

англюязычных омонимов является процессом непосредственного взаимовлияния преподавателя и будущего филолога, что позволяет сделать изучение омонимов английского языка интересным и более продуктивным.

*Ключевые слова:* методы активизации, субъект-субъектное взаимодействие, будущий филолог, англюязычные омонимы, образовательный процесс.

**Morozova M.V. Methods of activation of the subject-subject interaction in the process of studying English homonyms**

The article investigates methods of activation that involve the subject-subject interaction of a teacher and a future philologist at classes of the English language. It is determined that the potential for the formation of an effective subject-subject interaction between a teacher and a future philologists is grounded on their joint study of English homonyms, when both of them are on equal terms and their activity is creative. Particular attention is paid to the methods of activation of the subject-subject interaction, which encourage future philologists to their active engagement in mental and practical activities in the process of studying homonyms of the English language. Distinctive features of active teaching methods are considered in the study of homonyms of the English language and aimed mainly not at the contribution of the teacher's ready-made knowledge, its memorization and reproduction, but at the future philologists' independent mastery of their knowledge and skills in the process of some purposeful and conscious learning-curricular activities. It has been characterized that the organization of subject-subject interaction with the use of active teaching methods in the study of English homonyms is the process of direct interaction between a teacher and a future philologist that makes it possible to study English homonyms in an interesting, cognitive and productive way.

*Key words:* methods of activation, subject-subject interaction, future philologist, English homonyms, educational process.

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**CURRENT ORGANIZATIONAL PRINCIPLES OF TRAINING  
FUTURE TEACHERS OF FOREIGN LANGUAGES**

Reforming the higher education system in Ukraine is apart of the processes of updating educational systems that have taken place for the last two decades in European countries and are related to ascertaining of the significance of knowledge as the driving force of progress. These touch upon

all aspects of professional training of future foreign language teachers. Hence the problem of choosing principles of teaching future teachers of foreign languages in the context of the subjectness formation arises. Ukraine's recognition of the principles of European integration contributes to updating the content of the education system and the emergence of innovative technologies of teaching and evaluation of results of educational activities of future foreign language teachers in the process of professional training.

The aim of the article is to determine the principles of training future teachers of foreign languages in the context of forming subjectness that are the basis of professional training, and to verify the system of the subjectness formation of future teachers in the process of training on the basis of the above-mentioned principles by experiment. The category "subjectness" in the process of professional training has been studied by many scientists. In this respect, we have been guided by the approaches of such native scientists as I. Bekh (1991), M. Yevtukh (2010), Kucheryavyi (2010), and foreign scientists Abulkhanova-Slavckaya (1991), B. Cord & M. Clements (2010), P. Khor (2010) and Ol'khovaya (2007).

Professional training of future teachers of foreign languages at the personal, special and professional levels requires the introduction of a system of education based on several principles: the principle of scientific character and comprehensibility of the content and the purpose of learning this content; the principle of diagnostics of future teachers' characteristics, their professional qualities, knowledge, abilities and skills; the principle of a free choice of independent work forms and academic freedom of a future teacher; the principle of systematic training, control and self-control of educational activities results; the principle of openness, individualization and objectivity of students' progress evaluation [Yevtukh 2010: 9]. The theoretical and methodological approaches to the analysis of views on the essence of subjectness of future teachers in the process of professional training considered in the research and the definition of conceptual theses of subjectness in the structure of professional training of future teachers make it possible to distinguish and to disclose a set of principles that will contribute to the formation of subjectness of future teachers.

Apparently, the formation of subjectness of future teachers in the process of professional training is impossible without a serious scientific substantiation of the system of pedagogical principles for organizing this process at higher education institutions. Given the specificity of forming subjectness of future teachers in the process of professional training, the problem of defining specific principles of training becomes relevant.

**Methods.** In order to carry out the tasks set and to test the hypothesis we have used a set of research methods: the theoretical ones — the analysis of scientific literary sources on the research problem to determine the state of its

development; the analysis, synthesis and generalization of theoretical theses in order to determine theoretical and methodological foundations of the research and its conceptual ideas; the analysis of philosophical, psychological and pedagogical scientific sources in order to determine a theoretical foundation of the subjectness formation of future teachers of foreign languages and the mechanism of its implementation in the process of professional training.

