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#### BASIC STAGES OF TRAINING FUTURE TEACHERS OF FOREIGN LANGUAGES IN MODERN CONDITIONS OF EUROPEAN EDUCATION

**Formulation and justification of the relevance of the problem.** Modern changes in the educational

sector of Ukraine, the opening of borders of all of the educational environment of Europe, Ukraine's

transition to credit-modular system (at first), and now to distance learning at high school, the new standards and requirements for teachers, associate professors and professors of universities, new standards and requirements (certification of secondary school teachers of foreign language), change of curriculum, reduction in hours of subjects to study – it puts before the government a rather substantial question, namely the training of new teachers of foreign languages, adapted to modern conditions of the European Union.

We try to investigate the problem and to show our personal vision of solving some aspects of this situation in our research. The relevance and feasibility of the study due to the need to overcome the contradiction between the social order of high school to prepare specialist foreign language for the implementation of educational activities at different stages of the continuous education system and the real level of readiness for professional activities in different types of schools in the country.

**Analysis of recent research and publications.**

Modern requirements for the formation of a personal approach was gradually determined in the researches of such famous psychologists as K.Abulkhanova-Slavskaya, V.Davydov, M.Malkov, V.Molyako, L.Prokoliyenko, O.Tkachenko, I.Yakimanska, O.Asmolov, I.Beh, M.Boryshevskiy, O.Kulchytska, S.Maksimenko, V.Morgun, V.Stolin, V.Tatenko, T.Tytarenko, V.Tytov.

Problems of introduction of profile training of university are investigated by B.Bilyak, R.Vasilyeva, S.Wolyanska, O.Duda, O.Kabardin, P.Lerner, I.Likarchuk, V.Oliynyk, V.Rybalka. The questions of profile education as a scientific problem has been studied by leading scientists G.Dorofeeva, L.Dunets', O.Zhad'ko, V.Kremin', S.Petrenko, M.Shkil'. We find the results of the studies of training of students of specialized universities in the works of such scientists as O.Akmaldinova, E.Luzik. Characteristics of managing the process of development of personality by means of variable components of educational content are explored by a cohort of scientists, in particular: O.Bilytskyi, A.Zhafyarov, V.Kyzenko, G.Nekoz, O.Pogoryelov, S.Cherener, Y.Shukevich.

**The purpose of writing the article.** The purpose of writing this article is – to identify and analyze some of the basic stages of training foreign language teachers in the system of individualization in higher educational institutions (based on three main subjects: pedagogics, psychology, foreign language). **The task** of the research is the analysis of the results of the pedagogical experiment in a specially created pedagogical environment of three pedagogical universities.

**The main material.** We conduct this study in the framework of our doctoral dissertation experiment «Theory and methods of individualization of training future teachers of foreign languages in higher educational institutions». So a special adaptive environment has been established on the basis of three

universities (Chornomors'kyi Petro Mogyla National University, Kirovograd Volodymyr Vynnychenko State Pedagogical University, Odessa I. I. Mechnikov National University). Its essence is to check the conditions of training the students of foreign philology at the university in modern conditions and in accordance with new challenges. We allocated the experimental (20 students) and control group (30 students) in each high school. The programme of our experiment was implemented in the experimental group, and in control training the teachers of foreign languages and their adaptation was conducted naturally in the environment of the university. In total, the study involved 150 people. We collaborated with the teachers of psychology, pedagogy, foreign languages, tutors of academic groups. This research is a four-year training study. We present the results of the first (interim) phase of the study. Our study was conducted during 2014–2016 in two stages (October 2014, June 2016).

During this period a questioning was conducted in the studied universities among the teaching staff and among students to identify thoughts about improvement of professional training of future teachers of foreign languages. In particular, high school teachers were asked to identify the main, in their opinion, ways of improving this process in modern conditions. And then the students were asked to prioritize and to explain the essence of each activity.

Here are the results of the investigation. So the task: «Identify the main stages of professional training of future teachers of foreign languages in today's Europeanization of education» the teaching staff of higher educational establishments gave the following responses (given those that received the highest percentage):

- The influence of organization of educational process in high school on individualization of professional training of foreign language teachers (75 %);
- The impact of the relationship of adaptive processes in the educational environment of the university on training of future teachers of foreign languages (65 %);
- Participation in socially useful activities as a condition of effective individualization of professional training of teachers of a foreign language in high school (50 %);
- Professional development in special schools as a result of the qualitative process of individualization of professional training of foreign language teacher (80 %);
- Self-educational activity of teachers of foreign languages as a factor of implementation of professional training (75 %).

