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ЛІНГВОПЕДАГОГІЧНІ ЗАСАДИ ІНШОМОВНОЇ ОСВІТИ МАЙБУТНІХ ФАХІВЦІВ: ДОСВІД КРАЇН ЄВРОПИ ТА УКРАЇНИ

Анотація. У статті на основі аналізу наукових студій сучасних дослідників та діяльності закладів вищої освіти в країнах Європейського Союзу й України обґрунтовано актуальність і доцільність підготовки майбутніх учителів/викладачів іноземних мов на засадах лінгвопедагогіки. Розкрито їх роль у створенні сприятливого іншомовного освітнього простору для безпосереднього спілкування суб'єктів процесу навчання (викладач і студенти, викладач і студент, студент – студенти, студент – студент) та залучення до нього носіїв мови і сучасних педагогічних технологій з метою формування навичок міжкультурної комунікації та набуття професійних компетентностей здобувачами освіти. Проаналізовано зміст загальнопедагогічних і лінгводидактичних дисциплін як основи теоретичної, практичної та дослідницької підготовки майбутніх фахівців іншомовної освіти в університетах Польщі, Чехії й України та вдосконалення їх навичок усного і писемного спілкування в полікультурному середовищі. Констатовано, що в цьому багатоаспектному процесі, заснованому на положеннях Загальноєвропейських Рекомендацій з мовної освіти, кожна держава-учасниця Європейського Союзу враховує національні традиції і досвід навчання іноземних мов, досягнення світової лінгвопедагогіки, індивідуальні запити і потреби своїх громадян, наявність досвідченого науково-педагогічного потенціалу. З'ясовано, що вивчення дисциплін педагогічного та лінгводидактичного циклів сприяє формуванню в майбутніх фахівців ґрунтовних теоретичних знань, розуміння процесів розвитку, соціалізації, виховання та навчання зростаючих громадян Європи, набуттю професійних компетенцій для успішної діяльності в європейському освітньому й науковому просторі.

Ключові слова: іншомовна освіта, лінгвопедагогіка, майбутні фахівці іноземних мов, Європейський Союз, Україна, система вищої освіти, дисципліни педагогічного і лінгводидактичного циклів, освітній процес, професійні компетентності.

LINGUOPEDAGOGICAL PRINCIPLES OF FOREIGN LANGUAGE EDUCATION OF FUTURE SPECIALISTS: EXPERIENCE OF EUROPE AND UKRAINE

Abstract. Based on the analysis of scientific studies of modern researchers and the activities of higher education institutions in the countries of the European Union and Ukraine, the article substantiates the relevance and expediency of training future teachers of foreign languages on the basis of linguopedagogy. Their role in creating a favorable foreign-language educational space for direct communication of subjects of the learning process (teacher and students, teacher and student, student - student, student - students) and involvement of native speakers and modern pedagogical technologies in order to form skills of intercultural communication and acquisition of professional competences by applicants of education. The content of general pedagogical and linguodidactic disciplines as the basis of theoretical, practical and research training of future specialists in foreign language education at universities of Poland, the Czech Republic and Ukraine and improvement of their skills of oral and written communication in a multicultural environment is analyzed.

It is stated that in this multidimensional process, based on the provisions of the European Recommendations on Language Education, each member state of the European Union takes into account national traditions and experience of teaching foreign languages, achievements in world linguopedagogy, individual requests and needs of its citizens, the presence of



experienced scientific and pedagogical potential. It has been found that the study of pedagogical and linguodidactic cycles contributes to the formation of profound theoretical knowledge among future specialists, understanding the processes of development, socialization, education and training of growing European citizens, acquiring professional competencies for successful activity in the European educational and scientific space.

Keywords: foreign language education, language pedagogy, future specialists in foreign languages, European Union, Ukraine, higher education system, disciplines of pedagogical and linguodidactic cycles, educational process, professional competencies.

INTRODUCTION

The problem formulation. Globalization and integration processes on a global scale have caused the expansion of international relations at the interstate and interpersonal levels, and, consequently, increased the role and importance of foreign language skills. In the modern dynamic world, foreign languages perform a dual function: on the one hand, they used to be an effective means of communication, on the other - an important factor in the implementation of a dialogue of cultures, the development of mutual understanding and tolerance between representatives of different states and nations. As Ukraine takes active steps towards full membership in the European Union, training of specialists capable of ensuring an proper level of foreign language proficiency for all its citizens and, especially, growing generations is of paramount importance in its educational space. In addition, the Council of Europe has classified the competencies of oral and written communication as essential.

