

PECULIARITIES OF PROFESSIONAL TRAINING OF FOREIGN LANGUAGE TEACHERS IN UKRAINE

The issue of teacher training, in particular, training of a philology teachers, often become the subject of research by scientists. Professional training of foreign language teachers in Ukraine is gaining special relevance.

The introduction of martial law in Ukraine actualized the problem of mastering a foreign language, in particular English, as a means of communication between people of different nationalities. This problem, in turn, is closely related to the training of specialists who are fluent in English, in particular, philology teachers. The reform of national higher education in the context of modern European integration processes dictates the need to take into account European and world standards during the organization of teacher professional training.

The study of the peculiarities of the professional and practical training of philology teachers in Ukraine is relevant, because currently philology specialties can be attributed to the group of the most promising.

The problem of foreign language teacher training in Ukraine was raised by many scientists, including M. Baida, O. Bigych, I. Haidai, O. Dupliichuk, S. Sysoieva, O. Misechko, S. Nikitchyna, and others.

The aim of this investigation is to analyze the peculiarities of the professional training of future teachers of English language and literature at the current stage in Ukraine.

The theoretical basis of the study consists of such basic categorical concepts as “training”, “teacher training” (that is, “professional teacher training”), “philology teacher”.

In modern scientific studies, the concept of “professional training” is quite common. Let us dwell on some interpretations of this concept. According to the Law of Ukraine on Higher Education, professional training is the acquisition of a qualification in a relevant field or specialty [4]. According to O. Misechko, the professional training of a foreign language teacher is a holistic, dynamic pedagogical system that is non-linear, functionally active, structurally ordered, capable of self-development and characterized by specific laws, unity of content, goals and means, aimed at the formation of professional competence, general and professional culture, creative thinking of the future teacher and his readiness for professional self-development [5, p. 95]. According to the definition of M. Baida, professional training is a specially organized process of acquiring professional knowledge, abilities and skills and the formation of professional competencies that contribute to the formation of readiness for activities within a certain specialty, in particular, a philology teacher [1, p. 55].

According to a number of scientists, “a teacher of philological specialties is a qualified specialist who has fully mastered the training program in the subject field “Philology” (English / German / Ukrainian language and literature) and fulfilled the requirements of the psychological-pedagogical, methodological and practical training

programs, respectively to the industry standard of education” [1, p. 58]. In turn, O. Dupliichuk considers the professional-pedagogical training of a philology teacher in the unity of a competent subject specialist, a professional researcher and a cultural-linguistic personality capable of working independently on the study of not only native, but also foreign languages [2, p. 33]. Thus, the researcher believes that a competent philology teacher, in addition to his native language, should know at least two foreign languages that would contribute to productive communicative integration, because a philology teacher must be able to participate in the dialogue of cultures. According to the researcher, in the professional and pedagogical training of a philology teacher as a culturally speaking individual, the leading idea is the multilingual approach, because it is used to describe general communicative competence and within its limits there is an interaction of different degrees and directions of competence in different languages [2, p. 34].

According to M. Radyshevskya, the purpose of professional training of future teachers of humanitarian specialties is to prepare a competent specialist capable of carrying out professional activities based on the principles of humanism, a person-oriented approach, interaction, multiculturalism, the unity of theoretical and practical knowledge, systematicity and integrity in the accumulation professional experience, continuous independent growth, professional and personal mobility, flexibility, adaptability, feedback and reflection on the level and quality of achieved results [6, p. 84]. The main characteristics of the personality of a multicultural teacher according to P.J. Larke are academic knowledge, interpersonal communication skills, a respectful and impartial attitude towards the student, regardless of ethnic, cultural or other affiliation and social status [3, p. 135].

Today, the training of philology teachers in Ukraine is carried out in almost every classical and pedagogical university in Ukraine. With the development of information and computer technologies in Ukraine, there was a need to train such specialists in philology (foreign language teachers, applied linguists, etc.) not only in classical universities.

Thus, among the higher education institutions that train philology teachers, namely specialists in specialty 014 “Secondary education. English language and literature”, in 2021/2022 Zhytomyr Polytechnic State University joined.

