

THE CONTENT OF PRIMARY SCHOOL ENGLISH TEACHERS' PHILOLOGICAL COMPETENCE

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In the context of reforming Ukrainian higher education, its main priority is the formation of a competitive specialist who can think critically, process a variety of information, use the acquired knowledge and skills for creative problem solving. The competitiveness of the specialist is due to the presence of a sufficient level of his professional competence.

Under the professional competence of an elementary school English teacher, we understand the totality of his or her key, basic and special competencies that form the structure and content of this competence [1, p. 139].

Accordingly, its key component contains five groups of key competencies that were determined by the Council of Europe. Mastering these competencies is the main criterion for the quality of education of any person, regardless of the type of her or his professional activity. These include the following competencies:

- political, social competences;
- competences relating to human life in a multicultural society;
- competences relating to oral and written communication in several languages;
- competences related to the realities of the modern information society, which requires skills in using new technologies;

– competences that realize the ability and desire to learn all life as the basis of continuous training in the professional aspect, as well as in society and in personal terms.

Basic competences are characteristic of specialists working in the professional and pedagogical field of activity, in particular in elementary school. This component includes the following competences: pedagogical competence; psychological competence; Ukrainian-language professional communication competence, which provides the process of pedagogical communication in the classroom; reflexive competence; research competence; design competence; organizational competence; creative competence.

Specialists who provide English-language education to younger students in classrooms and extracurricular work possess special competences. Special competences represented by such types as: methodological competence; English professional communicative competence, which includes language, speech, sociocultural, sociolinguistic; linguistic and regional competence; literary competence; linguistic competence; professional information competence.

Each competence is filled with relevant professional knowledge, skills that should be purposefully formed in conditions as close as possible to the real professional activities of an elementary school English teacher [1, p. 139–140].

Thus, the above structure and content of professional competence of an elementary school English teacher indicate that the competences of a teacher and a philologist are closely intertwined in the professionalism of these specialists. Based on this, it is relevant to consider the formation of philological competence of specialists of this profile as one of the most important components of their professional training.

In modern pedagogical and methodological literature, the issues of forming the philological competence of preservice English

teachers and the content of philological education have been widely investigated.

The most common is the interpretation of philological competence as a general idea of theoretical linguistic disciplines that provide normative knowledge of the learned language and the humanities, such as: history and theory of foreign literature, literary criticism, linguistic and regional studies, cultural studies, which together reveal the essence of the spiritual culture of society.

The scientists believe that philological competence is of a general objective nature, in contrast to foreign-language communicative and methodological competence of the teacher, which are subject in nature.

I.B. Kamenska defines the content of the philological competence of a foreign language teacher as a set of bilingual culture of speech behavior and reading culture, which provide the ability to implement full intercultural communication and value orientation in intercultural space in its diachronic and synchronic verbal projections. The conditions for the effective formation of the philological competence of a foreign language teacher are a communicative-pragmatic approach to teaching practical disciplines, a cognitive-pragmatic approach to teaching linguistic theoretical disciplines, a comparative-pragmatic approach to teaching the theory and practice of translation, the history of foreign literature, special courses in foreign literature. The compliance with these conditions, according to the scientist, makes possible the consistent formation of practical, theoretical, practical and bilingual levels of philological competence of preservice foreign language teachers [2].

In the structure of philological competence, the scientist identifies three main levels:

1. A basic level that provides school graduates and students of higher education institutions with the basic philological training necessary for continuing education.

2. Professional and pedagogical level, which implies the presence of excellent foreign language knowledge and broad philological erudition among teachers of foreign languages.

3. Specialized level that allows professionals to work in a highly specialized field of philological research, applying deep knowledge of one or more foreign languages [3, p. 127–129].

The analysis of the scientific works of the author named above made it possible to clarify the concept of philological competence of elementary school English teachers, its structure and content.

So, under the philological competence of primary school English teachers, we understand philological literacy, philological culture and philological self-education, which contribute to the implementation of effective professional activities.

Philological literacy involves the totality of knowledge in certain linguistic and humanitarian sciences and the ability to apply the acquired philological knowledge in the profession of elementary school English teachers. It includes linguistic and general humanitarian components.

The philological culture of elementary school English teachers is a combination of the bilingual culture of speech behavior and the culture of reading, which ensure the ability of the individual to implement full intercultural communication and value orientation in the intercultural space. In addition to the basic components it contains aesthetic, informational and personal components.

Philological self-education is a prerequisite for the professional development of a teacher. It consists of self-educational, strategic and social components.

Thus, the structure and content of the philological competence of primary school English teachers presented by us create the prerequisites for the qualitative training of competitive specialists in pedagogical education.

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**INNOVATIVE METHODS FOR STUDYING
THE PSYCHOLOGICAL CHARACTERISTICS
OF A CRITICAL INTERPRETATION AT THE UNIVERSITY**

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In different periods of human development, the very ideas about literature change, which largely depend on the personality of the interpreters. Professor Z. Mitosek of the University of Warsaw points out the ambiguity, fluidity, and openness of literature: «It is a subject that, remaining in the sphere of social practice, constantly changes its boundaries, transforms its properties and functions» [1, p. 8]. Therefore, the interpretation of works of fiction, always conditioned by the personality of the critic and the socio-cultural context of the era, changes the coordinates of reception depending on the time and circumstances of its occurrence, and the holistic picture of the literary