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REQUIREMENTS FOR SYSTEM OF PROFESSIONAL COMPETENCIES OF ENGLISH TEACHER IN EU COUNTRIES

The article highlights the requirements for the professional competencies of English teachers in EU countries. It is emphasized that one of the most important legal documents, which determines the requirements for competency and professional training of English teachers, is the Guidelines for Teachers of English to Speakers of Other Languages (TESOL).

The requirements for an English teacher in EU countries are: compliance with the recommendations and guidelines of the educational programme from top to bottom; use of recommended textbooks and teaching materials, but in fact, teachers can independently develop their own textbooks and manuals, as well as supplement existing ones; development and administering of tests; preparing students for exams.

The development of requirements for an English teacher provides a detailed discussion of competencies, in particular: ability to plan educational activities specifically and to perform them in the classroom in accordance with the previously prepared programme; proficiency in flexible adaptation to students' questions and answers; ability to control the work of students; competency to recognize, analyse and enable students to overcome difficulties in the learning process and to develop their individual abilities.

The assessment of English teachers' competencies in EU countries proves that they must be clearly defined and agreed in a professional standard.

It is generalized that in European countries there are different social needs and requirements for an English teacher that is why it is impossible to determine one «ideal set of requirements» for the professional competencies of an English teacher. However, the above mentioned competencies are certainly a guarantee of a positive learning experience and will increase the chances of an English teacher to become successful in professional career. The analyzed requirements for the professional competencies of English teachers, in our opinion, are an attempt to respond to the challenges of modern globalized society in the need for international integration and free communication. We believe that it is advisable for our state to take these requirements into account developing the national professional standards for foreign language teachers.

Key words: English language; EU countries; professional competencies; professional training of English teachers; teacher.

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Introduction. Language is the main means of communication. It is a way that enables us to share our ideas, views and thoughts with other people. Some people

even say that it is language that distinguishes us from animals and makes us human.

There are several reasons why the English language is important for communication today. First of all, it is the most widely spread foreign language. It means that two

people who come from different countries (for example, a Mexican and a Swede) usually use English as a common language to maintain a dialogue. So everyone should learn this language to communicate internationally. Good command of English can help you to interact with people not only from English-speaking countries but from all over the world. To master the English language is also important for obtaining education. In many countries of the world, children are taught and encouraged to learn English as a second language. At the level of higher education (master's degree) students of great number of countries study almost all their subjects in English, this is done to create a single field of higher education and to make course content more accessible to international students. Even in the countries where English is not an official language, such as the Netherlands or Sweden, many academic programmes in science and technology are in English. As this language is the dominant language of science, most researches and developments used in any scientific field are usually in English (Naved, 2020).

In today's global world, the importance of learning English cannot be denied or ignored, as English is the most widely spread language. Constant language practice as well as patience are necessary to master the English language. However, why do some students fail to achieve success in learning English? One the one hand, most of them study English to get good examination results, on the other hand, there is a sufficient lack of practice in language learning. However, the tendency of the modern world is that good command of English is necessary for those who want to succeed in life. Therefore, in today's global world, the importance of English cannot be neither denied nor ignored (Nishanthi, 2018, p. 871).

Increasing of the mobility of citizens, implementation of multicultural and multilingual diversity in different countries, and hence, in academic community are the results of the globalization of society and economy. Therefore, modern society sets high requirements for English teachers who must teach a modern citizen of Europe and the world. How do these requirements comply with the competencies necessary for professional training or development of English teachers? In order to do that, each country needs to identify competencies and set (develop) standards that can make this process successful (Kuhlman, Knezevic, 2013, p. 2). The assessment of English teacher's competencies in the world's leading countries proves that they must be clearly defined and agreed in a professional standard. Thus, **the aim of our research** is to study the requirements for the professional competencies of English teachers in EU countries.

