

**INNOVATIVE EDUCATIONAL TECHNOLOGIES OF PROFESSIONAL
COMPETENCE FORMATION IN FUTURE BACHELORS OF ENGLISH
PHILOLOGY**

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Abstract. The article is devoted to the innovative orientation of the professional competence formation in future bachelors of the English language. **The purpose of the article** is to prove the importance of the innovative technologies (situational learning technologies, project technology, heuristic technology, problem-based learning, and simulation technologies) for the formation of professional competence in future bachelors of this specialty. **The results** of the theoretical analysis proved the multi-faceted interests of scientists in the aspect of using the competence approach in philological education (interdisciplinary educational integration, the importance of philological,

communicative, informational, interactive and digital competences, critical thinking competence). A resource that is implemented by a secondary language personality in the conditions of effective intercultural interaction taking into account national values and norms for solving professional tasks by combining the subject content of the profession and foreign language skills. The pedagogical experiment is recognized as the main component of the research methodology. The ascertainment stage results proved the insufficient level of components formation of the philologist professional competence. In order to carry out the experiment formative stage, the innovative orientation pedagogical conditions of the professional competence formation have been defined, the study diagnostic apparatus has been created (the structure of professional competence, criteria for determining the levels of its formation, psychological methods, cases, tests). **As a conclusion**, we note that the success of professional competence formation in future bachelors of the English language with the using of innovative technologies was ensured by the creation of such pedagogical conditions: the orientation of scientific and pedagogical activity on the formation of professional competence in bachelors of English philology on the basis of innovation; the application complexity of general scientific and philological training-specific approaches that optimize the process of mastering a specialty by bachelors; extensive use of innovative educational technologies that contribute to the personal and professional development of a bachelor of philology.

Keywords: innovative educational technologies, competence approach, State Standard of Higher Education, educational and professional program, bachelor professional competence of English philology.

Introduction. Today, the aspect of innovativeness is relevant, its level depends on which way countries, Ukraine in particular, will move: in the direction of becoming one of the developed countries or remaining in a state of stagnation on the sidelines of scientific, technical and social progress. Implementation of the idea of higher education modernization is possible thanks to the introduction of innovative educational technologies. For the domestic system of higher education, the need for innovative orientation is conditioned by the entry into the European space of higher education and science, the implementation of European norms and standards necessitates a fundamental renewal of its system, methodology, technology and methods of organizing the educational process; the introduction of new specialties, new educational disciplines requires a constant search for new organizational forms, learning technologies; innovativeness is becoming increasingly selective and research-oriented, which contributes to increasing the level of teacher activity freedom. The competency-based approach to the formation of future specialists is gaining relevance. The professional competence formed in them is manifested in the readiness to use the acquired knowledge, skills, methods of activity in specific situations - life and professional - to solve theoretical and practical tasks. The peculiarity of competence is specific life skills and ability needed by a person of any profession, age. In the conditions of globalization and the rapid pace of innovative technologies development the English language has become a universal means of interaction and communication of different cultures and peoples, and this is precisely why the interest in the specialty "English Philology" and the international demand for specialists in this specialty are determined by this. The domestic institutions of higher education train them for professional activity in our country, also in Europe and the world. Therefore, when developing higher education standards for the training of philological specialists in Ukraine, European and international standards of philological training are also taken into account.

Methodology. In the process of conducting research and summarizing its results in the form of preparation of this article, a system of scientific methods was used: theoretical methods, in particular general scientific methods: analysis, synthesis, comparison, generalization, specification, which provided the possibility of formulating initial provisions and highlighting the main ideas and scientific approaches to professional training philologists; specifically scientific: terminological analysis, which made it possible to determine the definitions of key concepts; cause-and-effect analysis, which contributed to the discovery of the conditioning of the philological training results by the influence of

pedagogical conditions; structural and functional analysis, which was used to analyze the competence system of the future bachelor of English philology; empirical methods: analysis of the content of the Higher Education Standard for the preparation of philology bachelors, educational and professional program; surveys, psychological methods for measuring levels of communication; pedagogical experiment (contact and formative stages). The research was conducted during 2017-2022. The participants of the research were those who obtained the first degree of higher education - future bachelors of the specialty 035 "Philology" branch of studies 03 "Humanities" with specialization 035.041 - German language and literature (including translation), the first language - English). They studied at two specialized institutions of higher education - Bila Tserkva National Agrarian University and National Aviation University. 132 students of the 3rd-4th years of this specialty took part in the pedagogical experiment at the ascertaining stage, and 44 people at the formative stage. The experimental group (22 students) consisted of future bachelors of English philology of Bila Tserkva National Agrarian University, the control group consisted of 22 students of the same specialty of National Aviation University.

