



ISSN 2450-6486

<http://ehs.eeipsy.org>DOI: <https://doi.org/10.38014/ehs-ss.2022.2.08>

This publication was made with the funds of a joint Grant of EEIP (Ukraine - France) and ChF "Education: Future"

Світлана ТАНАНА

Інноваційний формат організації навчання іноземних мов у професійній підготовці майбутніх учителів-філологів у ЗВО

SVITLANA TANANA. **Innovative format of organization teaching of foreign languages in the professional preparation of future teachers-philologists.** Actuality of the research is determined by raised problem of organization of system teaching of foreign language in establishments of higher education for the purpose of professional preparation of future teacher- philologists with use of innovative means teaching is raised in the article.

The importance and benefits of using innovative methods in teaching foreign languages, which provides the development of communicative, professional and creative competencies and stimulate the need for a future specialist's self-education is discovered. The implementation of innovative means of teaching foreign languages have a positive effect at motivation of students and the end result of learning – level of language acquisition is found in it. The formation of readiness for the innovation activity of future

teachers- philologists is one of the main tasks of the educational process from a higher school is accented attention.

The conceptual approaches of forming the professional competence of teacher-philologists are analyzed; socioculture bases, its contribute of formation and development of personality specialist are grounded in it. The theoretical aspects of the problem of readiness to innovation activity are analyzed, the meaning of «interactive methods», »innovation means«, «preparation».

The purpose of this article *consists in the research of innovative means of teaching in the professional preparation of future teachers-philologists, regarding the possibility theirs using in the educational process of establishments higher education.*

Results. *The professional development of the future teacher of philological subjects – the process is complicated and lengthy. Theoretical and practical study is a necessary part during of future teacher's master of system or research knowledge in the branch of philological subjects in conjunction with general professional training. The problem of using interactive methods in the preparation of teacher-philologists of higher school is considered in the article.*

The readiness to innovation teaching activities – particularly personal status of teacher, which implies the presence of a motivational approach to the professional activity. Thus, the analysis of the scientific and methodological literature has shown that innovative interactive methods, in contrast to traditional teaching methods, are more effective. As a result, there is not only a transformation of goals, from teaching a foreign language to learning speaking a foreign language, but also rethinking the role of teacher and students.

The use of innovative teaching means of teaching during learning of English allows building a new model, where dominant place belongs of future specialist of philological is determined in it. Implementation of the whole complex of innovation methods and means in teaching process with using their appropriate combination is social significant aspect in information of creative personality of future specialist of philological specialties.

Conclusions. *Modern Ukrainian higher school needs to revise their principles of interaction with innovative forms and methods of organization. But first of all, the number of hours for studying pedagogical disciplines should be increased in the training plans of Ukrainian institutions. Therefore, a higher school teacher must refer to the model of innovative teaching, determined by the information society, as a constant-*

ly changing process, renewing students' creative ability and mastery of socioDidactic projection technologies.

Prospects for further of scientific researches in this direction is considered more thorough consideration of practical peculiarities and methods of realization of competence approach and its components in the process preparation of future teacher, as well as the current control system implementation results of this approach in higher education in Ukraine. Strategy of innovative teaching implies: the change of knowledge, functions and organization ways of creative process; emphasizing of social goals of teaching and personality development.

Key words: professional preparation, readiness, innovation means, innovation technologies, teacher-philologists, effectiveness of studies, interactive methods, multimedia technologies.

1. Introduction

In the strategic documents of the educational industry of Ukraine, in particular in the Laws of Ukraine «On Education», in the National Strategy for the Development of Education in Ukraine for the period to 2021 years, «On Higher Education», resolutions of the Cabinet of Ministers of Ukraine and orders of the Ministry of Education and Science of Ukraine on reforming the educational system in the context of Bologna process, the need for strategic tasks and requirements for the level of modern training of future philologists is emphasized.

Considering the situation with the global COVID-19 pandemic that has engulfed the world, including our country, in this difficult socio-economic period in connection with the invasion of the russian invaders, the promotion of the use of innovation learning technologies through distance learning in higher education institutions is more urgent than ever. Today we can't imagine our personal and professional life without the use of computers, smart devices, various educational platforms, as they play an important role in all areas of modern educational life.

