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CHALLENGES OF A FOREIGN LANGUAGE TEACHER PROFESSIONAL TRAINING

Teachers' training, their professional development is an important condition for the modernization of the education system, the leading principle of the state educational policy.

The main goal of the education system is to create conditions for the development and self-realization of the individual, which provides orientation of the education content in high education, in particular to students mastering key competencies that will allow them to solve problems in future professional activities. Thus, the use of a competency-based approach to training, the introduction of new effective methods and tools of teaching, pedagogical and interactive technologies is becoming increasingly important.

Modern conditions of socio-economic development of Ukraine and the situation with the pandemic all over the world, require new priorities of a high education teacher, who in his professional activity would focus on innovative approaches to student learning, including blended learning, remote learning etc.

However, despite the urgency and necessity of creating such a system of foreign language teacher training in high education, which would take into account the challenges of the XXI century, there is a lack of research in this area.

The purpose of the article is to outline the requirements for a modern teacher of foreign languages at a high education institution.

The high education system of the XXI century makes appropriate demands on the teaching profession, which are the result of intensification of innovative processes in education, diversification of high education curricula, improving the technical equipment of the educational process, interdisciplinary integration, changes in intellectual labor market demands, increasing the role of higher education teachers.

The teacher, in addition to basic training in the area he teaches, must be able to organize the learning process to meet the individual learning needs of students, the formation of competencies needed to perform professional tasks in the future, self-learning skills and self-improvement throughout life.

One of the most important challenges that foreign language teachers face is an instruction language. Should a teacher use the student's first language to teach a foreign one?

Besides, a teacher of a high educational institution of the XXI century must have the basics of scientific-methodical and educational-methodical work in high education, methods and techniques of oral and written presentation of educational material, modern educational technologies, active teaching methods, the basics of

using information technologies in the educational process, methods of skills formation independent work of students. So, knowing methods of teaching foreign language and diversity of approaches and ability of selecting an adequate method to the specific theme is another challenge.

Thus, a modern high school teacher of any subject, foreign language in particular, must have a high level of professionalism.

T.I. Levchenko refers to the main criteria for the professionalism of a teacher in the XXI century the following ones: psychological and pedagogical orientation; the ability to create new, innovative approaches to the organization of the pedagogical process; humanistic professional and pedagogical orientation of the individual; passion for teaching; psychological and pedagogical observation; organizational skills, communication skills; poise, efficiency, intellectual activity, civic responsibility; independent transfer of knowledge to another situation; vision of new problems in standard conditions, alternatives in solutions; the ability to create original ways of solving, combining previously known methods in new approaches [1, P.454].

However, one should not ignore the creativity of a high school teacher as a special mental reality, innovativeness, a creative approach to professional activity, a constant striving for creative search, for one's own professional growth, self-admonition, erudition, pedagogical reflection, pedagogical goal-setting, pedagogical thinking and improvisation, pedagogical communication.

Taking into account the above, we outline the professional requirements for a modern teacher of higher education and a teacher of foreign languages in particular, considering them in the context of the competencies to be formed.

In the process of teaching students a modern teacher must focus on their personal qualities, be able to select educational material according to their individual abilities, find and use effective means of pedagogical interaction, promote personal development of students, construct learning content based on students' personal experience and style.

To introduce innovative pedagogical technologies, a high school teacher must be aware of the goals and content of education, create didactic support at the level of modern requirements, use modern technical, including electronic teaching aids.

Characteristic features of modern society are the rapid development of information and communication technologies and a high level of informatization of society, in which a teacher of higher education is no longer the only carrier of professionally oriented knowledge for students.

Among the main directions that shape the future, G.Dryden identifies online learning and a new boom in self-education. According to him, the teacher must know how to combine global information technology with the best teaching and learning methods in the world in order to learn to learn in a new way [2]. This seems to be the most actual nowadays as the COVID-19 virus continues to spread and impact education and university communities, some new approaches and technics of distance learning are being tested and used by teachers and professors everywhere.

Therefore, the teacher of the XXI century, including a modern teacher of foreign

languages of the university, must have a high level of development of ICT competence, supported by a number of state regulatory acts of Ukraine and documents of the United Nations Educational, Scientific and Cultural Organization [3].

The media competence of a person, from the point of view of A.V. Fedorov, is a set of skills to choose, use, critically analyze, evaluate, transmit and create media texts in various forms, forms and genres, to analyze the complex processes of media functioning in society [4, p. 40]. According to the author, media competence of a person is the first step to the formation of professional media competence of a teacher, which he considers as a set of skills (motivational, informational, methodical, practical, creative) to carry out media educational activities in different age audiences.

Analysis of scientific literature on the methodology of teaching foreign languages, pedagogy, documents of the European Council made it possible to draw a conclusion about the ambiguity of the interpretation of the concept of "professional competence of a teacher of foreign languages" and the definition of its components.

It is obvious, that a teacher of foreign languages should have bilingual methodological competence, which allows him to participate in intercultural communication on the basis of the learned terms of teaching methods of teaching foreign languages (in his native and foreign languages), namely: choosing the right terms and generating the right one, terminologically rich speech; to be able to convey the content of methodological texts and speeches of specialists in native and foreign languages; professionally interpret terminological broadcasting of foreign colleagues; adequately describe methodological terms for educational purposes.

Summarizing the above, in the context of informatization of society, the profession of foreign language teacher of high education acquires new qualities that are a response to the challenges of a new type of society.

Thus, along with the high level of development of methodological competence, a teacher of foreign languages of a higher educational institution should be media literate and ICT competent, ready and capable of self-improvement, self-development and self-realization.

References

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МATHCAD У ВИКЛАДАННІ ЗАГАЛЬНОТЕХНІЧНИХ ДИСЦИПЛІН

«Механіка матеріалів і конструкцій», «Інженерна механіка», «Технічна механіка» є одними з основних дисциплін, що формують інженерне мислення. В процесі вивчення дисциплін студенти вперше стикаються з реальними інженерними розрахунками і елементами проектування деталей машин і конструкцій. Велике значення в процесі вивчення дисципліни має організація проведення практичних занять, виконання студентами самостійних розрахункових завдань, проведення поточного контролю засвоєння матеріалу. Для задач дисципліни характерним є використання відносно складного математичного апарату і досить великий обсяг розрахунків, що не дозволяє вирішувати велику кількість завдань під час занять, вимагає від студентів великих витрат часу на самостійне вивчення прикладів розв'язання задач і виконання громіздких розрахунків.

Використання пакета MathCAD [1], [2] дозволить істотно спростити ряд етапів вирішення інженерних завдань, дозволить переключити більше уваги з математичних розрахунків на сутність даних явищ, скоротити витрати часу на вирішення завдань, що дозволить на заняттях розв'язати значно більшу їх кількість, дозволить студентам використовувати свій час найбільш раціонально під час самостійного вивчення матеріалу дисципліни.

Однією з перших і важливих для подальшого вивчення дисципліни тем є розрахунки на міцність і жорсткість при розтяганні й стисканні ступеневого бруса.

Практичне заняття по даній темі спрямоване на засвоєння принципів побудови розрахункової схеми ступінчастого бруса, навантаженого декількома подовжніми силами, які діють у протилежних напрямках і розподіленим