

THEORY AND METHODS OF VOCATIONAL EDUCATION: COMPETENCE APPROACH IN TRAINING AND SELF-DEVELOPMENT

Features of the development of professional, bilingual communicative competence of the teacher

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The article is devoted to the characteristics of professional-communicative competence of teachers in bilingual education. Nowadays the society faces an urgent need to go beyond the paradigm of education, to expand the content not in quantitative, but in qualitative terms. The relevance of this work is connected with insufficient level of elaboration of the technology of improvement of professional-communicative competence of a teacher in conditions of bilingualism. The research objective is to identify and systematize the priority components of bilingual competence, its features, structure on the basis of functional analysis of knowledge resources of professional multifunctional activity of a teacher. The article gives a brief description of communicative-cultural bilingual teacher, considers indicators of bilingual competence, as well as the most appropriate means for its use to improve the quality of the educational process. The leading technologies of the research of this problem are the techniques of mastering the types of bilingual speech activity, the principles of aspect-integrated learning; self-motivation, student-oriented bilingual communication. The article reflected the results of this work, during which teachers gradually mastered the characteristics of bilingual vocational training as important indicators of the quality level of professional skills. The article can be useful for practical professional activity of teachers in secondary schools.

Keywords: communication, communicative culture, communicative competence, dialogue of cultures, bilingual competence, bilingual-bicultural identity, cultural pluralism, multicultural education, psychological background, active position.

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