

**Problemy
i perspektywy
młodzieży
we współczesnej
Europie**

Problemy i perspektywy młodzieży we współczesnej Europie

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Bydgoszcz 2018

Publikacja została sfinansowana ze środków na naukę Akademii Pomorskiej w Słupsku.

ISBN 978-83-64335-31-0

Wydanie I

Słupsk–Bydgoszcz 2018

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Development of Linguistic and Methodological Competencies of Foreign Language Teachers as a Current Pedagogical Problem

Abstract

The article studies the development of linguistic and methodological competence of foreign language teachers as a current pedagogical problem. In the article it is investigated the tresses that were carried on in Ukraine concerning this problem. This investigation opens the brunches which have been investigated and the prospects its development. As a result of the research, it is highlighted that the context of general vocational and pedagogical issues of future teachers training in general and foreign language teachers in particular points out a great number of works, which consider extremely important aspects in the process of their professional training. Though they serve as a background for the above mentioned process, as well as for the development of the didactic foundation of vocational education, personal development and professional readiness for future professional activities.

Keywords: linguistic and methodological competencies, foreign language teachers, development, high school pedagogy, theoretical and methodical training.

Development of professional competencies of future foreign language teachers is considered as a complex and comprehensive problem which requires an analysis of extensive scientific literature list. In the current conditions of Ukraine's integration into the world and European space, modernization of education is intensively carried out, and undoubtedly puts forward a set of pedagogical problems. Such problems include the development of linguistic and methodological competencies of future foreign language teachers. Its current actuality

is caused by the fact that transformational processes in the educational system have acquired a pragmatic orientation and call for the training of such proficient teachers, who possess a significantly extensive, profound knowledge and skills, and the ability to perform them practically in their professional activities.

In this regard, the purpose of this article is to analyze the state of current researches of the pedagogical problem of the development of linguistic and methodological competencies of future foreign language teachers.

The study involves the analysis of scientific works in the field of the development of various aspects in the course of future foreign languages teachers training within the competency-oriented approach. For this purpose, the works, closest to the contents and the essence of a particular problem have been investigated. Before proceeding to the analysis we need to clarify, the term “teacher”. Thus, within the framework of this research, the term “teacher” means a specialist who teaches and educates those who study a particular discipline (in our case, a foreign language) and is focused on the development of knowledge, skills, abilities and competencies.

Consequently, in the course of the analysis of scientific works, a set of fundamental researches devoted to the general approach to the process of foreign language teachers’ professional training has been defined. These researches have undoubtedly become an essential part of modern high school pedagogy and a reliable scientific background in the framework of this study. Unfortunately, the limited amount of scientific works leads to a contradiction, which, on the one hand, calls for a thorough analysis of the extremely important developments in the field of higher education pedagogy and, on the other hand, it’s difficult to introduce a significant amount of the above mentioned important developments within the framework of this study. As a result, it reduces scientific significance of this particular research. Therefore an attempt to put forward a personal approach to the general aspects of future foreign language teachers training has been made in brief.

It should be noted that some fundamental researches help to reveal some conceptual points regarding the development of linguistic and methodological competencies of future foreign language teachers in the process of their professional training. Consequently, the works of domestic and foreign scholars (V. Bondar, A. Verbitskii, M. Yevtukh, P. Husak, I. Zyazun, V. Kremen, N. Nichkalo, etc.) have been taken as background to reveal some conceptual points as to the development of linguistic and methodological competence of future foreign language teachers.

Undoubtedly, the researches in the field of professional training of future teachers, specifics of their speciality, didactic source of vocational education are of great importance for this work. The outlined fundamental works

(O. Abdullina, A. Aleksyuk, S. Arkhangel'skii, S. Batyshev, V. Bepalko, A. Boyko, V. Vergasov, N. Volkova, etc.) give an opportunity to reveal the essential aspects of the theory and practice of higher pedagogical education, provide a foundation to construct methodological, theoretical and methodical training of future teachers, develop pedagogical system in the defined context, decide on forms, methods and technologies for future specialists in the process of their professional training.