Results / Discussion. *The analysis of the results of scientists' research* on the aspect of using innovative educational technologies in the training of future specialists was carried out, the significance of the competence approach in the training of philologists was determined. The use of innovative technology helps to bring education closer to real life; such education serves self-development and self-realization, learning becomes more attractive. The methodology of introducing innovative educational technologies into the professional training of students has been studied by many scientists. O. Dubaseniuk believes that "Innovations in education are a natural phenomenon, dynamic in nature and developmental in results, their introduction allows to resolve the contradictions between the traditional system and the needs for qualitatively new education. As a system formation, innovation is characterized by integral qualities: innovative process, innovative activity, innovative potential, innovative environment" (Dubaseniuk, 2022). Analyzing the methodological fundamentals of the application of innovative educational technologies, scientists L. Baranovska, E. Kharadze, T. Fuderer determine the regularities of this process: innovativeness is a regularity of social development, according to which the world is transitioning from a reproductive to an innovative type of development; innovative activity is the activity of educational institutions, individual personalities, which ensure the creation and implementation of innovations. The dynamism of innovation processes is caused primarily by deep changes in the value orientations of society: invention as a type of activity becomes not only acceptable, but also desirable; innovative technologies arise only in developed countries when a certain level of consumer needs is satisfied; the consequences of their application are predictable. The authors substantiated the principles of using innovations (systematicity, efficiency, optimality, algorithmicity, diagnostics, reproducibility, predictability, hierarchy) and requirements for their use (conceptuality, scientificity, structuredness, controllability, planned efficiency, optimality of costs, the possibility of replication and transfer to new conditions (Baranovska, Kharadze, & Fuderer, 2022). V. Yahupov, T. Bondarenko note that educational innovation is a special form of professional life and practical thinking of the pedagogical process subjects - teachers and students, aimed at introducing innovations into pedagogical practice, but not trivial, not just any, but new, not known to this day, unique, author's (Yahupov & Bondarenko, 2022). A. Zasluzhena, analyzing the experience of using innovations in the universities of the Swiss Confederation, notes that in the scientific literature, innovations in education are mostly defined as the introduction of not only new ideas, knowledge and practices, but also their improvement. There are many examples of innovations in teacher education that are increasingly used, but only 50% have entered the market: professional development schools, teaching with the use of educational technologies, the use of self-study, inquiry-as-stance, learning without separation from production and socio-cultural pedagogical approaches. Approaches to teaching and learning are considered innovative if they are "student-oriented" or "constructivist", contribute to the development of thinking, learning skills and the ability to synthesize knowledge within the curriculum (Zasluzhena, 2022). Scientists analyze the methodology and algorithm of using such innovative technologies as situational learning technology, project technology, heuristic (research) learning technology, problem-based learning technology, and simulation technologies in the professional training of students. The previous years, related to the coronavirus pandemic, the last years of military operations in Ukraine became the reasons for the

actualization of mixed and distance learning technologies, which requires the formation of digital competence from all subjects of educational activity. The use of modern digital environments in the educational process makes it possible to form general and professional competences, to establish independent learning of education seekers, to promote interaction with teachers, to have access to systematized educational and methodological material (Kovalchuk, Soroka, & Zaika, 2020).

