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**ФОРМУВАННЯ АНГЛОМОВНОЇ КОМПЕТЕНТНОСТІ ДЕРЖАВНИХ  
СЛУЖБОВЦІВ В УМОВАХ ЄВРОІНТЕГРАЦІЇ УКРАЇНИ**

*Анотація.* У статті розглядаються стан, проблеми та перспективи формування англійської компетентності державних службовців у процесі євроінтеграції України. Показано нові перспективи, що відкриваються перед посадовцями на основі володіння англійською мовою. Зважаючи на важливість проблеми, Президент України своїм Указом від 16 листопада 2015 року №641/2015 оголосив 2016 рік Роком англійської мови в Україні. Саме тому реалізація в нашій державі завдань щодо формування англійської компетентності державних службовців сприятиме належній інтеграції України до європейських структур.

**Ключові слова:** Україна, євроінтеграція, англійська мова, компетенція, англійська компетентність, державні службовці.

**Лопушинский И.П., Ковнир Е.И. Формирование англоязычной компетентности государственных служащих в условиях евроинтеграции Украины**

*Аннотация.* В статье рассматривается состояние, проблемы и перспективы формирования англоязычной компетентности государственных служащих в процессе евроинтеграции Украины. Показаны новые перспективы, открывающиеся перед государственными служащими на основе владения английским языком. Ввиду важности проблемы Президент Украины своим Указом от 16 ноября 2015 года № 641/2015 объявил 2016 год Годом английского языка в Украине. Именно поэтому реализация в нашей стране задач по формированию англоязычной компетентности государственных служащих будет содействовать надлежащей интеграции Украины в европейские структуры.

**Ключевые слова:** Украина, евроинтеграция, английский язык, компетенция, англоязычная компетентность, государственные служащие.

**Lopushynskiy I.P., Kovnir O.I. Formation of Civil Servants' English Competency in Terms of European Integration of Ukraine**

*Annotation.* The article deals with the state, problems and prospects of formation of English competence of civil servants in the process of European integration of Ukraine. New prospects opened up to officials on the basis of English language proficiency are described. Taking into account the importance of the problem, the President of Ukraine, by his Decree No. 641/2015 of

*November 16, 2015, declared 2016 the Year of the English Language in Ukraine. That is why the realization in our country of tasks regarding the formation of the English competence of civil servants will contribute to the proper integration of Ukraine into European structures.*

**Key words:** *Ukraine, European integration, the English language, competence, English competence, civil servants.*

**Statement of the problem in general.** With a fairly long European integration course of Ukraine and public tasks, Ukrainian civil servants are, in essence, isolated from the European Union by the language barrier. Most of them do not have any of the working languages or official languages of the community, which in practice limits their ability to obtain international public administration experience, take part in international conferences, go abroad for internships, work in international projects, etc.

**Analysis of recent researches and publications.** Recently, aspects of the study of foreign languages by public servants were addressed by Astapova T., Branetska M., Bronnikova S., Havrylova O., Hryshkova R., Dyvnych H., Zirka I., Kovnir O., Kudriavtseva V., Lopushynskyi I., Liulka L., Panasenko Ye., Smyrnova K. and others.

**Selection of previously unsettled parts of the general problem.** At the same time, the problem of studying foreign languages by officials, especially the higher levels of power, is gaining increasing relevance in connection with the entry into force on May 01, 2018 of the Law "On Civil Service" [8] on the mandatory possession of civil servants of the category "A" by one of the languages of the Council of Europe (in English or French).

**Formation of the purposes of the article.** That is why the purpose of our article was to highlight the state, problems and prospects of forming the English competence of civil servants in the context of the perspective European integration of Ukraine.

**Presenting main material.** The reform of the civil service in Ukraine affects not only socio-economic, political, legal aspects, but also vocational training, retraining and professional development of public officials. Is not the most complicated and at the same time very relevant problem in the process of professional

training, retraining and advanced training of public officials is the formation of their English competence. Practice shows that not all civil servants speak English at the proper level, therefore, it complicates interaction with European structures, makes it impossible to access pre-world world-class methods, models of public administration and the borrowing of necessary experience, which, in turn, is an inhibitory process for Ukraine's entry not only into space The European Union, but also the global process of globalization, the strengthening of political and socio-economic ties [3].

At the same time, according to the global rating EF ENGLISH PROFICIENCY INDEX, Ukraine has an average level of English (34 out of 70), while in Europe the English language proficiency is much higher than in other regions and is improving every time. It should be noted that our neighbors such as Poland, Hungary and Russia have significantly improved their English-language level in recent years [13].

It is surely known that one of the results of the European Union's linguistic policy is that lingua franca (the language of communication) within the EU becomes an English language. In this regard, the organization of professionally oriented training of civil servants of the English language is of particular importance in such a way that, for a certain period of training, they have reached a certain level of foreign competence that would enable effective communication in professional activities [5].