**Results and Discussion.** Firstly, we have to clarify what is termed "principle" in modern science. The problem is not as simple as it may seem at first glance, but in modern didactics, there is no universally accepted nomenclature of principles of teaching. Different authors speak of different numbers of principles, and in some cases, interpret even the same principles differently. Therefore, we give a few examples to provide our own understanding. In modern pedagogical science, the concept of the principle is defined as:

- a logical category, generalization and extension of a certain pedagogical thesis on the branch of education from which this principle was abstracted;

- a system of didactic requirements that ensure its effectiveness;

- the main ideas, the starting point that define the content, forms and methods of educational work in accordance with the purpose of studying in the educational process;

- a certain system of the basic didactic requirements, background assumptions about the teaching process, the implementation of which ensures the effectiveness of practical activities.

Based on the definitions of the concept "principle" given above, we propose our own vision of this notion as a system of interconnected leading basic theses and requirements that altogether provide the effectiveness of the teaching process and, as in our case, the formation of subjectness of future teachers in the process of professional training.

Without applying a detailed analysis of the general-pedagogical principles of teaching future teachers at higher education institutions, we will attempt to distinguish and substantiate the specific principles of teaching future teachers in the context of the subjectness formation.

The main requirements for the organization of the subjectness formation of future teachers in the process of professional training are the following principles: 1) the axiological approach to students' acquisition of the content of professional training on a personal and diagnostic basis; 2) prediction of professional and cultural self-development as a future teacher; 3) the mobility of the educational process subjects in the implementation of the motivational, design, organizational and stimulating functions of the development of the future teachers subjectness; 4) tolerance in establishing pedagogical interaction as a means of realization of the future teachers' self-concepts of professional self-determination and self-development; 5) polysubjectness of future teachers for the formation of the subject-subject interaction with students; 6) the individual character of forming a holistic image of the real "I"

as a "professional teacher" in the process of self-development; 7) self-reflection of the professional formation of a future teacher in the process of realizing their own abilities in self-expression, self-development, in the disclosure of the subjectness potential in teaching and professional activities.

*The principle of the axiological approach to students' acquisition of the content of professional training on a personal and diagnostic basis.* The principle focuses on the formation of an understanding of the content of professional training as an integral set of leading values (the general cultural, the psychological and pedagogical ones), professional knowledge, activity modes (professional pedagogical skills and abilities), experience of creative activity (experience about the educational and professional creativity of students), experience of the emotional-volitional attitude to values of professional pedagogical education.

The principle given above is a regulating instrument for transformation of terminal values (values-goals) into those that are personally significant, self-worthy, provided that the organization of training and educating future teachers is carried out on a personal basis.

In the broad sense, the educational process includes the involvement of its participants in the acquisition of the values of culture, education and the profession. That is why the axiological approach to education means actualization of those values that direct the professional and pedagogical activity of future teachers towards the activity of students and the needs of Ukrainian society. Thus, the value orientations of future teachers are within the sphere of social and educational reality.

In terms of pedagogical axiology, determination of values of professional and pedagogical activity of future teachers is a significant aspect of our research. They include responsibility for the chosen profession, the talent of a future teacher, his/her ability to do research, readiness for innovations, communicative skills, positive style of communication, and a pedagogical technique. In other words, it refers to the values that are components of the pedagogical culture and pedagogical skills of a future teacher.

The principle of axiological approach means understanding educational and spiritual values in the process of studying at university. In the process of professional development of future teachers axiological approach is actualised through understanding the importance of the value attitude towards education, and in the future — towards future professional activities, future careers. These value orientations and attitudes activate self-determination and self-development of future teachers in the process of professional training. We define subjectness as an axiological structure, and value orientations are its basic component that contains different levels and forms of interaction between the social and the individual in a person, specific forms of one's perception of the surrounding world.

*The principle of forecast of professional and cultural self-development as a future teacher.* The skills and ability to predict the future results of

teaching activities, as well as their consequences, are essential for professional training of future teachers from the standpoint of subjectness. The principle of forecast contributes to the development of a certain plan of pedagogical actions. Forecast and decision-making coincide, since when predicting, one of the variants of the desired result is chosen as a decision. A teacher does not make any special forecasts, because they are aimed at formulating a prediction of the object's development based on trends and preliminary information about the pedagogical process.