The works which reveal various aspects of the problem of developing competencies or willingness of future teachers to perform professional activity are of particular importance. First of all, we refer to the works of the following scientists: I. Bondarenko, I. Havrysh, O. Dubaseniuk, L. Karpova, D. Uznadze, V. Shadrikov and others. The importance of such advances is estimated by the final result of the study, since the development of linguistic and methodological competencies of future foreign language teachers is considered as the final result of their professional training.

It is also necessary to distinguish the works of foreign scientists as to the development of competencies in the process of professional training of future specialists (H. Boyd J. Cowan, S. Brown, P. Knight, L. Florian, R. Kershner, J. Porter, P. Coombs, D. Fisher, N. Frey, etc.); innovations and technologisation in the educational process (F. Buchberger, R. Kershner, A. Lewis, B. Norwich, D. McIntyre, D., etc.); mobility and motivation of future educators (P. Pring, L. Paquay, M. Wagner, etc.); definition of competencies of particular specialists (P. Hager, K. Eckhard, K. Bauer, L. Darling-Hammond, T. Kleickmann, M. Kunter, R. Sternberg, etc.); specific features of foreign language teachers training (J. Peyton, H. Zimmer-Loew, J. Phillips, etc.).

Analyzing scientific researches on the outlined problem, we can not omit the definition of the term, which is the key to our study – “development”. In terms of pedagogy an opinion on the process of development in the higher educational establishments is explained in the work of A. Aleksyuk, who points out that development is a process of creating a system of relations between students within their educational, cognitive and researching activities, mediated by the requirements for professional activity of a specialist on the speciality they study¹. The scholar, developing his approach, cites academician M. Semenov's words as to the need of creating such personally and professionally oriented values among future specialists, which will facilitate the combination of knowledge with their further application in professional activity².

The same idea drew scholars attention in the 1950s, when O. Nesmeyanov emphasized that higher education should be concerned not only about

¹ A.M. Aleksyuk, *Pedagogika vischoyi osvity Ukrainy*: Istoriya, Teoriya: pidruch. dlya stud., aspirantiv ta molodih vikladachiv visch. navch. zakl. K., Libid, 1998, s. 394.

² A.L. Arhangel'skaya, *Ot innovatsiy v obuchenii k innovatsionnyim formam kontrolya*, red. A.L. Arhangel'skaya, L.A. Dunaeva, *Vestnik rossiyskogo universiteta druzhby narodov*. seriya : voprosy obrazovaniya, 2007, # 4, s. 85–91.

the amount of knowledge (since the amount of knowledge has zero value), but also about its quality and ability to apply them in professional environment³. Thus, the education of future specialists, in the process of their professional training, should be focused on the development of a steady internal orientation, which will be the driving mechanism in their future professional activities. That is why the concept of “competency/competence”, which is considered to be a new paradigm of the result of education, as well as in the field of foreign language teaching⁴, is supposed to be the basis of such an integral social, personal and behavioral phenomenon as the result of education (the set of motivational, axiological, and cognitive components).

Therefore, in the opinion of S. Sysoyev, the teachers of higher educational establishments face the need to solve a set of psychological and pedagogical problems: to train a young person professionally as a specialist in a certain field using the advanced technologies of psychological and pedagogical science and practice, taking into account the rapid growth of information and knowledge expansion tendencies; to prepare students for their future social life, “adapt” them to the labor market, to make them competitive and at the same time contribute to their spiritual, moral and social development⁵.

The answer to the question of how it is necessary to influence the process of the development itself is in the approach of S. Sysoyeva, who believes that this influence is possible only through active creative activity in a specifically organized educational environment, whereas personal-oriented training should be based on the individual experience of those who study⁶.

Let us illustrate international experience on this issue. European research in the field of qualification and competency Tuning Educational Structures in Europe⁷ is a part of the International Tuning Educational Structures project, which involves over 200 HEIs of Europe, Latin America, as well as a number of post-Soviet countries. The competency based approach, which is the foundation of the project, indicates the need to formulate the results of education through competencies and competences.

