Competency-based approach as an imperative of reforming the training of future foreign language teachers

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Abstract

Relevance. The relevance of the problem stated in the article is due to the fact that the competence approach is an integral part of the educational process, on the basis of which federal state mandatory standards of higher education are based. With the help of the competence approach, the content of education, goals, results are determined and pedagogical learning technologies are developed. When developing educational programs for the training of future foreign languages teachers, teachers face difficulties, expressed in a lack of information about linguistic and didactic competence, through which subject methodological knowledge is acquired, a methodological base is formed, practical and technological skills are developed, research and professional and communicative skills are activated.

Purpose. The purpose of the article is to analyze and synthesize the methodological basis of the problem of applying the competence approach in the process of training of future foreign language teachers.

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Methodology. The leading methods for the study of this problem are the inductive and deductive research method, which allows us to consider this problem as a systematic, integrated approach to the application of a competence-based approach in teaching future foreign language teachers.

Results. The analysis of the application of the competence approach to the professional training of future foreign language teachers is carried out in the context of the humanistic paradigm of education. Different perspectives that promote the idea of the competency-based approach in education and that incorporate it into the structure of other scientific approaches are considered to improve the training of future foreign language teachers.

Conclusions. It is concluded that there are options for applying the competence-based approach and solving educational problems. The options of increasing motivation in the professional orientation of future foreign language teachers are considered.

Keywords: competence approach; imperative method; educational process; higher education; student.

Introduction

The conditions of the modern world allow everyone to be mobile in the personal and professional sphere. Global accessibility allows anyone to change the geography of their residence, find a job in any corner of our planet. Today, the boundaries of social interaction between people of different nationalities are expanding. This increases the demand for an educated person who is able to join various cultural and social communities, build productive actions that contribute to personal development. The competence-based approach is actively applied in modern education to enable a person to realize their self-development. The competence approach in vocational education allows adjusting educational standards based on socio-economic demand of the society, directs the pedagogical process towards the introduction of interactive pedagogical technologies aimed at practicing the practical skills of future graduates. The emergence of a competence-based approach comes from management areas in the field of business management and training. Socio-economic needs in society have formed a demand for the education system on the problem of formation of general cultural, professional competences of higher education students, development of individuality, manifestation of successful socialization and meaningful self-determination [1-4].

In education, the competence approach and competences were introduced by scholars at the end of the twentieth century [5]. And with the transition of higher education to the Bologna Process, it has become an integral part of the educational process. The Bologna process is focused on increasing global competitiveness in education, creating a common educational space that has accessibility in learning; the ordering of diplomas. In other words, the Bologna Process is aimed at the globalization of economic changes based on knowledge and the internationalisation of the educational environment. Over the past decade, several educational standards have changed due to the improvement of competencies required for the formation of higher education within the competence approach [6; 7].

The formation of the competence approach in education in various countries occurred within the framework of psychological and pedagogical theories. The theory of sign-contextual learning of A.A. Verbitsky [8] has been introduced into the higher education system of various countries, through which the humanistic and practical paradigm of education is connected. A practice-organized theory of problem-oriented learning developed in science, through which students could pose a problem and develop an algorithm for solving it, thereby developing various types of mental activity in students. A person-centred approach is actively used in the educational process, where with the help of various concepts, ideas, methods of action, the process of self-knowledge, self-realization of the individual was activated and an individual approach was applied in pedagogical practice [9; 10]. The acmeological approach in education is very popular and helps to increase professional motivation, creativity and personal resources of students and teachers.

Analyzing the works of G.N. Serikov [11], it can be said that the various approaches used in education tend to provide extensive knowledge, form general cultural competencies, logical thinking of students, good manners, as well as develop professional competences. The result of education today is seen as an integral indicator of the social, personal, behavioral component of the graduate's image, where competencies and competence are embedded. N.F. Efremova [12], analyzing the various contents of the concept of "competence" characterizes it in general as an integral characteristic, manifested in the totality of knowledge, skills, experience, personal qualities of students who are able to solve non-standard life and professional tasks. Thus, the competence-based approach in higher education allows us to form educational results that allow students to show the ability, willingness to get out of non-standard situations and apply various types of activities. Educational results are commonly referred to as competencies, which include professional qualities, social activities, ideological values, communicative and personal qualities [13-15].

