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The conceptual-technological model of formation of future foreign language teachers' awareness of the monitoring activity

Introduction. The current need for training of the contemporary generation of foreign language teachers for the monitoring activity in the sphere of secondary and higher education (Tudor, 2005), has been caused by the extensive introduction of a series of international monitoring programs (LEZ, PIRLS, PISA, TIMSS), as well as by the necessity of formation of the national foreign language education monitoring system (Nikolaiva, 2003) which is expected to combine the national monitoring research with the leading European monitoring techniques such as: the external independent assessment, the regional educational monitoring, the educational monitoring, the monitoring of teachers' proficiency

(Breidbach, 2013).

However, the traditional system of professional-pedagogical and the lingua-didactic training of foreign language teachers' training as well as the organization of their independent research activity at various educational institutions, have both proved somewhat rigid in their attempt to assimilate the new (Tsokur, 1998) and enhanced ways and methods of quality assurance of teaching foreign languages (Kolesnichenko, 2014). In particular, the aspect of lingua-pedagogical activity focused on the formation of professional awareness of foreign language teachers for the monitoring activity throughout their studies at higher educational institutions. Consequently, in the process of professional training or upgrade of the professional qualification of foreign language teachers – there are certain controversies detected, such as:

- those between the valid necessity of conducting the monitoring research in the sphere of foreign language education and the absence of validity of its essence, its distinguishing features and structure (Rozhelyuk, 2018);
- between the teachers' aspiration to continue development of their professional skills which enable their efficiency as organizers, experts and quality assurance facilitators of foreign language education and the absence of the required theoretical knowledge related to the pedagogical monitoring and educational evaluation in the process of upgrading of their professional qualification (Nagorna, 2009);
- between the teachers' individual needs in regards to striving for the development of their professional awareness for monitoring in the sphere of organization of foreign language education and the insufficient elucidation of the theoretical-conceptual, pedagogical-operational and scientific-methodological fundament of its formation throughout their professional career development (Andreykova, 2013).

The validity and social-pedagogical significance of the said issue as well as the need for search of adequate ways to resolve the well-known controversies have determined the choice of theme of this article which is devoted to the elucidation of the conceptual fundament of formation of professional awareness for the monitoring activity under conditions of enhancement of scientific-methodical performance at linguistic colleges or universities. Thus, according to the Objective of the given research, the following tasks have been singled out:

1. Reveal particular pedagogical conditions; once revealed, on their own basis – elaborate the model of formation of future foreign language teachers' awareness of the monitoring activity.

2. Verify its efficiency by means of an experiment carried out.

Methods and Techniques of Our Research. In order to accomplish the set tasks and reach the set goal, we have resorted to a series of research methods, such as: theoretical: analysis, comparison and generalization of the scientific, reference and educative-methodical literature regarding the issue of updating of the professional training of future foreign language teachers in the context of Euro-integration; the specification of the essence, presentation of the structure of the monitoring activity; elaboration of the model of formation of future foreign language teachers' awareness for the monitoring activity; forecasting the degree of its efficiency; empirical: the targeted observation, analysis of the process and the results of the educational-cognitive, individual-research, professional-pedagogical activities displayed by future foreign language teachers with the aim of exposure of certain pedagogical conditions which are believed to enhance the formation of their professional awareness for the monitoring activity; questionnaires and interviewing the students and also the foreign language experts in regards to assessment of their aptitudes for mastering the main functions of the monitoring activity in the sphere of teaching foreign languages; the diagnostic conversation, questioning and conducting tests for the specification of the relevant criteria and indicators of the future foreign language teachers' awareness for the monitoring activity; the pedagogical experiment (the affirmative one as well as the formational one) aimed at the exposure of efficiency of the ascertained pedagogical conditions and the degree of effectiveness of the model of formation of future foreign language teachers' professional awareness for the monitoring activity.

