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ПРИНЦИП НАСТУПНОСТІ В НАВЧАННІ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ АНГЛІЙСЬКОЇ МОВИ

Анотація. У статті розглядається роль принципу наслідування в навчанні здобувачів вищої освіти англійської мови. Автори наголошують на важливості цього принципу в забезпеченні якісного навчання студентів та формуванні міцного фундаменту мовних навичок. Зазначається також на необхідності ретельного добору відповідних навчальних матеріалів, які відповідають рівням володіння мовою студентів та їх навчальним цілям. У роботі розглядаються педагогічні техніки схематичної побудови занять як необхідні для забезпечення студентів необхідною підтримкою та методикою розуміння складних мовних структур та понять, що активно використовуються закордоном. Оцінка та зворотний зв'язок також визначаються авторами як головні елементи відстеження прогресу студентів у навчанні та надання ними конструктивного зворотного зв'язку, щоб допомогти їм поліпшити свої мовні навички.

Автори відзначають, що принцип наслідування є не тільки важливим для навчання англійської мови студентами філологічних спеціальностей, але і для підтримки автономії та незалежності здобувачів вищої освіти. Окрім того, автори акцентують на тому, що для успішної реалізації принципу наслідування необхідно забезпечити відповідну підготовку та професійний розвиток викладачів англійської мови, які допоможуть майбутнім фахівцям ефективно реалізувати принцип наслідування у своїх практиках. Дослідження окреслює потребу в студентоцентрованому підході, який урахує індивідуальні потреби, уподобання та культурний контекст студентів. Також зазначається важливість створення підтримуючого та інклюзивного навчального середовища, яке сприяє впевненості студентів та спонукає їх до участі у безперервній мовній практиці. Автори підкреслюють, що принцип наслідування є цінним та ефективним підходом до навчання англійської мови студентів філологічних спеціальностей та має потенціал покращити рівень володіння мовою, підвищити навчальні досягнення та загальний досвід навчання. Запропоновано декілька напрямів для подальших досліджень у цій сфері, включаючи дослідження ефективності різних технік схематичної побудови, вивчення впливу принципу наслідування на мотивацію та зацікавленість студентів, а також дослідження ролі оцінювання та зворотного зв'язку в упровадженні цього підходу в навчанні англійської мови.

Ключові слова: викладання англійської мови, здобувачі вищої освіти, принцип наступності, техніка схематичної побудови занять, студентоцентрований підхід.



THE PRINCIPLE OF SUCCESSION IN TEACHING ENGLISH LANGUAGE TO STUDENTS OF HIGHER SCHOOLS

Abstract. The article deals with the principle of succession in teaching English language to students of higher schools. The work highlights the importance of this principle in scaffolding students' learning and building a strong foundation of language skills. It also emphasizes the need for careful selection of appropriate teaching materials that are aligned with students' proficiency levels and learning objectives. Scaffolding techniques are discussed as essential for providing students with the necessary support and guidance to understand complex language structures and concepts. Assessment and feedback are also identified as playing a crucial role in tracking students' learning progress and providing constructive feedback to help them improve their language skills. Finally, the research suggests that the principle of succession is not only important for teaching English language to philological students but also for promoting learner autonomy and independence. Overall, the work aims to contribute to the existing body of knowledge on language teaching and learning and to inform language educators and policymakers on the best practices for teaching English language to students of philological specialties.

The article also discusses the challenges and limitations associated with implementing the principle of succession in different educational contexts, such as teacher training, classroom management, and curriculum design. It highlights the importance of providing adequate training and professional development opportunities for language educators to help them effectively implement the principle of succession in their teaching practices. The study emphasizes the need for a student-centered approach that takes into account students' individual needs, preferences, and cultural backgrounds. The article concludes by suggesting several prospects for further research in this area, including investigating the effectiveness of different scaffolding techniques, exploring the impact of the principle of succession on students' motivation and engagement, and examining the role of assessment and feedback in implementing this principle.

