

УДК 37.378

**FOREIGN LANGUAGES TEACHERS' READINESS
FOR APPLYING INNOVATIVE TECHNOLOGIES
IN THE PROCESS OF EDUCATIONAL ACTIVITY
ACCORDING TO THE RESULTS
OF EXPERIMENTAL RESEARCH**

Iryna Khrin,

Doctor of Philosophy in Pedagogy (Ph.D),
Lecturer of the Department of Foreign Philology,

Translation and Methods of Teaching,
SHEE «Pereiaslav-Khmelnyskyi Hryhorii Skovoroda

State Pedagogical University»,
Pereiaslav-Khmelnyskyi, Ukraine

ORCID iD: orcid.org/0000-0003-0368-6426

Abstract

It is determined that the future foreign languages teachers' technological readiness for innovative activities is a complex process, including the ability to use innovative technologies in their practice, the ability to identify problems, to evaluate their results, the requirement for professional self-education, and which provide high results in a pedagogical work. It is proved that at the present stage of the development of higher education there is a need for a comprehensive studying and understanding the problem of introducing innovative pedagogical technologies into the educational process and effectiveness of their application in innovative activity, that can raise the level of specialists' professionalism in accordance with modern European integration educational tendencies. Therefore, it is worthwhile to use the experience of Great Britain in the technologizing of the higher education in Ukraine, which means the introduction of innovative technologies that will enhance the learning process in the study of foreign languages, as well as contribute to the advancement of Ukraine in an educational foreign-language space.

Key words: technology, foreign languages, future teachers, experimental work, technological readiness.

Statement of the problem of the context of modern pedagogical thought and its connection with important scientific and practical tasks. The teacher's training to innovative activity is provided with technologies of its organization and realization in the educational system of Ukraine. In this case the primary question should be of future English teacher's training to work at a modern school, changing not only according to the type, but also to the content of education, forms of educational disciplinary process organization. Future teachers of foreign languages need to improve their knowledge in such questions as modern foreign language lesson, innovative technologies in the process of teaching, teaching English with the use of different methodologies. Minding the importance of foreign language in Ukraine, future foreign languages teachers should be well prepared to the activity on the lesson. Further it helps them to understand better the people who studies. Under these circumstances we should elaborate such methodology of the future foreign languages teachers' training which can provide the level of technological teacher's training to innovative activity in the process of studying foreign language in Ukraine.

Analysis of recent research and publications. The substance of the notion of «innovative technology» was researched by such native scientists and researchers as I. Bondarenko, B. Clark, M. Klarin, I. Lerner, O. Shapran, I. Smoliuk, L. Volkova and others. It is convinced that a pedagogical technology is a system and order of functioning of all personal, instrumental and methodological means which are used for pedagogical goals achieving. The substance of the notion of «innovative technology» was also explored by foreign scientists such as G. Elinhton, M. Eraut, S. Frene, R. Kaufman, P. Mitchell, F. Persival, K. Silber, S. Spilding, R. Toma and others. P. Lightbown proposed such definition: «Innovative technology is a sphere of researches and practice within the system of education that has communication with all aspects of organization pedagogical systems and procedure of dividing resources for achieving specific and potentially reproducible pedagogical results» [6, p. 370].

Many foreign scientists explored the problems of teacher's readiness to the innovative activity, such as G. Braun, K. Karter, D. Katz, L. Shulman, M. Smith.

M. Diachenko, N. Levitov, V. Yadov considered a readiness as a state; E. Fedorchuk, Ye. Pavliutenkov, V. Sierikov considered it as a quality of personality; B. Ananiev, L. Haponenko defined it as a complex of possibilities; V. Kretetskyi defined it as a synthesis such personal qualities; S. Vasylieva and L. Kandybovych – as a systematic formation; A. Ahtarieva, H. Kostiuk – as an installation of phenomenon; I. Buzhyna, A. Linenko, H. Trotsko – as an integral steady formation; S. Lytvynenko – as an integral multidimensional dynamic personal formation; I. Havrysh – as an integrative quality of personality and a condition, a regulator of successful professional activity.

The purpose of the article is to prove the effectiveness of introducing the author's classification of innovative technologies into the process of teaching foreign languages.

Presenting main material. Foreign language became not only as a method of speaking, but also as a tool with the help of which students can prepare to an innovative activity. The project of State Standard and Common European Recommendations say that all system of education in the sphere of foreign language can produce the students' knowledge of foreign language communication. It will promote the integration of Ukrainian society to the world community. This task can be fulfilled only by professionally prepared teachers who studied languages according to the new modern technologies [3, p. 68–72].

With the purpose of checkup the technological readiness of future foreign language teachers to the introduction of innovations in the process of teaching, the author's classification of innovative technologies was made. In the process of origination of the classification it is the experience of Great Britain that was considered. Great Britain is one of the first countries where introducing and using innovative technologies began in the process of future foreign

languages teachers' training. The technologizing of educational process, updating standards and programs takes place in the education of this country systematically. In this case its experience in technological readiness of future foreign language teachers to innovative activity is a positive experience for Ukraine [5, p. 73–78].