The research in question has been conducted on the basis of the Foreign Languages Faculty and the Romanic-Germanic Languages Faculty of 7 different universities (classical, pedagogical, humanitarian) located in the Southern regions of Ukraine in which a total of 786 students and 312 teachers have participated. In particular, during the major pedagogical experiment carried out and aimed at the formation of future foreign language teachers' awareness for the monitoring activity, – students of the Romanic-Germanic Languages Faculty at Odesa National I. Mechnikov University have taken part, is divided into 3 “experimental” (174 persons) and 2 “controlling” groups (173 persons).

The empirical research carried out and related to studying the issue of formation of future foreign language teachers' awareness for the monitoring activity has been conducted in 3 stages:

- at the "search stage" (2012-2013) we carried out analyses of the experience already gained by the said universities as for the teachers' awareness for the monitoring activity;
- at the diagnostic-ascertaining stage (2013-2014) we specified the criteria, indicators and features which characterize the actual degree of future foreign language teachers' professional awareness for the monitoring activity as well as the ways of their exposure with the MA and BA graduates;
- at the transformational stage (2014-2018) we conducted the pedagogical experiment in question aimed at the implementation of the model of formation of future foreign language teachers' professional pedagogical awareness for the monitoring activity, and also generalized the results achieved.

Results and Discussion. Our surveillance efforts during the pedagogical experiment carried out, – have proved that the process of formation of the professional awareness of future foreign language teachers for the monitoring activity during their training implies the introduction of essential changes in each of its structural elements. In particular, the motivational component of the professional and lingua-didactic training must be focused on attaining the goal of formation of future foreign language teachers' professional awareness for the monitoring activity by means of supplying the latter with sufficient data in regards to the existing issues related to pedagogical monitoring and encouraging them to conduct their individual monitoring research. The practical realization of the set objective must be aimed at resolving the following tasks: arousing the future foreign language teachers' interest in the international monitoring research carried out; creating their value-oriented perception of themselves as acting elements of the monitoring activity in the sphere of foreign language education as well as the multicultural upbringing of students; expanding the boundaries of learning in regards to methodology and organization of monitoring research; development of practical skills related to implementation of scientific evaluations.

The didactic-strategical component of the professional and lingua-didactic training must direct the professional advancement of future foreign language teachers on the basis the introduction of contemporary

didactic approaches into the process of its organization at universities:

- the context-competence approach, rooted in the principles of professional orientation is designed to ensure conformity of the selected content and technologies of the qualification upgrade of teachers with the essence of their professional tasks and outlined functions as organizers, experts and quality assurance facilitators of foreign language education;
- the issue-focused approach which is focused on the enhancement of the professional competence and pedagogical expertise of future foreign language teachers in conformity with the principles of scientific adequacy, activeness, consciousness, independence and encouraging own initiative, the productivity of self-education; education in the process of implementation of monitoring research;
- the monitoring-based approach, based on the principles of congruence of the scientific-methodical, regulatory and organizational support of the educational process; on the objectiveness of the data processed and retrieved, maximal elimination of subjective judgement; taking into consideration all of the results achieved in the qualification upgrade process (both positive and negative); ensuring equal conditions in the process of verification of the quality of future foreign language teachers' qualification upgrade; incessancy, duration and consistency in researching of various aspects of educative-methodical work at a university; reflexivity of displaying the quality of the results achieved throughout carrying out self-assessment and self-control. The monitoring-based approach also requires a humanistic orientation of all the methods of pedagogical monitoring – creation of the atmosphere of cordiality, trust, respect for each personality, ensuring the most favorable conditions, positive emotional background (exclusion of the possibility of taking advantage of the results of psychological-pedagogical diagnostics achieved for conducting any actions of the repressive nature); accessibility and transparency of the results of the pedagogical monitoring achieved in regards to sharing them with relevant management board or the community on the whole);
- the individual-focused approach, based on the principles of individual goal-setting in the process of teachers' participation in the scientific-methodical work at a medical college; it's further humanization, adjustment for dialogue and personalization; the

leading role of involvement in a group activity; interpersonal coordination of actions; selection by future foreign language teachers of the individual developmental sequence of qualification upgrade; the situational context of professional education; professional mobility, liberty and integrity.

