FORMATION OF LINGUISTIC COMPETENCE OF A FOREIGN LANGUAGE TEACHER (ON THE EXAMPLE OF LANGUAGE) IN THE SYSTEM OF LIFELONG LEARNING

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INTRODUCTION

In the modern educational paradigm, in general, the level of requirements for foreign language teachers is increasing. This applies to improving professional skills and abilities, as well as an important indicator of the teacher's professionalism is the willingness and ability to continuous learning and improvement (TAWAFAK, at al, 2018). After all, this is a predictable movement, forasmuch as the quality and efficiency of foreign languages depends on the competencies of the teacher. The formation of professional competence of an English teacher implies the presence of a set of different competencies (language, speech, communication, social-cultural, etc.). However, the professional formation of a foreign language teacher as a highly qualified professional is one of the priorities; it requires constant improvement, creating an integrated model of long-term improvement of content, forms and methods of teaching, creating favorable psychological and pedagogical conditions for lifelong learning (MASON, 2006).

For English teachers, continuously improve-ment of their own language competence can be permanent in the framework of regular access to advanced training courses, access to the arsenal of non-formal education, awareness and correction of their own individual trajectory of improving language competence. Modern requirements for a foreign language teacher demand a high level of theoretical knowledge and practical skills, sufficient knowledge of digital technologies and the ability to act effectively in the educational process (LISICHKO, 2012). Therefore, the modern understanding of linguistic competence presupposes the presence of a set of knowledge and the ability to use system resources, with the help of which the content of the message is created. The linguistic competencies include as follows: phonological, grammatical, lexical, orthoepic and orthographic (TSURKAN, 2019).

Consideration of these components in the training of foreign language teachers should be a priority. However, it is equally important to take into account the conditions of the evolution of the English teacher's linguistic competence. This is facilitated by sociolinguistic competence, which is responsible for acquiring the knowledge and skills necessary to take into account the social-cultural dimensions of communication.

This is the problematics of successful implementation of speech scenarios, patterns of language use at the level of stylistic markers and social relations, conventions of politeness, national features, phraseology, as well as dialects and accents. Pragmatic competence has an equal influence on the formation of linguistic competence, as well as a number of such knowledge as discourse competence (organization and structuredness of a speech script); functional competence (successful performance of communicative functions); project-based competence (correctly and clearly selected and implemented communicative act).

AIMS

The purpose of the research is to establish the effectiveness of the introduction of an additional course in upgrade training courses, which is designed to inform English teachers about existing global educational programs for lifelong learning; determining the impact of introducing a set of educational activities aimed at the formation of linguistic competence on the quality of knowledge. Based on the purpose outlined, it is planned to perform the research objectives as follows:

- to explore the demographic and gender features of students of advanced training courses for English teachers;

- to reveal how the introduction of an additional course will improve the level of awareness of English teachers about opportunities of increasing their own linguistic competence throughout life through non-formal education, participation in international educational activities for professional development, self-improvement.

- to determine how much the professional level of teachers has increased after undergoing courses where the emphasis has been on a comprehensive development of the linguistic competence of the English teacher.

LITERATURE REVIEW

The report prepared by the international program The Lifelong Learning Program 2007-2013 *(Decision No.1720 / 2006 / EC)* proposes a comprehensive approach to the training and skills enhancement of foreign language teachers throughout life. The result of the latest investigations in this field of pedagogy was the development of a number of educational programs and courses aimed at forming the linguistic competence of degree-seeking students (MARTÍN-GUTIÉRREZ, 2017; BRUIN, 2014). A responsible approach towards improving the level of training of foreign language teachers significantly affects the organization of the entire educational industry in general (AHMAD, 2016). Such studies have been taken as a basis. Innovative measures that can do the work of forming the competencies of a foreign language teacher should be comprehensive and transformative, as it has been proposed in the latest research projects (SHCHEPYLOVA, 2003; COE, 2017).