As Ukraine is straightly focused on Eurointegration, a number of steps have already been taken in this direction. For example, in the framework

³ A.M. Aleksyuk, *Pedagogika vischoyi osvity Ukrainy: Istoriya, Teoriya i pidruch. dlya stud., aspirantiv ta molodih vikladachiv visch. navch. zakl. K., Libid*, 1998, s. 443.

⁴ A.L. Arhangelskaya, *Ot innovatsiy v obuchenii k innovatsionnyim formam kontrolya*, red. A.L. Arhangelskaya, L.A. Dunaeva, *Vestnik rossiyskogo universiteta druzhbyi narodov*. seriya : voprosy obrazovaniya, 2007, # 4, s. 89.

⁵ S.O. Sisoeva, *Problema formuvannya osobistosti, zdatnoyi do tvorchoyi samorealizatsiyi*, zb. nauk. pr., Mikolayiv, Vid-vo MF NAUKMA, 2000, T. 7, Pedagogika, s. 13.

⁶ S.O. Sisoeva, *Interaktivni tehnologiyi navchannya doroslih: navchalno-metodichniy posibnik, NAPN Ukrainy, In-t pedagogichnoyi osvity i osvity doroslih, K., „EKMO”, 2011, s. 24.*

⁷ *Materlali portalu Tuning Educational structures in Europei* : [Elektronniy resurs] // Rezhim dostupu : http://www.tuning.unideusto.org/tuningeu/index.php?option=com_frontpage&Itemid=1.

of Ukraine's orientation on major documents of the Council of Europe, a number of normative documents have been created to regulate this process in a structured direction ("Bilingual Education: Key Task Strategies", "European Recommendations on Language Education: Study, Teaching, Evaluation", the Bologna Declaration "On the European Higher Education Area", recommendations of UNESCO). Therefore the modern State National Program "Education" ("Ukraine of XXI Century") is focused on the efficient foreign language study⁸. Its implementation is carried out within the framework of the State National "Teacher" Program, which emphasizes that the activity of the teacher contributes to the strengthening of state policy, by focusing on strengthening the intellectual and spiritual potential of the nation⁹. This fact evidently emphasizes the need to develop such competencies in future foreign language teachers which will enable future specialists to be competent when teaching foreign languages to their students.

That is why we have studied the normative documents concerning the problem of formation and development of professional competencies of future specialists according to their field, which ensure their competitiveness, self-realization of mobility and career prospects¹⁰. Thus, under the law, the key objective of higher education is the development of high professional competencies, and consequently it involves such course of future specialists training where they can acquire a number of unique competencies for their further implementation in professional activities. Therefore, in the course of future specialists training, not only the level of knowledge, skills and abilities, but also the competencies coinciding with the standards of higher education achieve a great priority¹¹.

From the viewpoint of the Law on Higher Education, the "competency" of a specialist is considered as a dynamic combination of knowledge, abilities and practical skills, ways of thinking, professional, ideological and public qualities, moral and ethical values, which determines the ability of a person to successfully carry out their professional activities. It should be noted that the awarded qualification is considered as comprehensive only if the person receives a complete set of competencies defined by the appropriate standard (a list of qualification requirements for the employees approved in accordance with the established procedure, their competencies, which are the background for the development of professional qualifications). That is why the current concept of Ukrainian education determines a certain vocational education, according to new professional standards developed on a competence origin.

⁸ *Derzhavna natsionalna programa „OsvIta”* („Ukrayina XXI stolIttya”) http://search.ligazakon.ua/l_doc2.nsf/link1/KMP93896.html Rezhim, dostupu: 15.08.2017.

⁹ *Tsilova kompleksna programa „Vchitel” ta shlyahi yiyi realizatsiyi v suchasniy umovah* http://pidruchniki.com/1597012255045/pedagogika/tsilova_kompleksna_programa_vchitel_shlyahi_realizatsiyi_suchasniy_umovah Rezhim, dostupu 15.08.2017.

¹⁰ *Zakon Ukrayini pro osvItu* <http://osvita.ua/legislation/law/2231/> Rezhim, dostupu: 15.08.2017.