The implementation of the competence approach involves the use of active and interactive methods and pedagogical technologies in the educational process, analysis of specific situations, cases, etc. But a problem opens up, manifesting itself in how appropriate it is to reform vocational training, especially for future foreign language teachers, in different disciplines in an imperative manner.

Materials and Methods

Using methods of analysis and synthesis, we examined the problem under study in an overview-theoretical way.

There are many interdisciplinary approaches to understanding education today. Most meaningfully, touching upon the meaning of the competence approach,

one can see the modern understanding of education in the works of the following teachers:

– from the position of B.A. Zhetpisbayeva [16], education is understood as a value, a system, a process by which values are assigned in the process of educational activity;

– G.N. Serikov [17] considers the student's education as a property acquired in the learning process, expressed in the mastery of social experience and the ability to use this experience in life.

According to the research materials, the competence approach in higher education is aimed at developing the ability to solve non-standard life tasks by a person, to be active in activities. The educational results that are formed in the pedagogical process are expressed in competencies. Competencies reflect the professional, social activities of the student, their worldview positions.

Many Ukrainian and Kazakh teachers and psychologists, relying on the works of A.K. Markova [18], who codified the existing science knowledge that the person is the subject of communication, knowledge, labour; that expression of the human occurs through a system of relations to society, to others and to themselves; and where the competence of the person is carried out through the acmeological development, and professionalism already includes competence allocated groups of competencies that characterize an educated person:

1. Competencies that allow a person to treat him/herself as a person, as a subject of building their own life trajectory.

2. Competencies that manifest themselves when building interpersonal interaction with other people.

3. Competencies manifested in social and professional activities.

The learner's competencies consist of cognitive functions (help to systematize the acquired knowledge and skills), axiological functions (form life-meaning orientations), evaluative functions (form mental operations that help to isolate important and secondary information from the entire stream of knowledge), regulatory functions (regulate the process of students' activity and its result), developmental functions (increase the creative potential of the learner, focus on self-actualization and self-realization in the future profession).

The fundamental principles of competence-based higher education are:

1. Taking into account scientific achievements and practical developments in the training of students.

2. A systematic approach to the levels of education, development of corporate skills and cultural creation.

3. Education of a civic position among students.

4. Raising the level of intelligence and spirituality in the general context of education.

Based on these principles, the pedagogical process is considered within the framework of the problem under study as purposeful, positive and effective, where the cognitive activity of students is activated, the self-concept is formed and personal self-determination occurs. In the process of pedagogical interaction, the teacher and the student communicate to change the behavioral, cognitive, emotional sphere of the student.

Thus, the competence approach in the field of higher education is aimed at forming the competencies of future specialists in various areas of training, but at the same time it should have its own characteristics and take into account the specifics of professional training in each direction and profile. In this regard, there are both positive aspects in the pedagogical process and negative ones in the implementation of the competence approach.

Results and Discussion

Considering various studies in the field of professional training of future foreign language teachers, we found different results of applying the competence-based approach in the field of knowledge application in the educational process.

S.N. Makeeva [19], investigating this problem, comes to the conclusion that it is advisable to form the methodological competencies of future foreign language teachers using a systematic, interdisciplinary, personal-activity, contextual and competence approach in the pedagogical process. The researcher believes that a systematic approach allows mastering linguodidactic competencies that implement philosophical categories of the general, special, singular. The methodological competence of future teachers of a foreign language constitutes the essential specifics of teaching, therefore it should be formed in an integral system of professional training.

The interdisciplinary approach is used to develop the components of methodological competence, as the information gained from studying different subjects expands the methodological potential of future foreign language teachers and expands their professional opportunities. With the help of a personal-activity approach, quasi-professional activities are carried out, where students practice practical skills in practical classes. E.Sh. Zeinutdinova [20] believes that with the help of a personal-activity approach, it is possible to build collective activity in practical classes. Communication skills are formed through the organisation of such activities and, on the basis of these, intrapersonal changes take place.

L.A. Karpenko [21] notes that through a personal-activity approach, the following tasks are solved when teaching future foreign language teachers: the psychological and language barrier is overcome; the personal sphere is revealed and students see their resources, with the help of which motivation in learning increases. A.V. Dubakov [22] highlights technologies that can be effectively applied in the pedagogical process in the preparation of future foreign language teachers. These include: the introduction of multimedia technologies into lectures and seminars; the use of interactive teaching methods; the use of a practice-oriented approach in teaching. The author also highlights the importance of the method of analyzing specific situations (case method) in the educational process. With its help, various situations are worked out that may cause difficulties for future teachers in their professional activities. Students study the theoretical aspect and methodology of foreign language teaching. The author adheres to the method of group discussion. It compares different points of view, learns new additional information, and discusses problems of language acquisition and teaching methods.

