

PROBLEM OF THE FUTURE FOREIGN LANGUAGES TEACHER'S TRAINING IN SCIENTIFIC AND EDUCATIONAL LITERATURE

Lesia Serman, Assistant,

*French Philology Department,
Vasyl Stefanyk Precarpathian National University, Ukraine*

Abstract: *The actual problems of future foreign languages teacher's training in scientific and educational literature are considered in the article. The basic approaches to the object of research are analyzed. Patterns, issues and components of future foreign languages teacher's training are generalized. The modern requirements for the training of foreign languages teachers are examined. An attempt to identify the factors of improving the quality of future foreign languages teacher's training is done.*

Keywords: *future teacher's training, competence, research work, assessment, student-centered learning, professional image*

INTRODUCTION

Rapid changes in social organization, incessant process of globalization and informatization in all spheres of social life put forward new demands in the education system of Ukraine, forcing it to respond to these changes. Under these conditions, the preparation of future teachers is especially important. As part of the gradual integration of Ukraine into the European community, the deepening of intercultural and interethnic relations, the problem of training future teachers of foreign languages, all this require its immediate solution. After all, knowledge of foreign languages becomes a necessity at the present stage of social, political and economic relations, enables a person to become an effective factor in social progress.

MATERIALS AND METHODS

The methodological basis of our research is the theoretical analysis and generalization. Analysis of recent research and publications reveals the multidimensional nature and multifaceted character of consideration of the teacher's training problem in scientific and educational literature. Subject of study in works by M. Yevtukh, I. Ziaziun, A. Markova, L. Mitina was the problem of future teachers' training. O. Bihych, H. Vorobiov, I. Ziaziun, T. Kolodko, N. Nychkalo, S. Nikolaieva, V. Radkevych, H. Rohova, V. Plahotnyk studied various aspects of the professional development of future teachers of foreign languages. The competence approach is considered as a basic tool in professional training of foreign language communication specialist, where the focus falls on the forming communicative competence. Basic provisions of competence approach and its implementation in the educational system were considered by A. Andreiev, O. Ovcharuk, Yu. Frolova, V. Shadrykov and others.

RESULTS

Future teachers' training involves mastering the necessary psychological and pedagogical knowledge as well as theoretical knowledge of basic subjects and practical skills to apply this knowledge in their professional activities. The concept of training students, future teachers of foreign languages, is inextricably linked with the concept of professional competence, since the latter is the aim of training.

1. *Competences:* Competences are the sum of knowledge, skills and characteristics that allow a person to perform actions. The general competences of language learners or users consist in particular of their knowledge, skills and existential competence and also their ability to learn. Communicative language competence can be considered as comprising several components: linguistic, sociolinguistic and pragmatic (CEFR, pp. 9-14). We agree with the opinion of L. Kalinina, I. Samoiliukevych (2004) and under the professional competence of teacher of foreign languages understand a set of theoretical knowledge of pedagogy, psychology, methods of teaching foreign languages, applied linguistics skills and their practical use in the work in schools.

Many researchers in the field of training of teachers of foreign languages are paying attention to aspects of humanizing the process of formation of the future expert in intercultural communication. In this case, a special attention should be paid to such a competence of the future teachers of foreign languages as lingua and country-specific competence.

In modern scientific and pedagogical literature lingua and country-specific studies are considered two-dimensional. First, it is an aspect of methodology of teaching foreign languages, which is based on the principle of supplying students with information about the country, which they study and selection of criteria to supply this information to students. On the other hand, lingua and country-specific competence is an aspect of learning a foreign language (together with grammatical, lexical, phonetic ones), which reflects national cultural component of language material. It should also be noted that Ukrainian educational system has to take not only the form but the content of the European one. That is why at the moment a particularly relevant in the issue of training of teachers of foreign languages is the Common European Framework of Reference for Languages (CEFR). The main methodological principle of the Council of Europe is that the methods used in the studying, teaching and researching of languages should be considered in terms of their greatest efficiency to achieve the objectives consistent with the needs of individual students in their social context (CEFR, p.141). Adherence to this fundamental principle consistently leads to a wide variety of methods and means of training. The current approach, which is implemented by the Council of Europe, is based on the use of new tools and methods to help students meet their communication needs.