We will analyze the training cycles of specialists in specialty 014 “Secondary education. English language and literature” in 2021/2022. at the Zhytomyr Polytechnic State University. Thus, the curriculum of the specialty is divided into three cycles: general, professional and practical training. The first 2 cycles are divided into 2 parts, respectively: normative and variable.

In the normative part of the cycle of general training, future teachers of English language and literature study such disciplines as general psychology, philosophy, pedagogy, the history of world literature, the Ukrainian language (for professional purpose), foreign literature, introduction to general linguistics, literature of Great Britain and the United States, country studies, basics of informatics, basics of scientific research, ethics and image making. That is, both general scientific disciplines and those directly related to foreign philology are studied here. Currently, there is a need in Ukraine to train specialists in philology (teachers of foreign languages, applied linguists, etc.) not only in classical universities. Thus, among the higher education institutions that train philology teachers, namely specialists in specialty 014

“Secondary education. English language and literature”, in 2021/2022. Zhytomyr Polytechnic State University joined, on the example of which an analysis of the professional and practical training of philology teachers was carried out.

Having analyzed the curriculum in detail, it was confirmed that the greatest attention is paid to the study of the basic discipline, because 1080 hours (27%) are allocated to the practical course of the main foreign language (English). Great attention is also paid to the training of philology teachers in a second foreign language (German). Therefore, the practical course of the second foreign language is 750 hours, that is, 18.8% of the study time. Further, the initial hours are distributed as follows: 180 hours (4.5%) are allocated to practical grammar of the main foreign language, 480 hours (12%) to practical phonetics of the main foreign language [7].

The leading role in the training of philology specialists is played by the methodical component. Therefore, the course of methods of teaching foreign languages is 180 hours (4.5%), methods of teaching literature – 90 hours (2.3%), the course “Integration of mobile technologies in the process of teaching foreign languages” – 150 hours (3.7%). Other professional training courses last mainly for 90 hours, which is 2.3% of the training time per cycle.

It is worth noting that studying at the university is aimed at meeting the individual needs of the student and comprehensively developing his abilities. Therefore, in the variable part of the professional training cycle, the student must choose 50 credits, taking into account the weekly workload. Elective subjects are calculated for 5 credits. Thus, a student can choose 10 disciplines.

In addition, some disciplines are taught to students in a foreign language already from the 1st year. The study of foreign languages by future teachers of English language and literature at the Zhytomyr Polytechnic State University is carried out according to authentic textbooks, as well as high-level teaching aids. The curriculum also provides for the study of authentic fiction, non-fiction, scientific literature, etc. It is worth noting that teachers with international teaching practice work with future philology teachers. All this in a complex contributes to the high-quality training of specialists in specialty 014 “Secondary education. English language and literature”.

In addition, a total of 3,210 hours are allocated to the training of philology teachers in basic philological disciplines, which is 80.5% of the training time. Whereas 780 hours, or 19.5% of the training time, are provided for methodical training. In our opinion, such a distribution is fully justified, because this difference is balanced by pedagogical practice and selective disciplines that have a methodological direction. Thus, the combined study of these disciplines provides high-quality professional training of future philology teachers [7].

The analysis of the training of teachers-philologists made it possible to draw the following conclusions: a wide variability of the interpretation of the concept of “teacher-philologist” in pedagogical science was discovered. Along with the concept of “teacher-philologist”, scientists use such terms as “teacher of philological specialties”, “teacher of humanitarian specialties”, “teacher of philology”, etc. In our opinion, the training of a teacher-philologist, in particular in the specialty “Secondary Education. English Language and Literature” is very relevant and promising today, because future specialists are offered a wide range of career choices: foreign language teacher, applied linguist, translator, SMM manager, copywriter, etc.

The analysis of the curricula of the specialty proved that the language professional and practical training of teachers-philologists in Ukraine is quite thorough. In our opinion, the allocation of study time to the study of basic philological and methodical disciplines is quite justified. The curriculum is significantly balanced due to the variable part, according to which the student has the right to study academic disciplines of his choice.

We see the perspective of our further scientific research in the analysis of the formation and development of professional training of teachers-philologists in various specialties in Ukraine and abroad.

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