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$$\frac{R^2}{2} \frac{1}{r^2} = \frac{8\pi G}{c^4} \frac{T_{\mu\nu}}{r^2}$$
$$\Omega = 4 \left( \frac{1+2A^2}{1-2A^2} - \frac{A^2 r^2}{A^2 r^2} \right) = A(1+4A^2 - 2A^2 r^2)$$
$$\frac{R^2}{2} \frac{1}{r^2} = \Omega^2 = \omega^2 \wedge \omega^2 = \omega^2 \wedge \omega^2 = \frac{a'}{ab} \frac{b+\pi r}{7b^2} \omega^2 \wedge \omega^2$$
$$\left( \frac{V_r}{r} \right)^2 + \left( \frac{\partial V_z}{\partial z} \right)^2 + \left( \frac{\partial V_r}{\partial r} + \frac{\partial V_z}{\partial r} \right)^2 + \left( \frac{\partial V_\phi}{\partial r} \frac{V_\phi}{r} + \frac{\partial V_z}{\partial r} \right)^2$$
$$\frac{r^2}{c^2} \approx 10^{-10} \div 10^{-11}$$
$$\int \frac{dr}{c^2} \approx 10^{-10} \div 10^{-11}$$

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**Toronto, July / September 2020**

# **The Forming Professionally Oriented Foreign Language Communication Skills in Future Teachers of Ukrainian Primary School**

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## ***Abstract***

The article focuses on the necessity of forming foreign language communicative skills in future primary school teachers as a condition of their successful professional activity and active integration into the European and the world educational space. The main emphasis in using a foreign language should be placed on mastering language and speech competences; it is necessary to develop future specialist's ability to communicate in a foreign language in real professional pedagogical situations in order to encourage the subjects of the educational process. The modern innovative teaching technologies form the basis of teaching the foreign language for specific purposes. These technologies bring them closer to their future professional duties, provide the opportunity to prepare for the teaching practice at school, and to acquire the necessary abilities and skills of communication with the primary school pupils.

**Key words:** future primary school teachers, communication, professional communication, pedagogical discourse, foreign language.

**Introduction.** The process of reforming education in Ukraine, its primary task is to increase the requirements for the professionalism of teachers, which presupposes not only a high level of personal culture, psychological readiness to work with students of different age groups, the ability for constant self-improvement, deep knowledge of academic subjects and mastery of the basics of teaching methods, but also the ability to diversifiedly interact with all participants in the educational process.

**Review of previous studies.** The fundamental foundations of the concept are the works of Ukrainian and foreign scholars in the writings, namely: the philosophy of continuing education (V. Andrushchenko, V. Kremen, I. Zyaziun, etc.); theoretical and methodological principles of professional training of future teachers, its components (V. Bondar, M. Yevtukh, O. Semenog); the essence of readiness and indicators of its formation (N. Volkova, L. Kondrashova, N. Kuzmina, V. Slaktionin, etc.), the formation of professional readiness of future primary school teachers (O. Matvienko, O. Komar); some problems of the formation and development of personality in the process of preparation for professional activity and directly in its process are highlighted in the researches of L. Vygotskyi, O. Leontiev and others;

using of the latest technologies and methods in teaching foreign languages for professional needs (V. Kalinin, S. Nikolaeva, L. Petko and others) [3; 4; 7; 9; 10; 11; 12; 13; 16; 18; 19; 20; 21].

A large number of studies have been devoted to the problem of communication and, personally, professional communication, but its relevance remains unchanged. Works on the study of this problem belong to such prominent scientists as O. Bodalyov, O. Leontiev and V. Kan-Kalik, who devoted their researches to pedagogical communication, N. Volkova focused on professional-pedagogical communication [1], psychology of professional communication was studied by L. Orban-Lembrik [8], theoretical bases of preparation of future primary school teachers for intercultural communication were regarded by L. Popova [13].

**Results and discussions.** The provisions of the "National Strategy for the Development of Education in Ukraine until 2021" (No 344/2013 25.06.2013) states that the result of its implementation should be the training and education of teachers who are able to work on the basis of innovative approaches to the organization of educational process, personal creative professional growth throughout life. Modernization and development of education and science must become proactive and continuous, flexible to respond to all processes taking place in the world. Quality education is a necessary condition for ensuring sustainable democratic development of society [14].