At the same time, professional foreign language competencies requires the formation of the personality of a future specialist in foreign philology, which is characterized by a set of knowledge, skills, values, qualities and attitudes that ensure its functional level and ability to perform professional work. The disciplines of pedagogical cycle play a leading role in its formation, since communication in pedagogy is the primary basis of professionalism, due to which the educational process takes place, formation of special competencies, training of specialists, formation of social personality.

In the context of above-mentioned it becomes relevant a careful study, thorough analysis and comprehension of the experience of training foreign language education specialists in European countries in order to implement effective organizational measures, forms, methods and technologies in the domestic system of higher education to ensure harmonious entry of its graduates into Europe's multicultural space and other continents of our planet.

Analysis of recent research and publications. The study of scientific literature on the outlined problem is evidenced the growing interest of scientists in the study of various aspects of foreign language education (V. Gamaniuk – analysis of foreign language education in Germany, R. Gryshkova – foreign language education in Ukraine, L. Gulpa – development of foreign language education in secondary schools of Hungary, O. Kuchmii – foreign language education in universities of Ukraine and Poland, O. Maksymenko – organization of teaching foreign languages in higher education of Western Europe, M. Parkhomchuk – multilingualism as a prospect for the development of foreign language education in elementary schools in Germany, M. Tadeeva – development of modern foreign language education in Council member countries).

Pedagogical and methodological aspects of training specialists in foreign language teaching are highlighted in the works of T. Alekseeva, V. Bazurina, N. Borysko, T. Desiatova, T. Zubenko, G. Kolodko, O. Kuznetsova, N. Lavrychenko, M. Netreba, S. Nikolaeva, T. Polonska, V. Redko, M. Solovei, M. Tadeeva and others. At the same time, the linguistic and pedagogical aspects of this process, despite their relevance, have not yet attracted the attention of modern scholars.

AIM AND TASKS RESEARCH of the article is a comparative analysis of the experience of implementing linguodidactical principles of foreign language training of future specialists in higher education institutions in Europe and Ukraine.

RESULTS OF THE RESEARCH

Modern linguopedagogy as an integrative branch of science focuses on searching factors and conditions for learning a foreign language in order to improve the quality of educational services as well as to identify their impact on the development of individual, since in this process the student acquires intercultural experience, his intercultural communication takes place. That is, it refers to the creation of a foreign language educational space, to which, except the direct participants in learning process (teacher and students, teacher and student, student and student), native speakers are involved, which creates favorable conditions for communication with foreign peers with the help of modern technical means and direct dialogue / interaction with their peers, acquisition of professional competencies of the future speciality, corresponding to the Common European Framework of Reference for Languages (Guidance document, 2003).

The experience of European countries in the field of foreign language education is interesting and valuable because they unanimously took into account the need to comply with standards and criteria developed by the Council of Europe, the main ideas and provisions of which are set out in the documents regulating pedagogical activity – «European Language Portfolio», «Common European Recommendations on Language Education and Exam Requirements» etc. Nevertheless, each of the member states of the European Union, complying with the requirements of these documents, takes into account national traditions in this field, achievements of world linguodidactics, requests of all citizens and the availability of experienced staff.

It is also important that «in Europe, global integration has become the norm, European countries have a positive experience in acquiring such a tool of communication as a common language, which is necessary for growing part of



the population in an increasing number of domestic and professional situations, so we consider studying the European experience in this issue to be the most useful» (Netreba & Bondarenko, 2020).

Researchers from various European countries, including Ukraine, are unanimous in the fact that one of the most important factors affecting the success of language learning is the availability of qualified teachers. The confirmation of this is the great attention of the scientific and pedagogical community to the training of teachers, increasing their social status, in particular, the level of language and pedagogical training of foreign language teachers.

Note that the process of training foreign language specialists takes place in a system consisting of three subsystems - theoretical, practical and research. The implementation of this system occurs primarily during the assimilation of the content of the pedagogical cycle disciplines, which includes such compulsory disciplines as «General Pedagogy», «History of Pedagogy», «Fundamentals of Pedagogy», «Pedagogy», «General Didactics», «Pedagogy and school psychology». However, from this list of educational components, universities / institutes usually choose two or three different in content and number of credits allocated for their mastering. «Pedagogical training, according to V. A. Gamanyuk, can be provided during the undergraduate cycle and postgraduate cycle. A number of countries use both forms, sometimes the organization of education depends on the type of teaching in which the student is preparing (at upper or lower secondary level)» (Gamaniuk, 2013).