The organizational component of the professional and lingua-didactic training must envisage the realization of aggregate pedagogical conditions which are deemed necessary for the formation of teachers' professional awareness for monitoring activity. Among those we have found the following: intensification of the theoretical education of future foreign language teachers during their qualification upgrade with the actual issues pertaining to the theory of pedagogical monitoring and organization of monitoring research; orientation of future foreign language teachers' professional-pedagogical tasks onto wider utilization of the contemporary methods of educational evaluation; organizational-methodical support of the future foreign language teachers' sequence of professional development as managers of foreign language education – organizers, experts and quality assurance agents of educational services.

The content-technological component of the professional and lingua-didactic work conducted must contain new content modules, based on the integration of contemporary achievements of social-humanitarian and psychological-pedagogical sciences and must also include conduction of unique forms of professional training of future foreign language teachers (issue-based lectures, lectures-visualizations, one-on-one lectures, seminars-discussions, research seminars, project-seminars, seminars-debates). In addition, the content-technological component calls for the utilization of active and interactive methods and forms, the immersion of the latter into the process of their own monitoring research with the aim of enhancement of professional self-efficiency when acting in the role of experts and quality assurance facilitators of foreign language education.

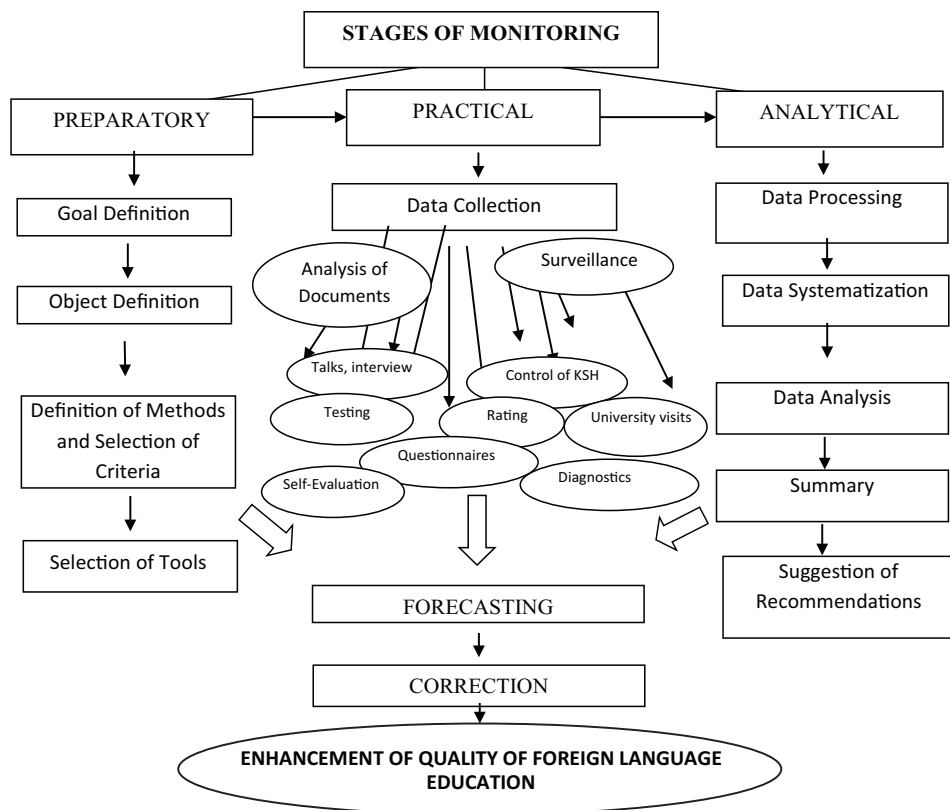
The value-resultative component of the professional and lingua-didactic training must comprise introduction of certain procedures as for exposure of levels of formation future foreign language teachers' awareness for the monitoring activity. In order to ensure it, it is essential to conduct 3 diagnostic tests (initial, intermediary and final). That will prove conducive for correction and control of dynamics of their positive advancements on the way to mastering the professional role of a manager of foreign language education.