The results of the students' responses (October 2014) in both studied groups to the task: «Arrange on priorities of the submitted activities in depending on their influence and their importance in the process of

professional training of future foreign language teachers and explain the nature of each activity» are as follows:

- EXPERIMENTAL GROUP – the impact of organization of educational process in university (50 %); the effect of the relationship of adaptation processes (15 %); participation in socially useful activities (15 %); professional development in specialized schools (15 %); self-education activity of foreign language teachers (5 %);

- CONTROL GROUP – the impact of organization of educational process in high school (60 %); influence of the relationship of adaptive processes (5 %); participation in socially useful activities (20 %); professional development in specialized schools 10 (%); self-education activity of foreign language teachers (5 %).

Analyzing the results of students' answers we should note that in both groups the results are almost identical: the highest percentage (55%) scored «organization of the educational process of the university, while the lowest (5 %)!!! was «self-educational activity of teachers of a foreign language». These findings imply that firstly, the first-year students existed still in school education and did not adapt to the environment of higher education; secondly, they were not trained to work independently. Other answers of the students of the experimental group are identical, indicating the homogeneity of the group. In the control group the second by priority (20 %) was «participation in socially useful activities», which indicated on the group and on incomplete understanding of the nature of the process.

Answering the second half of the task (explaining each activity) the students in both groups gave almost identical answers. So «the influence of organization of educational process for training» they understood the process of knowledge transfer by foreign language. «Adaptation processes» students understood as the adaptation to educational environment of higher school. In turn, «the participation in socially useful activities» referred to the students' non-academic activities of the group, faculty, university. Participants' understanding of such type of activity as «professional development in specialized schools» boiled down to training abroad in the respective schools. The last stage «self-educational activity of foreign language teachers», which scored the lowest priority, students explained as independent postgraduate study of a foreign language.

We define each stage of training in a different vision. The first stage «Effect of the organization of educational process in high school for individualization of professional training of teachers of a foreign language», we propose to implement through individualized training. This means that we conduct professional training on the basis of the triad of educational subjects (pedagogy, psychology,

foreign language). At the core of our training individually-personal approach is (training is conducted in small groups of 2 - 3 people or individually), which takes into account all the individual performance, abilities, skills, inclinations.

Nowadays, quite often a personal approach (personality-oriented training) is identified with an individual approach to learning (individualization of instruction). These approaches do have common features, since the personality of a future teacher is in the centre of educational process, which is inherent to individual characteristics, so the teacher should pay special attention to personal development and growth of students, considering their individual differences [2, p. 133–138].

Individualization of training – training process, in which the choice of forms, methods, techniques and learning tools are taken into account according to individual differences of students, their level of training and ability to learn. The individual approach is based on knowledge and consideration of teacher the individual characteristics of students, their aptitude and interests [6, p. 76].

The content of training future teachers of foreign language in high school should be structured so that the total volume of subjects studied, (both variable and invariant parts) would provide an educational and formative influence on its professionally important qualities (language skills, ability to solve problems of multicultural student community, dialogue, tolerance, communicative skills, etc.) and system of values [3, p. 62–65].

Special courses are an integral part of the training. In particular, you can use the following special courses for improvement the foreign language teacher, «Philosophy of science», «Philosophy of education» (M. Knyazyan); «Bases of pedagogical competence of future teacher of foreign language» (A. Shyshko); «Distance learning for foreign language» (I. Kostikova); «Student-centered teaching» (O. Pyekhota); «Formation of professional culture of a future teacher of foreign languages» (Y. Chernionkov) [7, p. 256–271]. We also insist on the introduction of information-communication technologies, multimedia and distance forms of training, which are increasingly popular lately.

To provide students assistance in learning and recommendations for the organization of independent work, professors held consultations (according to schedule or as necessary; in groups and individually). Therefore, the teacher has the ability to check the process of acquiring prospective students' knowledge and skills on the subject; to suggest ways to improve them, based on their individual characteristics [8, p. 82–113].