Contextual learning is used to develop active learning methods where learners can simulate social situations and work through different social roles, thereby enhancing their behaviour patterns in different non-standard situations [23; 24]. Watching video clips of foreign language classes allows you to reflect on the activities of the teacher and students within the framework of a personal-activity approach, thereby forming a model of teaching a foreign language in the classroom.

M.Kh. Labazanova & I.V. Muskhanova [25], considering the problem of training a foreign language teacher, touches on the issue of the ethno-cultural educational environment. Researchers believe that it is necessary to form interdisciplinary and meta-subject connections so that future foreign language teachers can interact at all levels of preparation of the educational process in educational organizations. Meta-subject links allow you to form logical thinking, increase the level of motivation in practical and communicative orientation in teaching a foreign language. Future foreign language teachers should realize that when teaching a foreign language, they still implement in their activities the solution of the problem of culture, ethnic tolerance, and intercultural interaction. The teacher gives information about the culture of their native and foreign country, expands their horizons about the traditions and customs of the people, thereby has an educational impact and forms a humanistic attitude to cultural diversity while teaching the language. Today, according to the researcher, a foreign language teacher should master pedagogical and information technologies that will allow students to form socio-cultural education, realize the value of their culture and cultural identity, and form readiness for effective intercultural interaction.

Expanding the ethno-cultural environment in the educational process of higher education, future foreign language teachers form a three-dimensional space: life-meaning orientations in the understanding of native and world culture. While learning, future foreign language teachers must solve the following tasks: be able to apply pedagogical technologies in their work, which open interlingual and interdisciplinary connections; on the basis of a systematic approach, move in their work from simple assimilation of knowledge to active acquisition of knowledge, to actualize the language needs of the student, and increase the level of goal-setting to search for new information. These tasks can be effectively solved in project activities, where students, within the framework of an individual approach, will express their ideas.

With the help of elements of training work, a foreign language teacher can offer students exercises that stimulate dialogue activity and thereby developing language practice. So, with the help of psychological exercises "Who am I?", "Native land", "My class card", "My hobby", etc. children can actively learn a foreign language. For this purpose, future foreign language teachers should learn how to apply psychological exercises themselves in practical classes and how to use them. Psychological exercises such as unfinished sentences and interviews can be used to stimulate learners' speech activity.

M. Hamidova [26] believes that students' competencies are better formed in cases where there is interest and a specific goal is set. In the process of learning, the student must be aware of their own learning. They must understand how the acquired knowledge will be implemented in their own professional activity. Therefore, an integral part of the pedagogical process is independent work, pair work, group work using research technologies. O.N. Igna [27] believes that lingo-information training in higher education should be based on a broad field of communicative interaction in a lingo-information context. The author believes that the training of future teachers of a foreign language is carried out from the position of a communicative approach within the framework of dialogue, communicative-activity, communicative-cognitive, socio-cultural approaches. The interrelation of these approaches provides an opportunity to broaden future foreign language teachers' perceptions of their professional work and presentation of material. The use of a strictly professional approach to learning a foreign language should also be taken into account. Such approaches as pragmalinguodidactic, linguosociocultural, linguodidactic, linguometodic direct learners' cognition in the direction of understanding the problem of learning and its meaning.

Thus, the following requirements are generally imposed on the modern future foreign language teacher: to be able to answer students' questions from the position of a language carrier, to navigate the socio-political life of their country and the country, the language being studied; to be able to discuss the topic of cultural. Scientific, social life of society, and generally apply speech skills, correlating them with communicative intentions [28; 29]. In our opinion, intercultural communication cannot be studied in the context of the information space as a multicultural environment. Therefore, the process of obtaining knowledge should be universal, including various methodological bases. Currently, a lot of research has been conducted in this area, where the systematization of scientific experience leads to the fact that the pedagogical process should have a systematic character, and implement theoretical and practical developments in this area. Various definitions and classifications of specific language features, linguodidactic concepts of multilingual and multicultural nature allow us to judge the formation of communicative and professional competence. The competence model as a value-semantic orientation of higher education should include various interdisciplinary approaches in training future foreign language teachers, this ensures the comprehensive formation of knowledge, skills and abilities of future foreign language teachers.