¹¹ *Zakon pro vischu osvItu* [<http://osvita.ua/legislation/law/2235/>] rezhim, dostupu: 15.08.2017.

Summarizing the above mentioned, it should be noted that the development of competency should be organized in a comprehensive manner, within the framework of future foreign language teachers professional training, which unfortunately is not implemented in a proper way. In this context, the opinion of S. Arkhangel'skiy, who presumes that a system of established optimal actions and interconnections of all components of training in connection with their justified need for functional application can be called as organization of the educational process¹². This allows to draw a conclusion as to the course of competency development for future foreign language teachers, and in this particular case, the development of linguistic and methodological competency. Consequently, it is clear that **“development” should become such a process or a system of actions for teachers of higher educational institutions, aimed at the dynamics of changes in future specialists, predetermined by the requirements of their future professional activities and carried out in the course of their professional training.**

Analyzing the state of research in the field of competency development in future foreign language teachers in the process of their professional training we have approached to the specifics of future foreign language teachers training. That is why let us focus our attention mainly on dissertation papers, concerning the development of different competencies of foreign language teachers in the process of their professional training, moving from the most general aspects to more specific components of their training. Such an approach is due to the fact that the problem of the development of linguistic and methodological competencies of future foreign language teachers in the process of professional training has not been researched yet by either domestic or foreign scholars. That is why it is necessary to carry out the analysis of the works closest to the outlined problem.

In the course of the study, we have not set the task of carrying out a chronological analysis of the researches fulfilled by domestic scientists, but we should emphasize that the works within time frame from 1999 to 2015 have been distinguished for the analysis. In the context of the large amount of material we have selected for the analysis let us make a review of them. So, a complete and detailed list of theses studies, indicating significant ones in the framework of the study, is introduced in Table 1.

¹² S.I. Arkhangel'skiy, *Lektsii po nauchnoy organizatsii uchebnogo protsessa v vyisshykh shkole*, M, Vyssh. shk., 1976. s. 6.

Table 1. Theses studies on the development of competencies in future language teachers

| | |
|--|---|
| Training of Future Foreign Language Teachers (FFLT) | <p>Forms, methods and technologies of FFLT training: L.A. Kartashova (2004); O.A. Podzigun (2009); I.I. Kostikova (2009); Y.M. Zhilyaeva (2012); M.M. Tchernii (2014); V.V. Leleko (2015); O.Y. Trotsenko (2012); H.F. Krivchukova (2005); Y.M. Kogan (2006);</p> |
| | <p>Development of qualities, skills and abilities in FFLT: L.V. Zasiékina (2000); S.V. Khmel'kovs'ka (2005); T.V. Konovalenko (2005); Y.O. Chernionkov (2006); R.O. Pavliuk (2009); Y.V. Heiko (2014); M.O. Kniazian (2007); N.S. Chernihivs'ka (2011); Y.M. Karpenko (2014); O.M. Demchenko (2014); O.P. Mazko (2014); A.M. Veremchuk (2009); I.O. Tialleva (2009); T.F. Bocharnikova (2013); O.O. Shyrina (2012); D.V. Yenyhin (2012); O.V. Shestopal (2011); R.A. Kravets (2011); M.V. Rudina (2011); L.Y. Zenia (2013); S.O. Ryabushko (1999); L.V. Zasiékina (2000);</p> |
| | <p>Methodical and technological training of FFLT to work with pupils: T.M. Shkvarina (2000); Y.S. Styrkina (2002); A.A. Beresniev (2009); O.M. Gavrilenko (2011); G.P. Shrolik (2011); S.V. Sokolova (2006); O.V. Lanova (2008); K.V. Balabukha (2007); L.I. Morska (2008); T.M. Marchii-Dmytrash (2011); O.V. Hladka (2010); E.O. Manzhos (2011); N.V. Bozhko (2011); M.G. Shemuda (2011); L.E. Gusak (2014); I.A. Mamchur (2007); T.O. Moroz (2007); S.V. Budak (2003); O.V. Herasimova (2006);</p> |
| | <p>Development of FFLT willingness to educational work with pupils: L.V. Brodska (2006); N.A. Molodychenko (2002); M.V. Rozarionova (2010);</p> |
| | <p>Development of competencies in FFLT:</p> <ul style="list-style-type: none"> – professional: G.V. Melnichenko (2004); V.V. Barkasi (2004); V.O. Kalinin (2005); O.V. Pakhomova (2011); Y.S. Zaporozhetseva (2013); S.V. Its (2014); Y.B. Bandura (2014); M.M. Sidun (2013); V.S. Fedina (2009); I.Y. Khalimon (2009); – key competency: A.V. Hordiychuk (2014); – proficient: I.O. Pinchuk (2011); – pedagogical skills: M.V. Bedevelska (2015); – socio-cultural: T.M. Kolodko (2005), I.A. Zakirianova (2006), S.O. Shekhavtsova (2009), O.F. Usyk (2009); – general cultural: T.V. Nesvirska (2012); – culturological: N.V. Hrytsyk (2013); – intercultural: S.G. Radul (2014); – communicative: O.M. Volchenko (2006), S.V. Dubrova (2015); – professionally-communicative: V.M. Rudenko (2010); – psychological: O.A. Voytiuk (2009); – pedagogical: A.V. Shishko (2008); – methodical: S.V. Ivashniova (2010); – technological: L.T. Tyshakova (2005); – linguistic-methodical: O.S. Bozhok (2015); – professional-pedagogical: A.O. Masliuk (2015). |
| | |

