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## **FOREIGN LANGUAGE PROFESSIONAL COMPETENCE OF A TEACHER OF TECHNICAL DISCIPLINES**

Due to the development of international business contacts, the adoption of new technologies, the creation of a huge number of joint ventures and strengthen professional activities in close contact with foreign colleagues there is a great need for representatives of the engineering and manufacturing industry with knowledge of a foreign language for professional purposes. The effectiveness of their training is the responsibility of teachers of technical disciplines, who are facing increasing demands: on the one hand, they must have knowledge of a foreign language in accordance with their specialty, and on the other hand, they should use this knowledge in the educational process. Improving the effectiveness of foreign language training of future teachers of technical disciplines is an urgent and promising goal of their professional training.

The problem of improving the quality of foreign-language professional training of future teachers of technical disciplines, ensuring their ability to use the potential of a foreign language in the educational process of professionally oriented training of specialists of engineering and industrial specialties, foreign-language professional communication in the scientific and educational sector, for their own self-realization and self-development requires a separate study.

The specific nature of the professional activity of a teacher of technical disciplines necessitates taking into consideration the functions of engineering and pedagogical activities. There is the absence of a unified classification of teacher of technical disciplines functions due to the impossibility to present them according to a single criterion. However, there is no doubt that both engineering and pedagogical functions should be reflected in professional competence as an integral characteristic of a specialist. In our opinion, such functions are pedagogical in nature, the content of which includes an engineering component.

Foreign-language professional competence of a teacher of technical disciplines is defined as his/her ability to use a foreign language during the teaching, educational, research, technical and technological professional activity: to receive, elaborate and create materials of subject-informational (scientific, technical, scientific-pedagogical and educational) content, exchange information with foreign colleagues for their self-development and improvement of professional results. Generalization of scientific studies of scholars who have dealt with the problems of the linguistic essence of a foreign language, which allows us to conclude that scientists tend to characterize the ability of a person in accordance with the subject-specific linguistic skills: reading, translating, writing, speaking, listening. Because of this concern, as well as the psychological aspect of the mental processes performed by a person, the following components of the foreign language communicative competence of a teacher of technical disciplines as his/her ability to use a foreign language for communicative purposes could be identified:

1. The essence of competence is the ability to master professionally oriented (engineering and technical, pedagogical) information presented in a foreign language. Mental processes performed by a person - decoding information, using a known linguistic code; understanding the essence of information; uptaking of content. Subject-specific linguistic skills, providing these processes - reading, translating, listening.

2. The essence of competence is the ability to create and present information in a foreign language (own scientific and methodological achievements). Mental processes

performed by a person – to create information (logical construction); encode information using a known linguistic code; present information in an accessible way. Subject-specific linguistic skills, providing these processes - translating, writing, speaking.

3. The essence of competence is the ability to communicate (to exchange information) in direct and indirect communication (to establish relations) Mental processes performed by a person – to acquire information, understand the essence of statements (decoding); to encode information according to a known linguistic code; to use the information. Subject-specific linguistic skills, providing these processes - listening, translating, speaking, writing.

So, the key abilities of a person in the process of using a foreign language is the ability to acquire information presented in a foreign language (decoding), that is to understand its content and essence; creation of information in a foreign language (coding), including its proper presentation; fluent foreign language in communication and interaction with speakers of another (non-native) language.

Foreign-language professional competence of a teacher of technical disciplines is defined as his/her ability to use a foreign language at performing teaching, educational, research, technical and technological functions of professional activity: to obtain, elaborate and create materials on subject-information (scientific and technical, scientific and pedagogical, educational and methodological), to exchange of information and opinions with others in the interests of self-development and improving outcomes of professional activities. The structure of foreign language professional competence of a teacher of technical disciplines includes: linguistic (speech and speaking); professional and communicative (communicative-pedagogical and communicative-technical); pragmatic (scientific-pedagogical and scientific-technical) components.

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