Keywords: teaching English, students of higher schools, principle of succession, scaffolding techniques, a student-centered approach.

INTRODUCTION

The problem formulation. Teaching English language to students of philological specialties is one of the most challenging tasks for language teachers. The success of teaching English to students of philological specialties is largely dependent on the principles of succession adopted by language teachers. The principle of succession is a well-known pedagogical approach that focuses on gradually increasing the complexity of teaching and learning activities in order to achieve desired learning outcomes. It is essential to explore the principle of succession in teaching English language to students of philological specialties, its importance, and how it can be effectively implemented in the classroom.

Analysis of recent research and publications. The importance of the principle of succession in teaching English was underlined by many scientists. They stated that the principle of succession is an important pedagogical approach that has been widely adopted in language teaching (Harmer, 2007). This approach involves breaking down complex concepts into smaller, more manageable parts and gradually building on them to achieve desired learning outcomes. In the context of teaching English language to students of philological specialties, the principle of succession is important because it allows teachers to create a clear and structured learning path for students. This approach also helps students to understand and retain the language better because they are introduced to concepts and language structures in a gradual and systematic manner.

It should be noted that the principle of succession is crucial in teaching English language to students of philological specialties, as it enables teachers to scaffold their students' learning and help them build a strong foundation of language skills (Abdullah & Alhassan, 2018).

Anyway, the effective implementation of the principle of succession in teaching English language to students of philological specialties requires teachers to carefully select appropriate teaching materials that are aligned with their students' proficiency levels and learning objectives (Othman & Almekhlafi, 2019). Whereas scaffolding techniques are essential in the implementation of the principle of succession, as they provide students with the necessary support and guidance to understand complex language structures and concepts (Hussin & Hashim, 2020).

Meanwhile assessment and feedback play a crucial role in the implementation of the principle of succession, as they allow teachers to track their students' learning progress and provide them with constructive feedback to help them improve their language skills (Lopez & Sanchez, 2021). Besides, the principle of succession is not only important in teaching English language to students of philological specialties, but also in promoting learner autonomy and independence, as it encourages students to take ownership of their learning and develop their language skills at their own pace (Wahid & Yusoff, 2021).

AIM AND TASKS RESEARCH

The aim of our research is to examine and analyze the importance and effectiveness of this principle in language teaching and learning, particularly among students of philological specialties. The study would aim to explore the theoretical foundations of the principle of succession, provide examples of its practical implementation, and evaluate its impact on students' language proficiency and academic achievement; to identify the challenges and limitations associated with the implementation of this principle, and suggest strategies for overcoming them.

RESEARCH METHODS

We used the theoretical research methods, including analysis and synthesis research results on the current problem, generalization for the formulation of conclusions, forecasting for the determination of the prospects for further research.



RESULTS OF THE RESEARCH

Effective implementation of the principle of succession in teaching English means involving some steps. The first one is an assessment of students' proficiency levels. Before starting the teaching process, it is important to assess students' proficiency levels in English language. This can be done through various assessment tools such as placement tests, diagnostic tests, and needs analysis. This assessment will help teachers to identify students' strengths and weaknesses in English language, and create a customized learning plan for each student.

The next step is to identify learning objectives for each student based on their proficiency levels. These learning objectives should be aligned with the goals of the course and should be specific, measurable, achievable, relevant, and time-bound.

The following step suggests a selection of appropriate teaching materials. After identifying learning objectives, teachers should select appropriate teaching materials that are suitable for each student's proficiency level. These materials should be engaging, challenging, and aligned with the learning objectives.

The principle of succession requires a gradual increase in the complexity of teaching and learning activities. Teachers should start with simple language structures and gradually move towards more complex structures. This approach helps students to retain and apply the language more effectively.

Scaffolding is a teaching technique that involves providing support to students in order to help them complete a task that they would not be able to complete without assistance. In the context of teaching English language to students of philological specialties, scaffolding can be used to help students understand complex language structures and concepts.

