high level of intercultural education with a linguistic and linguistic value (<i>linguistic, communicative, social competence</i>); - participate in the creation of their own scientific and methodological professional research, development of topical issues of language education, act as co-organizers of professional college education (<i>all competences of the PC</i>); - there is a high level of initiative and creativity (<i>social, psychological and pedagogical, methodical competence</i>); - effectively use methods of self-examination and self-esteem, a desire for self-development at a high level (<i>psychological and pedagogical, methodical, and social competence</i>). 	C1, C2

ence of pedagogical activity of teachers, their needs, interests and specifics: the basic level of formation of professional competence (for teachers, having a language at level B1 according to the European scale of assessment of communicative competence); average level of professional competence (level B2 according to the European scale of communicative competence assessment); a high level of professional competence (for a teacher is an experimenter, an innovator with the highest level of competence, corresponding to C1 according to the European scale of communicative competence assessment); an advanced level of professional competence (for teachers-organizers of the educational process in foreign languages at the level C1-C2) [10; 11].

The analysis of educational programs in the system of postgraduate education has shown that the multiplicity of professional competence in the structure and content of programs for teachers of the target category is not taken into account in the majority; however, provision of practical counseling and teacher support to teachers, accounting of teachers' experience is a necessary factor in the development of module programs in the system of postgraduate education.

Based on the research studies, taking into account the European Language Education Recommendations [10] as well as the criteria and specific indicators we have outlined, we have identified the following four-level system for developing the professional competence of foreign language teachers: *basic, sufficient, professional and professional creative* (Table 2).

The levels we presented exist in the hierarchical and logical sequence, but not separated from each other, but in the inclusion of the characteristics of each previous to the content of each subsequent

level of development of professional competence of the teacher of foreign languages.

So, the development of the professional competence of the foreign languages teacher' in postgraduate education is characterized not only by a set of available criteria and attributes, but by their certain step hierarchy, which modeled according to the motives of professional activity, the construction of their own program of development, stages, forms and means of solving certain tasks. Their effective implementation involves self-examination, self-esteem, self-control and correction and characterizes the result that the teacher of foreign languages has achieved in his development.

Conclusions. So, summing up, we consider that the multilevel system of modern training of foreign languages teachers in the system of professional competence is based on the principles of continuity and ensures the development of professional competence of the teacher of this specialty in the unity of improving and updating knowledge and skills at each stage of the formation of a teacher as a person and a professional with a free choice of forms, methods of education and an educational strategy for their own professional development.

Taking into account the results of our researching of the main concepts, the determination of the levels and criteria for developing the professional competence of the teacher of foreign languages, one can conclude that the professionalism of the teacher of foreign languages is a high level of his psycho-pedagogical and scientific-subject (special) knowledge and skills that together provide in practice the special training of a modern teacher and the development of professional competence of educator of the third millennium is opened to change and ready for self-education.

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