We would like to consider the issues of scientific interest of scientists in *the training of philologists* in institutions of higher education on the basis of *the competence approach*. So, in particular, V. Kryshchuk believes that a competent philologist is one who is well versed in pedagogical activities and possesses competences in the specialty “Philology”. Adherence to the competence approach in professional education will ensure its modernization, will allow to train a creative teacher capable of carrying out innovative educational activities (Kryshchuk, 2017). H. Piatakova concretizes, that the professional competence of a philologist should be a set of psychological, didactic, methodical sub-competencies. Its philological and communicative components are extremely important, which, in turn, are related to other competences: linguistic, sociocultural, discursive, strategic (Piatakova, 2011). L. Kalinina, T. Grygorieva & L. Chumak substantiate the expediency of training future philologists (in particular, bachelors) on the basis of inter-aspect integration for mastering of three *basic competences*: *general*, *didactic* and *special* (Kalinina, Grygorieva, & Chumak, 2022). L. Baranovska, L. Morska, I. Simkova & A. Zasluzhena, carrying out a comparative analysis of the training of philologists and foreign language specialists in the universities of Ukraine and Poland, substantiates the expediency of forming critical thinking competence: “The universities may propose students to follow webinars and online training on critical thinking development, organize the dissemination events among students from different universities or faculties. Teachers may accomplish their theoretical disciplines with assignments aimed at synthesis and analysis of data; introduce project-based learning that required gathering and analysis of information; involve students to participate in brainstorming activities (for example, set a task to give five ways of critical thinking skills enhancement), etc.” (Baranovska, Morska, Simkova, & Zasluzhena, 2020).

The theoretical analysis of research results from scientific works related to the aspect of our interest proved the existence of works in which the expediency of training students, in particular future philologists, based on the competence approach is justified; the developmental impact of certain innovative technologies on this process is determined. However, the specifics of the preparation of bachelor’s degree holders with innovative orientation and systematic formation of their professional competence have not been specified.

The studying aspect of the formation of innovative orientation of professional competence in future bachelors of English philology led to the expediency of conducting an ascertaining stage of a pedagogical experiment, during which a survey of students was carried out to identify the main aspects of the professional competence formation among them and determine the levels of its formation, dividing students into experimental and control groups. The survey was conducted using the developed questionnaire. Questionnaire is an auxiliary method, which involved the use of a pre-developed program of direct and indirect questions. 132 students of the 3rd-4th year of the higher education institutions mentioned above took part in the survey (2017). The survey showed that the vast majority of respondents are deeply motivated to master the profession of philologist (39.86% of students consider the inclination and love of learning languages as the main reason for choosing a profession and working with language brings pleasure to these respondents; 48.44% - called demand, high salary and prospects of the chosen profession). A significant number of students (22.70%) consider communicating with clients in English as the object of their future professional activity, 21.35% of respondents are oriented towards teaching, 42.56% - have a desire to become a professional translator, the lowest rate is 2.13% respondents who preferred the hotel business. Respondents were unable to offer a clear definition of key terms for the aspect of using the competency approach in the preparation of bachelors of English philology, to structure this integrative phenomenon. Attention was focused on the importance of the ability to use the original language and the translated language, work with texts, and industry terms. However, intercultural and interpersonal issues of their professional training and future professional activities were not covered. The students showed readiness for the systematic formation of professional competence, which is confirmed by the characteristics of their future educational achievements, personal and professional qualities of a philologist (good memory, linguistic sense, stress resistance,

active listening, the ability to simultaneously perceive a lot of information from different sources). All respondents noted that the experience of practical activity is important for the professional implementation of their functions by a philologist, they believe that it can be acquired during university studies, practice, internships, and volunteer activities during various international events. Students were self-critical about the level of their readiness to carry out professional activities. More than 40% of respondents have a desire to work in industries (agricultural or aviation).

The task of the experiment ascertainment stage was also to determine the levels of formation of students' professional competence. 70 students of the 4th year (19 people - BNAU; 51 students - NAU) who studied in the specialty "Philology" were included in the inspection. This levels (*reference, advanced, basic*) were determined on the basis of the criteria justified by us - *theoretical, practical and communicative*, since each competence, which is a component of professional one, includes knowledge and skills, as well as the ability of professional interaction.

The results testify to the predominance of students with a advanced level of theoretical component formation of competences that is components of professional competence; thorough knowledge of language competence was revealed. They were insufficient in terms of intercultural, interpersonal, and especially technological competence, which is explained by the lack of specially created pedagogical conditions for their formation as part of professional competence, the orientation of scientific and pedagogical workers to comply with the requirements for training a philologist to perform universal functions.