In numerous studies of the effectiveness of lifelong learning, the following guidelines are taken as a basis, namely: the harmonious formation of linguistic, pragmatic, sociocultural competence (BAKER, 2006; SYNORUB, MEDYNSKA, 2019) in order to develop new pedagogical technologies related to social networking, electronic means of learning, training platforms (BRAMSCHREIBER, 2012). By the way, ways to introduce familiarization courses in education in a multicultural environment and open information space are also considered (KÖKTÜRK, 2012).

In this context, teachers of foreign languages, as well as organizers of lifelong learning face a number of important tasks. Foreign language teachers should acquire and improve the skills and knowledge necessary for the use of information and communication technologies; teachers should master them and apply them in professional life on a par with the improvement of linguistic competence (GIACHANOU, CRESTANI, 2016). Some researchers (KOSTIKOVA, at al 2020; KO, 2013) believe that modern teachers of English as a foreign language do not sufficiently resort to innovations, or introduce them at a low level; consequently, this does not allow this industry to evolve. In this context, the intensity of integration of digital technologies into the practice of education, attracting the potential of non-formal education (ARBOL DEL, 2018) have been considered as measures to reform the system of teachers' training.

The issue of using virtuality, social networks and media platforms in the process of forming linguistic competence is being developed separately (MYKYTIUK, 2020; TASHAKORI, HAGHIGHAT, 2019); the importance of an integrated approach to the educational process, as well as the formation of professional competencies has been determined (SALGUR, 2013; HOWARD-JONES, 2014); multimedia tools and digital technologies as platforms with wide educational opportunities have been also considered (POLAND, at al, 2003). Problems of maintainability of education have been developed, forasmuch as this aspect also requires from

the teacher constant improvement of knowledge and skills (SIM, POP, 2014). Innovative pedagogical knowledge has been considered from the standpoint of their use for the formation of linguistic competence, their introduction in lifelong learning courses, as well as in university education (KUZMINA, 2020).

The concept of "linguistic competence" and its components have been also considered in the literature on this issue. A number of studies keep in focus the linguistic competencies of schoolchildren and students (SKIBBA, 2018; RABABAH, 2020) and identify indicators of their formation. Linguistic competence in the context of lifelong learning courses is also studied. It is necessary to continue the investigation of linguistic competence as a structural component of general and professional communicative competence, as well as work on further development of integrated approaches in order to train foreign language teachers during the implementation of their professional activities.

METHODS

Empirical (diagnostic) methods have been used to conduct the experiment. This is a pedagogical experiment; consequently, methods of questionnaires (written form) and observation have been applied. The experiment involved students of advanced training courses for English teachers (H.S. Skovoroda Kharkiv National Pedagogical University and Luhansk Taras Shevchenko National University). The method of pedagogical experiment was applied for 2 months in 2020 (October - November 2020). The method of the experiment was used to determine the importance of implementing an information course on international lifelong learning programs and to evaluate the effectiveness of an integrated approach (taking into account pragmalinguistic and sociolinguistic competence) in the formation of linguistic competence. It is very important to evaluate the effectiveness of introducing upgrade training courses that not only teach but also inform about other components and opportunities for in-service training for English teachers, provide knowledge about the latest pedagogical research and innovations, learning platforms and non-formal education activities. Methods of observation and questionnaires are auxiliary to the pedagogical experiment. Statistical methods are used to evaluate the results of the experiment.

The upgrade training courses for English teachers through teaching of innovative content, which is generally intended for the formation of linguistic competence, have been also considered in the study from the standpoint of observation. The observation method is empirical; therefore, it cannot directly determine the experience of the formation of linguistic competence with the help of upgrade training courses to the practices of non-formal education as systemic changes.   The proposed research continues the experience of previous experiments on the problems of evolution and innovation of the pedagogical profession of a foreign language teacher, ways to implement an integrated approach and the latest pedagogical knowledge in practice (KIKI-PAPADAKIS, CHAIMALA, 2016) as well as introduction of non-discriminatory research programs, social-cultural programs on adapting teachers' skills enhancement to modern technologies and educational needs, ways to inform about innovations in the field of lifelong learning (BOGHIAN, 2019).