Studying didactics enables undergraduates to share knowledge of both native and foreign languages to pupils / students, to form the ability to speak and read competently, to translate and interpret texts in different languages. The module on pedagogical specialization must also include in each semester the disciplines «Didactics of subject I (II)» to deepen the knowledge of language teaching being proficient in this specialty, combining them with methodology.

Thus, at the Marie Curie University (Poland) the module «Training in psychological and pedagogical field» is included in the educational program of Master's Degree in English and German, which involves studying in the second - fourth semesters of such disciplines as «Fundamentals of Psychology», «Fundamentals pedagogy», «Psychology», «Pedagogy», «Voice emission», as well as pedagogical practices. Linguopedagogical training educational components of the module «Training in the field of didactics», studied in the same semesters («Fundamentals of didactics», «Didactics of the subject»).

Researchers believe that the study of these disciplines and passing practices contribute to the formation of the graduate's deep psychological and pedagogical knowledge, understanding of the processes of development, socialization, education and training; obtaining knowledge in the field of didactics and methods of teaching the subject, using the methodology of pedagogical activities, practical use of experience. The graduate must have the formed necessary skills and competencies of integrated implementation of didactics; ability to perform educational and upbringing tasks of the school, independently prepare and create a program of teaching to the needs and abilities of students; the ability to learn and improve the use of their own pedagogical skills, modern tools and teaching methods; skills to organize and process information and materials; skillfully communicate with through various techniques with persons who are the subjects of pedagogical interaction, as well as cooperate with other people in the didactic and managerial process and specialists who support this process. Graduates must be ethically sensitive, empathetic, open, reflective and have an interpersonal attitude and a sense of responsibility; practically ready to perform professional tasks (didactic, educational and upbringing) related to the role of a teacher (Education program, 2018).

Interesting experience of foreign language education has been accumulated at Charles University (Czech Republic). The following compulsory disciplines are included in the «Master's Training Program of English Philologists»: «Fundamentals of Pedagogical and Social Psychology» (2 credits), «General Pedagogy and History of Pedagogy» (5), «General Didactics» (3), «Fundamentals of Social Pedagogy» (2), «School Pedagogy and Psychology» (4), «Pedagogical and psychological practice» (5). From professional disciplines masters learn: «Didactics of English I», «Didactics II», «Didactics of Literature», the cost of which is one credit; «Didactics of English», «Teaching components of the language system» (3), «Didactics of English, teaching language skills» (2), «Didactics of English, teaching methodology I» (1), «Didactics of teaching II» (1), «Didactics of English, current issues» (3), «Constant teaching practice in primary school» (4), «Constant teaching practice in secondary schools» (4) (Courses of subjects, 2020).

In the process of mastering them, students acquire the skills to effectively manage the educational process in educational institutions, apply the necessary forms and methods of teaching English, develop a training unit for applying basic theoretical principles, evaluate the success and learning outcomes of students.

Taking into account modern requirements for the training of specialists in foreign language education, the educational program «English Philology» was formed at the Pedagogical University of Krakow named after the Commission on National Education (Poland). It includes the following disciplines, in particular: «Language and Society», «Modern trends in teaching foreign language», «Special educational needs in foreign language classes» (5 credits) in the first semester; «Intercultural communication» (5 credits), «Psychology of language learning» (6), «Research methods in linguistics» (6) – 30 hours – in the second semester; «Planning and assessment of the language course» (3) – 15 hours, «Educational Law» – 6 hours (credits are not allocated) – in the third semester.

In the third semester they also read «Assessment in language teaching» - 30 hours of lectures, 10 hours practical classes (5). The teacher training also includes practical classes on courses: «New technologies in teaching English» – 30 hours. (5 credits, first semester), «Digital tools in educational research» – 30 hours (3 credits, third semester), «Professional Development of a teacher» – 14 hours (3 credits, third semester) (Education program, 2018).

In the process of mastering their content, students master the functional model of the learning process: connections, didactic principles; objectives of training: types, specificity, operationalization, taxonomy; content, methods, means, forms of learning as consequences of the effectiveness of the didactic process; didactic initiatives in the context of optimizing the educational process (original educational concepts, author's programs, pedagogical innovations);



teaching methods: methods of knowledge assimilation, methods of independent knowledge. The student's work in practical classes is evaluated, taking into account participation in the discussion on the basis of selected works from the proposed works (colloquium); practical presentation of the selected method from the group of activation methods; project preparation. The teacher in classes and exams on the discipline must take into account the formation of competencies in students: assessment of knowledge obtained from the assumptions of the functional process of the learning model; assessment of the ability to analyze and interpret the most important elements of the didactic process, namely: principles, content, goals, methods, activities, forms, structure of educational activities; ability to form and explain their own ideas about selected aspects of the teaching and learning process, expressing doubts and formulating proposals in the context of individual theoretical views and opinions of different authors; ability to independently design and represent selected elements of the didactic process.

