

## GLOBAL COMPETENCE IN EFL TEACHERS' EDUCATION

Yana BONDARUK,

PhD, Associate Professor,

*Pavlo Tychyna Uman State Pedagogical University, Ukraine,*

[bondaruk.yana@ukr.net](mailto:bondaruk.yana@ukr.net)

**Abstract.** The article is devoted to the problem of development of EFL teachers' global competence. It analyses the importance of development of new EFL teachers' training programs taking the development of global competence as a part of professional literacy into account. It characterizes the possibilities to develop global competence in the process of English learning: setting up projects in English that are proposed by a teacher and relevant to new important discoveries of the humanity; reading and analyzing English literature; writing an essay; on-line discussions in English and meeting with foreigners. The success of a modern student, future EFL teachers, is determined by not only speaking skills, but also by knowledge and personal interest in global problems, as well as skills and abilities for cross-cultural communication, as well as the willingness to be accustomed to the new challenges of the world. The importance to develop EFL teachers' global competence, that becomes apparent in the possibility to understand global problems and the capacity to solve them has increased. EFL teachers' global competence is closely connected to a communicative competence. Future EFL teachers demonstrate the capacity to understand and perceive different audiences in order to achieve the general aim; realize the influence of effective communication on a collaboration in the interdependent world. A global competence opens a way not only to knowledge about the world but also stimulates to act, to understand and create possibilities to change something using creative ideas at local, regional or state level. Global education allows to evaluate the potential influence of own opinions and judgements on other people, to define their consequences.

**Key Words:** global education, global competence, communicative competence, professional competence, EFL teachers' training programs.

Currently, in the epoch of innovative changes, and new experience as the consequence of global processes, a necessity to research and study the important world phenomena, events, as well as to be in cross-cultural communication with countries all over the world are of great importance. Modern society faces the unprecedented changes and possibilities, and therefore needs the new professional competence and abilities. All in all, there is a substantial body of evidence to support the view that well-qualified specialists of any current field must be well-informed with the features of different professions and cultures to find a successful way out of global problems. Consequently, scientists discuss possibilities to form a new competence that would be able to unite people with various linguo-cultural features for a collective, creative collaboration with the ethic codes of professional conduct. Here we are referring to a global competence orientated to: gaining a thorough understanding of global and cross-cultural problems; imparting knowledge and skills that are necessarily crucial for work in the difficult and inconsistent conditions of information society; possibility to live with and to be taught by people of different professions; importance of the deferential cooperation with other people.

The Canadian and American researchers, in our opinion, have achieved the considerable success in proving and analyzing the importance of global competence in the current education (Weber N., Evans M., MacDonald A., & Ingram L. A. [8], Goddard J. T. [4] and others). They confidently clarify that modern teachers begin their pedagogical career with thorough knowledge,

abilities and skills necessary for the effective cooperation with students and create favourable conditions for studies in the class as well. However, despite plenty of the effective programs of teachers' training and professional development, young specialists do not have enough theoretical knowledge and professional skills for teaching the future generation to live and work in more peaceful and conscious society [2].

Taking into consideration the great importance of global education and necessity to form future specialists' global competence of the XXI century, main characteristic features of the global competence in EFL teachers' education are left to be nor researched and found out to the end. We tend to think about the significance of improving a global competence in EFL teachers' education. Researchers who consider English to be the language of international communication explain the aforementioned belief. They point out that philologists should have pedagogical and cultural competence as well to resist the harsh challenges of globalization that are closely connected to a global competence.

The urgency of the research has no doubt. Notwithstanding the evidence, a global competence as the important constituent of EFL teachers' professional literacy has not been analyzed.

The aim of the article is to analyze the importance of forming a global competence and its place in the system of EFL teachers' professional training.