From the standpoint of psychology, a subject forecasts his/her activity with the aim of ordering and establishing a sequence of actions. Firstly, forecasting allows future teachers, who are average in terms of psychological abilities of future teachers, to arrange a sequence of tasks by the nature of activity that is required at the beginning of the activity, at the climax and at the end. Secondly, forecasting allows to determine the moment and form of the maximum intensity of an activity and to organize the activity according to individual peculiarities of a person [Abulkhanova-Slavckaya 1991:159]. Thus, to a degree, a subject has the opportunity to forecast events depending on experience. It is clear that such a forecast involves the transformation of the internal state from the feeling of uncertainty about unexpected events into the state of confidence and readiness for such situations.

*The principle of mobility of subjects of the educational process management in the implementation of the motivational, design, organizational and stimulating functions of developing subjectness of future teachers.* The principle of mobility is viewed by more and more scholars as a possible qualitative characteristic of modern education. This principle is leading in the context of the analysis of a university educational system as a space for forming subjectness of future teachers in the process of professional training. It also predicts adaptation of the educational space to the influence of society and changes in the structure of professional training of future teachers.

The principle of mobility implies the broad character of professional training of a teacher, readiness for rapid changes in the content of teaching, the prompt response to possible alternations in the field of professional activity and continuous improvement of skills, the ability to constantly analyse changes in socioeconomic competition and eliminate stereotyping in professional and private life.

The principle of mobility is also one of the indicators of professional adaptation of future teachers to professional and pedagogical activities and the constant updating of the content of professional education. It forecasts the multifaceted implementation of various means, methods, and organizational forms of the system of continuous professional education, as well as their flexibility and readiness for immediate restructuring in accordance with the needs of society. Thus, the principle of mobility implies the professional and psychological readiness of future teachers to innovations in their professional life.

The principle of mobility, conditioned by socioeconomic changes that take place in modern society, is crucial for the formation of motivation for learning, aptitude for creativity, effective communication. It allows an individual to stay in the process of active and creative self-development.

It is worth noting, that stereotypes of educational and professional activity are formed in the process of professional training of future teachers. The principle of mobility, during the formation of subjectness of future teachers, contributes to the active search for opportunities for developing and forming the system of value orientations, modelling one's future pedagogical activity, forming the image of I-professional, the ability to adapt to the needs and requirements of the present.

It is clear that a person with a high level of professional mobility has the opportunity to realize himself in difficult pedagogical situations and find the best solution in a non-standard situation.

*The principle of tolerance in establishing pedagogical interaction as a means of realization of self-concept of professional self-determination and self-development by future teachers.* The principle of tolerance involves the promotion of the subject-subject interaction of participants in the context of European integration, since students' mobility within the European Union is very important. When at university, future teachers want to study in several universities in different countries of the European Union, therefore, the principle of tolerance is relevant for the formation of subjectness of future teachers. Tolerance is viewed not only as a human quality, but also as a structural innovation aimed at maximizing a person's adaptability to different sociocultural conditions. Violations of adaptation processes lead to misunderstanding and conflicts among people.

Tolerance of future teachers involves the development of such qualities as: tolerance to the culture of a person, society, ethnicity; flexibility and ability to adapt to a situation; the ability not to condemn other people, but to try to understand their motives and deeds; the ability to successfully operate in a situation of uncertainty; sincerity and respect for other people; the ability to show compassion.

With regard to everything said above, it is important to note the fact that the principle of tolerance creates the necessary humanistic field for the educational process at a higher education institution.

*The principle of polysubjectness of future teachers in the formation of the subject-subject interaction with students.* The principle of polysubjectness involves the formation of the subject-subject interaction at different levels of interaction in the educational process. Interconnected components are characteristic of any system. If a structure remains stable, then certain changes in this structure are characteristic for its development. Therefore, any transformations in the educational process, in particular during the formation of subjectness of future teachers, take place based on the dialogic interaction of the educational process subjects.