For that matter, the essence of research-experimental work-related to the innovation of the professional and lingua-didactic training of future foreign language teachers have been focused on ensuring the efficiency of formation of the future foreign language teachers' professional awareness for monitoring by means of realization of the determined pedagogical conditions.

The primary pedagogical condition – the actualization of issues of the theory of pedagogical monitoring and organization of monitoring research in the sphere of foreign language education – has manifested itself during our lectures and seminars carried out. Their topics has proved favorable for future foreign language teachers' comprehension of the conceptual basis of pedagogical monitoring by means of grasping the essence of the major notions (monitoring, scientific monitoring, monitoring in foreign language education), and also its main principles and functions. During the theoretical studies we have strived to prove that pedagogical monitoring just like any other research, – bears the motivation not only to reveal distinguishing features of an educational process, but also to attain a particular pragmatic result. Unlike statistical methods or sociological survey, the pedagogical monitoring is not constrained by sole data collection pertinent to the functioning of particular pedagogical phenomena or processes, as also it is related to exposure of new tendencies and opportunities as well as ensuring conducive conditions for their realization, elaboration of new strategies of educational management.

The future foreign language teachers have also reached the conclusion that from the cognitive point of view, monitoring of consistency of medical education in its general presentation deserved the definition of a pragmatic method of acquisition and presentation of knowledge as it tends to employ various methods of observation and explanation of pedagogical phenomena and processes in addition to all the traditional methods of scientific-pedagogical research. Nevertheless, during the course of its implementation, the sole process of research on a particular pedagogical phenomenon and its imminent result is deliberately separated.

Henceforth, monitoring tends to gain definition of a method of tracking a process, the sequential observation, the controlled evaluation of something that already exists and is known to a certain extent (Mayorov, 2003). Since the system of management of quality foreign language education must ensure the improvement of all of its components at a university the future foreign language teachers have been focused on



Graph. 1. Pedagogical monitoring as an integral system of evaluation of quality of foreign language education

acceptance and comprehension of the essence of pedagogical monitoring treated as an integral system as displayed by Graph 1.

We may well see as presented by Graph. 1, the future foreign language teachers participating in the scientific-methodical work were expected to comprehend the term “pedagogical management” tends to be mainly used when we speak about having to resort to a particular activity or certain miscellaneous measures on the basis of both theoretical and practical operations which enable perception of the most effective methods of resolving educational situations during normal everyday functioning of a university. Thus, the traditional cognitive methods are proved to be used – observation, psychological-pedagogical diagnostics, comparative analysis, verification, pedagogical controlling.

The second pedagogical condition – placing the focus of the future foreign language teacher's research on the implementation of contemporary methods of educational evaluation – has been realized throughout their studying of the author's practical seminar "Organization of Pedagogical Monitoring of foreign language education". The latter's focus was placed on the teacher's comprehension of the role and essence of the major stages of monitoring, in particular those aimed at searching, gathering, processing, systematization, analysis and evaluation of the data related to the educative-cognitive activity of students in the process of studying their major subjects, revealing the quality and consistency of the teacher's educative activity as being active facilitators of quality education. The main emphasis of the future foreign language teachers has been placed on analysis of the distinguishing features of both the subject and object of the educational process conducted at a university, in particular: management efficiency (objectives, principles, methods, structure, organization of planning); quality and consistency of rendering educational services (the structure and contents of the technical preparation programs); the consistency of educational resources (technical materials, methodical printed materials, staff, financial means); the quality assurance of foreign language education. In particular, the seminar-debate named "Pedagogical Diagnostics and Independent Evaluation in the Practice of Foreign Language Education" was found to be conducive for the future foreign language teacher's acquisition of their individual experience in regards to the adequate utilization of the diagnostic methods and tests throughout the process of organization of educational activity with students.