The legal framework governing the relevant professional activities is embodied in the articles of the *Constitution of Ukraine* No 1556-VII. 01.07.2014), The Law of Ukraine "On Education" (No 1556-VII. 01.07.2014), The Law of Ukraine "On General Secondary Education"(No 1556-VII. 01.07.2014), The Law of Ukraine "On Higher Education" (No 1556-VII. 01.07.2014), *National Doctrine of Education Development of Ukraine in the XXI Century* (from 17.04.02. No 347 / 2002), *The Concept of the New Ukrainian school* (from 01.07.2014. No 1556-VII), *The Concept of development of pedagogical education* (from 01.07.2014. No 1556-VII), *The State standard of primary education* (from 01.07.2014. No 1556-VII), typical educational programs define the requirements for the system of knowledge and competencies of future teachers.

*The Professional Standard for Primary School Teachers* (from 17.04. 2002. No 347/2002) became the first professional standard in Ukraine to be approved at the national level. The document provides general information about the standard, training and professional

development of teachers, as well as a specific list of its functions, namely: planning and implementation of the educational process; providing and supporting the education, upbringing and development of students in the educational environment and family; creating an educational environment; reflection and professional self-development; conducting pedagogical research; providing methodological assistance to colleagues on the issues of education, development, upbringing and socialization of primary school students of general secondary education; generalization of own pedagogical experience and its presentation to the pedagogical community; evaluation of the results of the work of primary school teachers of general secondary education [14].

According to *the National Classifier of professions of Ukraine* DK 009: 2010 "Classification of economic activities" specialists in this area by type of economic activity belong to section R "Education", section 85 "Education", group 85.2 "Primary education", class 85.20 "Primary education", the code of the name of the profession according to DK 003: 2010 "Classifier of professions" – 2331 "Teacher of primary classes of secondary education". A clear explanation was found in the document and the main types of job functions of primary school teachers. Consider, in our opinion, more significant.

Labor function A "Planning and implementation of the educational process": A 1U1. Find educational and methodical literature for the work of the teacher, including on the Internet; A 3U3. Make a plan for professional self-development; A 335. Methods, forms and means of ensuring interaction during the educational process; A 4U1. Collaborate and interact with relevant specialists regarding the planning of pedagogical influence...; A 336. Modern learning technologies in primary education; A 6U2. Organize various forms of educational work of students (individual, pair, group, collective, frontal) to provide feedback to the teacher;

Labor function B "Provision and support of education, upbringing, development of students in the educational environment and family": B 931 Powers of the teacher to involve stakeholders in the harmonious development of students; B 6U2. Take into account the age characteristics of students in the process of organizing educational interaction and feedback; B 733. Features of communication with parents (or persons replacing them); B 2U5. Organize cooperation with the school administration and other stakeholders.

Involvement of the future primary school teacher in the implementation of the following professional functions deserves special attention too, namely: Labor function D

"Research"; Labor function W "Generalization of personal pedagogical experience and its presentation": Labor function F 2. Ability to disseminate their personal pedagogical experience by participating in methodological activities of different levels (school, district, city, regional, all-Ukrainian), presentations in the media and etc. [14].

An integral part of the teaching profession is intensive communication, which is carried out horizontally – communication with colleagues, employees of pedagogical institutions and vertically – communication with leaders and students, in the school and beyond in writing and in oral forms, contact method and indirectly (documentation and computer communication) and serves as the main means of solving multifaceted and pedagogical tasks [21]. We come to the conclusion that professional and pedagogical communication is an integral component of quality activities of primary school teachers, for the implementation of which in modern conditions a necessary aspect is the possession of foreign language skills. Professional and pedagogical communication can take place both orally and in writing.

Ukraine's integration into the world space, rapid development of scientific and technological innovations, globalization of social and economic processes necessitates the consideration of a foreign language as an important means of intercultural relations, a tool of communication in the dialogue of cultures and civilizations. In modern conditions of training future primary school teachers for the performance of their official duties and professional skills, the problem of communication in the field of pedagogical discourse is becoming increasingly important. In this context, scholars interpret the phenomenon of discourse from various aspects, namely: as a cognitive process associated with the creation of speech behavior [18]; as a sequence of interconnected statements, united by a common goal, as a means of conversation and thinking that can become ritualized [2]; and, finally, as a form of speech communication that involves the relationship between the speaker and the listener [16].

