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AN ENGLISH LANGUAGE TEACHER'S INNOVATION COMPETENCE IN HIGHER EDUCATIONAL ESTABLISHMENT (OWN PEDAGOGICAL EXPERIENCE)

- S** The article highlights the issue of innovation competence of the English language teacher in higher educational establishment. The paper proposes a set of innovation actions in the pedagogical activity of the English language teacher, changes in the content and technology of teaching, aimed at the development of communicative competences of students of non-philological specialities. It is important to note, that this evidence relies on the author's own pedagogical experience of working with students studying Economics, Management, Accounting and Auditing. Moreover, the author of the paper offers the results of practical implementation of the innovation competence of the English language teacher at English classes using the basic textbook, which the author of the paper the co-author is.

It has been stated that being a developing personality implies both the teacher's scientific activity and his/her mastering the system of subject, psychological, pedagogical and methodological knowledge. The main advantage is that we can comprehend that the teacher's innovation competence embraces the awareness of innovation pedagogical technologies, independent ability to use their content and methods, a high level of culture in using the innovations while performing educative work, and the personal conviction of necessary usage of innovation pedagogical technologies.

Our results cast a new light on increasing the English language teacher's level of his/her professional activity as well as his/her creativity as constituents of the teacher's innovation competence. This is embodied by working with English dictionaries, role-playing games, dialogic speech, conducting active forms of lessons, project activity, working with video plots during extracurricular activities alongside with the basic textbook.

The present findings confirm that the set of innovation activities mentioned above can stimulate the development of communicative competences of the students of non-philological specialities.

Key words: innovation competence; students of non-philological specialities; foreign communication; role-playing games; active forms of lessons; dialogic speech; project work; intercultural communication; video plot; scientific circle

- A** **Совач Катерина Олегівна. Інноваційна компетентність викладача англійської мови у закладі вищої освіти (з досвіду роботи).**

Висвітлюється питання інноваційної компетентності викладача англійської мови у закладі вищої освіти. У статті запропоновано комплекс інноваційних дій у педагогічній діяльності викладача англійської мови, змін у змісті та технології навчання, спрямованих на розвиток комунікативних компетентностей студентів нефілологічних спеціальностей. Авторка статті, виходячи з власного педагогічного досвіду роботи зі студентами, вивчаючих економіку, менеджмент, облік та аудит, та опираючись на базовий підручник, співавторкою якого вона є, пропонує результати практичної реалізації інноваційної компетентності викладача на заняттях з іноземної мови зі здобувачами ОКР «бакалавр».

Ключові слова: інноваційна компетентність; здобувачі нефілологічних спеціальностей; іноземна комунікація; рольові ігри; активні форми заняття; діалогічне мовлення; проектна робота; міжкультурна комунікація; відеосюжет; науковий гурток

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Defining the problem and argumentation of the topicality of its consideration. It is obvious that the quality of education is defined by a teacher's competence and the level of his/her professional activity. Within the nowadays demands a teacher must be flexible, dynamic and ready to work under new conditions changing constantly. A teacher should not only know his/her subject and the methods of teaching, but be a developing personality.

A challenging problem which arises in this domain is methodological competence as one of the key tasks of Ukrainian system of education is the formation of the entire system of universal knowledge, skills as well as students' individual activity. All these basic competences constitute modern quality of the education content.

Innovation competence is widely considered to be the most important one within socio-economic development of our society. It is increasingly becoming a vital factor in a general understanding of the essence of a specialist's competence with an emphasis on the innovation component of his/her activity [9, p. 172].

Research analysis. In Ukrainian and foreign language teaching methodology the study of innovation competence is presented by academic writings of Yu. Dzubenko [1], I. Dychkivska [2], A. Yermolenko, V. Kulishov, S. Shevchuk [3], I. Zyazun [4], I. Konovalchuk [5], A. Riznychenko [8], L. Shtefan [9], L.-M. Hero, E. Lindfors, V. Taatila [14], M. Marí-Benlloch, M. Martínez-Gómez, J. Marin-Garcia [15], etc. Innovation competence has received much attention in the past decade as a teacher's innovation activity occupies a leading role in the process of modernization of our education [3, p. 53].

Recent findings regarding innovation competence have led to the conclusion that it is a system of motifs, knowledge, skills, abilities, personal qualities of a teacher that supply the effective usage of modern pedagogical technologies while working with students. Here are some quotations highlighted in foreign sources: «Individual innovation competence is understood as a synonym for a set of personal characteristics, knowledge, skills (or abilities) and attitudes that are connected to creating concretized and implemented novelties via collaboration in complex innovation processes. Similar to other competences, innovation competence can be learned and developed» [14, p. 104]. «The innovation competency can be considered as a cluster of different capacities and skills. Innovation is a complex process that comprises several competencies, such as, perception of opportunities, ideas generation and evaluation, action plans, cooperation and risk» [15].