The author's classification includes eight groups.

The first group – suggestive: suggestopedia.

The second group – context-linguistic:

- immersion education;
- total immersion technology;
- bilingual education;
- direct technology.

The third group – technology of pedagogical support: tutor.

The fourth group – technology of associative study:

- associative technology;
- technology of associations;
- total physical response technology;
- composing semantic graphs and mind-mapping.

The fifth group – interactive:

- talk-show;
- debate, TV Show;
- case-study;
- communicative technology;
- storyline technology;
- cognitive technology;
- silent way community language learning.

The sixth group – information technologies:

- audio-lingual technology;
- distance learning;
- multimedia;
- internet technologies.

The seventh group – creatively dialogic:

- dialogue journals;
- spaced learning.

The eighth group – informatively consulting: language portfolio.

The experimental and research work on analyzing the state of future foreign language teachers' readiness to the innovative activity took place, using the experience of Great Britain, on the base of Philological Department (English, German, French) of SHEE «Pereiaslav-Khmelnytskyi Hryhorii Skovoroda State Pedagogical University». The total number of involved students were 230, among them 117 were included to the experimental group and 113 to the control one.

At the diagnostic stage of our study there was a measurement and evaluation of the technological readiness of future foreign languages teachers for innovations. The research was conducted through organizing and conducting problem lectures and seminars using various diagnostic techniques, namely: the methodology for determining the motivation to master the professional knowledge and the formation of professional qualities (T. Iliina) – 50 allegations were proposed to the students, along with which it was necessary to insert «+» (agreement) or «-» (disagreement); a method for identifying an innovator's knowledge of the teacher in introducing innovative technologies (test), which contained 16 questions with options for answers. It was necessary to determine the correct option for innovative pedagogical technologies. The next step of research was a questionnaire for identifying innovation awareness in the implementation of innovative technologies, which included 10 questions which required clear and precise answers; the diagnostics of the implementation of self-development needs; a test for identifying creativity in general and creativity in the use of innovative technologies.

According to the results of these methodologies it was defined that the high level of motivation to the study in experimental and control groups are 21,45% and 22,13% of students, middle – 36,14% and 33,65%, low – 42,41% and 44,22%. High level of informational culture according to the results of questionnaire in experimental groups – 30,03%, middle – 43,13%, low – 26,84%; in control groups – 35,22%, 34,31%, 30,47%. According to the definition of information culture of future teachers with help of test experimental

group showed such results: high level – 36,11%, middle level – 50,02%, low level – 13,87%; control group – 35,22%, 34,31%, 30,47%. According to the results of diagnostic of realization needs in self education was discovered that in experimental group high level 54,25% respondents, middle – 36,04%, low – 9,71%; control group – 34,22%, 40,13%, 25,65%.

According to the interrogation of creative potential and creativity we got such results: experimental group – 14,23%, 81,03%, 4,74%; control group – 20,13%, 62,23%, 17,64%. So, according to the results of conducting experiment we discovered that students don't know the information about innovative pedagogical technologies to a sufficient degree. They hardly answered the questions without answer options. Checking showed that students don't navigate in varieties of innovative technologies and also in the sphere of innovative technologies which appeared and introduced in educational process as Ukraine and in Great Britain in the process of learning foreign languages.

The analysis of the pedagogical diagnostics and the received low indicators contributed to the next stage of the experiment. In the traditional course for the study of foreign languages, the students of experimental group were introduced innovative technologies using the experience of Great Britain.

In particular, the process of study foreign languages at all courses at the information stage was introduced with a lecture course «Innovative Technologies in the System of Future Foreign Language Teachers' Preparing for Innovation», entitled reports «Motivation for the Study of Foreign Languages through the Application of Innovative Technologies», «Innovations in the Study of Foreign Languages». In the process of making these reports students got acquainted with the concept of «innovative pedagogical technologies», «innovation», «innovation activity», a variety of innovative technologies and their implications in the process of learning foreign languages.

At the technological stage for 1–2 courses the classes were developed with use of technologies such as: mind mapping (smart cards); technologies of associative symbols were used in the process

of study new foreign words. During this lesson a teacher and students choose one associative symbol by the help of which they should call one or another word.

At the communicative stage, for the students of the 3rd–4th courses the classes were supplemented by such technologies as collective or group language learning, direct technology, case study, spaced technology.

At the foreign-language stage, lessons in foreign languages were based on immersion and bilingual education, language immersion technology and silent technology. The classes were conducted exclusively in a foreign language, but included both educational and informational character.

The theme of the lesson was «What makes a good foreign teacher? », with introducing a new vocabulary. Students learned a lot about what a foreign language teacher should be, especially the study of additional disciplines in its preparation for teaching, a discussion was held. In the process of speaking, students were able to express themselves freely, controlling the correct pronunciation and correct using of grammatical constructions.