At the same time, the issue of foreign language communication training of civil servants in Ukraine is very acute. In this regard, civil servants should be highly skilled in both management and foreign language acquisition, as it is they who have an everyday need for communication with foreign colleagues in order to exchange professional experience, discuss issues of national importance, increase the efficiency of activities the management apparatus [1].

That is why the professional orientation of the study of English does not depart from the state service and public administration staff. The professional activities of public administration staff are connected with the official, business style of the English language, the emphasis is on the terminology of public administration, the corresponding phrases and case studies, the ability to conduct business correspondence, conduct negotiations is not deprived of official receptions and

ceremonies, but also in a private atmosphere, competently and correctly possess the grammatical material. Since vocational vocabulary is one way or another closely related to the general vocabulary, it is precisely because of this that one should adhere to a harmonious combination of the study of the correct use of professional terms with the use of common lexical units, since it is impossible to speak using only a professional terminology apparatus. In addition, the civil servant must distinguish between official and non-official language in the language, he must clearly select the appropriate phrases and use them according to the situations.

In addition, the recent changes in Ukrainian legislation were the reason for the changes in the study of foreign languages by public servants. Since mid-2015, the GoGlobal Community Initiative has been actively lobbying for the reform of vocational training systems for civil servants, including the acquisition of a foreign language. The argument of civil society was convincing: at the declared Euro-integration course, the civil service system of Ukraine often consists of officials who do not operate instruments of integration into the European community - foreign languages. The thesis was heard by the authorities and supported by deputies during the revision of the new Law of Ukraine "On Civil Service" [8] and representatives of the Cabinet of Ministers during the adoption of the Strategy for the Reform of Public Administration of Ukraine [12].

Taking into account the role of English as a language of international communication in order to facilitate its study, in order to increase citizens' access to world economic, social, educational and cultural opportunities, which opens the knowledge and use of English, ensuring Ukraine's integration into the European political, economic, scientific and educational space, in support of the GoGlobal program, which determines the study of English as one of the priorities of the development strategy, the President of Ukraine, by his Decree No. 641/2015 of November 16, 2015, announced 2016 Year of the English Language in Ukraine [10].

This document of the Cabinet of Ministers of Ukraine, in particular, was entrusted with the task of developing and approving a set of measures for 2016 and subsequent years (*italics – authors'*) regarding the evaluation of the level of civil

servants' possession of English and the organization of language courses for its study, introduction of qualification requirements in accordance with the established procedure regarding the English language proficiency for the relevant civil service positions; the inclusion of the study of English in programs for the training of civil servants and officials of local self-government; activating the English version of the official websites of state authorities [10].

In addition, Article 20 of the new Law of Ukraine "On Civil Service", which came into force on May 1, 2016 [8], prescribes the possession of one of the requirements for persons applying for the civil service of category "A" (senior executives) a foreign language, which is one of the official languages of the Council of Europe. This requirement will come into force on May 01, 2018. So, legislators and government officials of senior management had only two years to master one of the official languages of the Council of Europe. This requirement is also confirmed by the Resolution of the Cabinet of Ministers of Ukraine dated July 22, 2016, No. 488 "On Approval of Typical Requirements for Persons, Applying for the Positions of the Civil Service Category A" [9].

In addition, according to Article 12 of the Statute of the Council of Europe, adopted in London on May 5, 1949, the official languages of the Council of Europe are English and French. The circumstances and conditions under which other languages may be used are determined by the Rules of Procedure of the Committee of Ministers and the Consultative Assembly [11].

At the same time, European integration processes in Ukraine today require from civil servants of a certain level of foreign language proficiency, which should become an important element of their professional training. In various forums and in a large number of program documents, as discussed above, the importance of language training for civil servants has been repeatedly emphasized, it was pointed out that this is precisely the area in which considerable effort is required in preparation for entry into European spaces [6].

In early October 2017, a Memorandum on Cooperation for the Training of Civil Servants of All Levels in English was signed between the National Agency of

Ukraine for Civil Service (NACS) and the Association for Innovative and Digital Education in accordance with the standards of the European Union on the portal of the Social Project for the Study of Foreign Languages "Lingva. Skills" ([www.lingva.ua](http://www.lingva.ua)). And today we can see the first successful results of such cooperation between state bodies and non-governmental organizations ", - says head of NACS Kostiantyn Vashchenko:" Currently 31,638 civil servants and representatives of local authorities from all regions of Ukraine are learning English at the portal Lingva.Skills, which in general, have already completed almost 8 million exercises "[7].

According to the Chairman of the NACS, the proficiency of English for a modern civil servant is not a luxury but a requirement of time. "That is why this issue will be given much attention during the implementation of the reform of the civil service" [7].

Currently, there are two open access ratings that demonstrate the percentage of central government executive staff who study in the Project, the total number of employees of a certain agency and the number of executed cases in general on central executive authorities.

