

«Theoretical and scientific bases of development of scientific thought»

PEDAGOGY

ORGANIZATION OF EDUCATIONAL TRAININGS ON THE FORMATION OF FUTURE TEACHERS` FOREIGN LANGUAGE PROFESSIONAL COMMUNICATION SKILLS

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Modern requirements for the preparation of future teachers - master's degree students of primary and preschool education – mean to be fruitful participants in intercultural communication and have the necessary skills and abilities of professional pedagogical communication in oral and written forms, to be able to master the latest professional information through foreign sources [9]. All these points increase the demand for qualified future teachers who are fluent in a foreign language.

Forming the students` skills of foreign language professional communication within pedagogical specialties of master`s educational level in the content of the discipline «Professional communication in a foreign language», the lecturer should take into consideration, that students must apply their knowledge and skills in future pedagogical activity [1].

The important emphasis is also placed on developing students` critical thinking skills within pedagogical specialties of master`s educational level in the content of the discipline «Professional communication in a foreign language» [4, 6]. Moreover, we should stress upon the necessity to form a culture of dialogical communication creating situations of empathy [9], to develop the leader`s quality by means of foreign language tools [2].

The demands of modern society include communication without borders. This means proficiency in a foreign language - English, which, in fact, is the language of international communication. Future educators must be able to find, systematize, critically analyze professional information within foreign language sources and apply it in practice as a highly qualified teacher.

For this purpose, it is necessary to expand the forms of student learning [3].

The terms “teaching” and “training” are often used interchangeably, but there are important distinctions. Both are useful when done effectively, but to understand their role in development, it is necessary to understand their differences. Those responsible for development activities will find it helpful to make the definition very clear within development programs and for those who participate in them. Making the distinction helps to clarify and underscore the objectives and outcomes of each. Teaching is more theoretical and abstract, while training (when done well) is more hands-on and

practical. *Teach: to provide knowledge, instruction or information Train: to develop abilities through practice with instruction or supervision* [5].

The trainings should be designed for the audience of students - future teachers who will be working with the new generation of children. The students should realize their necessity to be modern, interesting for children/ pupils, and their knowledge of professional English will help in the future work. When the lecturer is designing a training, he / she must take into consideration the students' educational and future professional interests. The training provides basic knowledge of English.

The trainer should be a specialist in the field of the professional English language communication, who also has a deep knowledge of pedagogy and methodology of teaching English. In addition, it should be a person who has all the necessary competencies and characteristics to be a coach.

The coach must clearly plan the successive stages of a training, work out the process itself (place emphasis on certain structural parts of the training - theoretical, practical material, training tasks, etc.), predict the expected results.

As a result of the training, the participants will develop skills to communicate in English within their profession, learn to differentiate between everyday and professional speech, will be able to produce a professional monologue in English grammatically and lexically correctly.

Organizing the educational trainings on the formation of future teachers' skills of foreign language professional communication, the tasks are:

- to teach the participants the grammatical and lexical English minimum for the formation of successful professional foreign language communication;
- to teach how to analyze the original English-language professional discourse and how to select the necessary material according to the professional request;
- to teach techniques the ways of forming English-speaking professional expression [7]

The expected results should be: formation of English-language communication skills of professional communication; deepening the knowledge of training participants in pedagogy and methods of teaching a foreign language in preschool and primary school in leading European countries; development of critical thinking; motivation to learn English in the field of future teaching [8].

To make the educational trainings more interesting, the lecturer – coach find out different forms of work, methods and technologies. Applying the technologies of forming communicative skills, the attention is focused on such components of communicative competence as linguistic, socio-cultural, discursive, and strategic.

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