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FORMATION OF PRACTICAL ACTIVITY COMPETENCE OF FUTURE PROFESSIONALS IN HIGHER EDUCATIONAL ESTABLISHMENTS OF UKRAINE AND GERMANY

ABSTRACT

The article discusses topical issues of implementation competency-based approach in the modern educational system of Ukraine and Germany. A comparative characterization of competency models in these countries is given. The essence of "organizational pedagogical conditions" concept is enlightened. Its author's interpretation is presented. The following organizational pedagogical conditions of practical activity competence formation in future foreign language teachers in the higher pedagogical educational establishment are defined and described: the availability of appropriate logistical and personnel support, complex Internet-technologies use in the process of future foreign language teachers' preparation during studying in the higher educational establishment and the creation of educational creative environment with the inclusion of future specialists in educational and research activities. The author sees the implementation of these organizational pedagogical conditions in conducting proper teachers' preparation in terms of innovative pedagogy, the activation methods use of students' educational and cognitive activity, the introduction of the latest educational informational technologies. The following means are defined as effective: trainings, methodological support, e-education (Moodle platform, where it can be best implemented). It is noted that the establishment of the appropriate educational environment in HEE affects the motivation of students' learning, involves them in various types of independent work, thereby increasing the level of future professionals' knowledge and skills, acquiring creative activity experience, forming valuable attitude to professional activities, and thus improving the quality of education.

__Key words:__ higher educational establishment, professional preparation, competency-based approach, organizational pedagogical conditions, practical activity competence, means of Internet-technologies, e-learning, Moodle.

INTRODUCTION

Currently the world is experiencing a global change in the aims of education, in improving its quality, which relates primarily to the task of ensuring human entry into the professional world, his adaptation to the labour market. These processes make it necessary to raise the issue of a full, personal and social integrate education result (Носко, 2007). Nowadays future professionals' preparation is focused on getting professional knowledge, ability to apply it in their professional activities, learning methods of cognition, self-improvement, freely allowing navigating in the information space. The level of knowledge and skills development that are necessary to a specialist for the future realization of educational, organizational, developmental, communicative, self-educative, projective and research activities will directly affect future activities, the teaching quality and at the same time will form his practical activity competence.

Nowadays, the question about the use of new information technologies in education is increasingly being raised. Internet technology is one of the means of student-centered approach to learning realization, ensuring its individualization and differentiation, considering students' abilities, their preparation level etc. For the successful formation of professionally significant qualities of future foreign language teachers it is essential to identify organizational pedagogical conditions that will ensure the efficiency of the formation of their practical activity competence by means of Internet technologies.

THE AIM OF THE STUDY

The highlighting of the experience of implementing the competence approach for training specialists in higher education in Germany and disclosure of organizational and pedagogical conditions of a practical activity competence of professionals in Ukraine (for example, foreign languages teachers' preparation by means of Internet-technologies).

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Integration processes in the global education system lead to the need of modernizing its competency-based approach.

Competency-based approach in higher and secondary education system is the research subject of local scientists – I. Drach, I. Babyn, P. Bachynskiy, N. Bibik, G. Havryschak, I. Hudzyk, N. Dvornikova, J. Kodlyuk, O. Lokshyna, S. Nikolaienko, O. Ovcharuk, L. Pylhun, O. Pometun, I. Rodyhina, K. Savchenko, O. Sadivnyk, L. Sen, S. Sysoeva, O. Sytnyk, T. Smagina, G. Terestchuk, S. Trubacheva, N. Fomenko, etc.

Conceptual framework for the implementation of competence-based approach in the context of global innovation society forming while preserving the achievements and traditions of national higher education, taking into account the state standard components and branch components of public higher education, regional features for specialists' preparation with the introduction of the step structure (in perspective, two, three-cycle education structure) are laid down in the provisions of Sorbonne, Bologna declarations, Lisbon Treaty, Berlin, London, Prague, Bergen Communiqué, Cologne Summit Charter "Group of Eight" – "Aims of lifelong learning", St. Petersburg Summit "Group of Eight" – "Education for innovative societies in the XXI century", solutions of third-fifth session of the World Public Forum "Dialogue of Civilizations" (2004–2007), the resolution of the World Conference on Higher Education – 2009: "The New Dynamics of Higher Education and Research for Societal Change and Development" (UNESCO, Paris 5–8 July, 2009) and others.

The essence of organizational pedagogical conditions is viewed in works of Y. Babanskiy, N. Bolyubash, O. Kozyreva, B. Chyzhevskiy etc.

As a philosophical category a condition is perceived as relevant to the subject of the phenomena that surround it. Organizational pedagogical conditions Y. Babanskiy understands as the circumstances in which the components of the educational process (educational subject, teaching and learning) are presented in the best interaction, which enables the teacher to teach effectively and manage the learning process, and the students – to learn successfully (Бабанський, 1989).