Currently, plenty enough of scientific researches, normative acts and documents define the necessity to apply global education to the programs of EFL teachers' professional training [5]. For instance, in the United States the American Council on the Teaching of Foreign Languages (ACTFL) together with National Board Certification set Professional Teaching Standards for EFL teachers' professional training. It is said that communicative, cultural, professional and global competences are of great importance for EFL teachers. These Standards in particular explicate:

- the importance to develop all types of speech and language activities, speaking fluently;
- a necessity to evaluate speaking skills of EFL teachers in order to enhance the EFL Teachers' training program;
- language, linguistic, cultural and literary components of studying in order to form the aforementioned competence;
- the importance to study methodology of foreign languages teaching taking into account world educational tendencies;
- the key role of pedagogical practices of students at schools under the instructions of well-qualified supervisors;
- possibilities to study and use information-communication technologies in practice;
- the importance to participate in the mobility programs for studying foreign languages in a natural environment [2].

It is necessary to emphasise that the great importance of the aforementioned Standards for EFL teachers' global education development are orientated on forming speaking skills, giving a positive outlook in all. It will help to identify the additional personal interest in other questions and find the possible variants of different problems' solution.

We consider that scientific achievements and researches of experts in foreign languages education will help local teachers and researchers in the development of new EFL teachers' training programs taking into account the calls of present time. Consequently, a global competence will become the acquired crucial constituent of EFL teachers' professional literacy and education in general.

Hence, we are convinced that the success of a modern student, future EFL teachers, is determined by not only speaking skills but also by knowledge and personal interest in global

problems, by skills and abilities for cross-cultural communication, as well as by the willingness to be accustomed to the new challenges of the world. In other words, the importance to develop EFL teachers' global competence, that becomes apparent in the possibility to understand global problems and the capacity to solve them has increased. On such conditions students will develop skills as follows:

- to study the world out of the usual environment, as well as to analyse the important problems of humanity;
- to determine clearly and thoroughly own and other's priorities;
- to communicate effectively with different members of audiences without geographical, language, ideological and cultural borders;
- to realize themselves as important players of world events [6].

There is no doubt, that the development of all these skills is a difficult task that needs considerable efforts during EFL teachers' training.

The development of global competence, as an important component of modern education, is better initiated during the study of core disciplines and mastering the acquired knowledge but not after studying. We reckon that English teaching requires the use of such methods and principles of studies, such system of exercises and tasks, that would be orientated not only on the different skills development (listening, speaking (dialogue and monologue), reading, writing) but also on forming a global competence, as the crucial component of EFL teachers' professional literacy.

Researchers provide important insights into the possible ways to form global competence and its importance during the English studying.

Foremost, findings prove the popularity of the project work in English study. This means that students and then pupils are involved in group or student's projects, that reflect the researches' subjects offered by a teacher and are connected with transnational nature of the humanity's scientific opening [1].

Thus, the project work must be the constituent part of English studying. In this case, a student uses different skills to realize, for example, a problem of climate changes in the world, society's preparations to the inevitable changes related to the scientific and technical progress, as well as differences between the English and Ukrainian humour and others. The analysis of these and other questions is extremely important for understanding the diversified society of today's world. In our point of view, students should find not a right answer to a question, but present their own emotional attitude toward they read and heard.

Despite the fact that nowadays, researchers draw their attention to a three-level competence (the ethic level means to study and research the cultural variety and common human values; the level of actions means the possibility to speak different languages; the academic level means knowledge that is necessary for understanding the nature of globalization and all processes related to this phenomenon) [1; 7], these constituents can correlate with each other, as well as help each other. Moreover, they can be considered as different subjects for studying [1].

In this case, for teaching reading as well as listening in English it is expedient to use texts, audio and videotape recordings where peculiar features of foreign society and characteristic traits of its national culture are presented. It would be worth reading and studying some pieces of literature in English, writing literary essays to express students' personal point of view on the information they have read, comparing literary translations to the native language and others.

