

# **THE DEVELOPMENT OF A PROFESSIONAL REFLECTIVE FOREIGN LANGUAGE TEACHER IN TERMS OF PLURILINGUAL APPROACH**

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In recent years, the concept of 'plurilingualism' has grown in importance. Plurilingual approach emphasizes the fact that individual language experience is an indispensable part, in which languages are perceived not as separate parts, but they form a general multiple communicative competence, where the first and the second foreign languages interact with one another. In different situations, a person can call flexibly upon different parts of this competence to achieve effective communication with a particular interlocutor [2; 4].

Nevertheless, plurilingual approach should be observed not only as a tendency for simplification in foreign language studying, but as a way for developing a general language competence, the parts of which are all language knowledge and experience of the students.

Nowadays, the aim of Higher school in Ukraine should be not only the training of highly qualified specialists, but also creative teachers, able to work in the new plurilingual expanse. It would facilitate his/her professional and educational growth. This can only be possible on condition of the appropriate organization and modernization of the content of a future foreign language teacher's pedagogical training.

Therefore, the XXI century foreign language teacher is a teacher who can discover his/her own individual style, get adequate professional and personal self-evaluation, is able to predict and analyze the results of his/her work, such a teacher is in a constant search of new ways and styles of self-assertion and self-improvement. In this respect, one of the main aims of higher education today is the development of students' needs and capabilities to go beyond traditional approaches, the ability of a creative potential's self-realization, focus on self-development and self-education. It speaks of the necessity of developing a reflective culture of a future teacher at the university.

One of the indicators of a future foreign language teacher's reflective culture is a high level of its conscious regulation. In order to succeed in obtaining reflective culture, a student should be able to organize his/her own learning activity appropriately. It depends not only on practical knowledge of educational activities, but understanding of the nature and basis of performed actions, evaluating their correspondence to purposes and conditions of activities and thus determination of the most effective ways of learning.

For this reflective teachers should apply observational, empirical, and analytical skills to monitor, evaluate, and revise their own teaching practices [3; 7]. They are to develop awareness of their own cultural perspective, thus gaining insight into the cultural assumptions underlying their expectations, beliefs, and behaviour.

Teaching students a foreign language teacher becomes an example of reflection and self-evaluation at all levels of communicative, language, speech and sociocultural competences as he/she should be able to use the models of verbal and non-verbal communicative behaviour, typical of native speakers of the country, the language of which he/she is going to teach.

Future foreign language teachers must become effective cross-cultural communicators and have communication skills which will help them to create a special environment that encourages good interpersonal relationships.

## **Referneces**

1. Cardelle-Elawar, M. (1992). The metacognitive teacher as a multicultural educator. *SCOPE*, 91 (3), pp. 6-12.
2. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. – Cambridge University Press, 2001. 4-5
3. Irvine, J. J. (1990). Transforming teaching for the twenty-first century. *Educational Horizons*, Fall, 16-21.