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FORMATION OF PROFESSIONAL AND SPEAKING COMPETENCY OF FUTURE SPECIALISTS BY MEANS OF INTERACTIVE METHODS OF STUDY

The article is devoted to the problem of formation of professional and speaking activity, to one of the most actual tasks of a high school, paying attention to the necessity of highly qualified specialists' training in conditions of pointed competition at a labour market. This article is about the essence of notion of competency that characterizes and determines the personality's professional level, peculiarities of formation of professional and speaking competency of future specialists by means of interactive methods of study.

Competency, professional and speaking competency, interactive methods of study, forms and methods of study, specialist's professional level.

Formulation of the problem in general. The nature of contemporary social issues, relationships, social and economic changes, trends phenomena requires the use of not only traditional teaching methods, but also searching and applying innovative approaches to enhance the learning of students, increasing interest in the academic disciplines, develop their creativity, critical thinking.

Interactive teaching methods confirm its effectiveness. The essence of online learning is that the learning process takes place under conditions of constant and active interaction of all participants in the educational process in the form of common and mutual training, (collective, group training in cooperation) between them, with educational information.

Analysis of recent research and publications. The need for the introduction of interactive teaching methods in the educational process is highlighted in the scientific and methodological literature and publications of many scientists of the second half of the XX - XXI centuries. Theoretical aspects related

to defining the essence of interactive methods, their classification, the most common definition, and suitable to solve educational problems, gained coverage in the works of Russian (O. Korotaev, G. Mitin, G. Samokhina, S. Stylik,

H. Suvorov, Shevchenko) and Ukrainian (A. Martynets, M. Skripnik,

L. Pyrozhenko, A. Pometun etc.) scientists. The problem in the use of interactive learning process was the focus of many researchers, including Yelnykovoyi A.,

G. Kobernik, A. Kobernik, A. Komar, T. Kravchenko, M. Krivchykovoyi,

B. Miller, L. Pyrozhenko, N. Pobirchenko, Pometun A. et al., justifying the feasibility of interactive methods to enhance the efficiency of the learning process. In writing of this article, we relied on the works by A. M. Aleksyuka [1] M.V.Klarina [5] G.P.Piatakov [8], Yaroshenko O.G. [9], M.S.Golovan [3],

V.A. Kalinin [4] O.V. Heap [6] and others. However, the question of formation of professional speaking competency of future specialists by means of interactive teaching methods has not entered the complex nature and is not presented systematically.

Purpose of the article- to consider features of formation of professional speaking competency of future specialists by means of interactive teaching methods in higher education.

The main material research. «Competence», translated from English, means skill, ability (P.Fella). The concept of «compete» in Latin-Russian dictionary is presented in the meaning to answer, to be able to (I. J. Butler). The dictionary of foreign words contains a definition of competence as awareness, awareness, credibility (S.M.Morozov). For Great Explanatory Dictionary of Modern Ukrainian language, competent is one that has sufficient knowledge in any field; qualified, based on knowledge, with something familiar, intelligent (V.T.Busel).

Under the term "competency" scientists understand: - the quality of the individual or aggregate of qualities, minimum experience of a given field (V.D.Shadrykov); - the ability to mobilize in a particular situation the received knowledge and experience in view of external circumstances; some general ability of a person that is based on his knowledge, experience, values and abilities and is not limited to any specific knowledge nor skills, and is manifested as an opportunity to establish a connection between knowledge and context (S.E.Shishov); - the ability to apply knowledge and skills effectively and creatively in interpersonal relationships –the situations that involve interaction with others in a social context as well as in professional situations; concepts that logically comes from attitudes to property; of skills and knowledge (Quality education and competencies for life); - the level of readiness of the application of knowledge and skills in different situations (L.K.Ylyashenko); - the ability to operate efficiently, to perform tasks or work; set of knowledge, skills and attitudes that allow to the individual to act effectively or perform certain functions to achieve certain standards in a particular industry or professional activities (J. Spector); - a combination of relevant knowledge and skills that give the possibility to judge motivately about this matter and act effectively in it; possession of the

relevant competent man, including his personal attitude to it, and the subject of (A.V.Khutorskyi).