Highlighting previously unresolved major problems. A recent review of the literature on this matter has found that most scholars draw attention to theoretical issues connecting with innovation competence: its essence and various areas of innovation competence analysis [9], structural components of professional competence based on the model of a teacher's innovation activity [3; 5; 8] as well as the interconnection of a

teacher's innovation competence with the realization of his/her creative potential [3]. We believe that we have designed a practical solution to revealing the essence of innovation competence at English classes with students specializing in Economics, Management, Accounting and Audit.

The present paper outlines the description of a set of innovations in the pedagogical activity of the English language teacher, changes in the content and technology of teaching, aimed at the development of communicative competences of the students of non-philological specialities.

Presenting main material. To be a specialist in the field demands not only having a complete command of the methodology of the subject, English to be exact, but its regular enlarging.

To compile teaching and training aids teachers of higher educational establishments should have a great level of methodological thinking and creative independence as well. To perform methodological work a teacher should master the system of subject, psychological, pedagogical, and methodological knowledge. Moreover, a teacher must acquire some skills of scientific activity, be acquainted with contemporary scientific principles and theories, new methods and technologies of studying, etc.

In spite of the professional experience we work out methodological recommendations, tips and textbooks. It would be of special interest to use at English classes the textbook compiled by the teachers of Kherson State Agrarian and Economic University. This textbook is «for those teaching and studying specialized English, as well as for those struggling to pass their IAE/IEI in English» [6, p. 5].

In addition, we have published papers in specialized Ukrainian and foreign magazines. Probably in a year or two our scholar findings will be remade totally, verified or even improved. A teacher's methodological competence covers all mentioned above. A teacher does not stop at the achieved, but moves on further. Such moving on may rely not only on personal experience, but the one of his/her colleagues. As a result, we should share our experience at scientific conferences, professional seminars, round tables and department meetings [18].

It is by now generally accepted that the teacher's methodological competence consists of two components: his/her ability to conduct traditional pedagogical activity as well as the ability to project and construct pedagogical innovations. It means the teacher should be ready for innovations.

One of the major topics to be investigated in this field is a teacher's innovation competence. The components of a teacher's innovation competence are the following: awareness of innovation pedagogical technologies, independent ability to use their content and methods, a high level of culture in using the innovations while performing educative work, and the personal conviction of necessary usage of innovation pedagogical technologies.

A teacher must direct the educational process to the student's individuality, build his/her professional activity in such a way every student has unlimited possibilities of original and effective development. Widely considered to be a good way to transition from normative to innovation and creative activity is the changing of educational system character, methods, forms, and technologies of studying and educating.

The fundamental issue nowadays is teaching the foreign language as a means of communication. The mastering of foreign communication basics provides for students' achievement of minimally enough level of communicative competence. The principal idea of the communicative approach of teaching and studying a foreign language is not only students' getting the knowledge but their abilities and skills developing in usage language forms to communicate. To make a lesson interesting a teacher should use various types of educative activity. Current solutions to it are a teacher's creative approach to lessons as well as students' individual perceiving activity.

Judging from our own teaching experience students should be taught to plan their work and deal with reference books, dictionaries and the Internet thoroughly. At English classes students of non-philological specialities of our University know how to work with English dictionaries as they have get acquainted with the list of English dictionaries they can work with online as well as offline [10]. The structure of our textbook presupposes the mastering the vocabulary of all nine units [6, p. 9, 28, 46, 64, 82, 99, 118, 136, 156]. It should be stated that we offer Ukrainian translation of the word and some phrases the word is used only. Additionally, and selectively we demand the students consult different English dictionaries to write down and learn the meanings of this or that word. For example, Unit 9 [6, p. 160] contains the lexeme *levy*. In Cambridge Dictionary students come across such a definition: «an amount of money, such as a tax, that you have to pay to a government or organization» [11]. Merriam-Webster Dictionary gives such an illustration of the word: «the imposition or collection of an assessment» [16]. Collins Dictionary explains the word *levy* in such a way: «the act of imposing and collecting a tax, tariff, etc» [12]. Moreover, students with the help of the teacher can line up a synonymic set of *levy – tax, tariff, imposition, collection, assessment*.