According to N. Bolyubash, organizational pedagogical conditions are a set of interrelated factors that are needed for the purposeful process of professional competence formation in order to create the key and core competencies (Болюбаш, 2011).

Organizational pedagogical conditions K. Kozyreva defines as a set of objective features that ensure successful resolution of tasks (Козырева, 1999).

According to B. Chyzhevskiy organizational pedagogical conditions introduce the functional dependence of essential components of educational phenomena from the complex of objects (things, their conditions, processes, interactions) in different forms (Чижевський, 1996).

After the analysis of scientific papers we will define organizational pedagogical conditions in this article as a set of necessary conditions that ensure the efficiency of the practical activity competence formation in future foreign language teachers by Internet-technologies means.

RESULTS

There is a tendency abroad to distinguish three main approaches to the definition and validation in education practice the competence-based interpretation of learning outcomes: a behavioral approach (USA), a functional approach (UK) and the multidimensional and holistic approach (France and Germany). These approaches have emerged independently at first in the US and UK and then in France and Germany (Звонников, 2009).

The experience of Germany's transition to competence educational model is especially interesting, because the country with such a deep-rooted and strong educational tradition was able to implement changes related to the competence-innovations very quickly. These changes primarily have affected the understanding of the quality and effectiveness of education criteria.

Today, the German competence model is based on the theory of F. Weinert and it is built on the relationship between knowledge and competence. Competence implementation of some action presupposes person's knowledge of what he is doing and why. Simple skills derived from display and further following, do not develop student's own readiness to cope with more complex problem situations. According to Weinert, a competence should show the qualities of a student as academic success, responsibility for problem solving, ability to reduce the information to the main ideas and encode it in a special file. Without these skills, which allow interpreting the information, training will be rather extensive and unproductive in terms of the development of personal qualities of the student. If the student is capable of literate processing of the received information and can produce operational knowledge, he reaches the highest levels of competence and gets really substantial knowledge (Weinert, 1999).

In German education competencies, related to the sphere of activity, describe the willingness and ability to perform tasks, solve problems and evaluate the results consistently and independently in accordance with the objectives on the basis of subject knowledge and skills. General cognitive competencies, availability of knowledge, the ability to think and make decisions are a prerequisite to develop subject specific competences, which include both cognitive and functional competences. Personal competences involve the ability to understand, analyze and evaluate possible ways of development, self-realization, which will have a socially acceptable nature and will not harm other members of society, and to develop the existing potentialities and strive for continuous self-improvement.

Therefore, in Germany, the competence approach is more holistic, individual-oriented and diverse. Careful attention to the personal and social competence on a par with the substantive and professional one is a prerequisite for the creation of a universal theory of Competence Education. Furthermore, it should be noted that there are so-called general competencies that are equal to the meta-competencies, ensuring mastery of effective constantly updating knowledge technologies.

The implementation of the competence-based approach requires a new design of education results, teaching process and its controlling mechanism. Therefore, the search for effective ways relating to the development and implementation of competence-based approach is considered by many researchers as a relevant and modern issue.

Proceeding from the experience of competence-based approach use in specialists' preparation in Germany, we have identified organizational pedagogical conditions of students'

practical activity competence formation in higher educational establishments of Ukraine, by the example of future foreign languages teachers' preparation by means of Internet technologies.

Considering the question of professional foreign languages teachers' competence, it should be noted that it reflects their knowledge of professional activity content; possession of this activity technology; professionally important qualities of a specialist who understands the importance of providing professional work and self-improvement; ability to solve educational tasks with creativity. As you can see, the key moment in the professional competence of teachers is their activity. Therefore, in the context of our study there is the need for a detailed analysis of practical activity competence as one that fully discloses the specifics of the foreign languages teacher's work.

We believe that practical activity competence of foreign languages teachers is a formation of knowledge and skills that are necessary for the implementation of educational, organizational, developmental, communicative, self-educative, projective, and research activities, abilities to realize their worldview through the adequate technologies.

The first of these conditions we defined as the availability of appropriate logistical and personnel support. The conducted research gave us the reason to state the fact of insufficient logistical support level in the process of future foreign language teachers' professional preparation in HEE. Although the special rooms and audiences of Foreign Languages Departments are equipped with computers, they do not have properly installed software and guidelines for their use in these experts' preparation.

The analysis of the process of future foreign language teachers' preparation to the practical activity competence formation shows the fact that in the higher pedagogical educational establishment (during the study of fundamental, professional and practical preparation disciplines, etc.) less attention is paid to future specialist's knowledge and skills obtaining, that are necessary for the realization of educational, organizational, developmental, communicative, self-educative, projective and research activities, abilities to realize their worldview through the adequate technologies. Therefore, the traditional organization, contents, forms and methods of the theoretical and methodological future foreign languages teachers' preparation do not fully correspond to all modern needs. Mostly, it happens, in our opinion, because of improper lecturers' preparation in terms of innovative pedagogy, the use of activation methods of students' educational and cognitive activity, the apply of the latest educational information technologies.