Innovations in the methodology used in the educational process of higher institutions are associated with the use of new technologies. "Interactive training as a new methodological approach to learning foreign languages provides an opportunity to solve communicative-cognitive tasks through communication in a foreign language. This type of learning and cognitive activity is interactive teaching, realized in the form of dialogue (student, teacher, student-student) with continuous adjustment of the learning content according to the analysis of the activity of the teaching subject. From the conditions of using interactive

methods in the teaching process, almost all students are organized in the learning process. Interactive methods in the process of learning a foreign language are to create learning conditions where all students interact among themselves» (Shemuda M., 2018).

Applying to computer technologies in education means that the various changes are developed personally, thus relating to cognitive processes and emotional-motivational processes, its influence on personal character, thereby increasing students' the cognitive motivation in work with a computer. Using of information methods and communicative technologies in teaching contributes to increasing the proportion of independent training activity and motivating a student, forming his personality by developing his capacity for education, self-education, self-updating, and self-realization. The information and communication technologies affect the formation of students' theoretical, creative and modular-reflective intelligence, the visualization of educational information on a computer significantly influences the formation of the ideas, it occupies a central place in creative thinking, and representation imagery of phenomena in the memory of a student's wealth of perception of educational material, it increases his scientific understanding (Khomenko O., Buhiniska T., Terleska L., Hladkoskol L., Tanana S., 2021).

Such requirement to the personal qualities of a modern teacher is reflected in Ukrainian legislation in the field of education, in particular, in the National Education Development Doctrine (2002), National Education Development Strategy of Ukraine for 2012-2012, which includes respective provisions on formation of leader in an educational area, raising the role of a teacher in the formation of an innovation society.

2. Analysis of the recent researches and publication

The problem of using innovative methods of teaching foreign languages in the higher education institutions was also studied by R. Blair, S. Martinelli, L. Konoplianyk, O. Siutkina, H. Stern, Ye. Polat, M. Taylor and others. Reasoning for theoretical and methodological bases of pedagogical innovation (I. Bekn, M. Burgin, L. Danylenko, I. Ziazin, M. Klarin, O. Popova, A. Prygozhyn). Important contributions in this field were made by I. Gavrysh, N. Klokar, G. Kravchenko, E. Morozov, V. Khomych, O. Shapran.); generalization of different approaches of scientists to the definition of the essence of the idea «informational and educational environment of higher education» (B. Akhmetov, A. Kaliuzhniy, O. Kosolapov, V. Kriukov, S. Tanana, A. Torina, K. Shahgeldian);

organizational aspects of introduction in the educational process of new information technologies (S. Bondareva, V. Bykov, T. Gabai, M. Zhaldak, P. Korchemnyi, O. Spivakovskiy).

The purpose of this article is to briefly look at certain of the innovation methods that have attracted the attention of the profession in recent years, to show reason for interest in them, in what they are exploring, in what they accomplish, the principles and ideas that guide them.

3. Methods

The following research methods have been used in realization of the set objective: *theoretical* (analysis of pedagogical, educational and methodical, normative literature and scientific works on the topic of the current article, subject, logical and information-target analysis of text materials; *empirical*: expert survey. Theoretical and comparative analysis of scientific literature showed, that pedagogical conditions of the development of professional potential of future foreign language teachers in the process of their professional training have not become the topic of scientific investigation of the researchers. From this respect, the method of expert evaluation of the efficiency of pedagogical conditions has been applied. Thus, the teachers of higher educational establishment, participating in the experiment research, have been suggested to be the experts. In the context of the carried out survey, the experts have been asked to determine the most effective, in their opinion, pedagogical conditions for the development of professional potential of future foreign language teachers in the process of their professional training.

4. Presentation of the basic material

The democratic and humanistic reforms taking place in Ukraine need to be renewed foreign language learning reinterpret education goals, tasks, content and implement new educational technologies to successfully master foreign communication competence.