The second stage, «The influence of the relationship of adaptive processes in the educational environment of the university on training future teachers of foreign languages» we understand as polycomplete and polycomplex system that includes

psychological, pedagogical and foreign language aspects. The psychological aspect of adaptation consists of the destruction over the years developed attitudes, skills, habits, and value orientations of secondary school pupils. To prevent these problems, we (together with psychology teachers and tutors) created and conducted a program of adaptation of students that was implemented in the framework of our doctoral dissertation research (aiming at individualization). To achieve the objectives of our research we do several times a year a variety of tests, questionnaires and methods of psychological diagnostics.

Pedagogical aspect of adaptation is characterized by a slow entry of the students in the educational process of universities and the adaptation to the conditions of the educational environment of the faculty of foreign languages. Therefore, together with the tutors of academic groups, we have developed a program of adaptation for the students of faculties of foreign languages of the studied universities. Here are some of the aspects of this program: 1. Individual work. 2. The organizational work. 3. Social adaptation and practical work. 4. Educational-methodical work. 5. Socio-cultural activities.

The foreign language aspect of adaptation depends on the level of their school training. The essence of individualization of our training lies in the fact that a different system of teaching practice; scientific-research work of students calculated for all the training (and not just of the last courses); the other system of independent of individual work was implemented for investigated students in addition to standard methodological tools.

The third stage «Participation in socially-useful activities as a condition of effective individualization of professional training of teachers of foreign languages» we understand as: firstly, as an integrative quality, which includes social knowledge and experience, the necessity of self-realization and achievement of socially significant purposes and is characterized by a focus on different types of socially-useful activities [1, 137–145]; secondly, as one of the forms of extracurricular work that contributes to the socialization of the individuality, acting as a joint creative activity of subjects of pedagogical process, the main performance criteria of which should be considered as humanitarian mindset [5, p.130–134]; thirdly, as participation in research activities (writing scientific articles and participation in conferences both stationary and online, both local and especially foreign ones, participation in various grants, competitions).

The next stage is «Professional development in specialized schools as a result of the qualitative process of individualization of professional training of foreign language teachers». We see this stage in three main aspects: 1 - an extensive system of pedagogical practices needs to have one important component –

the continuity. It refers to permanent (non-separable) and common practice (3-5 courses); 2 – improvement of the knowledge, abilities, skills, developments in specialized schools in their city; 3 – probation-time abroad we regard as the most important aspect.

The last phase of training is «Self-educational activity of teachers of a foreign language as a factor of realization of professional training». The organization of independent training in a broad theoretical and methodological understanding is an integrated system of pedagogical influence on the processes SELF (self-actualization, self-determination, self-control, self-esteem, self-organization) [4, p.15–28]. In our opinion, the process of self-educational activity of future foreign language teachers includes 3 options: self-upbringing, self-development, self-improvement and is the highest rate students' adaptation process within the educational environment of the university.

In June 2016, we have conducted re-questioning with the same students for the same questions after implementing our experimental part of our thesis in the experimental groups. The results of the students' responses (June 2016) in both analyzed groups on the task: «Arrange on priorities of the submitted activities, depending on their influence and their importance in the process of professional preparation of future teacher of foreign» are the following:

- EXPERIMENTAL GROUP – the impact of organization of educational process in high school (35 %); impact of the relationship of adaptation processes (10 %); participation in socially-useful activities (10 %); professional development in specialized schools (30 %); self-education activity of foreign language teachers (15 %);

- CONTROL GROUP – the impact of organization of educational process in university (50 %); the effect of the relationship of adaptive processes (5 %); participation in socially-useful activities (30 %); professional development in specialized schools (5 %); self-educational activity of teachers of foreign language (10 %).

The results of *the experimental group* show a qualitative reduction in the share of the educational environment of the university and increasing the share of professional development in the specialized institutions, and that especially significant the increase in the percentage of self-educational activities. The results of *the control group* show almost the same results, where the environment of the university and socially-useful activities are dominant, but adaptation processes are absolutely not interested in students. This demonstrates the effectiveness of the implementation of our pedagogical experiment.

**Conclusions and prospects for further researches of direction.** We understand that our investigations are only a part of the created program of our studies of this problem. Further studies we see in the supervision and practical implementation of the system of professional training of students in III-IV

courses of study in higher education that we have created.

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