Studying the problem of the competence approach as an imperative of reforming the professional training of future foreign language teachers, we noted that many modern researchers are dealing with the problem of applying an integrated approach in education. The researchers come to the conclusion that the competence approach does not have its own conceptual basis and therefore relies on the conceptual and methodological apparatus of various scientific disciplines. E.Sh. Zeinutdinova [20], working actively in this direction, believes that the competence-based approach is a systematic and interdisciplinary basis, focused on the personal and activity component of the pedagogical process, and thereby highlights the practical, pragmatic, humanistic basis in its implementation. She believes that the competence approach includes a philosophical, general

scientific, concrete scientific and proper methodological principle of teaching.

Analyzing the concepts of "competence" and "competence" from the perspective of training future foreign language teachers, we determined that competencies are included in the competence of future specialists. Competence allows you to actualize cognitive and personal development and reveal personal potential. Future foreign language teachers will realize their competence in practice, or in a specific professional, life situation.

B.A. Zhetpisbayeva [16] examines the stages of the competence approach. The competence approach has passed several stages of its formation in the educational system. Thus, in the first stage, the term 'competence' was introduced, representing a system of generative processes. Competencies were presented as the potential of a person, which was expressed in the mental activity, skills and experience of the speaker. In other words, competence expresses the personally conditioned experience of a person's social and professional life [30]. The second stage considered competencies and competence in the theory and practice of language teaching, and was applied in communication training, management and management. Competencies and competence in the educational process were considered from a social perspective. Future foreign language teachers should be able to make decisions, take responsibility, show independent thinking and originality, develop the ability to listen to other people and hear what they say. They should also be ready to give others the opportunity to express their point of view, be able to resolve conflicts, show emotions during the performance of activities. Also, future teachers should be ready to constantly study and teach others.

As E.G. notes Koshkina [31], the third stage can be traced in the works of N.V. Kuzmina, who studied professional and pedagogical competencies. Within this stage, A.K. Markova [18] in labor psychology addresses the problem of professional competence, studying it comprehensively. Based on various scientific approaches, N.V. Kuzmina [32] identified pedagogical competencies: special and professional competence, manifested in the academic discipline; methodological competence - focused on the ways of forming knowledge, skills of students; socio-psychological competence - aimed at the process of communication; differential psychological competence is manifested in the motivation and manifestation of the abilities of students; autopsychological competence allows you to highlight the advantages and disadvantages in the activities carried out. Thus, it is possible to identify pedagogical abilities in their works: gnostic, design, constructive, organizational, communicative. These abilities currently reflect pedagogical competencies. Gnostic competencies allow future foreign language teachers to accumulate knowledge in their professional field and in general about the pedagogical process. Design competencies are expressed in actions where the future teacher plans a strategy and tactics for solving tasks, finds ways to solve them. Constructive competencies allow you to select the necessary material, and outline the content of training and education. Organizational competencies ensure the interaction of the teacher and the student in the pedagogical process, and communicative competencies

ensure the relationship of all participants in the pedagogical process.

Upon completion of training, universal, general professional competencies are formed, socialization and development of students' personal potential are carried out. The competence of students presupposes the integration of competencies that make it possible to satisfy personal needs for self-realization and to show professional training in the activities carried out [33]. N.V. Manyukova [34] believes that competence is a characteristic of a person, expressed in effective activity. According to M.M. Levin [35], competence and competence approach allows you to form the skill to solve tasks based on knowledge. The scientist believes that competence is not often used in pedagogy as a concept, this term is most often used intuitively, describing the social portrait of a professional [36].

Based on various ideas of scientists about competence, we can say that with its help there is a constant updating of knowledge, changing social demands are actualized in the pedagogical process, and the pedagogical process as a whole is transformed. Considering the competence approach in the training of future foreign language teachers, it can be noted that competence acts as a unit of measurement of a person's education. Revealing knowledge, skills and abilities cannot generally reflect the level of quality of education, since they do not reflect the social skills of future specialists. Competence is a broader concept that includes the internal motivation of students to the quality of professional training, the actualization of professional values and attitude to the profession they receive [37]. Based on the analysis of scientific research, it can be noted that the competence of future English teachers should be expressed in the following aspects: cognitive (the desire to acquire knowledge), operational (diversity in professional actions and willingness to implement it), axiological (social and professional values). Analysing the scientific literature on the competence approach, it can be noted that competence is a measure of an individual's involvement in an activity. That is, in other words, it can be stated that competence allows the subject to effectively organize internal and external potential opportunities for the realization of the goal, where competence will act as a model of behavior, where knowledge, skills, and skills in professional activity are reflected.