The principle of polysubjectness implies the transformation of the superposition of a university teacher and the subordinate position of a future teacher into the personally equal positions of interacting people. This principle is associated with a change in the roles and functions of the educational process participants. Consequently, the teacher does not teach and educate future teachers, but actualises and stimulates the desire of future teachers for self-development, studies the activity of future teachers and creates conditions for their self-development and self-actualization. Professional value orientations of a teacher connected with his attitude towards future teachers, pedagogical activities in general are particularly important.

In the context of the information given above, it becomes clear that using the principle of polysubjectness one should take into account a certain sequence, i.e. from the maximum assistance to future teachers in solving pedagogical tasks to the gradual development of future teachers' own activity, and later — until complete self-regulation of learning. Such a form of cooperation between a teacher and a future teacher contributes to the self-development and building up future teachers' personal subjectness.

In terms of subjectness, we consider the essence of dialogue as a two-way informational-notional communication to be an important component of the educational process. Dialogism involves identification of the teacher's personal values through comparing them with the values of future teachers, figuring out how thoughts about different phenomena, events in society, the world, the creation of a common space for searching the essence of life can coincide. In addition, education includes the formation of subjectness, that is, the activity of a subject in personal communication, interaction, in the joint solution of tasks that determine the significance of a person and his activities [Ol'khovaya 2007:196]. It is clear that a future teacher can be a subject of the study process at university only within the frame of the subject-subject system. Taking into account the numerous results obtained due to the study of the subject-subject relations in the system of higher education, we need to note that in the case of transformation of an object of pedagogical action into a subject of educational process, the subjectness potential of a future teacher becomes the main factor.

It is the involvement of the subjectness potential that enables a future teacher to realize himself/herself, which creates favourable conditions for the achievement of educational goals and the formation of subjectness of future teachers. However, implementation of the subjectness potential of future teachers involves several subjective factors: firstly, it is motivation that has to meet the needs and expectations of society, i.e. an adequate response to social order; secondly, developed critical thinking that ensures the conscious subjectness activity of future teachers and their objective self-esteem in the process of mastering professional pedagogical activities; and thirdly, willingness and ability to self-understanding and self-development, which contributes to the emergence of the previous two.

We consider the subject-subject interaction as a complex, multidimensional process in which interdependent and interrelated changes of interacting parties and their mutual enrichment take place. It is clear that during the interaction of subjects of the educational process there is a mutual influence, as well as the exchange of activities, value orientations, information, orientations towards mutual understanding, cooperation and co-creation, strategies for joint activities, partnership and tolerance are developed.

We consider the subject-subject interaction to be a complex, multidimensional process in which interdependent and interrelated changes of interacting parties and their mutual enrichment take place. It is clear that during the interaction of subjects of the educational process there is a mutual influence, as well as the exchange of activities, value orientations, information. Orientations towards mutual understanding, cooperation and co-creation are drawn up, and strategies for joint activities, partnership and tolerance are developed.

The principle of polysubjectness means that self-development of a future teacher's personality depends on his/her individualization. The formation of subjectness, which contributes to the social formation of future teachers, involves the formation of a basis for cultivating effective relationships, accumulation of group interaction experience, social subjects on the basis of the subject-subject interaction, the system of individual relations, provided that individuality of each subject of interaction is preserved for the exchange of social experience, life positions and attitudes.

The principle given above includes creating favourable atmosphere for positive and open relations among the educational process participants, which stimulates the mechanisms of acquiring subjectness, and, consequently, the development of his/her creativity.

*The principle of the individual character of forming a holistic image of the real "I" as a "professional teacher" in the process of self-development.* The term "self-concept" is understood as the image that we have of ourselves, and may be termed as our "self-concept". It refers to the qualities and attributes we ascribe to ourselves and is therefore what we see when we look at ourselves. A positive self-concept is often synonymous to the positive self-esteem while a negative self-concept is often synonymous to a lack of feeling of personal worthiness and self-acceptance [Khor 2009]. This principle promotes creative self-development of future teachers, direct motivation of educational and other activities, organization of self-motivation in achieving the goal. The principle of the individual character of forming a holistic image of the real "I" as a "professional teacher" in the process of self-development gives a student an opportunity to feel his/her own development and self-realization. It is the principle of individualization that involves personal development, as well as the development of creative possibilities of future teachers, the development of their own strategies, and gradual self-improvement of a future teacher.