Totally, 44 course participants were involved in the experiment. Courses also envisaged continuity of work. All respondents conducted their professional activities in parallel. All teachers were divided into 4 groups, two groups in each institution, namely: 2 groups (G1 - H.S. Skovoroda Kharkiv National Pedagogical University - 10 people and G2 - 12 people - H.S. Skovoroda Kharkiv National Pedagogical University) and 2 groups (G3 - 10 people - Luhansk Taras Shevchenko National University and G4 - 12 people - Luhansk Taras Shevchenko National University). A mandatory component for all groups is the introduction of a new course "Ways of lifelong learning" in the curriculum since 2020.

Stage 1. A questionnaire was preliminarily introduced in order to clarify the demographic and qualification characteristics of the experiment's subjects. Training material and technical means for the new course "Ways of lifelong learning" have been prepared in advance; training has been conducted and step-by-step actions of teachers who will lead these courses have been coordinated. An introductory survey on the demographic and gender characteristics of respondents, as well as monitoring the level of awareness of existing international programs in the lifelong learning system has been carried out.

Stage 2. At this stage, in parallel with the study of the course "Ways of lifelong learning" and the introduction of a comprehensive course in order to increase the level of linguistic competence of English teachers, a survey has been conducted to assess the level of acquired knowledge for 1 month of study.

Stage 3. At the final stage, a re-survey has been conducted on awareness and monitoring of progress, if any, in all groups.

Regarding the difficulties encountered during the research and in the process of conducting the experiment, it is the need for time (2 months); it is impossible to determine the reasons for changing the assessments of respondents; there is no possibility to conduct a qualitative in-depth study.

RESULTS

During training at upgrade training courses, the groups turned to the plan of the system of training and advanced training throughout life, the strategies of modern pedagogy, defined by the European policy Cooperation (ET2020), The Open University (2020), The Lifelong Learning Programme 2007–2013. Within the framework of the proposed courses on the formation of linguistic competence in the complex and the additional course "Ways of lifelong learning", training was conducted, which provided informing applicants about European in-service training programs and educational platforms for non-formal education (Prometeus, Coursera and others).   At the 1st stage of the experimental research within the framework of the course, the teachers of English at the initial stage were offered a survey containing the question: *What lifelong learning programs are you familiar with? Which of them have you used?*

Table 1. The level of awareness of course participants with international training programs

Group number	The Leonardo da Vinci programme, I know	I've used	The Grundtvig programme, I know	I've used	The Transversal programme I know	I've used	The Jean Monnet Programme, I know	I've used
G1	34%	-	45%	-	56%	5%	68%	-
G2	30%	-	62%	-	67%	-	71%	-
G3	17%	-	32%	-	65%	-	80%	3%
G4	25%	-	21%	-	70%	3%	69%	-

Source: Search data.

According to the survey results, more than 85% of respondents are not involved in the implementation of European and global lifelong learning programs. However, there are 11% who studied at The Transversal program, which specializes in creating high-tech and innovative programs in order to improve the linguistic competence of English teachers. In the course of the experiment (from the initial to the final stages), the following components have been involved in the educational process of advanced training, namely:

1. Regular additional education - professional training aimed at the formation of linguistic competencies of English teachers, improving the professional basis of university staff, taking into account the work in the conditions of high-tech economy. Socially adapted people are among the students of such courses, as well as qualified English teachers (see Table 1), who receive education regularly and consistently at all levels.

2. Courses on adaptation to new technologies and changing living conditions of the society. Such training events are organized in order to adapt social and professional groups who find it difficult to adjust to changes in the society, to the high-tech requirements of modern education. Sometimes these are educational platforms in the field of non-formal education, training courses in the system of vocational education.