To analyze the process of communication, we need to define its structural components, which include: subjects, subject, need, motives, actions, tasks, tools, products and the environment in which the interaction between the participants of communication. To find out the essence of "*professional communication*", turn to the etymology of the term "*communication*". According to the definition of the academic dictionary, the term "*communication*" comes from the Latin *commūnicātio* ("message", "transmission"), associated with the verb *commūnico* ("make common; report; connect") [13, p. 545]. In the early



twentieth century, the word "communication" was used in the Library of Congress catalog only in the context of "Communication and Transportation" and "Military Communication". With the development of electronic means of communication, there was a need to consider communication as the transmission of information through technological channels.

The communicative approach to teaching foreign languages adopted in the modern domestic methodology determines the choice of goals, according to which the principles, content, methods, techniques and means of teaching are determined [5, p. 39]. Of course, all structural components of communication are interconnected and do not exist separately, which indicates that they belong to a single sphere of human interaction, in which they are active tools. In modern society, the concept of communication was used in many areas of human activity, first by technical specialists (physicists, technicians and engineers), and with the formation of the communication paradigm it was used by philosophers, sociologists, psychologists and educators to define interpersonal interaction in human society. It becomes obvious that communication as a category of knowledge is associated with different areas and contexts in different ways. The definition of the term "communication" has not become stable. According to the scientist V. Kashkin, there are almost as many definitions of this term as there are authors who studied it [6, p. 15].

Researcher A. Myroshnychenko identifies two types of professional communication, which depends on the professional affiliation of its participants, namely:

1) *intraprofessional communication* (communication between specialists of the same profession), for example: teacher – teacher, teacher – head-master of an educational institution, etc.; 2) *interprofessional communication* (communication between specialists of different professions), for example: teacher – student, teacher – parents of a student, etc. [15].

L. Orban-Lembrik distinguishes such varieties of professional communications as: *representative, cognitive, persuasive, expressive, suggestive, ritual* [8].

In defining the term "professional communication", we agree with the definition by N. Volkova, who characterizes this phenomenon as a system of direct or indirect connections, interactions of specialists, realized through verbal and nonverbal means of communication to exchange information, model and manage the communication process, regulation of professional relations [1].



**Conclusions and prospects for further explorations.** Thus, the characteristic features of professional communication of future primary school teachers in modern conditions include: the activity of its participants in a single communicative space; identical understanding by the subjects of communication of professionally-oriented information and communication situation; the presence of mutual understanding between the participants of communicative interaction, which is produced not only by the possession of language tools, but also by the psychological characteristics of the interlocutors, due to which feedback is achieved. The development of communication skills in a foreign language for professional needs opens for primary school teachers the significant prospects for further self-improvement, compliance with the requirements of the time and decent competitiveness.

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### Translation of the Title, Abstract and References to the Author's Language

#### **УДК 378**

**Попова Людмила. Формування іншомовних професійно орієнтованих навичок комунікації майбутніх учителів початкової школи України.**

У статті розкривається необхідність формування іншомовних комунікативних навичок майбутніх вчителів початкової школи як умова їх успішної професійної діяльності та активної інтеграції в європейський та світовий освітній простір. Доведено, що основний акцент у використанні іноземної мови в професійній діяльності вчителя повинен бути зроблений на оволодіння мовними та мовленнєвими навичками; необхідності розвивати вміння майбутнього спеціаліста в спілкуванні іноземною мовою в реальних професійних педагогічних ситуаціях з метою заохочення суб'єктів навчально-виховного процесу. Сучасні інноваційні технології навчання складають основу викладання іноземної мови для конкретних цілей, які наближають фахівця до своїх майбутніх професійних обов'язків, дають можливість підготуватися до викладацької практики в школі, набути необхідних здібностей та навичок спілкування з учнями початкових класів.

**Ключові слова:** майбутні вчителі початкових класів, спілкування, професійне спілкування, педагогічний дискурс, іноземна мова.

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