The third pedagogical condition, namely – organizational-methodical support of the trajectory of professional development of future foreign language teachers as organizers, experts and quality assurance facilitators of foreign language education – has been realized during the teachers' involvement in group and individual projects. The latter's theme ("Monitoring of Quality of Foreign Language Teaching", "Methodic of Independent Evaluation of the Foreign Language Knowledge", "Educational Evaluation in the Sphere of Foreign Language Education", "Pedagogical Proficiency of a Foreign Language Teacher as the Organizer, Dispatcher and Expert of Quality of Foreign Language Education and Multi-Cultural Upbringing") has envisaged implementation of monitoring research aimed at ensuring the quality and consistency of the relevant study- and work-related educational foreign language programs; the levels of foreign language communicative training of the graduates

of miscellaneous specialties; the adequacy of the informational-methodic support and maintenance of the process of teaching the major subjects; the teaching staff's qualification relevance to the posts held as well as to the subjects taught; the efficiency of organization and levels of support of the process of teaching major foreign language-related subjects at a university; the levels of the graduates' competence and proficiency.

According to the pre-final and final diagnostic tests carried out (Rozhelyuk, 2018), as displayed in Table 1, the future foreign language teachers who have been enrolled in the experimental BA Group 1 as well as the experimental MA Group 2 – have displayed a more rapid positive dynamics of formation of professional awareness for the monitoring activity.

Also, we have experimentally ascertained that creation of the relevant pedagogical conditions promote rapid pedagogical dynamics of formation of future foreign language teachers' awareness for monitoring activity both upon completion of their bachelor's degree (21% displayed "high level" whereas 33% displayed "sufficient level", "average level" displayed

Table 1.

The Results of the Pedagogical Experiment Carried Out and Aimed at Formation of Future Foreign Language Teachers' Awareness for the Monitoring Activity

The Levels of Formation of Future Foreign Language Teacher's Awareness for the Monitoring Activity (calculated in %)				
Levels	Upon completion of BA studies		Upon completion of MA studies	
	CG1B	EG1B	CG2M	EG2M
High	–	21%	–	39%
Sufficient	–	33%	–	37%
Median	27%	30%	29%	24%
Low	30%	16%	46%	–
Under-developed	43%	–	25%	–

by 30% and “low level” displayed by as many as 16% of the students) as well as upon completion of their Master’s Degree (39% displayed “high level”, “sufficient level” was displayed by 37%, “average level” displayed by 24% and ultimately – the “low level” was displayed by 0% of the students). Thus, none of the students educated under the traditional technology – has been able to display his/her formation of awareness for monitoring activity at either “high” or “sufficient” levels. On the contrary, the “average” level was displayed by 27-29% whereas the “low level” was displayed by 30-46% of the students and, ultimately, 43% and 25% of the students have displayed their “still under formation” level.

Conclusion. We have managed to substantiate the fact that formation of future foreign language teachers’ for the monitoring activity is a specifically-organized process of their professional development as European-minded and responsible professionals – organizers, experts and facilitators of quality foreign language education, being totally capable of revealing, correcting and ensuring its high effectiveness due to the timely and adequate implementation of the ways and methods of the pedagogical monitoring and educational evaluations. The above-mentioned process tends to effectively function as a unity of the primary elements of the professional training of future foreign language teachers, such as: the motivational, the didactic-strategical, the operational, the technological and the evaluative ones.

Thus, it has been substantiated that formation of the future foreign language teachers’ professional awareness for the monitoring activity can be impacted by the following conditions, such as: the intensification of the role of the pedagogical monitoring and organization of relevant pedagogical educational research-based activities within the framework of pedagogical disciplines studied; the emphasis on the utilization of methods of educational assessments in the process of organization of autonomous research work; the methodical support for the professional development of a teacher acting as participant, organizer and facilitator of quality foreign language education and multicultural upbringing.

In this research work carried out we disclaim coverage of absolutely all existing aspects pertinent to the issue therein discussed. Thus, further perspectives incorporate the aspects of the introduction of the monitoring approach into the national foreign language educational system.

