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## **TEACHING FUTURE LINGUISTS IN HIGHER EDUCATION INSTITUTIONS OF UKRAINE**

**Introduction.** The process of professional education of a philology specialist in higher education institutions in Ukraine has a long story. We can single out the main areas of teaching linguists in higher educational institutions. A lot of attention is brought to the methodological bases of the modern philosophy of education and the problems of higher pedagogical education; the formation of professional and communicative competence in future linguists; the technological approach to the professional ability of future philologists, etc.

**The purpose of the work is** to analyze the problems of professional education of future linguists in Ukraine, which will contribute to increasing the level of language-communicative and scientific competencies. To analyze the current state of professional education of philologists in higher schools of Ukraine in the context of European integration.

**Presenting main material.** Modern Ukrainian higher education is developing and changing under the influence of pan-European educational reforms. Leading educational institutions of Ukraine have been developing international relations with European universities for a long time, trying to solve such problems as the recognition of diplomas, the convergence of the content and structure of master's training, etc.

The process of professional education of a philologist in Ukrainian universities is connected with the reform of the degree system of education. Traditionally, in order to receive a diploma, a philologist had to complete a five-year course at a specialized faculty of a university. Starting with the Bologna system and the transition of higher education institutions to graduate education, the training of a philologist consists of four years of education at the bachelor's

level and two years at the master's level. Therefore, in the structure of professional education of masters of philological specialties, the bachelor's level is taken into account.

The competence approach in the system of higher education is considered one of the most important. The main purpose of a higher school is the education and upbringing of a person capable of cultural creation and productive dialogue with society; a specialist who possesses the knowledge, abilities, and skills necessary for the performance of professional duties, i.e. to successfully solve professional tasks, which enables one to be knowledgeable in the affairs of a certain field, to competently solve issues in the field of one's professional activity (General European Recommendations on Language Education, 2003).

It is not enough for a future philologist to know a language. A modern specialist, as part of his professional competence, must possess many skills and qualities, among which a major role plays intercultural competence. Intercultural competence is the ability to successfully interact with representatives of different cultures and nationalities, and its goal is the development of an individual's ability to adapt and successfully cooperate in a foreign cultural environment.

The purpose of applying the competence approach is to ensure productivity and competitiveness in the labor market; reduction of unemployment due to the development of a flexible (adaptive) and qualified workforce; development of an environment for innovative transformations in the conditions of global competition (Strategy of reforming education in Ukraine, 2003).

Education in philological specialties is happening under the influence of scientific and technical progress, dynamic changes in higher education with the introduction of innovative technologies, as well as the development of the labor market. Master's education requires students-linguists to acquire the appropriate qualifications during their student years, which is ensured by learning special disciplines, which are stated in the normative part of the document «Regulations

on educational and qualification levels».

The concept of «innovative technologies» means «innovations in the educational program, which embodies the use of the latest achievements of didactics and the restructuring of the educational process in the aspect of implementing the principles of humanization and personal orientation of those who study» (Ostapenko, 2012). The general cultural competence of philology students is also formed through various types of activities: usage of multimedia educational programs, electronic copies of educational materials; communication with native speakers of a foreign language; usage of Internet resources.

Innovative technologies make it possible to organize the process of forming general cultural competence of future philologists in such a way as to gradually implement certain educational stages: from receiving information – to knowledge, from knowledge – to abilities and skills, then – to a set of general cultural competences and as a result – formed competence;

From this argument, the logical task of a higher pedagogical educational institution is to prepare a future linguist not only as a qualified specialist but also as a tolerant, intelligent, educated person, able to adapt to the difficult socioeconomic conditions of today, capable of intercultural communication with various representatives of the multicultural Ukrainian and world community.

**Conclusion.** The transformation of the learning process, the development of new standards for the training of masters in philological specialties, and the introduction of a competency-based approach require modern Ukrainian universities to introduce significant changes in training programs. For example, the organization of professional training for masters in philological specialties is influenced by the experience of leading European universities. In the conditions of European integration, the implementation of experience is influenced by the cooperation of universities, which takes on new forms due to the expansion of academic mobility of both students and teachers of Ukrainian universities. The study of the European experience is important in the context of reforming higher

education.

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