

Vol. 12 (4): 421-432 (2022)

FORMATION OF FUTURE FOREIGN LANGUAGE TEACHERS' INTERACTIVE COMPETENCE AS A FACTOR OF THEIR PROFESSIONAL DEVELOPMENT

Elena Vladimirovna Chelpanova^{1*}, Elena Borisovna Bystray¹, Victor Markovich Moshkovich¹,
Larisa Alexandrovna Belova¹, Anastasya Aleksandrovna Shabalina¹

¹*South Ural State Humanitarian Pedagogical University, Chelyabinsk, Russia;*

*Corresponding Author Elena Vladimirovna Chelpanova, email: chelpanovaev@cspu.ru;

Received August 2022; Accepted September 2022; Published October 2022;

DOI: <https://doi.org/10.31407/ijeess12.453>

ABSTRACT

The research described in the article presents ways of solving the problem of formation of future foreign language teachers' interactive competence. The study is aimed at enhancing the whole process of its formation within professional training. Relying on their own experience as pedagogical university teachers the authors were motivated in the research by the difficulties the students faced when having school placement: lack of interactive communicative skills. Relevance of the problem discussed in the article to the challenges of the modern economic and political situation is due to the features of the discipline "Foreign language" which teaches friendly and equal communication in a foreign language, conveying the value of one's own culture and showing a tolerant attitude towards speakers of another. In order to ensure the solution of these tasks, a foreign language teacher must possess foreign language communicative competence. At the legislative level, the introduction of Federal Standards of Higher Professional Education of the Russian Federation has consolidated changes in the future teachers' training system: requirements for future teachers to possess foreign language communicative competence, one of the components of which is interactive competence. To collect and process the research data the authors resorted to the following methods: expert assessment, survey, V.F. Ryakhovsky test, qualitative and quantitative analyses, statistical methods of data processing (χ^2 - Pearson)). The study proved the effectiveness of the determined set of pedagogical conditions. The level of interactive competence in the group where they were implemented has grown which was testified by the revealed statistically significant differences "before" and "after" the experiment.

Keywords: foreign language teaching, interactive competence, horizontal-facilitation interaction, professional formation of a future teacher, subject-subject relations.