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Abstracts

ROŻELIUK IRYNA, NAGORNA NATALIA, ANDREJKOWA IRYNA. **Koncepcyjno-technologiczny model kształtowania gotowości przyszłych nauczycieli języka obcego do działalności monitoringowej.** W artykule przedstawiono istotę i wyniki eksperymentu pedagogicznego, mającego na celu kształtowanie gotowości przyszłych nauczycieli języków obcych do działalności monitoringowej. Są zidentyfikowane warunki pedagogiczne, zapewniające skuteczność tego procesu. Wśród nich wiodącymi są: wprowadzenie teorii monitorowania pedagogicznego i organizacja badań monitorujących; orientacja zadań samodzielnych badań studentów na wykorzystanie nowoczesnych środków pomiaru edukacji; wsparcie organizacyjne i metodologiczne trajektorii ich rozwoju zawodowego jako organizatorów, ekspertów i dyspozytorów jakości nauczania języków obcych i edukacji wielokulturowej młodych ludzi. Na podstawie zidentyfikowanych warunków pedagogicznych stworzono model i

przetestowano model formowania gotowości przyszłych nauczycieli języków obcych do działalności monitoringowej, który funkcjonuje w jedność następujących bloków: motywacyjno-ukierunkowanego, dydaktyczno-strategicznego, organizacyjno-aktywnego, merytoryczno-technologicznego, ewaluacyjnego. Przeprowadzenie eksperymentu pedagogicznego w celu wprowadzenia tego modelu potwierdziło jego wysoką skuteczność, w wyniku czego ujawniono istotę gotowości przyszłych nauczycieli języków obcych do działalności monitoringowej jako odpowiedzialnie działających organizatorów, ekspertów i dyspozytorów procesu edukacyjnego, zdolnych do planowania, przeprowadzania, korygowania i uogólniania wyników pomiarów edukacyjnych w celu podejmowania naukowo uzasadnionych decyzji/decyzji menedżerskich i pedagogicznych dla określenia rzeczywistego stanu i prognozowania strategii poprawy jakości nauczania języków obcych i wielokulturowej edukacji młodych ludzi.

Słowa kluczowe: szkolenie zawodowe przyszłych nauczycieli języków obcych, monitorowanie w zakresie edukacji języków obcych, działania monitorujące, gotowość do działalności monitoringowej, formacja gotowości do działalności monitoringowej, warunki pedagogiczne.

РОЖЕЛЮК ІРИНА, НАГОРНА НАТАЛІЯ, АНДРЕЙКОВА ІРИНА. **Концептуально-технологічна модель формування готовності майбутніх викладачів іноземних мов до моніторингової діяльності.** Стаття присвячена висвітленню сутності та результатів педагогічного експерименту, спрямованого на формування готовності майбутніх викладачів іноземних мов до моніторингової діяльності. Виявлено педагогічні умови, які зумовлюють ефективність означеного процесу. Серед них провідними визначені такі: впровадження теорії педагогічного моніторингу й організації моніторингових досліджень; спрямування завдань самостійно-дослідницької діяльності студентів на застосування сучасних засобів освітніх вимірювань; організаційно-методичний супровід траєкторії їхнього професійного розвитку як організаторів, експертів та диспетчерів якості іншомовної освіти й полікультурного виховання молоді. На підставі означених педагогічних умов розроблено й апробовано модель формування готовності майбутніх викладачів іноземних мов до моніторингової діяльності, яка функціонує в єдності наступних блоків: мотиваційно-цільового, дидактико-стратегічного, організаційно-діяльнісного, змістовно-технологічного, оцінно-результативного. Проведення педагогічного експерименту з впровадження означеної моделі підтвердили її високу ефективність, в результаті чого було розкрито сутність готовності

майбутніх викладачів іноземних мов до моніторингової діяльності як відповідально діючих організаторів, експертів і диспетчерів освітнього процесу, що зумовлює їх здатність до застосування науково обґрунтованих способів проектування й здійснення власних моніторингових досліджень з вияву реального стану й прогнозування стратегій підвищення якості іношомовної освіти й полікультурного виховання молоді.