3. The component of the education system is aimed at meeting the individual educational and professional needs of the teacher, as well as on the formation of linguistic competence. This is an important part of the lifelong learning system that should be considered. This is an individual approach to the formation of the teacher's own linguistic competence, communication skills and social skills.

The formation of linguistic competence is also a system that has provided listening to materials planned to improve the phonological, grammatical, lexical, orthoepic and orthographic

components of linguistic competence. This is, first of all, the introduction of improving the skills of reading, writing, literary and business translation, listening and enhancing speech activity in various situations dictated by the society. Pragmalinguistic and sociolinguistic competences were also taken into account. Respondents had the opportunity to get acquainted with non-formal education courses, educational platforms (Prometeus, Coursera); discussion clubs and listening to audio and watching video materials in English from the world's leading media were organized for them.   At the end of stage I, knowledge and skills were monitored within the framework of linguistic competence in groups of English language teachers participating in upgrade training courses.

Table 2. The results of knowledge and skills' monitoring of training groups (Author's development).

Group number	Unsatisfactory	Satisfactory	Good	Excellent
Group 1	3 %	28 %	45 %	24%
Group 2	4 %	26%	43%	27%
Group 3	4 %	30 %	45 %	21%
Group 4	3%	27%	40%	30%

Source: Search data.

This means that exercises activating real-time speech activity allow course participants to develop the skills of free speech formation and facilitate the process of mastering speech skills. The use of stable expressions, introductory words, the subjunctive mood, as well as the formation of the skill of self-correction of mistakes and, if necessary, paraphrasing with repetition help cope more freely with dialogue speech, statements during limited time communication, informing. All applied cognitive-communicative teaching methods make learning more effective in creating texts of both dialogue and monologue nature; interactive exercises help overcome difficulties, improve learning outcomes, increase learning efficiency and reduce time spent on it. The course "Ways of lifelong learning" was presented with in-depth explanations and examples of each program in the system of lifelong learning in action; the navigation system, rules for enrollment in courses, technologies of such systems, etc. were considered. At the initial stage (stage 1), respondents were also surveyed on their gender and professional characteristics, which contained information on age, experience, gender and previous education.

Table 3. Demographic and qualification characteristics of respondents (Author's development)

		G1	G2	G3	G4
Age	18-23 24-40 40-60	3 5 2	3 7 2	4 5 1	4 5 3
Gender	Female Male	9 1	9 3	9 1	8 4
The place where the respondents were educated	H.S. Skovoroda Kharkiv National Pedagogical University	6	7	0	0
	Luhansk Taras Shevchenko National University	0	0	7	10
	O. Honchar Dnipro National University	4	3	2	2
	Zaporizhia National University	0	2	1	0
Work experience	1-3 4-10 11-20 21 and more	3 5 2	3 7 2	4 5 1	4 6 2
Total		10	12	10	12

Source: Search data.

According to the demographic situation, the experiment involved mainly female teachers. The groups were formed in such a way that all age categories were represented, where the majority were people aged 24 to 40 (22 persons), and a minority were experienced teachers - from 40 to 60 (8 persons). The educational spectrum is quite wide - there are 4 Ukrainian universities that train teachers in the specialty of English. The geography of higher educational institutions is also clear due to the fact that the majority of teachers are working in this region of Ukraine. The vast majority of teachers in the group have sufficient and little experience; 30 respondents are experienced of the 44 participants.

At the 2nd stage of the experimental research, in parallel with the active educational process and work within the framework of the new course, a survey was conducted for all participants in the experiment in groups, which showed the dynamics of changes in the level of knowledge and skills of respondents at the equator (after 1 month of training) of the course.

Table 4. The results of knowledge and skills' monitoring of training groups at the 2nd stage (Author's development).

Group number	Unsatisfactory	Satisfactory	Good	Excellent
Group 1	0 %	25 %	46%	29%
Group 2	0 %	21%	47%	32%
Group 3	0 %	26 %	48%	26%
Group 4	0%	21%	45%	34%

Source: Search data.