Along lectures and practical classes, monographic lectures and seminars are also held. At the Marie Curie University, at the Faculty of Philology in accordance with English and German language programs, forms of educational activity, which are marked in curriculums, are monographs, lectures, seminars, practical classes. The results of masters training in these classes are checked by activity assessing during discussions, problem solving, written work, both homework and tests in workshops, essays, presentations, prepared texts for language learning exercises, lesson plans, etc. These grades are added to the exam grade, credit or intermediate grade after the tests on the course topics.

Comparative analysis of the content of methodological and pedagogical training of masters of philological specialties allows us to assert about the individual approach to the training of teachers in universities of the European Union countries.

Disciplines of teacher training are focused on:

- teaching didactics taking into account new requirements in secondary schools;
- acquaintance with the modern concept of teaching native / foreign language;
- introduction of a framework program in secondary schools.

In the disciplines of teacher training the emphasis is on:

- acquainting undergraduates with new approaches in teaching language/literature;
- introduction of didactic disciplines in the socio-cultural context;
- development and implementation of digital specialties for philological field.

Analysis of foreign language training of future specialists in higher education institutions of Ukraine gives grounds to claim that the disciplines of pedagogical cycle are included in both compulsory and selective ones, which allows students to form an individual educational trajectory taking into account personal requests and interests and professional competencies necessary for future pedagogical activity in general secondary education institutions or in higher education institutions. Educational components such as «Pedagogy», «Higher School Pedagogy», «Theory of Pedagogical Activity», «Pedagogy with the Fundamentals of Scientific Research», «Pedagogical Skills», «Actual Problems of Pedagogy» are compulsory. The cycle of selective disciplines is formed in accordance with the professional orientation of students, regional characteristics and includes mostly the following disciplines: «Pedagogical acmeology», «Comparative Pedagogy», «History of Pedagogy», «Innovative educational technologies», «Pedagogical conflict management», «Pedagogical creativity of modern teacher» etc.

Assimilation of the content of educational components of pedagogical direction provides professional formation of future specialists in the field of foreign language teaching, the essence of which is absolute self-realization, revealing of individual abilities, knowledge, skills, moral and professional values, which determine the opportunities in the spiritual and moral enrichment of the personality of their future pupils. Scientific and pedagogical knowledge stimulates students using them for solving pedagogical problems and forming of readiness to become a tool for practical action of pedagogical categories, concepts, pedagogical ideas, effective management of pedagogical processes and phenomena.

Consider, to confirm above-mentioned, the possibility of the discipline «Theory of pedagogical activity», which is taught to applicants for higher education master's degree in specialty 013 Secondary education (language and literature (English)) in the amount of three credits. In the process of mastering its content, students continue to form integral and general competencies, improve professional competencies, expand knowledge, skills and educational experience acquired during mastering bachelor's degree programs, as well as master the skills necessary for scientific and pedagogical activity in higher education institutions.

To improve the quality of teaching this course, the achievements of modern pedagogy and especially pedagogics of a foreign language are taken into account, in particular the works of T. Alekseeva, N. Borysko, V. Kalinina, S. Nikolaeva, T. Polonska, V. Redko, M. Solovei, Y. Trofimova and etc., because they make it possible to integrate the provisions of pedagogical theory and methods of teaching a foreign language in the educational process. This approach, according to our observations and feedback from students, helps them to better master the professional competencies of the future profession, which meet the requirements of the European Guidelines for Language Education, societal needs and their personal needs.

That is why lessons (various types of lectures and seminars) and independent work of future masters are aimed at improving students' knowledge in the theory of pedagogical activity in institutions of general secondary education and providing knowledge of such activities in higher education institutions in the conditions of reforming education and to promote the acquisition of experience in their practical application; to reveal the valuable foundations of



the pedagogical profession in modern society and to form an adequate personal attitude of future specialists to professional and practical activities; to reveal the essential characteristics of pedagogical skills and its components, to find out ways to form professionalism and pedagogical skills; to acquaint students with the leading innovative technologies of teaching and upbringing and peculiarities of their use in a modern educational institution; to ensure that undergraduates understand the general patterns of the educational process; to develop pedagogical thinking, motivation to master knowledge, skills and abilities of psychological and pedagogical analysis of the educational process, to develop understanding of the essence of pedagogical activity as an organization of interaction between a teacher/teacher and students on the basis of subject-subject relations and principles of partnership pedagogy; to form the ability to carry out self-educational and research activities in the conditions of modern educational process.