Analysis of recent researches and publications. In our opinion, the analysis of European educational practice for the domestic education system is timely taking into account the integration processes in it, especially relevant it is for the development of the effective mechanism of modernization of pedagogical education, considering world experience. Thus, in light of the contradiction between the need of the modern society to speak English and the need to update the content of the future teacher training, it is interesting to analyze the experience of

undergraduate training of philology teachers conducted by Ukrainian scientists H. Tereshchuk, I. Yashchuk, K. Binytska (2019, p. 33). The study of modern foreign comparative scientific-pedagogical researches has shown urgency of the specified problem. Scholars highlight the peculiarities of teaching English in higher education in specific countries. In particular, scientists S. Panggua, B. Wello, B. Jabu and D. Macdonald (2018) study the problem of professional competence of teachers in Indonesia. The issues of teaching in English in Chinese higher education in the context of the study of competencies, certification and professional development of teachers was analyzed by E. Macaro and S. Han (2019). The analysis of foreign scientific works has shown that in some scientific works the question of competence of English teachers is considered from the point of view of realization of literacy programs. Thus, S. A. Wahid, S. M. Yusof, N. A. Atan, H. Ibrahi (2020) studied the level of competence of English teachers in such related aspects – competence of knowledge, competence of teaching skills, competence in assessment, as well as professional pedagogical values and competence in behavior.

Methods of research. The main research method is the analysis of international educational standards, professional educational programs and scientific resources. The theoretical method of generalization of regulatory and legal framework of EU countries, scientific pedagogical literature was used in order to determine the requirements for professional competencies of an English teacher in foreign countries.

Requirements for professional competencies of English teacher in EU countries. In today's world the role of education and training in assessing the skills of a foreign language teacher is still underestimated. It is often believed that all you need to teach language to students is to be fluent in it. Such ideas can be found even in the advertisements of language schools, which claim to be the best because some of their teachers are native speakers. Quite often the level of professional pedagogical training and experience of educational work of teachers are not taken into account at such language schools. So it is debatable whether all that a teacher of the foreign English language needs is just to know the language well, enter the classroom and speak.

The studies conducted by the Council of Europe (Leban, 2003, p. 69) show that in many countries around the world, foreigners are still considered to be the best teachers and the best professionals, even better than highly qualified teachers. However, the request to introduce legislative changes in education system, which should clearly describe the competencies of foreign language teachers, was put forward to all countries that enter Common Education Space of the European Union.

One of the most important legal documents, which determine the requirements for competency and professional training of English teachers, is the Guidelines for Teachers of English to Speakers of Other Languages (TESOL) (Kuhlman, Knezevic, 2013, p. 2).

This document states that English is an academic subject that requires professional competence and

qualified professionals. In many countries around the world, these are fundamental principles for developing educational programmes for training future teachers.

This document lists the disciplines required for the curriculum of foreign language teacher specialty: linguistics, applied linguistics, practical foreign language course, sociolinguistics, didactics and teaching methodology, knowledge of literature, developing of programs and didactic textbooks, assessment and intercultural communication.

The European Profile for Language Teachers Education is another document that describes the competencies of foreign language teachers important for the professional activity of a qualified teacher (European Profile for Language Teacher Education – A Frame of Reference).

This document is the result of a six months' study done by the European Commission. 40 specific competencies are characterized in this paper (Szplit, 2010, p. 239). The document describes the process of professional training in many aspects, it is a kind of a basic document for specific programs of particular academic subjects developed for training future teachers.

One of the standards for the training future teachers of English is a document prepared by EAQUALS (European Association for the Quality of Foreign Language Teaching under the auspices of the Council of Europe) (Międzynarodowa Akredytacja Językowa EAQUALS, 2020), known as the «Profiling Grid». This document describes qualifications and practical competencies of foreign language teachers. It defines the levels of these competencies by similarity to the European system of description of language ability, describes language ability on a A-C scale (CEFR – Common European Framework of Reference for Languages: learning, teaching, assessment (Common European Framework of Reference for Languages, 2020; Szplit, 2010, p. 239).