This is truly a unique Project, which is a real Ukrainian educational product. And it is not surprising that according to the results of the recently completed All-Ukrainian sociological research commissioned by the "Vidrodzhennia" Foundation, which was conducted by one of the leading Ukrainian sociological companies, "Lingva.Skills" took the first place as the most popular online educational online resource among Ukrainians. 24% of Ukraine's population already knows this Project. That is, almost every 4 citizens of Ukraine "[7].

"Together with the Association of Innovative and Digital Education and international partners, we go further and create an effective ecosystem of teaching and testing foreign language skills. I am convinced that most civil servants will soon be fluent in English at an appropriate level ", - expressed confidence the head of the NACS [7].

As you know the ability to navigate not only the Ukrainian-language and Russian-language, but also the English-language information environment and actively use of the best achievements allows to increase the competitiveness of a civil servant in the civil service. In order for Ukraine to improve its cooperation with the European Union and expand its cultural, political and social ties in the world, the "language barrier" existing in the civil service of modern Ukraine should be gradually overcome.

It should be noted that English language schooling takes place within the framework of GE (General English), and the program of preparation of academic specialties involves the study of a foreign language in the professional field. Students enrolling in higher education in different specialties begin to study English in a professional manner, mainly in magistracy. However, students are not able to effectively master the Master's program in English for professional orientation, as they do not have the proper level of preparation of the general English language taught in secondary schools and in the first years of higher education.

Of course, courses of foreign languages occupy a special place in a professional direction. They focus on the specific features of teaching that are relevant to certain individuals associated with one profession, such as public administration. In such courses, special emphasis is placed on the professional terminology typical of specific professions. However, besides the terminology apparatus, students should also have general competences of a foreign language (lexical, grammatical, phonetic, etc.). The problem is also that many people who are beginning to study a foreign language course in a professional direction are not prepared at all, they must necessarily repeat the material they have been studying at universities and schools because, as you know, the basics of foreign language proficiency are laid in precisely the middle elementary institutions.

For effective and successful English language proficiency for future civil servants, it is advisable to: 1. Identify your English language proficiency with Placement Test. This is done through special online free programs, including: 25 questions from the British Council (<http://learnenglish.britishcouncil.org/en/content>);

Cambridge

English

(<http://www.cambridgeenglish.org/testyourenglish/adultlearners/>), etc.

According to Common European Framework of References, CEFR, there are six levels of language skills that have been developed by The Association of Language Testers in Europe, ALTE: introductory (Breakthrough or A1), intermediate (Waystage above A2), landmark (Threshold or B1), advanced (Vantage or B2), autonomous (Effective Operational Proficiency or C1) and competent (Mastery or C2). They cover the gap between the basic and the virtually perfect level of language proficiency. It focuses on study guides, reference books, dictionaries and tests from any European language [4].

In this regard, recently, higher education institutions specializing in specialty 281 "Public management and administration" are intensifying the process of learning foreign languages through the introduction of a variety of teaching technologies that provide freedom of choice for students and students in forms and methods of training. A significant flow of information requires the use of such methods of teaching foreign languages that allow in a short time to provide students with sufficiently sound knowledge, to ensure a high level of mastering and consolidating the material in practice. Methods developed over the centuries have had a fundamental influence on the simulation of the learning process and the study of foreign languages, but differed in principle. However, these methods most often evolved separately from the contexts of their use.

That is why the communicative method of teaching foreign languages to future public servants and its main principles and provisions appear on time. In this context, the role of a foreign language teacher working with future public servants is extremely strong, and the choice of the most effective teaching methodology becomes more relevant than ever [2].

Modern modifications of the communicative approach to learning foreign languages have received the most consistent theoretical substantiation in the lingvodidactic communicative-cognitive paradigm. Nowadays, theoretical development and practical implementation of the cognitive-communicative approach

to the training of professionally oriented foreign languages in the models of teaching different kinds of speech activity: reading, listening, writing and oral broadcasting are going on. In the process of formation, there is also a system of partial methodological principles of the communicative approach, as well as interpretation within the framework of the approach of general-edict and linguodidactic principles.

**Conclusions from the research.** Consequently, the effective study of foreign languages, primarily English, by civil servants requires the use of the latest teaching methods, primarily on the basis of a communicative approach. These, in particular, include: collaborative learning, project method, communicative, role play, simulation, drama technique. At the same time, the format of the communicative class, its content, structure and types remains the problem that is insufficiently studied. We also believe that criteria should be developed for the quality and effectiveness of communicative activities. This may be the subject of further research.

**Perspectives of further research.** The prospects of further research of the problems raised by us in the article are seen in the coverage of the results of foreign language use by civil servants in their daily activities after the entry into force of the norm of Article 20 of the Law "On Civil Service" [8] regarding the free acquisition of one of the languages of the Council of Europe by civil servants of category "A".

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