For this purpose, in the process of studying the discipline, the following methods are used: verbal: interactive lecture, conversation, explanation, discussion, dialogue, brainstorming, analysis of pedagogical situations, case studies; visual: illustration, multimedia presentation, demonstration; practical: simulation-role play, solving pedagogical problems, performing practical tasks, method of projects.

Since the main form of educational process in higher education is a lecture, which is usually monologue, the conduct of it is diversified. For example, students get acquainted in advance with the electronic version of the text of the next lecture, make a syllabus or thesis highlighting a particular item / issue of its plan and participate in the lesson. Due to this, the traditional lecture turns into a lecture-dialogue, and future masters improve their communicative competence.

This technique is also effective. Having pre-read the content of the upcoming lecture, and this is done constantly, students independently, in addition to those offered in the manual, make questions to the theoretical material and during classes ask them to the lecturer / lecturers. This technique activates the cognitive activity of students, and the lesson takes the form of a lecture-press conference.

Actively used during classes and this kind of lectures as problematic. We conduct it on the material from professional educational components. Students develop the text of the lecture on the example of a particular topic in their professional discipline, anticipating the presence of a problem situation or problem task, and during the lecture engage their colleagues in their solution. We continue this process in a seminar-practical lesson on «Forms of organization of the learning process in higher education», because for independent work students receive appropriate tasks.

Proven forms of lectures based on on the material of professional disciplines are lectures with pre-planned mistakes, visualization lectures, lecture-discussions, which encourage students to search work, develop creative thinking, form an atmosphere of cooperation, that is, contribute to the development of professional competencies of future teachers. In the lectures we also offer their content to compile test tasks of three levels, which are read at the end of the lecture, and the best are used in practical classes to test the knowledge of future professionals.

During the course students prepare and conduct training sessions on «Innovative technologies of English language teaching at the first (bachelor's) level of higher education», develop projects «Formation of foreign language educational space in educational institutions», «Ways to improve foreign language learning in secondary schools and higher education», organize discussions and round tables on the topic «Improvement of the legal framework of higher education in Ukraine», «New Ukrainian school and challenges of the information society», «Academic group curator: who is he?», «The team educates the Individual or Inhibits its development?»

Communicative competence is recognized as the leading one in the preparation of future masters of foreign philology. Its formation is facilitated by the use of interactive forms and methods of work in the educational process, as well as involving students in the management of educational activities of their colleagues in seminars and practical lessons, when they fully perform all functions of a teacher, including control and evaluation, taking into account the criteria developed for educational activity.

Due to their implementation in the study of the course «Theory of Pedagogical Activity» future masters of foreign philology develop such professional competencies as the ability to organize the educational process in institutions of general secondary education / institution of higher education with the use modern approaches, means, innovative methods, techniques, forms, technologies of teaching and education based on advanced pedagogical domestic and foreign experience in accordance with the compulsory learning outcomes (in particular the basic ideas of integrated learning, competently oriented approach, inclusive education, etc.); critically evaluate the achievements and latest achievements in the subject area; generate new ideas for the development and improvement of their own professional activities, independently acquire the necessary knowledge, skills and abilities; to ensure personal self-development.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, in higher education institutions of European countries in foreign language training of specialists who have chosen pedagogical specialization / speciality, the main purpose of teaching disciplines of psychological, pedagogical and methodological cycles is to prepare for school assistantship practice, pedagogical practice in secondary and higher education. In classes in these disciplines, they acquire the ability to choose a system of methods, techniques, means for conducting classes on new educational technologies, which contributes to professional training in general.

Didactic training of philologists takes place during the study of theoretical material at lectures, practical and seminar classes on psychological, pedagogical and methodological cycles, during pedagogical practices, as well as research activities in the process of performing abstracts, portfolios, writing a dissertation. During their implementation, special competencies are formed, which is the basis of success in future professional activities. Common trends in the development and implementation in university education of new approaches to training foreign language specialists,



mastering modern computer and online techniques that allow to form digital competencies of a graduate of the XXI century have been identified.

Further comparative analysis is worth studying the experience of foreign language training of students of higher education institutions of the European Union and Ukraine, who work on the programs «Double Diploma» and academic mobility, which contributes to the development of the European Higher Education and Science Area.

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