The Common European Framework of Reference for Languages (CEFR) clearly defines the role of the teacher and the expectations regarding his / her competencies and skills. Among the requirements for an English teacher are:

- compliance with the recommendations and guidelines of the educational programme from top to bottom;
- use of recommended textbooks and teaching materials, teachers can also independently develop their own textbooks and manuals, as well as supplement existing ones;
- development and administering of tests;
- preparing students for exams (Common European Framework of Reference for Languages European Framework, p. 123).

The development of requirements for an English teacher provides a detailed discussion of competencies, in particular:

- ability to plan educational activities specifically and to perform them in the classroom in accordance with the previously prepared programme;
- proficiency in flexible adaptation to students' questions and answers;
- ability to control the work of students;

- competency to recognize, analyse and enable students to overcome difficulties in the learning process and to develop their individual abilities (Common European Framework of Reference for Languages European Framework, p. 123).

Another provision of the document emphasizes the important role and specific competencies of a teacher: learning efficiency; ability to manage work in class; ability to analyse group learning processes and refer to the experience of such studies; knowledge of teaching styles; understanding of the rules and ability to conduct tests, assessment and control; knowledge of socio-cultural phenomena and skills in their teaching; intercultural attitudes and skills of different groups of students; knowledge and ability to impart to students the aesthetic values of literature (Szplit, 2010, p. 242); ability to work individually, with different students in the classrooms, taking into account their personal abilities and skills (Szplit, 2010, p. 243).

We believe that it is advisable to examine thoroughly Polish standards for English teachers' competencies, as this country is close to Ukraine and has successfully integrated into European educational standards.

According to the order of the Minister of National Education and Sports of the Republic of Poland of September 7, 2004 on professional standards of teacher education, training for the profession of a teacher should lead to the acquisition of competencies in education (Regulations of the Ministry of National Education and Sports) in 2004, namely:

- didactic;
- socio-educative – related to the ability to recognize the needs of students and cooperate in interpersonal relationships;
- creative – expressed in the ability to self-education, innovations and non-standard activities, due to adaptability, mobility and flexibility;
- praxeological – show efficiency in planning, implementation, organization, control and assessment of educational processes;
- communication – proved by the effectiveness of verbal and nonverbal behaviour in learning situations;
- information and mass media – expressed in the ability to use information technology, to take advantage of them in teaching academic subject (conducting lessons);
- language – knowledge of at least one foreign language at a high professional level (Szplit, 2010, pp. 242–243).

Most educational programs for training future foreign language teachers in Europe are based on the above mentioned components, as well as on common components, such as methodological and pedagogical, linguistic, and literary (Szplit, 2010, p. 237).

That is why, European scholars believe that most foreign language teachers in the world have an urgent need to develop language skills, and this communicative competence is the basis for training a highly qualified English teacher (Lange, 1990, p. 245).

Rating of professional competencies of English teachers in the EU countries. A number of scientific

studies and a rating of professional competencies of English teachers have been conducted in the EU countries:

- the most important feature of a highly qualified foreign language teacher is a command of the language he teaches;
- knowledge of methodology;
- mastering the theory of language, knowledge of culture and literature.

Undoubtedly, good command of the language which is taught is an indispensable condition. However, high language competence is not enough, as it does not mean that a teacher can impart knowledge and get his students interest. Quite often, profound knowledge of a foreign language can even complicate the work of a teacher, because he / she is not aware of the problems that students may have and does not feel what happens in the classroom.

That is why modern teaching concepts emphasize the dual nature of English teacher competence: they must have high language competence and pedagogical skills – knowledge and ability to use effective teaching methods and technique (Szplitt, 2010, p. 238).

Most of these aspects are interpreted differently, discussed in detail in different countries according to their teacher training standards. However, national trends can be seen in all European countries. They are presented in the legal documents created by various organizations and institutions.