Ukrainian Innovation Development Strategy for the years 2010-2020, in the context of globalization trends and modern challenges, Ukrainian higher education should prepare people professionally for life in the information society, information and innovation society, to form a person with innovative, innovative thinking culture, and the ability to innovate activity. A country of globalization and integration, world society and the European community contribute to the rapid

growth of the role of quality education for the further development of society, and in line with its profound reform. Given that this problem has been realized, improving the quality of the preparation process that future teachers, including future English teachers in order to increase their ability to compete, needs to have a process to effectively realize a competency approach. Effectively determine these tasks that are possible for conditions by improving educational content and its procedural-methodological approach using an innovation-based approach. The quality of the professional preparation of future teachers depends on the content of modern education; it should include a full orientation on the acquisition and updating of student competencies by improving the mechanisms and using them in everyday practice (Hnatyk K., 2021).

Ukraine wishes to commit to the European dimension of higher education by adopting the measures of the Bologna Declaration. At the same time, some issues related to the objectives of the Bologna Process are still being addressed. One of the problems is the development of learners' professional language competence.

Therefore, in terms of methodology, the meaning of category interactive training will be considered as: a) dialogue training where teacher-student interaction takes place; b) training which has the purpose of tackling linguistic, communicative and operational tasks. An interactive training activity includes organizing and developing a dialogue speech with the aim of mutual understanding, interaction, and solving modern and general but significant tasks for all participants of the educational process (Tanana S. M., 2022).

The key principles of collaborative learning within the interactive training system are:

- 1) positive interdependence – when all students do their work well, the group succeeds;
- 2) individual responsibility – when working together in a group each student has a different job;
- 3) equal participation – all students are given the same amount of time to speak or complete a task;
- 4) simultaneous interaction – when all students participate at the same time (Tanana S. M., 2021).

In the process of dialogue training students learn to: solve complex problems based on analyzing the circumstances and corresponding information, consider alternative points of view, take considered decisions, participate in discussions, and connect with different people.

It is necessary to organize different types of activities in the foreign language group, group and team. Among the most well-known types of pair and group work the following types should be mentioned: inside (outside) circles, brainstorming, lines, reading of a different puzzle, sharing thought-pairs, debate, pair interviews etc. The sections are given to different learners to read. They must communicate with each other in order to discover the whole message or different views on the subject.

It must be noted that all the above types of interactive training are efficient in case a problem is discussed as a whole as the students have previous experience and ideas that they have gained earlier in their classes or the course of their private life. "In the work process the teacher should consider the fact that the topics to be discussed in the classroom should not be limited or very narrow. One of the most common peculiarities of the interactive forms are those where these types of training motivate the student not only to express his own opinion but after some debate from their partners in the work process to change perspective » (Ruchen Dominique, 2013).

The following benefits of interactive collaborative learning are identified:

- a friendly atmosphere and a relationship is formed between learners;
- learners have the opportunity to be more independent and self-confident; they are not afraid to make mistakes;
- helps learners to overcome confidence problems, language barrier and fear of making mistakes;
- learners' speaking time is longer, good for communication;
- the teacher does not dominate;
- a teacher has the opportunity to give the task to each student. All learners take part in the work;
- it is good for individual work;
- learners can use their background knowledge (Tsiguleva O., 2014).

Language is the social product, and as a form of human intellectual activity it encompasses all individual and social life cycles. Perhaps one of the most essential pedagogical principles of language learning is one that emphasizes the study of language in a cultural context. One of the main tasks of learning foreign languages is to penetrate the culture in which their people are taught, to the system of perception of the world. The language is the result of the theoretical and practical activity of an individual and society. There is an inseparable link between people's culture, the social conditions of life and the language (Tanana S., 2021).

Readiness for innovative teaching activities is noted – especially the teacher's personal status, which suggests the presence of a motivational value approach to the professional activity, having effective ways and means to achieve educational goals, the ability to be creative and reflective. Many of the problems faced by teachers who work in an innovative way, which are related to low innovation competence – teachers' motivation systems, knowledge, skills, personal qualities that provide effective use of new educational technologies work with future experts. The use of innovative teaching methods of the future teacher's linguist in teaching activities is analyzed; that the content of the innovation process in education is defined; the object and tasks of educational innovation are based; conceptual design of efficient provision of educational technologies in shaping the professional competence of teachers in the future (Harmer J., 2015).