According to the V.A.Kalinina, competency is a concept which characterizes and defines the level of professionalism of the individual, and his achievement takes place through the obtaining of the necessary competencies that make up the professional training purpose [4]. With him agrees M.S.Golovan, arguing that the term "competence" is associated with the content scope, and "competency" always refers to the person, describes his ability to perform efficiently a job. These concepts "are in different planes" [3]. Heap A.V. notes that the competence is knowledge of the relevant competent man, covering his personal attitude to it, and the subject of the activity. The researcher stresses that although the concept of "competency" and "competence" are delineated in determining, but they reflect collectively the integrity and team, the essence of integration as a result of education and human activities [6].

Thus, competency is the property of the individual, determines the quality of education due to the assimilation of knowledge, skills and ability to apply them on base on their own experience in the implementation of certain activities. Competency is associated with personality, with its internal qualities and abilities. For effective formation of professional speaking competency by means of interactive teaching methods it is necessary to do the introductory lesson, because students may not be familiar with similar working methods that change dramatically the constant style of learning. On this lesson you should explain clearly the essence of interactive learning, to talk to students about the rules of group work, composed in an understandable form. Without a favorable atmosphere in the collective, the use of interactive learning is complicated because it is necessary to create it and maintain constantly. The use of interactive teaching methods are not an end in itself, the teacher has to monitor constantly the process of achievement of aims, in case of failure to view strategies and tactics of work to correct deficiencies. It should involve all groups of students, as required by the very nature of online learning that will further to the development of important social skills in a team, participating in the debate discussed. It should be noted that the lesson should not be overloaded with interactive methods of work, should be combined with other methods of mutual training with other methods of work - self-search and other traditional methods. It should be taken into consideration during the online training that the students are not the object and subject of study, they feel active participants in the learning process, providing internal motivation training, promotes efficiency, growth of interest in the learning process. Interactive methods also contribute to socialization, understanding itself as a part of the team, its role and disclosure of potential. When using a group of interactive teaching methods (work in pairs, work in threes, three changing, work in small groups, aquarium) shall be allocated training time as follows: the discussion in small groups (2-6 members) - 3-5 minutes, performance - 3 minutes. When using of front learning accession it is advisable to limit the period of one minute.

The introduction in the educational process of interactive teaching methods contributes to a culture of debate, the ability to make joint decisions, ability

to communicate, report, increased level of major mental operations - analysis, synthesis, generalization, abstraction. Preparation of the lesson takes time, but the result is worth it: increases the interest in the training sessions, increases cognitive activity, changes the students' self-evaluation.

In the classroom, the following interactive teaching methods: lecture problem; lecture together; lecture with premeditated errors; heuristic conversation; academic discussion; group discussion; rapid discussion; text discussion; dialogue; debate; discussion of a common circle; "Microphone"; "Unfinished sentences"; "brain storm"; open forum; workshop; business game; didactic game; creative game; computer game; role-play game; game competitions; games aimed at learning of new material, the validation of knowledge and games in order to consolidate and summarize the material studied; analysis of the situation; situation staging various activities; training; student' Portfolio; game design and more.

Conclusions and recommendations for further research in this direction. After analyzing of a number of scientific and technical literature, teaching experience, experience of colleagues, we have concluded that the formation of professional-speaking competency by means of interactive teaching methods helps to enhance learning, impacts positively on various areas of future professionals, provides a high level of communicative activity in progress creative tasks, forms the collective skills of cooperation, makes it possible to combine theoretical knowledge with practical activities. Interactive teaching methods allow to students to act as authors, creators, increase the level of practical linguistic material possessions, form self-employment skills, providing non-standard employment, make them creative and effective.

The prospect of possible further research towards developing methods of interactive teaching methods in the formation of professional-speaking competency.