It is advisable to consider the requirements for an English teacher put forward by the British Council. Training of an English teacher requires specific skills no matter what he / she is taught. And what qualifications should an English teacher have? Having analyzed the experience of the British Council, conducted a survey among practicing foreign language teachers and students, 7 absolutely decisive characteristics of a qualified English teacher were identified. They are the following (Jaki powinien być dobry nauczyciel języka angielskiego? 2020):

1. Does a person know official duties and requirements for the process of education?

Language skills and ability to transfer knowledge are not the same. Needless to say that, an English teacher or professor must have profound knowledge of grammar and vocabulary to teach students (a well-passed exam Aptis for Teachers can be a mark of competence). However, knowledge of different and modern teaching methods is no less important. Each student absorbs the knowledge differently – a qualified teacher can adapt the lesson to the needs of all the students. Each teacher must be appropriately qualified to teach English (to have at least a CELTA or Trinity EFL certificate, and a DELTA certificate is necessary in reputable schools), use the methodology according to the needs and level of development of students and explain the purpose of work and, if necessary, respond to any questions on the subject of this topic.

2. Takes into account the needs of students. Effective language learning is possible only if the teacher knows the teaching material and sets educational goals. Always consider this issue before deciding on a course of study.

3. To be sympathetic. Learning of a foreign language can be a pleasant experience, but for some people it can

be a daunting challenge. Many English courses focus on speaking, that causes difficulties for shy or introverted people who are reluctant to speak even their native language. Also, people who have had a long break from learning or using the language may feel intimidated in the group. A qualified teacher must conceive the feelings of his students and help each of them achieve the best results. Many people think that a native speaker will be the most appropriate teacher. Contrary to this view, it should be mentioned that who was once a student can better understand the difficulties students face.

4. Creative. For many students attending additional English classes after spending a day at school is sometimes a kind of a punishment. Unfortunately, in order to master a foreign language well, you need to make additional efforts, both inside and outside the educational institution. A qualified English teacher can conduct a lesson by diversifying the course so that each language meeting is slightly different from the others. A little creativity allows you to prepare interesting, varied lessons, that positively affects the attention and motivation of students and maintains their interest to learning the language. None of students likes to study textbook material for hours and memorize sentences mechanically.

5. Can listen. A good English teacher should facilitate not only students' passive language skills (listening and reading), but also active (speaking and writing) skills - all of which will be needed in real life. Maybe students will get interested not only in the teacher's stories, but also in their classmates?

6. Patient. Sometimes three students in one lesson ask the same question. This situation can be annoying for a teacher, but it is his / her duty to answer every question, even a repeated question, and to choose individual teaching methods according to the students' abilities. A qualified teacher can, if necessary, present the teaching material in several different ways. Teacher must be open to students' thoughts and adapt to their needs.

7. Able to encourage learning outside the classroom. If you want to achieve a success in learning a foreign language, the educational process should not stop when lesson at school is over. In today's world, we have many opportunities and resources that can be used outside the classroom (for example, sites LearnEnglish or LearnEnglish Kids or other websites available for free on the Internet). A qualified English teacher shows students where to find valuable resources and materials in addition to textbooks. It arouses interest in learning the language, gives an opportunity to acquire new knowledge and suggests how to combine process of education with individual interests. Such kind of lessons and the teacher's attitude help students to learn a foreign language faster and feel more satisfied with the process of education.

Conclusions and directions for future research.

Let us now summarise what has been said. In European countries there are different social needs and requirements for an English teacher that is why it is impossible to define one «ideal set of requirements» for the professional competencies of an English teacher. However, the abovementioned competencies are certainly

a guarantee of a positive learning experience and will increase the chances of success in the professional activity of an English teacher. The studied requirements for the professional competencies of English teachers, in our opinion, are an attempt to respond to the challenges

of modern globalized society in the need for international integration and free communication. We believe that it is advisable for our state to take these requirements into consideration for developing national professional standards for foreign language teachers.

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ВИМОГИ ДО СИСТЕМИ ПРОФЕСІЙНИХ КОМПЕТЕНТНОСТЕЙ ВЧИТЕЛЯ АНГЛІЙСЬКОЇ МОВИ В КРАЇНАХ ЄС

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У статті висвітлено вимоги до професійних компетентностей вчителя англійської мови в країнах ЄС. Акцентовано, що одним з найважливіших нормативно-правових документів, який визначає вимоги до компетентності та професійної підготовки вчителів англійської мови, є Вказівки для вчителів англійської мови, які говорять іншими мовами (TESOL).