The effectiveness of innovation teaching projection depends to a large extent on the adequate selection and implementation of sacred pedagogical technologies. Pedagogical technologies are called in the process of traditional education «organizational forms and methods of education. The function of a teacher can be described as a system of subsequent action, expressed in planning, observing and correcting students' activities.

The priority of education development «philological department at Hryhoriy Skovoroda University in Pereiaslav is the implementation of modern information technologies that provide access to the network of high-quality databases, expanding the possibility for students to capture complex information. It is realized by building teaching programs of individual modules with various levels of complexity depending on specific needs, using the interactive methods, providing distance education, producing electronic textbooks» (Alexandria V. A., Camilleri M. A., Camilleri A. C., 2017).

Interactive methods of learning a foreign language enable us to solve some problems at the same time. "The main purpose is to develop communication skills, help establish an emotional connection with the student, provide for the achievement of an educational task that is: train them to work in a team, to consider someone's opinion. As can be seen from experience, using' r methods above help to avoid nervous tension of a student, to change types of activity, to highlight the main question of the lesson» (Bahno Y. M., Serhiichuk O. M., Tkachenko L. V., Khmelnytska O. S., Tanana S. M., 2021).

To summarize the interactive teaching methods, give foreign language teachers the opportunity to master some new communicative methods of foreign language training. Risk taking and conversational interaction play a major role in language acquisition. It is hoped that this short survey will encourage many language teachers to learn more about the interactive methods of training. Such information will provide some healthy perspective in evaluating the innovations or new approaches to methodology that will continue to emerge over time (Brattseva E., Kovalev P., 2015).

5. Conclusions

Modern Ukrainian higher school needs to revise their principles of interaction with innovative forms and methods of organization. But first of all, the number of hours for studying pedagogical disciplines should be increased in the training plans of Ukrainian institutions. Therefore, a higher school teacher must refer to the model of innovative teaching, determined by the information society, as a constantly changing process, renewing students' creative ability and mastery of socio0didactic projection technologies.

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Abstracts

СВІТЛАНА ТАНАНА. **Інноваційний формат організації навчання іноземних мов у професійній підготовці майбутніх учителів-філологів у ЗВО.** Актуальність дослідження визначена порушеною проблемою організації системи навчання іноземних мов у ЗВО з метою професійної підготовки майбутніх учителів-філологів і використанням інноваційних засобів під час навчання. Виявлено важливість і переваги використання інноваційних засобів під час навчання іноземних мов, що забезпечує розвиток комунікативних, професійних і творчих компетентностей та стимулює потребу до самоосвіти майбутніх учителів-філологів. Встановлено, що впровадження інноваційних методів навчання іноземних мов позитивно впливає на мотивацію студентів і на кінцевий результат навчання – рівень оволодіння мовою. Звернуто увагу на формування готовності до інноваційної освітньої діяльності майбутніх учителів-філологів, що є одним із головних чинників освітнього процесу закладу вищої освіти. Проаналізовано концептуальні підходи формування професійної компетентності вчителів-філологів, обґрунтовано соціокультурологічні чинники, що сприяють формуванню та розвитку особистості фахівця. Проаналізовано теоретичні аспекти проблеми організації готовності до інноваційної діяльності, розглянуто зміст понять «інтерактивні методи», «інноваційні засоби», «підготовка».

Мета написання статті полягає у дослідженні інноваційних засобів навчання у професійній підготовці майбутніх учителів-філологів, щодо можливості їх застосування у навчальному процесі закладів вищої освіти.

Результати. Професійне становлення майбутнього вчителя філологічних дисциплін – процес складний і тривалий процес. Серед його обов'язкових складових – теоретичне й практичне навчання, під час якого майбутні вчителі опановують системою наукових знань і вмій у поєднанні з загальнопрофесійною підготовкою. Розглянуто проблему використання інноваційних засобів навчання при підготовці вчителів-філологів закладів вищої освіти. Визначено роль інтерактивних засобів у процесі професійної підготовки майбутнього вчителя-філолога в педагогічній діяльності; окреслено сутнісні характеристики змісту інноваційних процесів у сучасній освіті; обґрунтовано предмет і завдання освітньої інноватики у ЗВО.