Skills are also important for professional activity, which are the main component of all competencies of the professional competence of English bachelor. The presence of 22.86% of students with a basic (low) level of skill formation indicates the need to approach the formation of PC in a structured way, there is a need to produce one's own texts in foreign and Ukrainian languages in various formats in accordance with the functional and stylistic orientation of the discourse; develop text-forming skills. It is necessary to pay more attention to the formation of interpersonal interaction skills, it is necessary to teach students to independently apply the results of research on the theory of intercultural communication to solve modern linguistic aspects; they need to expand the amount of background knowledge for translation; develop skills in translating original professional agricultural and aviation literature; master the vocabulary of terminologies more thoroughly.

The professional activity of a bachelor of English philology involves daily contacts with a diverse audience. We estimated the levels of the communicative component formation of their professional competence. We state that the largest number of respondents have a basic level of the communicative component formation of professional competence (50.00%). It was found that the most difficult task for students was modeling situations of translation and teaching activities, when it was difficult for them to manage the audience, establish feedback with it. Students are not yet able to organize dialogic interaction, they are not capable of using all mechanisms of psychological protection. There were errors of various types in the translation of aviation and agricultural texts. This shows that the communicative approach was not key in their professional training. In order to generalize the results of determining the average indicators of the levels of professional competence formation among future bachelors of English philology at the ascertainment stage of the experiment, we compiled table 1.

Table 1

Average indicators of the levels of professional competence formation among future bachelors of English philology at the ascertainment stage of the experiment, %.

Levels		
Reference	Advanced	Basic
13,80%	56, 19%	30,00%

It was established that out of 70 students of the 4th year of BNAU and NAU who studied in the specialty “Philology”, mastering a bachelor’s degree in English, on average 13.80% have a reference level of professional competence formation; 56.19% - advanced level; 30.00% - basic (low) level. The results of this pedagogical experiment stage gave us the reason to carry out further research focused on the purposeful professional competence formation among future bachelors of the English language. The effectiveness of this process is determined by the definition of special pedagogical conditions with an emphasis on the innovative component of the methodology and methods of educational activity.

The results of the ascertaining stage determined the expediency of conducting the formative stage of the pedagogical experiment. First of all, normative documents for the training of bachelors were processed. The first (bachelor’s) level of higher education corresponds to the seventh level of the National Qualification Framework (2011) and provides for the acquisition of theoretical knowledge and practical skills sufficient for the successful performance of professional duties in the chosen specialty. It has been clarified that in domestic institutions of higher education, the preparation of future bachelors of English philology is currently carried out in accordance with the Standard of Higher Education of the first (bachelor) level, field of knowledge 03 Humanities, specialty 035 “Philology” (2019), which was approved and put into effect by the order of the Ministry of Education and Science of Ukraine. The document is the result of many years work by Ukrainian scientists and practitioners in philology; its development took into account the Standards and recommendations for quality assurance in the European Higher Education Area (ESG) (2015), A Framework for Qualifications of the European Higher Education Area (2005), Common European Framework of Reference for Languages: learning, Teaching, Assessment (2011), the National Qualifications Framework (2011), the Law of Ukraine “On Higher Education” (2014).

It was found out that in our country the preparation of bachelor’s degrees in English is carried out in classical, linguistic and branch universities. It was found that the competence-based approach is the leading one in the training of philology bachelors. The standard outlines the content of integral, general and special competencies, subject results. It is they to determine the expediency of higher education institutions’ selection of mandatory components of training (disciplines of professional training). It was found that each institution of higher education forms its educational and professional program (EPP) based on this document, providing for additional competences, and therefore additional training courses. In addition to the mandatory component, the EPP also has a selective one, which forms the individual educational trajectory of each student: in the pedagogical experiment, students of two sectoral higher education institutions took part: agricultural and aviation, in the educational and professional programs of bachelor’s training, there are disciplines related to the sectoral the use of terminology systems and their translation, therefore, the professional competence of the applicants additionally includes a technological component.