В країнах ЄС вимогами, які висуваються до вчителя англійської мови є: дотримання рекомендацій та вказівок освітньої програми зверху до низу; використання рекомендованих підручників та навчальних матеріалів,

викладачі можуть самостійно розробляти власні підручники та посібники, а також поповнювати існуючі; розробка та проведення тестів; підготовка учнів до іспитів.

Розробка вимог до вчителя англійської мови забезпечує детальне обговорення його компетентностей, зокрема: вміння конкретно планувати освітню діяльність та виконувати її у класі відповідно до раніше підготовленої програми; здатність гнучко адаптуватися до запитань та відповідей учнів; можливість контролю за роботою учнів; вміння розпізнавати, аналізувати та давати можливість учням долати труднощі в процесі навчання та розвивати свої індивідуальні здібності.

Оцінка компетентностей вчителя англійської мови у країнах ЄС доводить, що вони повинні бути чітко визначені та узгоджені у професійному стандарті.

Узагальнено, що у європейських країнах є різні суспільні потреби та вимоги до вчителя англійської мови, саме тому неможливо визначити один «ідеальний набір вимог» до професійних компетентностей вчителя англійської мови. Однак перераховані вище компетентності, безумовно, є запорукою позитивного досвіду навчання та збільшать шанси на успіх у професійній діяльності вчителя англійської мови. Проаналізовані вимоги щодо професійних компетентностей учителя англійської мови, на нашу думку, є спробою відповісти на виклики сучасного глобалізованого суспільства в потребі міжнародної інтеграції та вільного спілкування. Вважаємо, що для нашої держави доцільно враховувати ці вимоги під час розроблення національних професійних стандартів для вчителів іноземної мови.

Ключові слова: англійська мова; вчитель; країни ЄС; професійні компетентності; професійна підготовка вчителів англійської мови.

ТРЕБОВАНИЯ К СИСТЕМЕ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНТНОСТЕЙ УЧИТЕЛЯ АНГЛИЙСКОГО ЯЗЫКА В СТРАНАХ ЕС

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В статье освещены требования к профессиональной компетентности учителя английского языка в странах ЕС. Акцентируется, что одним из важнейших нормативно-правовых документов, который определяет требования к компетентности и профессиональной подготовке учителей английского языка, являются Руководство для учителей английского языка, не-носителей языка (TESOL).

В странах ЕС требованиями, предъявляемым к учителю английского языка, являются: соблюдение рекомендаций и указаний образовательной программы; использование рекомендованных учебников и учебных материалов, преподаватели могут самостоятельно разрабатывать собственные учебники и пособия и пополнять существующие; разработка и проведение тестов; подготовка учащихся к экзаменам.

Разработка требований к учителю английского языка обеспечивает детальное обсуждение его компетентности, в частности: умение планировать образовательную деятельность и выполнять ее в классе в соответствии с ранее подготовленной программой; способность гибко адаптироваться к вопросам и ответам учащихся; возможность контроля за работой учащихся; умение распознавать, анализировать и давать возможность учащимся преодолевать трудности в процессе обучения и развивать свои индивидуальные способности.

Сделан вывод о том, что в европейских странах есть разные общественные потребности и требования к учителю английского языка, поэтому невозможно определить один «идеальный набор требований» к профессиональным компетентностям учителя английского языка. Однако перечисленные выше компетентности, безусловно, является залогом положительного опыта обучения и увеличат шансы на успех в профессиональной деятельности учителя английского языка. Проанализированные требования относительно профессиональных компетентностей учителя английского языка, по нашему мнению, являются попыткой ответить на вызовы современного глобализующегося общества в необходимости международной интеграции и свободного общения. Считаем, что для нашего государства целесообразно учитывать эти требования при разработке национальных профессиональных стандартов для учителей иностранного языка.

Ключевые слова: английский язык; учитель; профессиональные компетентности; профессиональная подготовка учителей английского языка; страны ЕС.

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