Solution of these problems occurred through the training for university teachers "The Internet technologies use in future foreign languages teachers' preparation". In the process of the training conduction the teachers were learning about Internet-technologies, their types, classification, characteristics and functions. They received information about the use of Internet technologies in the classroom and how to select appropriate tools for each lesson, etc.

Another effective means of improving the personnel support of the process of the students' practical activity competence formation were the developed guidelines "The Internet technologies use in future foreign languages teachers' preparation in HEE". The manual contains information on the features and services of the Internet, network components, web browsers; the classification of Internet-technologies for foreign language learning, the description of their main characteristics; as well as practical recommendations for the use of these abovementioned Internet-technologies in educational activities. The attention is also focused on the benefits of using modern Internet-technologies in future foreign languages teachers' preparation. It describes the forms of a network, presents recommendations for the Internet use in advanced training and gives practical advice for lecturers.

The second organizational pedagogical condition of the effectiveness of practical activity competence formation in future foreign language teachers is the complex Internet-technologies use in the process of their preparation. The complex Internet-technologies use during studying in the higher educational establishment we observe as the way to professional formation of future foreign languages teacher's personality and his practical activity competence formation. In the context of this condition we mean e-learning, and also *Moodle* platform, in which it's better realized. *Moodle* like any other learning management system (LMS) is a web application located on a server and accessed through a browser.

Basically, LMS gives teachers the opportunity to create a website and rate control access to it so that only students who were accepted to a course were able to view it. In addition to access control, LMS provides a set of tools that make the course more effective, including: downloading materials; online tests; collection and verification tasks; monitoring progress; forums and chat rooms, etc.

The third organizational pedagogical condition is the creation of educational creative environment with the inclusion of future specialists in educational and research activities. Indeed, the larger and fuller personality takes advantage of the environment, the more successful his free and active self development is. A human is both a product and creator of his environment, which gives him a natural basis for life and enables intellectual, moral, social and spiritual development.

Providing educational theory and practice development and use of IT-technologies is one of the most important means of implementing the new national education paradigm, aimed at creating favorable conditions for self-development. However, practice shows that the use of simplified Internet technologies does not lead to a significant increase in the learning process. It makes sense to create a learning environment that would provide the processes of education humanization, enhance its creativity, produce the most favorable conditions for personality self-development (Зязюн, 2006).

Special attention in the educational environment based on Internet technology has to be given to the creativity of educational subjects. Thus, creativity is understood as an integral stable personality characteristic that determines its acceptance of new, innovative solutions, generating original and useful ideas. The creation of professional educational creative environment in HEE affects the students' learning motivation, draws them to the various types of independent work, thereby increasing the future professionals' level of knowledge and skills, acquiring experience of creative activity, forming valuable attitude to professional activity, and thus improving the quality of education.

To motivate future teachers, the hours allocated for independent work and ITRT (individual teaching and research tasks) can be used. Instead of writing essays on a given subject and creating data presentation abstract work, we offer to complicate these tasks to create professional and creative environment and greater students' motivation.

At the senior courses future teachers practice in schools, get acquainted with the methods of teaching and the problems encountered in learning foreign languages. The students, having some experience of working with pupils, can express their opinions and suggestions on how to improve schooling. To do this, we offer them to create their own electronic mini-tutorial (manual) of Foreign Language for any class. The development of their own manual encourages students to be creative, expressing their thoughts, new ideas on how to improve the perception of educational foreign language information by pupils.

In addition to e-textbook, students can be also offered to create their own blog, website or forum of foreign languages learning. In a blog future teachers can write articles

about the importance of foreign languages learning, add exercises to improving vocabulary and grammar skills, create dialogues and tests, etc.

A personal site creation for studying foreign languages can also be another individual educational and research task. On the site future professionals can place all necessary, in their opinion, information about foreign languages studying, add media files, give advice of how to increase productivity in language learning, etc. This can be both individual and pair or group work.

A forum (website, which was created for communication) enables to organize the discussion of educational issues. It can be carried in groups. The student can also change the design of their own forum, create categories and topics of discussion, and send invitations for their classmates to participate in the discussion. The meaningful forum topics, curiosity and creativity in design will be primarily evaluated.

CONCLUSIONS

Therefore, using the experience of German educational system of professionals' preparation in higher education establishments, the multidimensional holistic German competence model can be encouraged to adopt and adapt for the Ukrainian conditions, considering the identity of the German experience, and a positive result, confirmed by our research. Defined and substantiated in the article organizational pedagogical conditions, in our opinion, lead to effective process of practical activity competence of foreign languages teachers' formation, although they need further evaluation in the educational process of professionals' preparation in higher education establishments of Ukraine.

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