So, starting with an overview of the researches, we should highlight that the training of foreign language teachers is carried out by the specialists from different fields, for example, 19.00.07 “Pedagogical Psychology” (O. Voytiuk “Development of psychological competency of foreign language teachers in higher

military educational institutions”¹³, L. Zasiékina “Features of development of professional and creative thinking of the future foreign language specialist”¹⁴, I. Mamchur “Development of the communicative potential of the future foreign language teacher by means of cultural-oriented learning”¹⁵, A. Veremchuk “Development of professional reflection of the future foreign language teacher”¹⁶). The outlined works are devoted to psychological features of future specialists training, explaining the individuality of this profession from a psycho-physiological point of view.

Substantial and numerous works are introduced from the angle of speciality 13.00.02 “Theory and Methodology of Teaching” (S. Sokolova “Methodology of teaching of future English teachers to use paralinguistic methods in oral communication”¹⁷, O. Lanova “Training of future English teachers to teach students to prosodic means”¹⁸, G. Krivchukova “Methodology of interactive teaching to written language of future English teachers”¹⁹, K. Balabukha “Training of future foreign language teachers to teach phraseology to senior pupils”²⁰). Such works provide an opportunity to observe the results of the development of certain aspects of linguistic and methodological competencies of future foreign language teachers. The outlined researches, though they are not numerous, point out the extremely important problems which should be taken into account in the framework of the training of future teachers in higher educational establishments.

Interesting achievements are introduced in the doctoral thesis by L. Morskaya “Theoretical and methodical aspects of training of future foreign language

¹³ O.A. Voytyuk, *Formuvannya psihologichnoyi kompetentnosti vkladachiv inozemnih mov vischih viyskovih navchalnih zakladiv*, avtoref. dis. kand. psihol. nauk: 19.00.07, Nats. akad. Derzh. prikordon. sluzhbi Ukrayini Im. B. Hmel'nitskogo, Hmel'nitskiy, 2009.

¹⁴ L.V. ZasekIna, *Osoblivosti formuvannya profesiyno-tvorchogo mislennya maybutnogo fahIvtsya inozemnoyi movi*, dis... kand. psihol. nauk: 19.00.07, Volinskiy derzh. un-t im. LesI Ukrayinki, Lutsk, 2000.

¹⁵ I.A. Mamchur, *Formuvannya komunikativnogo potentsialu maybutnogo vchitelya Inozemnoyi movi zasobami kulturologichno orientovanogo navchannya*, dis. ... kand. psihol. nauk: 19.00.07, Mizhnar. ekon.-gumanIt. un-t im. akad. S. Dem'yanchuka, Rivne, 2007.