Over the past ten years, many PhD theses have been defended on the problem of training future foreign language teachers. In the works of R.K. Minyar-Beloruchev *et al.* [36] the problem of little-studied management of educational activities of students within the competence approach is noted. The pedagogical process, which ensures the acquisition of the necessary competencies, ensures the implementation of methodological principles of teaching, which make it possible to divide the educational process into sections, modules, as well as to determine the sequence of presentation of the material, its repetition, frequency of control, reliance on teaching aids.

B.G. Gershunsky [38], relying on the formation of the necessary competencies of future foreign language teachers, believes that it is necessary to create conditions for effective management of the process of students' activities. E.G. Azimov & A.N. Shchukin [39], take into

account the specifics of the educational subject "foreign language" and, based on the specifics, organize the management of the pedagogical process. In this regard, when forming the professional training of future foreign language teachers, it is necessary to organize the management of educational activities. To do this, it is necessary to actualize the pedagogical process in two directions: to substantiate the general didactic foundations of educational activity management within the competence approach and to take into account the special foundations of educational activity management in the organization of teaching a certain pedagogical discipline.

A.V. Okolovich [40] highlights the basics of management of learning activities: it is necessary to create conditions for successful activities, to organize learning information, adjust training activities of students to establish basic elements of educational activities to create an indicative basis educational activities of students, to guide the process of teaching the knowledge of students in the form of self-employment, stimulate thinking and practical activity of students by using pedagogical techniques to enhance information and communication interaction, control and adjust the actions of students in the process of implementation of educational activities. It should be noted that future foreign language teachers should understand that teaching a foreign language should be close to real foreign language communication and it is necessary to increase motivation for the practical application of the language (communication in communities with foreign peers, etc.). Unfortunately, the teacher and the student communicate on narrow topics, with few communication partners (micro-group work). Insufficient ability to express their thoughts freely in a foreign language, the predominance of role-based communication reduces the quality of mastering the material and a foreign language. Educational activity should be dynamic, with a predominant number of tasks for speech development, with high motivation of students to communicate in the language being studied [41].

A.A. Leontiev [42] in the middle of the XX century already described the fact that to manage the student's learning activities while acquiring knowledge of a foreign language, it is necessary to describe the indicative basis of the characteristics of the language, determine the relationship of speech operations, and determine the path from conscious operations to unconscious, automated. Difficulties in teaching a foreign language arise, according to the author, from the position of the creative nature of speech, the ability to combine lexical, grammatical, phonetic units in speech. Today, within the framework of the competence approach, this problem is being solved. For example, in the methodology of teaching a foreign language, the principles of selecting a language minimum have been developed, but the question of the effectiveness of managing students' educational activities during professional training remains open. Thus, when forming the professional training of future foreign language teachers, it is necessary to take into account an integrated approach to teaching, a system for managing students' learning activities, including design, adaptation, organizational, motivational functions.

M.A. Camilleri & A.C. Camilleri [43] believe that in order for the internship to be more effective for students, it is necessary to include integrative courses in the pedagogical process (pedagogy, methods of teaching a foreign language, etc.). The modern Federal State Educational Standard is focused on these courses, but depending on their professional training, they are allocated a different number of hours in the curriculum. Also, the personal-psychological component remains important, within the framework of which it is supposed to develop the self-worth of the individual, awareness in self-development, self-education. These qualities contribute to the formation of independent, creative activity of students. Having their own position in the learning process, the student can positively and critically analyze the forms, methods, and means of teaching on interactive technologies [44]. Considering the formation of professional training of future foreign language teachers, we concluded that within the competence approach, a student should master a foreign language as: a means and object of communication; a teaching tool and pedagogical communication, assuming the formation of competencies according to methodological techniques [32]. Also, a future foreign language teacher should be aware that their professional career will involve changes in the education system and be willing to constantly learn new things in order to keep up with the demands of society. The communicative competence of oral and written communication must be constantly improved in the course of professional activities. When teaching a foreign language, a future teacher should be aware that it is necessary to use a foreign language in professionally oriented teaching [45].

