

# PECULIARITIES OF THE LINGUISTIC- AND-METHODOLOGICAL EDUCATION OF PROSPECTIVE FOREIGN LANGUAGE TEACHERS ON THE TERRITORY OF UKRAINE WITHIN THE KIEV RUSS PERIOD

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**A**T THE present stage of the process of Europeanization and modernization of the education system of Ukrainian high school, the issue of linguistic-and-methodological education of prospective foreign language teachers becomes particularly burning. Modernization of professional education of modern foreign language teachers and their linguistic and methodological education in particular, involves studying and taking into account historical experience, the establishment and development of the system of teaching foreign languages in Ukraine in general. Considering the fundamental nature of linguistic-and-methodological education as the basic structure of professional competence of modern foreign languages teachers is possible provided a retrospective analysis of the origins of their professional activity, their development as ideal professionals within the diachronic analysis of the components of their professional education. At the same time, having the idea of an ideal professional, let us agree with the opinion of T. Brazhe who, speaking about the teacher in general, argued that only after such an analysis teachers could recognize themselves as

specialists, and it would become a condition for their further professional development [2, p. 384].

In our opinion, the genesis of professional education of foreign languages teachers should be regarded through the prism of socio-cultural conditions of the country's development; the evolution of teacher's pedagogical activity, their linguistic and pedagogical views, as well as the nature of methodological judgments of the best scholars of the specified periods in this field. Thoughts and ideas of philologists, methodologists, tutors, and teachers of different periods have influenced not only the peculiarities of mastering foreign languages as a discipline, but also the exclusivity of the education of prospective foreign language teachers, especially in the aspect of their linguistic and methodological education.

The relevance of this study is that the history of formation the linguistic and methodological education of prospective foreign language teachers has still remained beyond the attention of the scholars. However, the preconditions of this issue are considered by the researchers of various branches of scientific knowledge both in domestic and in foreign scientific practice. The scholars in the field of pedagogy outlined the task, contents and methods of education and training in general

and foreign languages in particular (H. Vashchenko, A. Diesterweg, S. Russova, V. Sukhomlinsky, K. Ushinsky). From the point of view of pedagogy, and in particular in its historical sense, the question is represented in the writings of V. Vykhrukh, M. Yevtukh, L. Nikshikova, S. Siropolk, O. Solodiankina; from the standpoint of cultural studies the features of the influence of the activity of foreign language teachers on the cultural heritage of Ukraine (O. Vysotsky, V. Hrechenko, V. Kushneruk, V. Rezhko, I. Chorny) are considered. Historical and linguistic aspects, the evolution of relations between the linguistics and society are introduced in the researches of F. Buslayev, M. Kulman, O. Mirolubov, I. Rakhmanov. From the angle of the methodology, special requirements for the teaching foreign languages are considered; the peculiarity of approaches, methods, means and technologies of teaching foreign languages has been analyzed in the works of N. Borisova, M. Vetchinova, L. Hulpa, L. Kravchuk, B. Labinskaya, T. Litnova, V. Plakhotnyk, L. Shcherba. Historical analysis of the education of teachers in Ukraine is presented in the researches of V. Bezlyudna, A. Dolapchi, O. Mysechko, O. Shendruk.

The analysis of the above mentioned studies confirms that the evolution of linguistic-and-methodological education of foreign language teachers has not been previously outlined in any research. The review of the scientific researches on the problem of linguistic-and-methodological education of prospective foreign language teachers in Ukraine as well as their perception as specialists in general has somewhat incomplete, fragmentary, and scattered character. There is still no comprehensive and thorough study of this issue.

The process of training of prospective foreign language teachers as a system V. Bezlyudna observes in the influence of many factors which she believes appropriate to

consider at three levels: process, status and result [1, p. 103]. This approach requires an analysis of the trends concerning the periods of the issue.

In the framework of the given research we shall consider preconditions of formation of the linguistic-and-methodological education of prospective foreign language teachers within the period of Kiev Russ (IX-XIII centuries).

In different periods of society's development the written sources provide information on the linguistic-and-methodological education of prospective teachers in two directions. Firstly, there is an understanding of how foreign languages were studied and which techniques and methods were used. Secondly, the results of the analysis of the teacher of foreign languages as a personality are introduced. Since in scientific literature and fiction of that period the concept of "a teacher of foreign language" did not exist as a separate qualification, then the requirements for teachers in general and those who taught a foreign language in particular were taken into account for the compilation.

At the first stage (the period of Kyiv Russ), one of the first teachers were Cyril and Methodius. Although they are not considered as foreign language teachers, but owing to the extension of foreign Christian beliefs, and their skills in speaking foreign languages, they became the so-called "teachers" who explained religious doctrine in mother tongue. The methodology of studying Slavic languages at schools of Cyril and Methodius was based on the use of translated Christian texts, which created the foundation for the first system of education.