Individual character of pedagogical interaction means identifying and cultivating individual specific elements of general and specific talent in each

student, and constructing such a content and teaching methods that would be adequate to the level of development, individual characteristics, abilities and interests [Cord & Clements 2010]. At the same time, the two previous principles (the dialogue and individual approaches) are closely related to the notion of "interaction". In the context of our study, we consider this concept at the following levels: the interaction of future teachers with a teacher; the interaction of future teachers with each other in the process of joint educational activities; the interaction of a future teacher with himself/herself at the level of reflection.

*The principle of self-reflection of the professional formation of a future teacher in the process of realizing his/her own abilities in self-expression, self-development, in the disclosure of the subjectness potential in teaching and professional activities.* This principle implies future teachers' self-understanding and self-learning, their ability to analyse their own thoughts, to realize their own experiences, to reflect on and review stereotypes of their own behaviour, to predict their own actions and their consequences, to plan their educational activities, to comprehend and creatively overcome difficulties, to realize their own successes and failures, their causes, be capable of self-analysis and self-criticism [Cord, Clements 2010].

Reflection is a complex mental ability to analyse continuous and evaluate individual activity of a subject of the educational process. The pedagogical condition for the development of reflection of future teachers in the process of forming their subjectness is activation of inter-subject relations between participants of reflexive activity. The peculiarity of relations in the pedagogical process in the conditions of reflexive activity is that a teacher and a future teacher are subjects of activity, preserving the peculiarity of their actions.

The obvious character of close interconnection of all pedagogical principles of organizing of humanistic pedagogical interaction contributes to actualization of creative potential of future foreign language teachers in the process of professional training, stimulates their personal and professional pedagogical growth and the formation of subjectness of future teachers of foreign languages at university.

The designed system is based on the following principles: 1) the axiological approach to students' acquisition of the content of professional training on a personal and diagnostic basis; 2) forecast of professional and cultural self-development as a future teacher; 3) mobility of subjects of the educational process management in the implementation of the motivational, design, organizational and stimulating functions of developing subjectness of future teachers; 4) tolerance in establishing pedagogical interaction as a means of realization of self-concept of professional self-determination and self-development by future teachers; 5) polysubjectness of future teachers in the formation of the subject-subject interaction with students; 6) the individual character of forming a holistic image of the real "I" as a "professional teacher" in the process of self-development; 7) self-reflection of the professional

formation of a future teacher in the process of realizing his/her own abilities in self-expression, self-development, in the disclosure of the subjectness potential in teaching and professional activities.

Summing up everything explicated above, we have to note that the definition of specific principles of organizing the system of forming subjectness of future teachers in the process of professional training provides us with the basis for the development of this subsystem.

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#### **Шехавцова С.О. Сучасні принципи організації формування суб'єктності майбутніх учителів іноземних мов в університеті**

Стаття присвячена визначенню принципів навчання майбутніх учителів іноземних мов у контексті формування суб'єктності, які полягають в основі професійної підготовки. Вимогами до організації формування суб'єктності майбутніх учителів у процесі фахової підготовки постають такі принципи: 1) аксіологізації засвоєння студентами змісту професійної підготовки на особистісній і діагностичній основі; 2) прогнозування професійно-культурного саморозвитку як майбутнього вчителя; 3) мобільності суб'єктів управління освітнім процесом у виконанні мотиваційної, проектувальної, організаційної й стимулювальної функцій розвитку суб'єктності майбутніх учителів; 4) толерантності в забезпеченні педагогічної взаємодії як засобу реалізації майбутніми вчителями „Я-концепції” професійного самостановлення й саморозвитку; 5) полісуб'єктності майбутніх учителів на становлення суб'єкт-суб'єктної взаємодії зі студентами; 6) індивідуальності формування цілісного образу реального „Я” як „фахівця-педагога” в процесі саморозвитку; 7) рефлексії професійного становлення майбутнього вчителя в процесі реалізації

власних можливостей у самовираженні, саморозвитку, у розкритті суб'єктного потенціалу в навчальній і професійній діяльності. На основі визначених принципів було розроблено методику діагностування та стан сформованості суб'єктності майбутніх учителів на основі розроблених критеріїв та показників; розкрито зміст та перебіг формульовального експерименту; проаналізовано динаміку рівнів сформованості суб'єктності майбутніх учителів в умовах дослідно-експериментальної роботи.