As the data in Table 4 show, there is no "unsatisfactory" grade; 2% on average positive dynamics in the increase is observed in "good" and "excellent" grades.
The final stage of the experiment showed that the success in the groups as a whole increased by 6%, and the assessment of "unsatisfactory" was not given.

Table 5. The results of knowledge and skills' monitoring of training groups at the 3rd stage (Author's development).

	Unsatisfactory	Satisfactory	Good	Excellent
Group 1	0 %	23 %	48%	30%
Group 2	0 %	21%	45%	34%
Group 3	0 %	23 %	50%	27%
Group 4	0%	19%	46%	35%

Source: Search data.

The obtained results demonstrated the benefits of permanent education in upgrade training courses in the system of lifelong learning. During the experiment, the emphasis was on improving linguistic competence and cultivation of understanding of the complexity and continuity of lifelong learning. The practice of introducing a course on familiarization with the conditions and content of international programs for English teachers in the system of lifelong learning proved to be equally good.

Table 6. The level of awareness of students with international training programs (Author's development)

Group number	The Leonardo da Vinci programme		The Grundtvig programme		The Transversal programme		The Jean Monnet Programme	
	I know	I've used	I know	I've used	I know	I've used	I know	I've used
G1	88%	-	90%	-	96%	5%	88%	-
G2	80%	-	79%	-	87%	-	71%	-
G3	87%	-	82%	-	78%	-	80%	3%
G4	90%	-	91%	-	89%	3%	79%	-

Source: Search data.

During the upgrade training course, 20% of students have applied for training in the international program The Grundtvig program, for courses in English; also, 10% are preparing their own projects for submission to The Jean Monnet Program, aimed at using innovative methods in order to improve the linguistic competence of students studying English. Students of the course have used the information obtained in the previous stages. The answers to the questionnaire have helped see and evaluate the informal assessment of courses that contribute to the improvement of knowledge and further prospects for active involvement of all degrees and forms of improving linguistic competence throughout life.

DISCUSSION
Studies of measures that can make professional development courses for English teachers effective and modern are proposed by a number of programs supporting such projects

(National Education Association, European policy Cooperation (ET2020). Innovative learning space, designed to form linguistic competence by the researcher, is presented as a set of tasks and implementation conditions that make the process of competence formation complex and diverse. In the present research, a comprehensive approach to the formation of linguistic competence, taking into account sociolinguistic and pragmalinguistic indicators proved to be effective. The overall success rate among respondents increased by 6%, and unsatisfactory assessments were not available at all.

Tsurkan (2019) believes that the formation of linguistic competence of foreign language teachers should be perceived as a criterion of their professional competence in the context of the Common European Framework. In fact, the formation of linguistic competence involves the use of the entire system of teaching aids and system levels of language. Actually, involvement of the possibilities of educational platforms, as well as a number of exercises on listening, reading, writing, different genres of translation help increase the effectiveness of learning (the total volume of positive ratings increased by 6%).

It is also important to constantly study the previous experience of introducing new ways for advancing the professional level of the teacher (AMREIN-BEARDSLEY, 2008). By the way, it is necessary to continue work on informing foreign language teachers about international in-service training programs, studying their readiness to perceive innovations and the level of demand for innovative pedagogical technologies that form linguistic competence in the teacher's own professional practice (SYSOYEV, EVSTIGNEEV, 2014).

CONCLUSION

In general, the introduction of such familiarization courses contributes to the ability to independently regulate the process of improving one's own professional level, by monitoring and evaluating the supply of non-formal education and international lifelong learning programs at the level of state professional training courses. The lifelong learning system for English teachers, aimed at formation and improvement of the level of linguistic competence, has the following components, namely: regular additional professional training; courses on adaptation to new technologies and pedagogical innovations; training events organized in order to adapt professional groups to the high-tech requirements of modern education. These are non-formal education, learning platforms, social networking opportunities, etc. By the way, satisfaction of individual educational and professional needs is also considered.