Also, the requirements that the Federal State Educational Standard imposes on pedagogical education also apply to future teachers of a foreign language. It is necessary to form cultural potential, to broadcast to students their education, their intellectual level of development, to build constructive social interaction, to be able to organize social partnership and participate in project activities, involving students at the same time. The imperative method changed the ideas about the professional training of future foreign language teachers, allowed to expand the ideas about the professional activity of a teacher and on this basis forced to reconsider the approach to the organization of the pedagogical process of higher education and the management of students' learning activities. Future foreign language teachers can not only to assimilate the knowledge, skills and abilities of their professional activities, but also to expand their opportunities in the field of self-development, self-realization.

Conclusions

The analysis of the problem of professional training of future foreign language teachers in the framework of the competence approach allowed us to come to the conclusion that the introduction of innovative educational technologies into the pedagogical process is an integral part of improving the quality of education. With the help of innovative technologies, students' competences and competences in general are formed, as students' cognitive and creative activities are actively developed, the quality of education is improved, and the efficiency of the use of teaching time is recognised. With the help of various

innovations based on the formed universal and general professional competences, the diversity of content, methods and forms of learning is expanded, the educational function in the pedagogical process, focused on the formation of students' sense-making orientations, is actualized. Actualization of students' independent work allows them to assimilate a larger amount of information, especially when learning a foreign language.

The learning process should be of an emotional nature, since the formation of a non-native language system is accompanied by emotional interactivity. The combination of emotionality and the development of critical thinking in the training of future foreign language teachers forms reflection, through which students more effectively assimilate new information, form a systematic approach to knowledge, and actualise new images of knowledge in their actions. This combination of knowledge and skills develops a creative approach in educational activities, increases the ability to think critically, and develops cognitive abilities that allow the manifestation of introspection. Giving students the opportunity to be independent in their learning, they develop new knowledge and understanding of this knowledge through discussion and dialogue, and develop their own position on learning

material and its application in practice. The competence-based approach allows students to be more active in searching for new technologies in teaching a foreign language and to minimise stereotypes in foreign language teaching when developing critical thinking.

Based on the principle of variability, a future foreign language teacher with the formed competencies is able to independently design the pedagogical process in the context of the educational standard, and at the same time self-actualize professionally. This increases motivation to carry out professional activities, involvement in it and thereby increases the communicative ability when interacting with potential students. Thus, the competence approach allows to develop professional and social skills of future foreign language teachers, that will always be relevant both in the implementation of the profession and in the student's life.

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Conflict of Interest

None.

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Компетентнісний підхід як імператив реформування підготовки майбутніх учителів іноземних мов

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Анотація

Актуальність. Актуальність проблеми, викладеної в статті, зумовлена тим, що компетентнісний підхід є невіддільною складовою освітнього процесу, на основі якого базуються федеральні державні обов'язкові стандарти вищої освіти. За допомогою компетентнісного підходу визначаються зміст освіти, цілі, результати і розробляються педагогічні технології навчання. При розробці освітніх програм підготовки майбутніх учителів іноземних мов викладачі стикаються з труднощами, що виражаються в нестачі інформації про лінгводидактичну компетентність, за допомогою якої засвоюються предметні методичні знання, формується методологічна база, розвиваються практичні та технологічні вміння, активізуються дослідницькі та професійно-комунікативні навички.

Мета. Мета статті – проаналізувати та узагальнити методологічні засади проблеми застосування компетентнісного підходу у процесі підготовки майбутніх учителів іноземних мов.

Методологія. Провідними методами дослідження цієї проблеми є індуктивний та дедуктивний методи, що дозволяє розглядати цю проблему як системний, комплексний підхід до застосування компетентнісного підходу у навчанні майбутніх учителів іноземних мов.

Результати. Аналіз застосування компетентнісного підходу до професійної підготовки майбутніх учителів іноземних мов здійснюється в контексті гуманістичної парадигми освіти. Розглянуто різні погляди, які просувають ідею компетентнісного підходу в освіті та включають його в структуру інших наукових підходів з метою вдосконалення підготовки майбутніх учителів іноземних мов.

Висновки. Зроблено висновок, що існують варіанти застосування компетентнісного підходу та розв'язанні освітніх проблем. Розглянуто варіанти підвищення мотивації у професійній орієнтації майбутніх учителів іноземних мов.

Ключові слова: компетентнісний підхід; імперативний метод; освітній процес; вища освіта; студент.