It should be mentioned that in the transition to post-industrial society of information, the information and technological culture is an integral component of professional skills of future teachers. Teachers must pay constant attention of students on the latest information technology, the continuous development of computer technology, using the latest technological tools and methods. For example, multimedia presentations, accompanying lectures, interactive communication in the form of correspondence via e-mail or Internet chat rooms, etc., are new, modern, and therefore interesting learning methods for students; encourage and motivate the active learning and research activities.

A variety of technological support for the process of formation of professional competence of future teachers of foreign languages enables the promotion of individual cognitive styles of students within student-centered learning (L. Kalinina, I. Samoiliukevych, 2004). The use of a particular type of educational technology depends on learning. Let us consider each of them. Thus, the main form of learning in higher education is lecture. Modern lecture, including vocational teaching subjects must meet the following basic technological requirements: to ensure a dialogue with the audience; refer to the experience and knowledge of the audience; organize free exchange of ideas in the intervals between logical partitions. It would be appropriate educational technology such as the use of heuristic conversations, discussions, problem tasks, etc. During the seminars the use of learning technologies in group: operational, simulation, business games allow students to understand the course material from different perspectives and gain primary teaching experience [ibid].

For laboratory work in the training of teachers of foreign languages would be more appropriate the use of the newest information technologies. This is a particular transmission of information through video, computer and other technical equipment. Computer technology allows students to better absorb the information, create information environment and enhance interactive learning.

Ability to vocational training teachers of foreign languages is the ability to perform independently educational actions based on mastery of tools and techniques and the application of acquired knowledge into practice (Dubaseniuk, p. 137).

2. *Scientific research*: Equally important in the preparation of future teachers of foreign languages as skillful professionals is research work of students, because it is an integral element of teaching in higher education and provides educational process tasks. This is especially true Master's students who, according to T. Kolodko are required in the course of research work to do the following: a) to provide a list of references of domestic and foreign authors on issues on which it works; b) to use a foreign language to describe your own vision; c) to clarify unclear issues; d) an analysis and synthesis of data collected and briefly present this information; e) to build conclusions and generalizations, to them in accordance with the requirements of scientific materials in a foreign language; f) to present the results of study (Kolodko). We agree that the use of tasks that involve students in research, supporting the transition from education to active informative study science. The main purpose of the scientific research of students consists in discovering the objective laws of teaching, training and personal development; purposive interpretation of scientific and pedagogical theory and, consequently, its implementation in practice of educational work [ibid].

3. *Student-centered learning*: The adoption by Ukraine of a new course of development of the educational sector, aimed at humanizing and personal orientation of training purposes, rejection of an

excessive collectivism, planted by soviet educational tradition, forces the researchers to refer to the problem of personality-oriented technologies in education and student-centered teaching and learning, contributing to the formation of individual professional style of students as future teachers. The main requirement for personality-oriented technologies are: the identification and evaluation of training methods; consideration and development of cognitive styles of students through individualized tasks, the use of different types of visibility; actively stimulate the student to self-education, self-development; the design and organization of educational material (L. Kalinina, I. Samoiliukevych, 2004).

Student-centered learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programs and the assessment of outcomes (ESG, 2015). Student-centered learning is a process of qualitative transformation in learning environment for students and others who study, aimed at enhancing their independence (autonomy) and critical capacity through an approach focused on results. Elements of student-centered learning: support to active learning; emphasis on critical and analytical training; increased responsibility and accountability on the part of the student; thoughtful approach to the educational process (Stavytskyy, 2015).

The teacher is considered a "guide on the side", assisting and guiding students to meet the goals that have been made by the students and the teacher.

4. *Professional image*: We consider that individualization of the process of training is of great importance. Formation of future teachers of foreign languages is impossible without student's understanding of his/her professional role and how he/she must be perceived by others, his/her professional image. The professional image of the teacher is a model of emotional perception of the image painted by the teacher, his professional role, which is formed during the interaction between the subjects of educational process in the minds of students, colleagues, parents and society as a whole, is the result of self-realization and self-improvement of teachers in educational activities. Teachers should realize that their actions, reflecting their attitudes and abilities, are a most important part of the environment for language learning / acquisition. They present role-models which students may follow in their future use of the language and their practice as future teachers (CEFR, p. 144).