The definition of the key concept “*professional competence of English bachelors*” is determined: an integrative resource that is realized by a secondary language personality in the conditions of effective intercultural interaction taking into account national values and norms for solving professional tasks by combining the subject content of the profession and foreign language skills. The *structure of professional competence of English bachelors* is outlined languages: this is a holistic integrative flexible combination of *linguistic, intercultural, interpersonal and technological competences*. Linguistic competence combines language, speech and text-forming competence. Another major professional competence component of English bachelor of philology is intercultural competence. It is represented by background knowledge about the concepts of two cultures that are in a state of *intercultural interaction*; knowledge about the history of a certain nation, its cultural traditions, the place of its language in the linguistic picture of the world. The ability of students to use lexical units and knowledge of cultural and regional studies in the process of communication in four types of speech activity is formed on the knowledge basis. *Interpersonal competence* of a philologist is understood as the ability to organize and use interpersonal communication in professional situations. It is formed on concepts from the discipline of the socio-psychological cycle. About its formation, the totality of knowledge and developed skills from personality psychology, psychology of communication at the personal level. The composition of *technological competence* includes special knowledge and skills of students in translation techniques (how to obtain information from the original language, how to create a translation language; how to determine the semantic dominant, how

to use technical techniques that violate the formal similarity of the original translation, but ensure the higher level achievement of knowledge equivalence of special terminology and the ability to use it). Examples of special terminology can be the following scientific concepts: 1) specialty “Biotechnology”: molecular biotechnology, nanobiotechnology immunobiotechnology, biosensory and molecular diagnostics; biotechnology of biologically active substances obtaining; biotechnology of transgenic organisms; biotechnology for food and food contaminants; stem cells and gene therapy; bioengineering and engineering enzymology; biotechnology and health; agrobiotechnology; 2) specialty “Forestry and Horticulture”: root system, landscape potential, monocoenosis, zoocoenosis, phitoclimate, forestation, oak forests, birch forests (Hrydzhuk, 2019: 3) aviation specialties: civil aviation, ICAO, aviation security program, aircraft electrical equipment, International Air Service, Airport security committee.

Our research result is the determination of the concept definition of “*pedagogical conditions of the innovative orientation of the professional competence formation among future bachelors of English philology*” and the outline of its structure. These are specially created circumstances that form an innovative educational environment, in which there is an atmosphere of effective dialogue between the teacher and the student, formed on the use basis of innovative educational and linguistic technologies, focused on the assimilation by future bachelors of the professional activities content in the field of English philology, the development of professional interaction skills. These *pedagogical conditions* are: the orientation of scientific and pedagogical activity on the formation of professional competence in bachelors of English philology on the basis of innovation; the complexity of the application of general scientific and philological training-specific approaches that optimize the process of mastering a specialty by bachelors (competent, activity-based, systemic, personally oriented; receptive, socio-cognitive, linguistic-cognitive, multidisciplinary approaches); extensive use of innovative educational technologies that contribute to the personal and professional development of philology bachelor: situational learning technologies (case studies), simulation educational technologies, research (heuristic) and problem-based learning technologies.

It is a high time to present the description of the formative stage results of the pedagogical experiment. In the experiment, isolated experimental and control groups were involved and were homogeneous in terms of quantitative composition and quality of educational achievements, which was verified using sections according to criteria and means. The examination of the formation of the theoretical component of competences, which are components of the professional competence of a bachelor of English, revealed the following results: the basic level was generalized in 10 students of EG, which was 45.45%, advanced - in 8 students (36.36%), reference - in 4 students (18.18%). The following generalized results were obtained in CG: 10 students (45.45%) had a basic level, 7 students (31.82%) had an advanced level, and 5 students (22.73%) had a reference level. The students of both the experimental and control groups have the best knowledge of linguistic competence, which is explained by their motivation to master linguistics. Indicators regarding the formation of the knowledge system on interpersonal, intercultural and technological sub-competencies are low. Such results are, in our opinion, because the educational courses that contribute to their assimilation are studied mostly in 3-4 courses, they are professionally oriented disciplines.

Levels of formation of the *practical component* of the professional competence of future bachelors of the English language (before the experiment): attention is drawn to the number of students who have an basic level of the practical component. It is possible to predict the possibility of its formation in the following courses using the methodology and methods of experimental training. The average level indicators are summarized: in EG, 12 students (54.55%) have a basic level; 5 students (22.73%) have advanced level, 5 students (22.73%) have a reference level. In CG, it was established that 10 students (45.45%) have a basic level, 7 students (31.82%) have an advanced level, and 5 students (22.73%) have a reference level of formation of the practical component.