Висновки. Сучасна українська вища школа потребує перегляду застосування інноваційних форм і методів в організації освітнього процесу у закладах вищої освіти. Використання інноваційних засобів навчання під час вивчення іноземних мов дає змогу організувати нову модель навчання, де домінують місце належить майбутньому фахівцю філологічних спеціальностей. Упровадження всього комплексу інноваційних методів і засобів навчання у навчальний процес ЗВО з урахуванням їх доцільного поєднання є соціально значущим аспектом у формуванні творчої особистості майбутнього фахівця іноземних мов.

Ключові слова: професійна підготовка, готовність, інноваційні засоби, новітні технології, вчитель-філолог, ефективність навчання, інтерактивні методи, мультимедійні технології.

SVITLANA TANANA. **Innowacyjna forma organizacji nauczania języków obcych w kształceniu zawodowym przyszłych nauczycieli filologii w szkołach wyższych.** O aktualności opracowania decyduje problem organizacji systemu nauczania języków obcych w szkołach wyższych na potrzeby kształcenia zawodowego przyszłych nauczycieli filologii oraz wykorzystanie środków innowacyjnych w nauczaniu. Ujawniono znaczenie i zalety stosowania innowacyjnych narzędzi w nauczaniu języków obcych, co zapewnia rozwój kompetencji komunikacyjnych, zawodowych i twórczych oraz stymuluje potrzebę samokształcenia przyszłych nauczycieli filologii. Ustalono, że wprowadzenie innowacyjnych metod nauczania języków obcych wpływa pozytywnie na motywację studentów oraz końcowy wynik nauki – poziom przyswojenia języka. Szczególną uwagę zwraca się na kształtowanie gotowości do innowacyjnych działań edukacyjnych przyszłych nauczycieli filologii, co jest jednym z głównych czynników procesu edukacyjnego w szkole wyższej. Przeanalizowano koncepcyjne podejścia do kształtowania kompetencji zawodowych nauczycieli filologii, uzasadniono czynniki społeczno-kulturowe przyczyniające się do powstawania i rozwoju osobowości specjalisty. Analizowane są teoretyczne aspekty problemu organizowania gotowości do działalności innowacyjnej, rozważana jest treść pojęć «metody interaktywne», «środki innowacyjne», «szkolenie».

Celem niniejszego artykułu jest zbadanie innowacyjnych środków dydaktycznych w kształceniu zawodowym przyszłych nauczycieli filologii, możliwości ich zastosowania w procesie edukacyjnym szkół wyższych. **Wyniki.** Rozwój zawodowy przyszłego nauczyciela dyscyplin filologicznych jest procesem złożonym i długotrwałym. Wśród jego

obligatoryjnych składników znajdują się szkolenia teoretyczne i praktyczne, podczas których przyszli nauczyciele opanowują system wiedzy i umiejętności naukowych w połączeniu z ogólnym przygotowaniem zawodowym. W artykule rozważono problem wykorzystania innowacyjnych środków dydaktycznych w kształceniu nauczycieli filologii w szkołach wyższych. Określono rolę narzędzi interaktywnych w procesie kształcenia zawodowego przyszłego nauczyciela-filologa w działalności pedagogicznej; przedstawiono zasadnicze cechy treści procesów innowacyjnych we współczesnej edukacji; uzasadniono przedmiot i zadania innowacji pedagogicznej w szkolnictwie wyższym.

Wnioski. Współczesne ukraińskie szkolnictwo wyższe wymaga rewizji wykorzystania innowacyjnych form i metod w organizacji procesu edukacyjnego w szkołach wyższych. Wykorzystanie innowacyjnych środków dydaktycznych w nauce języków obcych umożliwia zorganizowanie nowego modelu edukacji, w którym dominujące miejsce należy do przyszłego specjalisty specjalności filologicznych. Wprowadzenie do procesu kształcenia w szkołach wyższych całego szeregu innowacyjnych metod i narzędzi dydaktycznych, z uwzględnieniem ich odpowiedniego łączenia, stanowi społecznie istotny aspekt w kształtowaniu osobowości twórczej przyszłego specjalisty w zakresie języków obcych.

Słowa kluczowe: przygotowanie zawodowe, gotowość, innowacyjne narzędzia, najnowsze technologie, nauczyciel filologii, efektywność nauczania, metody interaktywne, technologie multimedialne.