¹⁶ A.M. Veremchuk, *Rozvitok profesiynoi refleksiyi maybutnogo vchitelya inozemnoyi movi*, dis. ... kand. psihol. nauk, 19.00.07, Mizhnar. ekon.-gumanIt. un-t im. akad. S.Dem'yanchuka, Rivne, 2009

¹⁷ S.V. Sokolova, *Metodika navchannya maybutnih uchiteliv anglIyskoyi movi vikoristovuvati paralingvistichni zasobi v usnomu spilkuванні*, dis. ... kand. ped. nauk, 13.00.02,K., 2006.

¹⁸ O.V. Lanova, *Pidgotovka maybutnih uchiteliv anglIyskoyi movi do navchannya uchniv prosodichnih zasobiv*, avtoref. dis... kand. ped. nauk, 13.00.02, Pivdenoukrayinskiy derzh. pedagogichniy un-t Im. K.D.Ushinskogo, O., 2008.

¹⁹ G.F. KrIvchukova, *Metodika interaktivnogo navchannya pisemnogo movlennya maybutnih uchiteliv anglIyskoyi movi*, dis... kand. ped. nauk, 13.00.02, Kiyivskiy natsionalniy lingvistichniy un-t.,K., 2005.

²⁰ K.V.Balabuha, *Pidgotovka maybutnih uchiteliv inozemnoyi movi do navchannya starshoklasnikiv frazeologiyi*, dis. ... kand. ped. nauk, 13.00.02, Pivdenoukr. derzh. ped. un-t Im. K.D. Ushinskogo, O., 2007.

teachers to apply information technology in professional activities”, which is presented in the specialities 13.00.04 “Theory and methodology of vocational education” and 13.00.02 “Theory and methodology of education: Germanic languages”²¹.

It’s essential to mention the doctoral work by L. Zenia “System of methodical training of future teachers to teaching of foreign languages to the students of the specialized school”, which is carried out within the framework of the doctoral thesis on speciality 13.00.02 “Theory and methodology of teaching”. The importance of the work is that it has introduced into scientific language the concept of “readiness to teach foreign languages at specialized school” and determined the contents of professional functions and typical tasks for foreign language teachers in accordance with the conditions of vocational and methodological activities at school²².

But the greatest value in the framework of this study have the works devoted to speciality 13.00.04 “Theory and methodology of vocational education”, since they allow us to follow the current trends of training of future foreign language teachers in the field we research, and thus make possible to notice the gaps to direct further scientific research.

A separate division of scientific advances consists of dissertations related to the development of qualities, skills and abilities necessary for further work of the future foreign language teachers. The works researched in the course of the given study give us an opportunity to look at the knowledge, skills and abilities developed during the professional training of future foreign language teachers.

Consequently, the problem of the development of linguistic and methodological competencies of future foreign language teachers, which we have stated in our study, is still poorly researched. On the basis of the analysis of the above-mentioned scientific works we shall draw a general conclusion. The research of scientific literature in the context of general vocational and pedagogical issues of future teachers training in general and foreign language teachers in particular points out a great number of works, which consider extremely important aspects in the process of their professional training. In particular, this concerns conceptual points of professional and vocational and pedagogical training. They serve as a background for the above mentioned process, as well as for the development of the didactic foundation of vocational education, personal development and professional readiness for future professional activities.

²¹ L.I. Morska, *Teoretiko-metodichni aspekti pidgotovki maybutnih uchiteliv inozemnih mov do vikoristannya informatsylnih tehnologiy u profesyinyi dlyalnosti*, Dis... d-ra nauk, 13.00.02, 2008.

²² L.Ya. Zenya, *Sistema metodichnoyi pidgotovki maybutnih uchiteliv do navchannya inozemnih mov uchniv profilnoyi shkoli*, avtoref. dis. ... d-ra ped. nauk, 13.00.02, Kiyiv. nats. Ingv. un-t. - K., 2013, s. 22–23.

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