

FORMATION OF PROFESSIONAL COMPETENCE OF STUDENTS IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

Резюме. Мета дослідження – встановити особливості викладання іноземної мови та оцінити рівень сприйняття студентами спеціальностей 014.11 та 017 у процесі формування професійної компетентності. **Матеріал і методи дослідження:** включали теоретичний аналіз, анкетування, педагогічні контрольні випробування та методи математичної статистики. **Отримані результати та висновки.** Особливостями інноваційної особистісно- та професійно-орієнтованої технології формування інішомовної професійної компетентності студентів закладів вищої освіти в сфері фізичної культури є: використання комп'ютерних лінгвістичних засобів навчання у процесі аудиторної роботи та самостійної роботи студентів; застосування рольових ігор; вивчення інішомовних текстів професійного спрямування; визначення рівня інішомовної професійної компетентності на основі результатів контрольних тестів. Поєднання різноманітних методів навчання та використання міжпредметних зв'язків, дозволяє підвищити інтерес та ефективність вивчення іноземної мови студентами факультету фізичного виховання і спорту.

Ключові слова: професійна компетентність, студент, іноземна мова

Summary. Purpose of the study is to identify the peculiarities of teaching a foreign language and to assess the level of students' perception majoring in specialties 014.11 and 017 in the process of forming professional competence. Research methods include theoretical analysis, questionnaires, pedagogical control tests, and methods of mathematical statistics. Research results and discussion: Motives for learning a foreign language are an important factor that largely determines the success of a foreign language professional competence. The main reasons for the insufficient effectiveness of the forming students' foreign language professional competence technology used in the ascertaining pedagogical experiment are: low level of foreign language proficiency upon entering a university for 22.5% of students; lack of modern effective means and methods of motivation to learn a foreign language in the educational process; insufficient number of foreign language texts of professional content in the teaching material. The characteristic features of the innovative personally and professionally oriented technology for the formation of foreign language professional competence of students of higher educational institutions of physical culture are: use of computer-based linguistic teaching tools (multimedia presentations) in the course of classroom activities and students' independent work; use of role-playing games in the educational process; studying foreign language texts of professional content, presented in a specific textbook; determination of the "level of foreign language professional competence" depending on the results of pedagogical control tests. **Conclusions:** The combination of various teaching methods and the use of interdisciplinary connections allows to increase the interest and effectiveness of foreign language learning by students of the Faculty of Physical Education.

Keywords: professional competence, student, foreign language

Relevance. Learning a foreign language is a prerequisite for a specialist in physical education and sports competencies formation. To enter the master's degree program, one needs to pass a foreign language test, and the language level requirements tend to increase. Proficiency in a foreign language is a must for academic mobility. The spread of English into the mass sports practice, fitness, and the use of various mobile applications and gadgets also requires a sufficient level of a foreign language proficiency. At the same time, there are not so many scientific publications that view various aspects of foreign language teaching to students of the Faculty of Physical Education and Sports. The study by O. Korzh [2] highlights the importance of listening as a part of the communicative approach in the higher education system, and emphasizes that Euronews sports channel is an effective material for the English language and professional competence formation of students of the Faculty of Physical Education. The integration of English into Physical education increases motivation, develops communication skills, promotes the use of interactive methods and visual materials, and helps students to master the language in real-life situations, making learning fun and effective [3, 4]. O. Berezovska's work [1] explores the specifics of teaching English to students of physical education and sports. In particular, the importance of interactive methods for improving sports communication and developing professional skills in the usage of

English terminology was emphasized. Thus, the role of learning a foreign language in the formation of professional competence of specialists in the field of physical education and sports cannot be underestimated, and active methodological and practical comprehension of this problem is needed.

Purpose of the study is to identify the peculiarities of teaching a foreign language and to assess the level of students' perception majoring in specialties 014.11 and 017 in the process of forming professional competence.

Research methods include theoretical analysis, questionnaires, pedagogical control tests, and methods of mathematical statistics.

Research results and discussion. The curriculum for the 014.11 bachelor's degree program "Secondary Education (Physical Education)" includes 180 hours of a foreign language study time for professional purposes (60 hours of classroom activities and 120 hours of independent study of professional texts). Students of bachelor's program in 017 "Physical Education and Sports" have 90 hours of classroom activities and 180 hours of independent work. At the master's level both specialties have 90 hours of a foreign language study time for professional purposes (30 hours of classroom activities and 90 hours of independent work). This course involves the use of multimedia training presentations, role-playing games, a copyrighted English-Ukrainian dictionary of professional terms (in physical education and sports), and the use of English textbooks with authentic texts of professional content. Taking into account the above-mentioned foreign language technology teaching flaws to students of physical education institutions used during the ascertaining pedagogical experiment, changes were proposed to the educational and methodological complex of the discipline "Foreign Language" for students of the program 014.11 "Secondary Education (Physical Education)".

PNU students have the opportunity to improve their theoretical skills for free with the help of various English-language courses on the Coursera platform, while practicing professional vocabulary.