At such schools under the patronage of Yaroslav the Wise special attention was paid to the study of the ancient languages of that time. A foreign language, as a particular discipline, was not taught at such schools, but the teachers became those people who knew foreign languages, and could not only explain the basics

of orthodoxy, but also teach Christian morality and culture. The teacher at that time was to be a person who could not only translate from Greek and Latin, but also, reading authentic religious texts, interpret them for those whom the texts educated. The study of foreign languages at that time contributed, first of all, to the development of writing and extension of Christianity, and as a consequence to the rapprochement with many European countries.

According to A. Utkin, the lack of ideas as to the methodological education of teachers was compensated by a large number of translations from Greek about this profession, and where the teacher was isolated into a particular socio-professional group [6].

During the Kiev Russ period, the first teachers were “the masters of letters” who worked in churches or monasteries, where schools (specialized schools) were established. Methodological postulates of that time are introduced in the chronicle, where the teachers were urged to “teach not by force, or cruelty, or anger, but by a kind of fear for loving care, engaging teaching and gentle consideration” [3, p. 136]. As D. Likhachev claimed, in those days pedagogy was not framed into an independent branch of knowledge, but was represented in folk art, painting, traditions, etc. [5]. In Kiev Russ language learning was a means for further education, for reading books in a foreign language about religion, philosophy, history, and geography.

Within the period of the reign of Volodymyr the Great (980-1015) and Yaroslav the Wise (1034-1054), more attention was paid to foreign language learning. Concerning the expansion of international relations it was compulsory to learn Latin and Greek languages, which were studied in the process of analysis of spiritual literature.

In the XIV-XIV centuries, during the times of the Tartar-Mongol Yoke, the significance of the book culture changed considerably. In the

scientific works devoted to the analysis of the pedagogical heritage of Sergius Radonezhsky, the abbot of the Troitse-Sergiyev monastery, the image of a teacher and a tutor was for the first time revealed and explicated [4, p. 122]. It was considered that “a tutor” was a parish priest, a scholar and a monk; the person who was able to change their pupils for the better only by the words and reflections. However, the main purpose of teachers and tutors of that time was to teach their pupils that they had to comprehend the reality, understanding and analyzing it, without any cramming.

During the times of Kiev Russ the methodology of teaching foreign languages was rather specific. The first approach was based on learning the texts in foreign language without studying grammar rules, and the second, which was more widespread, concerned not only copying, but also understanding the meaning of the text, that is, its interpretation for further reflections [4].

Teachers-tutors of that time were focused on self-improvement and self-development, trying to become a role model [4]. Professional qualities of the teacher A. Utkin distinguished in spiritual morality, meekness, humility, integrity, virtue, activity for the accomplishment of good things, willingness to give up worldly pleasures, demanding to themselves and to students, and ability to protect the child [6, p. 101]. The philosopher of that period Sergius Radonezhsky considered the tutor as a good pastor, a righteous and incorruptible teacher [3].

Thus, linguistic-and-methodological education of foreign language teacher (teacher-tutor, teacher-craftsman, and scholar) during the time of Kyiv Russ was directed not to the study of a foreign language, but to its use as a means of formation of spiritual morality and integrity.

Consequently, the analysis of the preconditions of historical and pedagogical formation of linguistic-and-methodological education of prospective foreign language

teachers allows us to conclude that the evolution of the issue went from the teacher-philologist who knew foreign language for translation, to an experienced linguist and methodologist, who, during their professional activity, takes into account psychological and pedagogical peculiarities of those whom they teach.

The issue of linguistic-and-methodological education of prospective foreign language teachers has been relevant in all periods of history. For centuries the scientists made attempts to take into account the peculiarity of mastering foreign languages, to comprehend their importance for the social development of the country, and as a result, to improve the linguistic-and-methodological education of prospective foreign language teachers. Consequently, the outlined problem acquires an important social significance.

Thus, as a result of the study of the problem of historical and pedagogical formation of linguistic-and-methodological education of prospective foreign language teachers, introduced in the framework of the article, the regularity of this education can be observed. It is based on the status of a foreign language in Ukraine, which directs the requirements for linguistic-and-methodological education of foreign language teachers. The status refers to the social meaning of a foreign language in each period and the requirements to the level of its knowledge. At the same time, in spite of sufficiently extensive researches in Ukraine regarding linguistic-and-methodological education of prospective foreign language teachers, the current state of this education lacks scholars' attention in the framework of new European integration guidelines. Consequently, a special attention should be given to analysis of the problem of formation of linguistic-and-methodological competence of prospective

foreign language teachers at the present stage of their education in further scientific investigations.