5. *Assessment*: Development of problems to improve training of future teachers of foreign languages also implies adequate controls of the formation of professional knowledge and skills. Let consider the classification of types of control offered by the Council of Europe (CEFR, p. 183): achievement assessment as proficiency assessment, knowledge assessment as performance assessment, assessment by others as self-assessment. Achievement assessment concerns the examination of achievement of specific objectives as control of the things taught. Therefore, it is associated with a week/semester work; curriculum represents an internal perspective and can be arranged in the form of preliminary audit through a written quiz, test, frontal interrogation, oral examination of certain groups of students, or in the form of coursework, semester and state exams.

Proficiency assessment is an expertise (to verify that the student can know/do) in the application object in the real world. It represents an external perspective and occurs mainly during the teaching practice in schools. Knowledge assessment requires answering questions of various types in order to demonstrate the level of students' professional knowledge. Performance assessment requires performing professional and methodological tasks orally or in writing during the live testing.

Assessment by others is made by the teacher or the other students during classes and provides first of all the correction of the students' errors. Self-assessment is a comparison by his/her own of student's performance results with educational objectives and the content of the relevant preset foreign material. The main goal of self-controlling is self-correction.

DISCUSSION AND CONCLUSIONS

The analysis of scientific sources shows that the study of this issue is leading by the competence approach, namely researchers consider the preparation of future teachers in terms of the formation of their professional competence, which is divided into a number of other professionally-oriented skills. In the process of joining the Ukrainian education system to the Bologna process no less important is the principle of meeting communication needs of students through the use of the newest information technology, learner-focused technologies that contribute to the development of individual professional style of students research work of future teachers during training in Universities and adequate control of acquired professional knowledge and skills.

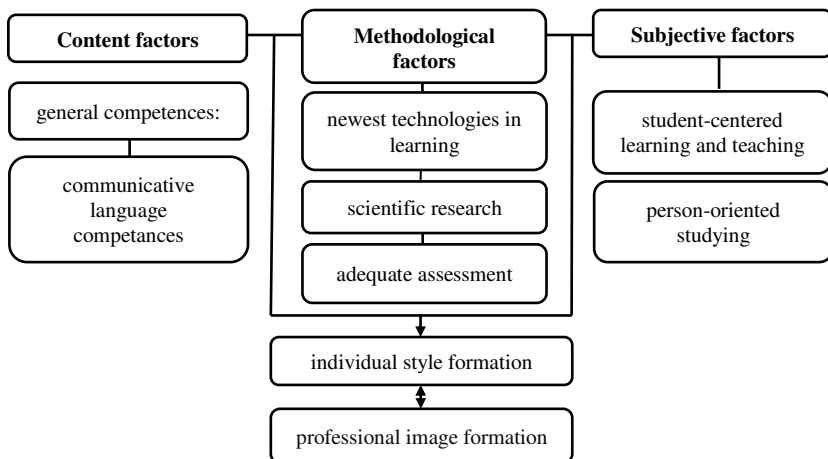


Figure 1: Factors of improving the quality of future foreign language teacher's training

Source: created by author

Thus, we can conclude that a significant factor in improving the quality of training future teachers of foreign languages during their forming in institution of higher education are: 1) rejection of outdated equipment and training methods and outlining new objectives and content of foreign language; 2) the use of new technologies in education; 3) the stimulation of research work of students; 4) adequate assessment of formation level of the professional knowledge and skills; 5) promoting professional individual styles of students through person-oriented and student-centered learning technologies; 6) formation of professional image of future foreign languages teachers (*Figure 1*).

REFERENCES

1. Common European Framework of Reference for Languages: Learning, teaching, assessment (2003), *Language Policy Unit*, Strasbourg, Available at: <http://www.coe.int/lang-CEFR>.
2. Kalinina, L. & Samoylyukevych, I. (2004), Professional training of future teachers of foreign languages in the context of European requirements, Available at: http://eprints.zu.edu.ua/481/1/04_klvkev.pdf.
3. Kolodko, T. (2015), Research work in preparing future teachers of foreign languages, Available at: <http://www.narodnaosvita.kiev.ua/vupysku/15/statti/kolodko.htm>.
4. Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), CS Ltd, Kiev, Ukraine (2015), 32 p.
5. Stavitskiy, A. (2015), Implementation of ECTS today. Challenges and achievements, Available at: http://andriystav.cc.ua/Downloads/TEMPUS/ECTS_Stavitskiy.pdf.
6. Technology vocational and educational training of teachers (2007), tutorial, Part 1: Technology general pedagogical training of teachers, Edited by O. Dubaseniuk, *Zhytomyr State Pedagogical University Press*, 267 p.