*Ключові слова:* принципи навчання, суб'єктність майбутніх учителів іноземних мов, Я-концепція, професійний саморозвиток, фахова підготовка, самореалізація.

**Шехавцова С.А. Современные принципы организации формирования субъектности будущих учителей иностранных языков в университете**

Статья посвящена определению принципов обучения будущих учителей иностранных языков в контексте формирования субъектности, которые лежат в основе профессиональной подготовки. Требования к организации формирования субъектности будущих учителей в процессе профессиональной подготовки выступают такие принципы: 1) аксиологизации усвоение студентами содержания профессиональной подготовки на личностно и деятельностной основе; 2) прогнозирование профессионально-культурного саморазвития будущего учителя; 3) мобильности субъектов управления образовательным процессом в исполнении мотивационной, проектирующей, организационной и стимулирующей функций развития субъектности будущих учителей; 4) толерантности в обеспечении педагогической взаимодействия как способа реализации будущими учителями «Я-концепции» профессионального самостановления и саморазвития; 5) полисубъектности будущих учителей касательно субъект-субъектного взаимодействия со студентами; б) индивидуальности формирования целостного образа «Я» как «специалиста-педагога» в саморазвитии; 7) рефлексии профессионального становления будущего учителя в процессе реализации собственных возможностей в самовыражении, саморазвитии, в раскрытии субъектного потенциала в учебной и профессиональной деятельности.

*Ключевые слова:* принципы обучения, субъектность будущих учителей иностранных языков, Я-концепция, профессиональное саморазвитие, специальная подготовка, самореализация.

**Shekhavtsova S.O. Current Organizational Principles of Training Future Teachers of Foreign Languages**

The article is devoted to the definition of principles of training future teachers of foreign languages in the context of forming subjectness, which is the basis of professional training. The following principles arise from the requirements for organizing the formation of subjectness of future teachers in

the process of professional training: 1) the axiological approach to students' acquisition of the content of professional training on a personal and diagnostic basis; 2) forecast of professional and cultural self-development as a future teacher; 3) mobility of subjects of the educational process management in the implementation of the motivational, design, organizational and stimulating functions of developing subjectness of future teachers; 4) tolerance in establishing pedagogical interaction as a means of realization of self-concept of professional self-determination and self-development by future teachers; 5) polysubjectness of future teachers in the formation of the subject-subject interaction with students; 6) the individual character of forming a holistic image of the real "I" as a "professional teacher" in the process of self-development; 7) self-reflection of the professional formation of a future teacher in the process of realizing his/her own abilities in self-expression, self-development, in the disclosure of the subjectness potential in teaching and professional activities.

*Keywords:* principles of teaching, subjectness of future teachers, self-concept, professional self-development, professional future teachers training, self-actualization.

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**Шкарлет В.О.**

### **ОРГАНІЗАЦІЯ ЛІНГВОДИДАКТИЧНОЇ РОБОТИ ЩОДО ВИВЧЕННЯ ПРИСЛІВ'ІВ І ПРИКАЗОК**

Сучасні методи щодо вивчення англійської мови постійно оновлюються. З урахуванням соціокультурних вимог сьогодення українська освіта повинна мати особистісно-орієнтоване, гуманістичне спрямування, унаслідок чого знання, уміння й навички перетворюються із мети навчання в засоби розвитку пізнавальних і особистісних якостей студентів [Абильдинова 2007: 48]. Студент не може засвоїти навчальний матеріал, який не відповідає потребі в його вивченні й не вимагає розумового навантаження. З огляду на це більшого значення набуває орієнтація навчання на всебічний розвиток студентів [Абильдинова 2007: 50].

Використання прислів'їв та приказок у процесі вивчення англійської мови у вищих закладах освіти є ефективним, на це вказують такі фактори, як: застосування соціокультурного підходу у процесі вивчення англійської мови у вищих закладах освіти, впровадження