Permanent training at upgrade training courses in the lifelong learning system is very useful, as well as constant improvement of linguistic competence and fostering an understanding of the complexity and necessity of learning throughout life. Improving the level of professional linguistic competence of an English teacher takes place at all language levels, considering digital, analytical, communicative and social contexts, subject to close interaction. Prospects for further research are the study of the features and conditions of formation and development of linguistic competence of foreign language teachers in the education system throughout life.

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Formation of linguistic competence of a foreign language teacher (on the example of language) in the system of lifelong learning

Formação de competência linguística de um professor de língua estrangeira (no exemplo da língua) no sistema de aprendizagem ao longo da vida

Formación de la competencia lingüística de un profesor de lenguas extranjeras (sobre el ejemplo de la lengua) en el sistema de aprendizaje permanente

Resumo

O objetivo do trabalho acadêmico é estabelecer a eficácia da introdução de cursos adicionais a cursos de formação avançada, informando professores de língua estrangeira sobre programas educacionais internacionais mundiais no sistema de desenvolvimento profissional ao longo da vida; determinando o impacto na qualidade do conhecimento da introdução de um conjunto de atividades educativas voltadas para a formação de competência linguística. Métodos empíricos, estatísticos e teóricos têm sido utilizados na pesquisa. Com o objetivo de diagnosticar a conscientização dos professores sobre o sistema de aprendizagem ao longo da vida e a eficácia da melhoria da competência linguística após a realização de cursos avançados de formação, foram utilizados os métodos de questionamento, observação, bem como o método experimental. O resultado da presente pesquisa é a comprovação de que uma abordagem abrangente dos programas de aprendizagem ao longo da vida contribui para a formação da competência linguística; deve ser permanente e fazer parte do programa de formação e requalificação de professores de inglês.

Abstract

The purpose of the academic paper is to establish how effective the introduction of additional courses to advanced training courses is, informing foreign language teachers about world international educational programs in the lifelong professional development system; determining the impact on the knowledge quality of introducing a set of educational activities aimed at the formation of linguistic competence. Empirical, statistical and theoretical methods have been used in the research. In order to diagnose the awareness of teachers about the lifelong learning system and the effectiveness of improving linguistic competence after completing advanced training courses, the methods of questioning, observation, as well as the experimental method have been used. The result of the present research is substantiation that a comprehensive approach to lifelong learning programs contributes to the formation of linguistic competence; it should be permanent and be part of the program of training and retraining of English teachers.

Resumen

El propósito del documento académico es establecer cuán efectiva es la introducción de cursos adicionales a los cursos de capacitación avanzada, informando a los profesores de idiomas extranjeros sobre los programas educativos internacionales mundiales en el sistema de desarrollo profesional a lo largo de toda la vida; determinar el impacto en la calidad del conocimiento de la introducción de un conjunto de actividades educativas dirigidas a la formación de competencias lingüísticas. En la investigación se han utilizado métodos empíricos, estadísticos y teóricos. Con el fin de diagnosticar la conciencia de los profesores sobre el sistema de aprendizaje permanente y la eficacia de la mejora de la competencia lingüística después de completar los cursos de formación avanzada, se han utilizado los métodos de interrogación, observación, así como el método experimental. El resultado de la presente investigación es la fundamentación de que un enfoque integral de los programas de aprendizaje a lo largo de toda la vida contribuye a la formación de la competencia lingüística; debe ser permanente y formar parte del programa de formación y reciclaje de profesores de inglés.

Palavras-chave: Eficiência do processo educacional. Linguagem profissional. Competência de língua estrangeira. Competência linguística.

Keywords: Efficiency of educational process. Professional language. Foreign language competence. Linguistic competence.

Palabras-clave: Eficiencia del proceso educativo. Lenguaje profesional. Competencia en lenguas extranjeras. Competencia lingüística.