According to the diagnosing of both groups, they turned out to be similar in *communicative component* formation of professional competence of future bachelors of English languages. We see the need to provide an opportunity for 68.18% and 22.73% of EG students, who have a basic and advanced level of its formation, to increase their professional competence through experimental training. The previous sections showed the same level of professional competence formation in EG and CG students.

The formative experiment lasted 4 years (the normative term of bachelor's training). In the control group (22 students of the National Aviation University), training took place traditionally, according to the content of the EPP, training programs in disciplines, using the usual forms of educational process organization, traditional means and methods of training. In the experimental group (22 students of Belotserkiv National Agrarian University), special pedagogical conditions were created during the entire course of study to create an innovative educational environment favorable for students to acquire professional competence. Before the experiment, teachers underwent pedagogical training and a master class on the use of approaches specific to English language training (receptive, sociocognitive, linguocognitive, and multidisciplinary) along with well-known methodological approaches; mastered the algorithm and method of using innovative educational technologies that contribute to the personal and professional development of philology bachelor: case studies, simulation educational technologies, technologies of research (heuristic), problem-based learning, project technologies. They were prepared to use teaching methods specific to philological training (which is a key component of innovative educational technologies): self-contrastive, communicative, podcast methods, thermontographic methods, etc. The actualization of interactive methods, dialogue with the audience, debate, the method of heuristic questions, game methods, case-study was important, since the comprehensive use of the methods system for the professional competence formation of future bachelors of the English language was envisaged.

After conducting the formative stage of the pedagogical experiment, the influence effectiveness of pedagogical conditions that contributed to the creation of an innovative educational environment conducive to the formation of professional competence in future bachelors of the English language was checked (table 2, 3, 4).

Table 2

Levels of formation of the *theoretical component* of the professional competence of the future bachelor of the English language, % (after the experiment)

Competence	Experimental group			Control group		
	Basic	Advanced	Reference	Basic	Advanced	Reference
Linguistic	9,09	54,55	36,36	18,18	50,00	31,82
Interpersonal	36,36	40,91	22,73	45,45	36,36	18,18
Intercultural	22,73	45,45	31,82	36,36	36,36	27,27
Technological	13,63	54,55	31,82	31,82	45,45	22,73

According to Table 2, we can see the formation levels dynamics of all constituents of the professional competence among future bachelor of English philology. However, it is higher in EG: in particular, the number of students with a reference level is larger - 30.68% (in KG - 24.08%).

Table 3

Levels of practical component formation of the professional competence among future bachelor of English philology, % (after the experiment)

Competence	Experimental group			Control group		
	Basic	Advanced	Reference	Basic	Advanced	Reference
Linguistic	13,63	45,45	40,91	36,36	36,36	27,27
Interpersonal	36,36	36,36	27,27	50,00	36,36	13,63
Intercultural	22,73	36,36	40,91	40,91	36,36	22,73
Technological	18,18	45,45	36,36	45,45	36,36	18,18

According to the data in Table 3, we note that in EG, on average, 36.36% of EG students have a reference level of practical component formation after the experiment, and in CG this level is set at an average of 20.45%, which can be explained by the use of such innovative technologies as the problem solving technology, situational learning, interactive methods.

Table 4

Levels of *communicative component* formation of the professional competence among future bachelors of English philology, % (after the experiment)

Experimental group			Control group		
Basic	Advanced	Reference	Basic	Advanced	Reference
36,36	45,45	18,18	50,00	36,36	13,64

According to the results of Table 4, we note significant changes in the communicative component of the components of the professional competence of the future bachelor of English philology, which was a consequence of the close attention of both teachers and students to the process of forming interpersonal, intercultural and technological competences, the formation indicators of which before the experiment did not satisfy anyone. After the experiment, this component was mastered by 18.18% at the reference level and 45.45% at the advanced level. In CG, the reference level was found to be only 13.64%, the productive level – 36.36%. Taking into account the obtained average indicators of the manifestation levels of all professional competence components among future bachelors of English philology, we compiled a comparative table 5.