Assessment and feedback are important components of the principle of succession. Teachers should assess students' learning progress regularly and provide feedback to students on their performance. This feedback should be constructive and should focus on areas where students need improvement.

However, teaching practice shows certain difficulties in implementing the principle of succession. The main one is the occasionally low level of foreign language training of school leavers entering linguistic specialties. Monitoring of special literature and accumulated own pedagogical experience allow us to single out the reasons for the above and other factors that make it difficult for yesterday's schoolchildren to adapt to studying in a linguistic higher education institution, in particular, where a university foreign language course is rather complicated and time-consuming. These reasons can be divided into objective and subjective.

The objective factors should include factors of a general educational nature, first of all, existing significant differences in the level of teaching a foreign (English) language in urban (especially in the capital and other regional centers), district general educational institutions and in rural areas, which has a noticeable effect on differences in the level of education subject competence in the English language of secondary school graduates, in particular, the presence/absence of deficiencies in the assimilation of the theoretical component of the course, the level of communication skills, etc. Taking into account the sociometric characteristics of first-year students seems to be important in this regard. These are the characteristics of the focus group - first-year students of the West Ukrainian National University (Ternopil, Ukraine) (specialty "Business Communication and Translation"). Among the factors of the subjective plan, it is necessary to emphasize the level and nature of the student's motivation to learn a foreign language, the formation of skills and the desire to work independently, etc.

In order to find out the level of linguistic competence of different students and the nature of the difficulties they will have to face, in our practice at the beginning of the academic year we conduct the Entry level text, which is a system of lexical and grammatical test tasks aimed at identifying the basic level of the first-year students. The data of the trial testing conducted in the focus group showed that the first-year students had a different starting level of language preparation. Based on the results of this test, students were divided into microgroups (within one or two academic groups) in accordance with the basic level of English language proficiency certified in the tests, which further made it possible to apply differentiated education. At the same time, slightly different forms of work are provided to ensure the succession of training.

In particular, to eliminate the identified differences in the level of English language competence of different students and to overcome the gap between the two stages of language education, school and university, we use the so-called leveling course - an educational technology that consists in updating the knowledge and speaking skills that first-year students should have to learn within the school curriculum, in the acquisition of new knowledge in combination with intensive communicative practice. In terms of actualization of knowledge acquired in previous experience, the teacher can rely on students who have demonstrated a higher (compared to the general) level of competence in the English language. The control testing conducted after the leveling course showed an increase in the average indicators of the level of competence of first-year students in the English language, which contributes to the optimization of further learning by students of the discipline "English language", which is studied during six academic semesters for those whose major is "Business Communication and Translation" in the West Ukrainian National University (Ternopil, Ukraine).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

In conclusion, the principle of succession is an important pedagogical approach that can be effectively implemented in teaching English language to students of philological specialties. This approach helps students to understand and retain the language better because they are introduced to concepts and language structures in a gradual and systematic manner. The implementation of the principle of succession requires careful planning, appropriate selection of teaching materials, gradual increase in the complexity of teaching and learning activities, use of scaffolding techniques, and regular assessment and feedback. By adopting the principle of succession, language teachers can create a structured learning path for students that leads to successful language learning outcomes.

A research on the principle of succession in teaching English language to students of philological specialties would likely generate several prospects for further research in this area. Some of the possible research avenues include comparative analysis of the effectiveness of the principle of succession in teaching English language to students



of philological specialties and students of other disciplines; examination of the role of assessment and feedback in implementing the principle of succession, and identification of the most effective assessment and feedback practices; investigation of the challenges and limitations associated with the implementation of the principle of succession in different educational contexts, and exploration of strategies for addressing them. Overall, a report on the principle of succession in teaching English language to students of philological specialties provides a solid foundation for further research in this area and stimulate ongoing discussion and debate among language educators, researchers, and policymakers.

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