A foreign language is a necessary part of the enrolling exams for the gaining of master's degree. The analysis of the applicants' scores for the specialties of the PNU Faculty of Physical Education and Sports showed that among the specialties recommended for the budget 017 "Physical Culture and Sports" the average score in a foreign language (FL) is 140.9 ± 18.8 ; general learning competence test (GLCT) – 147.9 ± 11.1 ; professional exam (PE) – 180.5 ± 5.4 ; the specialty 227 "Therapy and Rehabilitation" has an average foreign language score of 134.9 ± 18.1 ; GLCT – 143.2 ± 16.3 ; professional exam – 154.9 ± 12.7 ; the specialty "Secondary Education (Physical Education)" has an average foreign language score of 149.9 ± 16.4 ; GLCT – 155.3 ± 11.3 ; professional exam – 145.4 ± 9.7 . The correlation coefficients show no link between the foreign language results of applicants to the master's program in specialty 017 – with GLCT – -0.11 and PE – 0.05 , and weak link in specialty 227 with GLCT – -0.35 and PE – -0.29 ; specialty 014.11 with GLCT – -0.08 and PE – -0.33 .

Considering the specifics of students' personal characteristics based on the results of the questionnaire at the beginning of the ascertaining pedagogical experiment, it should be noted that:

- 15.2% of students are fluent in translating a foreign text into Ukrainian; 63.6% use a dictionary to translate, and 21.2% have difficulties translating a foreign text;
- 62.3% of respondents prefer printed educational literature (textbooks, study guides, test tasks), and only 37.7% prefer computer-based linguistic teaching tools (learning and testing computer programs, the Internet);
- 37.6% of respondents prefer classroom lessons where a teacher presents the material, 25.4% prefer test tasks, 8.2% prefer independent study, and 28.8% prefer using computer programs and the Internet.
- 54.8% of respondents have a positive attitude towards the use of computer technology (CT) in learning a foreign language, 26.3% hesitated to answer, and 18.9% gave a negative answer. It should be noted that students who have a negative attitude towards the use

of CT in the educational process have an insufficiently expressed personal internal desire to acquire high professional competence. Their main goal is to obtain a higher education diploma.

There are three groups of respondents who are positive about the use of CT:

- 1) students who have the skills to use a personal computer (PC) and are mostly interested in gaming - 44.3%;
- 2) students who have good PC skills, focused on searching for information on the Internet and are committed to creative learning activities – 35.3%;
- 3) students who are confident in using a PC, strive to achieve a high level of foreign language proficiency with the help of CT – 21.4%. For them, CT is a means of improving professional competence and career growth in the field of physical education and sports.

In order to determine the impact of the teaching technology used in the ascertaining pedagogical experiment on students' preferences for different means and methods of teaching, motives for learning a foreign language, and the ability to use a personal computer, a second survey of the subjects was conducted at the final stage of the experiment. A comparison of the results of the students' survey at the beginning and at the end of the experiment showed that their preferences for different means and methods of learning a foreign language have not changed significantly.

The results of the analysis of the above data allow us to identify the main reasons for the insufficient effectiveness of the foreign language teaching technology used in the ascertaining pedagogical experiment:

- students' indifference or negative attitude towards learning a foreign language;
- lack of modern effective means and methods of teaching a foreign language in the educational process, and the formation of positive learning motivation;
- insufficient number of professional texts in foreign languages among the teaching material.

Motives for learning a foreign language are an important factor that largely determines the success of a foreign language professional competence. The results of the questionnaire survey show that at the beginning of the formative pedagogical experiment, the most important motives for students of the main and experimental groups were the following: knowledge of a foreign language to get a promising job, learning a foreign language in order to get a positive grade in this discipline, knowing of a foreign language to read and translate special literature.

The main reasons for the insufficient effectiveness of the forming students' foreign language professional competence technology used in the ascertaining pedagogical experiment are:

- low level of foreign language proficiency upon entering a university for 22.5% of students;
- lack of modern effective means and methods of motivation to learn a foreign language in the educational process;
- insufficient number of foreign language texts of professional content in the teaching material;
- indifference or negative attitude to learning a foreign language, respectively, among 26.3% and 31.5% of students.

The characteristic features of the innovative personally and professionally oriented technology for the formation of foreign language professional competence of students of higher educational institutions of physical culture are:

- use of computer-based linguistic teaching tools (Concordance-TEST program, multimedia presentations) in the course of classroom activities and students' independent work;
- use of role-playing games in the educational process;

- studying foreign language texts of professional content, presented in a specific textbook;
- use of the English-Ukrainian dictionary of professional terms;
- determination of the “level of foreign language professional competence” depending on the results of pedagogical control tests;
- forming motivation to learn a foreign language based on “operant conditioning” and group ranking depending on academic performance.

Conclusion. The combination of various teaching methods and the use of interdisciplinary connections allows to increase the interest and effectiveness of foreign language learning by students of the Faculty of Physical Education.

Prospects for further research are to develop and experimentally substantiate innovative foreign language teaching technologies that increase the level of comprehension of professionally oriented texts in accordance with the chosen field of study.

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