Ключові слова: професійна підготовка майбутніх викладачів іноземних мов, моніторинг у сфері іношомовної освіти, моніторингова діяльність, готовність до моніторингової діяльності, формування готовності до моніторингової діяльності, педагогічні умови.

РОЖЕЛЮК ИРИНА, НАГОРНАЯ НАТАЛЬЯ, АНДРЕЙКОВА ИРИНА. **Концептуально-технологическая модель формирования готовности будущих преподавателей иностранного языка к мониторинговой деятельности.** В статье отражены сущность и результаты педагогического эксперимента, направленного на формирование готовности будущих преподавателей иностранных языков к мониторинговой деятельности. Выявлены педагогические условия, обеспечивающие эффективность данного процесса. Среди них ведущими являются такие: внедрение теории педагогического мониторинга и организации мониторинговых исследований; ориентация заданий самостоятельно-исследовательской деятельности студентов на использование современных средств образовательных измерений; организационно-методическое сопровождение траектории их профессионального становления как организаторов, экспертов и диспетчеров качества иноязычного образования и поликультурного воспитания молодежи. На основе выявленных педагогических условий создана и апробирована модель формирования готовности будущих преподавателей иностранных языков к мониторинговой деятельности, функционирующая в единстве следующих блоков: мотивационно-целевого, дидактико-стратегического, организационно-деятельностного, содержательно-технологического, оценочно-результативного. Проведение педагогического эксперимента по внедрению данной модели подтвердили ее высокую эффективность, в результате чего была раскрыта сущность готовности будущих преподавателей иностранных языков к мониторинговой деятельности как ответственно действующих организаторов, экспертов и диспетчеров образовательного процесса, способных к планированию, проведению, коррекции и обобщению результатов образовательных измерений с целью принятия научно обоснованных управленческо-педагогических решений по выявлению ре-

ального состояния и прогнозирования стратегий повышения качества иноязычного образования и поликультурного воспитания молодежи.

Ключові слова: професійна підготовка майбутніх преподавателей иностранных языков, мониторинг в сфере иноязычного образования, мониторинговая деятельность, готовность к мониторинговой деятельности, формирование готовности к мониторинговой деятельности, педагогические условия.

ROZHELYUK IRYNA, NAGORNA NATALIA, ANDREYKOVA IRYNA. **The conceptual-technological model of formation of future foreign language teachers' awareness of the monitoring activity.** *This article is devoted to the elucidation of the essence and results of a pedagogical experiment focused on the formation of future foreign language teachers' awareness for monitoring activity. The pedagogical conditions which are believed to enhance the effectiveness of the process in question, - have been revealed therein. Among the said conditions, the following ones have been determined as leading: the intensification of the role of the pedagogical monitoring and organization of relevant pedagogical educational research-based activities within the framework of pedagogical disciplines studied; the support of professional development of a teacher as the participant, organizer and facilitator of quality foreign language education and multi-cultural upbringing. Based on of the above-mentioned pedagogical conditions a conceptual model named "Formation of Future Foreign Language Teachers' Awareness for Monitoring Activity in the Process of Their Professional Training" has been elaborated. The said model functions as a unity of the following components: motivational, didactic-strategic, organizational, content-technological, evaluative. The results of this model's approbation in the process of the pedagogical experiment carried out have proved its high effectiveness. Furthermore, we have been able of revealing the essence of future foreign language teachers' awareness for monitoring activity being an important professional new development of their personality as consciously acting organizers, dispatchers and facilitators of quality foreign language teaching, deemed important for the future teachers' capability to plan, implement, correct and assess the results achieved during relevant educational tests carried out.*

Keywords: professional training of future foreign language teachers, monitoring in foreign language education, monitoring activity of a foreign language teacher, awareness for monitoring activity, the formation of awareness for monitoring activity, pedagogical conditions.