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**Кокнова Т. А. Особливості лінгвометодичної підготовки майбутніх учителів іноземних мов на території сучасної України у період Київської Русі.**

У статті розглянуто особливості лінгвометодичної підготовки майбутніх викладачів іноземних мов на території сучасної України у період Київської Русі. Представлено еволюцію лінгвометодичної підготовки майбутнього викладача, від учителя-словесника, *педагога-наставника, педагога-майстра, книжника* до досвідченого філо-

лога і методиста. Визначено, що майбутні викладачі іноземних мов за часів Київської Русі повинні були мати високі моральні, культурні та педагогічні якості. Встановлено, що вивчення іноземних мов у період Київської Русі сприяло розвитку писемності та запровадженню християнства, а засобом для вивчення іноземних мов стали релігія та переклад книг. У дослідженні з'ясовано, що методика викладання іноземних мов була специфічною: з одного боку тексти іноземною мовою заучувалися, без вивчення граматики, а з іншого – тексти осмислювалися та інтерпретувалися для подальших роздумів. В результаті дослідження було з'ясовано, що лінгвометодична підготовка викладача іноземної мови на території сучасної України за часів Київської Русі вбачалася не стільки у вивченні іноземної мови, скільки в її використанні як засобу формування духовної моральності та доброчесності; викладач вбачався взірцем обізнаності, який інспірував подальше самовдосконалення учня. У ході дослідження з'ясовано, що викладач іноземної мови був тією особистістю, чиї якості сьогодні є фундаментом освіти взагалі та в рамках лінгвометодичної підготовки зокрема, єднальною ланкою процесу навчання та виховання.

*Ключові слова:* лінгвометодична підготовка, майбутні викладачі іноземних мов, навчання, виховання, територія сучасної України, період Київської Русі.

**Кокнова Т. А. Особенности лингвометодической подготовки будущих преподавателей иностранных языков на территории современной Украины в период Киевской Руси.**

В статье рассмотрены особенности лингвометодической подготовки будущих преподавателей иностранных языков на территории современной Украины в период Киевской Руси. Представлена эволюция лингвометодической подготовки будущих

преподавателей, от учителя-словесника, педагога-наставника, педагога-мастера, книжника к опытному филологу и методисту. Определено, что будущие преподаватели иностранных языков во времена Киевской Руси должны были иметь высокие моральные, культурные и педагогические качества. Установлено, что изучение иностранных языков в период Киевской Руси способствовало развитию письменности и распространению христианства, а средством для изучения иностранных языков стали религия и перевод книг. В исследовании определено, что методика преподавания иностранных языков была специфической: с одной стороны тексты на иностранном языке заучивались без изучения грамматики, а с другой - тексты осмысливались и интерпретировались для дальнейших размышлений. В результате исследования было выяснено, что лингвометодическая подготовка преподавателя иностранного языка на территории современной Украины во времена Киевской Руси заключалась не столько в изучении иностранного языка, сколько в его использовании в качестве средства формирования духовной нравственности и добродетели; преподаватель виделся образцом осведомленности, который инспирировал дальнейшее самосовершенствование ученика. В ходе исследования установлено, что преподаватель иностранного языка был той личностью, чьи качества сегодня является фундаментом образования вообще, и, в рамках лингвометодической подготовки в частности, связующим звеном процесса обучения и воспитания.

*Ключевые слова:* лингвометодическая подготовка, будущие преподаватели иностранных языков, обучение, воспитание, территория современной Украины, период Киевской Руси.

**Koknova T. A. Peculiarities of the linguistic-and-methodological education of prospective foreign language teachers on the territory of Ukraine within the Kiev Russ period**

Peculiarities of the linguistic-and-methodological training of prospective foreign languages teachers on the territory of modern Ukraine in the period of Kiev Russ are considered in the article. The evolution of the linguistic-and-methodological training of prospective teachers, from a language teacher, a teacher-educator, a teacher-tutor, a scholar to an experienced philologist and methodologist is introduced. It is determined that the prospective teachers of foreign languages in the times of Kiev Russ should possess high moral, cultural and pedagogical qualities. It is established that the study of foreign languages in the period of Kiev Russ contributed to the development of writing and the spread of Christianity, and religion and translation of books became the means of learning foreign languages. It is also determined in the research that the methodology of teaching foreign languages was specific: on the one hand, texts in a foreign language were memorized without studying grammar, and on the other, texts were comprehended and interpreted for further reflection. As a result of the study, it is found out that the linguistic-and-methodological training of a foreign language teacher on the territory of modern Ukraine at the times of Kiev Russ was not so much in the study of a foreign language, as in its use as a means of development spiritual morality and virtue; the teacher was regarded as a model of awareness that inspired further self-improvement of the student. It was determined that the teacher of a foreign language was the person whose quality was the foundation for modern education in general, and, in the framework of linguistic-and-methodical training in particular, also a link in the process of training and education.

*Key words:* linguistic-and-methodological education, prospective foreign language teachers, training, education, the territory of modern Ukraine, the period of Kiev Russ.

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