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ENGLISH LANGUAGE TEACHERS' TRAINING UNDER MODERN CONDITIONS

Everyone had to deal with some kind of scientific or linguistic science during their life, studying at school or while traveling. But not every person has dealt with this issue so deeply as to decide to thoroughly master it and share knowledge with others. These people are a kind of miracle and they are called teachers.

They spend most of their time passionately researching something new about the subject they are teaching, and enjoy the process. The main requirement for a teacher is his passion and dedication to his work. Without this factor, they would not be what they are. But, of course, with the power of knowledge and the ability to teach comes great responsibility.

The purpose of the work is to analyze some peculiarities and the requirements for English teachers' training nowadays.

The level of interest in your subject among students largely depends on how you present it. Therefore, the number one requirement for teachers is to be able to teach, regardless of the subject. It might be the most boring thing for some, but people will still listen to you and learn something new because you presented it in the right way.

Of course, the level of quality depends on the desire to teach others, whoever the students are. You can even say that for someone being a teacher is not a job, it is his life. They will stumble and fall, get up and stumble again after a few meters, but they will not disappear. You cannot throw away your life.

There is no doubt, to teach someone you need to know what you're going to talk about, so having profound knowledge in the subject you're teaching is a top priority if you want to become an excellent teacher.

Learning foreign languages is necessary and integral part of scientific personnel comprehensive training. Language proficiency facilitates access to professional and scientific information, the Internet sources usage, helps to establish international scientific contacts, expand opportunities to improve scientist professional level (Kugai, 2021, 155).

In this difficult time for our country, the issue of training highly qualified specialists is particularly relevant. Training of English language teachers is no exception and needs special attention.

According to the Common European Framework of Reference for Languages, future teachers should be able to clearly express a point of view on a problem, weigh the positive and negative sides of the problem, use communication strategies to keep the conversation on topic, support or refute an argument/opinion, summarize, receive information and comment on it, maintain a conversation without prior preparation, understand and respond to messages of a general nature and for the purpose of obtaining special information in such texts like interviews, short educational conversations, news, prepare public speeches on certain professional issues, using means of verbal communication and adequate forms of discussion and debate, etc. (2).

Today, in the study of professional knowledge issues of a foreign language teacher, in parallel with the above-mentioned aspects, it is necessary to take into account the peculiarities of professional and pedagogical activity, the personality of a teacher and the socio-cultural context in which the educational process takes place.

Modern classifications of foreign language teachers' professional knowledge include components that take into account the knowledge developed by the teacher individually.

So, we can conclude that training of English language teachers is relevant issue that requires considerable attention. A successful teacher must meet certain requirements and have profound knowledge of the subject, be able to teach, and at the same time be a person with high moral values.

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