We consider that EFL teachers' global competence is closely connected with a communicative competence. It is impossible not to notice the influence of information-communication technologies on methods and principles of teaching English. The prime example of the communicative cooperation

can be the organization of on-line meetings and lessons with the representatives of foreign native speakers. Students from both sides can use verbal and unverbal behavior, language cliches and expressions, as well as intonation. In this case, future EFL teachers demonstrate the capacity to understand and perceive different audiences in order to achieve the general aim; realize the influence of effective communication on a collaboration in the interdependent world.

Thus, it is possible to mention that the aforementioned communicative situations during English studying will influence the development of global competence that can be found in skills and abilities:

- to understand the variety of judgements related to the specific information and to realize the influence of these ideas on communication;

- to listen and communicate in an environment that is not natural;

- to elect and use information-communication technologies for communication.

As discussed by foreign researchers W. Fischman, B. Solomon, D. Schutte, and H. Gardner [3], a global competence opens a way not only to knowledge about the world but also stimulates to act, to understand and create possibilities to change something using creative ideas at local, regional or state level. Global education allows to evaluate the potential influence of own opinions and judgements on other people, to define their consequences.

Overall, any problem that needs a solution – from climate changes and national safety to the healthy life and varieties of rest – is globally important. Information technologies did possible instantaneous distribution of information in the world. Today, as never before, the diversified society, cultures, nations are interdependent and need specialists who are able to solve problems. That time comes, when global education is extremely important not only for some professions, but it is the necessity for everyone in the world.

To conclude, forming communicative competence during the English studying can be realized by different ways and it becomes the constituent part of EFL teachers' training and teachers' productive work in the information society. It has been found that a global competence of EFL teachers is formed during the study of a set of professional disciplines and orientated on: the special particular knowledge that will help to understand the correlation between different world events and problems; pedagogical abilities and skills that will help students to analyse and realize numerous changes in the world as well as varieties of traditions; cross-cultural competence and the best way to adapt oneself to the set of new social and cultural norms happened in the society; obligations to teach the habitants of the globalized world.

## REFERENCES

1. Авшенюк, Н. *Глобальна освіта як складова професійного розвитку американських і канадських учителів* // Естетика і етика педагогічної дії : зб. наук. праць. Вип. 3 / Ін-т пед. освіти і освіти дорослих НАПН України ; Полтав. нац. пед. ун-т імені В. Г. Короленка. – К. ; Полтава : ПНПУ імені В.Г. Короленка, 2012. – С. 123-132.
2. American Council on the Teaching of Foreign Languages (ACTFL). *Program standards for the preparation of foreign language teachers.* – Alexandria, VA, 2013. – 35 p.
3. Fischman W. *Making good: How young people cope with moral dilemmas at work.* – Cambridge: Harvard University Press, 2004. – 224 p.
4. Goddard, J. T. *Redesign or rearrangement? The intensification of teacher education and the recognition of equity, diversity and internationalization* // In Y. Hébert & A. Abdi (Eds.) *The intensification of international education.* – Rotterdam, The Netherlands: Sense, 2013. – P. 121-134.

5. Longview Foundation. *Teacher Preparation for the global age : The imperative for change*. Silver Spring, MD. – 2008 Available URL: <http://www.longviewfdn.org> [accessed 18 April 2018]
6. Mansilla, V. B., Jackson, A. *Educating for Global Competence: Learning Redefined for an Interconnected World*. In Jacobs H. Mastering Global Literacy, Contemporary Perspectives. – New York: Solution Tree, 2013. – 24 p.
7. Reimers, F. *Educating for Global Competency*. In Joel E. Cohen, Martin B. Malin. (Eds) International Perspectives on the Goals of Universal Basic and Secondary Education. – Routledge Press, 2008. – P. 5-24.
8. Weber N., Evans M., MacDonald A., & Ingram L. A. (2013). Educating for the global dimension of citizenship in Canadian schools: A snapshot of teachers' understandings and practices // Education Review. – 3(2). – 2013. – P. 12-13.