To achieve the goal and perform tasks taking into account the communicative approach, it is worth recommending special exercises with the help of which students can achieve a high level of knowledge of English. The use of role-playing games provides ample opportunities to activate the educational process. It is known that a role-playing game is a conditional reproduction of reality, it motivates mental activity (students find themselves in a situation where it is necessary to say something, ask, learn, share something with the interlocutor). In any case, speaking helps to develop students' interest in the subject by creating the necessary

atmosphere at English lessons. The language environment is primarily created by situations. Correctly selected situations stimulate students' linguistic activity, activate the use of the vocabulary, language patterns or any grammatical phenomena. To illustrate all mentioned above at English classes while practicing Unit 3 (Factors of Production. The Basic Economic Problem) [6, p. 43] and, taking into account the current economic situation in Ukraine during the war 2022, the teacher may propose to discuss 10 pressing questions for Ukraine's Economic Reconstruction (case study of the article by the Center for Strategic and International Studies) [17]. The students may present different economists' points of view as for the problem, one student being a host of the improvised studio.

Dialogic speech is the main factor for teaching communication according to the communicative method. It cannot be planned, because it determines the spontaneity of speech actions. The formation of skills and abilities of dialogue composition is carried out by organizing the training of dialogic speech using a reference dialogue or dialogue composition according to the stages of the proposed educational situation.

One of the most important methods that help to learn a foreign language successfully is conducting active forms of lessons: lesson-conference, lesson-dispute, lesson-dialogue, lesson-extramural trip, lesson-role-playing, lesson-talk show, lesson-presentation, lesson-problem solving, etc. Such lessons are usually held at the final stage of work on the topic. During real communication, the elements of group work (interviews, round table discussions) play an important role, which contribute to the development of both dialogic and monologic speaking skills. Working in groups develops a sense of collectivism, as well as the ability to argue, defend one's opinion, analyze the statements of others, and evaluate them. Students' communication skills are improved during such forms of communication. But they should not be informed with their roles in advance. It is desirable that students express their own opinions during communication. Some ways of stimulating students' speech activity are presented in our thesis [18].

Great attention in foreign language learning is given to work on projects that contribute to the development of communication skills and mental abilities of the student's personality. Such work is usually done in pairs, groups or individually. Project work has general educational value and develops students' initiative, independence, imagination, discipline, the ability to work in a team, and teaches them to evaluate their work and the work of others. Working on projects interests them, helps to organize productive work in groups with different levels of skills and interests [7].

The introduction of non-traditional approaches into the educational process is primarily based on determining the structure and content of the student's educational and cognitive activities. In modern conditions, an obligatory

component of the purpose and content of foreign language learning in educational establishments is intercultural communication, which involves acquaintance with the peculiarities of the material and spiritual culture of native speakers, knowledge of their national psychology, traditions, customs and norms of behaviour. Therefore, it is necessary to use modern information technologies of learning, the so-called hypermedia technologies providing unlimited access to sources of knowledge thanks to electronic references, encyclopedias, paintings and films as well.

One of these technologies is working with video plots. This form of educational activity not only activates the students' attention, but also improves listening and speaking skills, as the visual support of the foreign language text voiced on the screen helps to understand its content more fully and accurately. The use of video materials makes it possible to create a situation for students to get acquainted with the traditions of relationships, the cultures of the countries of the studied language, with the language of gestures and facial expressions. And the most important thing is that thanks to video materials, they hear and learn the living language of its speakers. In addition to listening, with the help of video materials, the teacher has the opportunity to offer students various tasks, in particular, to decipher facial expressions and gestures, to stimulate conversation (speech), reading, and even to develop writing skills. These teaching methods make it possible to avoid communication mistakes further while real communicating with representatives of the countries whose language is being studied, that is, in a real life situation. This activity is widely used while the working of our scientific circle "English in Intercultural Communication". For example, watching videos about cultural and family traditions [13] as well as traditional food around the world [19] promotes to develop students' communicative skills.

Conclusions. Therefore, readiness for innovation pedagogical activity means that the teacher has a motivational and valuable attitude to professional activity, possession of effective methods and means of achieving pedagogical goals, and the ability to be creative. Such a creativity finds its realization in a set of innovations in the pedagogical activity of an English language teacher, changes in the content and technology of teaching, aimed at the development of communicative competences of the students of non-philological specialities. This set includes working with English dictionaries, role-playing games, dialogic speech, conducting active forms of lessons, project activity, working with video plots during extracurricular activities alongside with the basic textbook.

Future studies could fruitfully explore the ways of project activities of students of higher educational establishments within the work of the scientific circle "English in Intercultural Communication".

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