Table 5

Levels of *professional competence* formation among future bachelors of English philology, number, % (before and after the experiment)

levels	Experimental group					Control group				
	Before		After		Growth	Before		After		Growth
	number	%	number	%		number	%	number	%	
Basic	12	54,55	6	27,27	-27,28	12	54,55	9	40,91	-13,64
Advanced	6	27,27	10	45,45	+18,18	5	22,73	8	36,36	+13,63
Reference	4	18,18	6	27,27	+9,09	5	22,73	5	22,73	0
Total	22	100	22	100	-	22	100	22	100	-

The data in Table 5 show the positive dynamics of the professional competence formation among future bachelors of English philology at the advanced and reference levels in EG (the number of students with productive and standard levels increased by 18.18% and by 9.09%). We note a significant decrease in the number of EG students with a basic level (by 27.28%). Among CG respondents, we observe an increase in the number of students with advanced level (by 13.63%) and a decrease in the number of students with a basic level (by 13.64%). According to the reference level, no changes have been determined for the students of the CG. The obtained results are a consequence of students mastering the first level of higher education.

To determine the statistical reliability of the differences in indicators of the components of formation professional competence among future bachelors of the English language EG and CG, we will calculate the Student’s criterion based on the data of the previous tables according to the formula:

$$t = \frac{\bar{X} - \bar{Y}}{\sqrt{\frac{(N_1 - 1)D_X^2 + (N_2 - 1)D_Y^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

where \bar{X} and \bar{Y} –sample averages for EG and CG;

N_1 i N_2 –the number of respondents in EG and CG, respectively;

D_X^2 i D_Y^2 – sample variances for EG and CG

The degree of freedom for determining critical values t_{α, n_1+n_2-2} for two groups of respondents is 42 ($22 + 22 - 2 = 42$). Critical value t - Student's criterion at the significance level of $p = 0,05$ for the degree of freedom 42 equals 2,018.

Table 6

Verification of the measures effectiveness for the formation of professional competence components in future bachelors of the English language

Components	\bar{X}	\bar{Y}	D_X^2	D_Y^2	$t_{observation}$	Conclusions
Theoretical	56,06	52,49	0,16	4,34	7,93	$t_{observation} < t_{criteron}$
Practical	48,32	38,53	0,06	11,72	13,41	$t_{observation} \leq t_{criteron}$
Communicative	57,54	42,36	2,84	9,56	20,24	$t_{observation} \leq t_{criteron}$

$$t_{ცნობერ.} < t_{კრიტ.}$$

At a significance level of 0,05 and freedom degree of 42, the tabular value of the t-criterion is equal to 2,018, the actual value of the Student’s t-criterion for the theoretical (7,93), practical (13,41) and communicative (20,24) components of professional competence significantly exceeds the table. Therefore, it can be concluded that the identified differences between the average indicators of the components formation of professional competence among future bachelors of the English language EG and CG are reliable. The performed analysis allows us to state the fact of the effectiveness of the pedagogical conditions that have formed a successful innovative educational environment.

Conclusions. The material proposed above presents the results of the theoretical, normative and empirical levels of research on the using of innovative technologies for the forming of the professional competence among future bachelors of the English language. The theoretical analysis of the aspect made it possible to identify research gaps in the issue of improving the professional training of future specialists in English philology, to define the definition of the key concept “professional competence of a bachelor of English philology”. The study of the State Standard and the content analysis of educational and professional programs for the preparation of bachelors of the English languag, surveys of higher education students contributed to the outline of the structure of their professional competence (linguistic, interpersonal, intercultural, technological components), on its basis, a research apparatus was determined for diagnosing the levels of formation (theoretical, practical, communicative criteria; reference, advanced, basic levels). The pedagogical conditions for the improvement of this process are substantiated. Conducting the formative stage of the pedagogical

experiment allowed us to reveal the positive dynamics of the professional competence formation of future bachelors of English philology. In EG, the number of students with advanced level increased by 18.18%, and with a reference level by 9.09%. The number of EG students with basic level decreased by 27.28%. According to the reference level, no changes have been determined for CG students. Such results are the result of the influence of specially created pedagogical conditions, the innovative component of which was a key point.

We see the prospect of further research in specifying the impact of such innovative technologies as the technology of research, problem-based, and situational learning on the level of professional competence formation of future specialists in English philology at the second (master's) level.

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