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**DEVELOPING PROFESSIONAL COMPETENCE
USING THE TANDEM LANGUAGE LEARNING
(РОЗВИТОК ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ
З ВИКОРИСТАННЯМ МОВНОГО НАВЧАННЯ В ТАНДЕМАХ)**

The rapid changes happening in today's world demand the formation of students' professional competence. The concept is treated differently in foreign and domestic methods of foreign languages. But in general it involves much more than the teaching of facts; students must learn how to use their knowledge in the performance of a professional role.

We think that this concept includes the professionalism, skills, creative ability, high intelligence and cultural and moral values of a person. In short, this is a certain desired image of a specialist that must be developed in a humanistic educational system of a university. All the above will allow a specialist to fully realize their personal and professional potential in a specific activity, through continuous development, self-education and self-improvement.

This definition covers all the structural elements of personal and professional, theoretical and practical components of the educational activities that are the measure and the way of creative self-realization of students in dealing with various real-life situations, aimed at creating professional values. Particular attention is given to the formation of future specialists' knowledge and skills, as they are the foundation of professional education. Future professionals should have the theoretical and practical knowledge in the field of technology, techniques and methods of their acquisition, to know the history of their subjects, and to master practical skills and habits in their professional activities to be used.

Solving these problems directly depends on the use of the techniques of professional preparation, relevant to the competence-based approach, among which the important place is occupied by the contextual technology of training of future teachers.

What techniques can we use for developing the professional competence of our students? One of the most successful is tandem method.

For many people, a tandem is a "bicycle made for two", rather than a method for learning languages. The bike gives some hint as to how tandem language learning got its name. A tandem bike needs two people to move forward. But where exactly does language learning come in?

According to the Oxford English dictionary, a tandem can also mean “a group of two people or machines working together”. Tandem allows you to join forces with someone who speaks the language you want to learn, so you can both benefit from each other's skills. The tandem method is a method of language acquisition, which is based on exchanges in pairs.

Tandem method is characterized by two main principle of learning – reciprocity and personal autonomy.

The principle of reciprocity suggests that each participant of the training receives the same benefits from interaction and mutual learning. The principle of personal autonomy is based on the fact that every communication partner is not only solely responsible in its training for the selection of goals, content and means of education, but also for the final results.

Thus, it is possible to say that studying in tandem is one of the most perspective directions of modern technologies aimed at self-learning and self-development. This is due to several features of this method.

Tandem is an individual and social aspect of learning foreign languages and culture. Unlike traditional contexts of foreign language learning, tandem helps to create high socialization and high individualization. On the one hand, the creation of curriculum in tandem is based on the needs and motivation of the partners, thus, it is learner-focused. On the other hand, the tandem contributes to the interaction through social and cultural collaboration.

In the context of tandem learning the individual and social aspects are associated in original, innovative and harmonic ways. This interaction increases the level of motivation of tandem partners, the fact of communicating with a native speaker provides an incentive aspect to further development of not only linguistic and communicative skills – the tandem partners get an opportunity to use the target language in practice, self-assess their results, and to evaluate the dynamics and productivity of professional learning.

If one of the participants is not ready to work hard enough, the tandem course will be doomed to failure because it is based on complete mutual understanding.

During realization of the tandem project one can clearly see the dynamics of all the components. This suggests that the formation of professional competence in the bilingual environment on the basis of the tandem method is an achievable goal. Therefore, students are given the essentials of their professional work. In the analysis of such situations, both business and educational, a student develops as a specialist and a member of a future team.