At the above-listed stages, the focus was on introducing future foreign languages teachers with a variety of innovative technologies in the process of study foreign languages. These technologies promoted students' interest, increased their motivation to study and develop critical thinking.

At the control stage, after the experiment, the level of motivation to acquire knowledge and awareness of importance chosen profession of control and experimental groups has changed. The level of motivation to study and understanding the importance of profession in experimental groups has increased. The positive changes have also taken place in experimental groups of future foreign languages teachers towards their level of informational culture.

Significant changes have occurred in the levels of diagnostic in realization needs of self-development in the experimental group: the high level has grown by 6.03%, middle is 3.68%, and the low level is absent at all.

It has been found that for students of experimental groups lessons with using various technologies are interesting and promote orientation in searching of something new, original and aspiration for creative self-development.

At the present stage of education's development there is some experience in creating the appropriate conditions for the professional growth of future foreign languages teachers, promoting a comprehensive understanding of the need to improve their professional skills in teaching foreign languages. However, there is a need of using innovative pedagogical technologies and their introduction into the educational process.

Conclusions of the research and perspectives of further exploration in the studied direction. The traditional system of training future foreign languages teachers is not sufficiently aimed at using the entire potential of innovative technologies in the educational process. Therefore, in order to enrich the content of the future foreign languages teachers' training for innovation, one should draw from the experience of Great Britain, which is one on the first places in the world, with using innovative technologies in the process of studying foreign languages.

The prospect of further research can be seen in the development of the characteristics of the content, forms and methods of professional training of foreign language specialists using innovative pedagogical technologies at the British higher educational institutions at the present stage and their introduction into the educational process in Ukraine.

Список використаних джерел

1. Алексеева О. Сучасні тенденції виховання та освіти в розвинених країнах світу. *Педагогіка і психологія*, 2004. № 3. 124 с.
2. Канівець О. Особливості різнорівневої підготовки фахівців у Великій Британії : *Вісник Книжкової палати. Науково-практичний журнал*. 2010. № 3. 78 с.
3. Кнодель Л. Сучасна освітня система у Великій Британії. *Директор школи. Україна*. 2008. № 1. С. 68–72.
4. Стеценко К. Позитивні зрушення системи освіти Великої Британії в другій половині XX-го століття на шляху до світової співпраці. *Гілея*. 2012. № 65. 67 с.

5. Торубара О. Застосування новітніх інформаційних технологій в навчальному процесі вищих навчальних закладів. *Педагогічні науки*. 2013. Вип. 108. т. 2. – С. 73–78.
6. Шапран О. Система інноваційної підготовки майбутнього вчителя в умовах навчально-наукового-педагогічних комплексів. *Переяслав-Хмельницький*. 2007. 370 с.
7. Шелест Ю. Вивчення іноземних мов в університетах України (XIX–XX століття) : *Вид-во ЖДУ*. 2014. 231 с.
8. Шехавцова С. Технологія портфоліо як показник самоосвітньої діяльності суб'єктів педагогічного процесу. *Педагогічні науки*. 2013. № 18 (277) ч. 3. С. 135–144.
9. Kim D. A young English learner literacy practice through dialogue journals. *Journal of Reading Education*. 2011. P. 27–34.
10. Kozachenko I. Dialogue Journals in English: *Science and Civilization*. Sheffield. 2015. P. 93–94.
11. Peyton J. Dialogue journals: Interactive writing to develop language and literacy. *National Clearinghouse on Literacy Education* [Електронний ресурс]. Режим доступу : <http://www.cal.org/resources/digest/peyton01.html>. – Назва з екрана.
12. Richards J. Approaches and methods in language teaching. A description and analysis. *Cambridge*. 2009. 145 p.

References

1. Aleksieieva O. Suchasni tendencii vyhovannia ta osvity v rozvynenykh krainah svitu. *Pedahohika i psyholohiia*. 2004. № 3. 124 s.
2. Kanivets O. Osoblyvosti riznorivnevoi pidhotovky fahivtsiv u Velykii Brytanii: *Visnyk Knyzhkovoï palaty. Naukovo-praktychnyi zhurnal*. 2010. № 3. 78 s.
3. Knodel L. Suchasna osvitnia systema u Velykii Brytanii. *Dyrektor shkoly. Ukraina*. 2008. № 1. S. 68–72.
4. Stetsenko K. Pozytyvni zrushennia systemy osvity Velykoi Brytanii v druhii polovyni XX stolittia na shliahu do svitovoi spivpratsi. *Hileia*. 2012. № 65. 67 s.
5. Torubara O. Zastosuvannia novitnih informatsiinyh tehnolohii v navchalnomu protsesi vyshchych navchalnyh zakladiv. *Pedahohichni nauky*. 2013. Vyp. 108. т. 2. S. 73–78.
6. Shapran O. Systema innovatsiinoi pidhotovky maibutnioho vchytelia v umovakh navchalno-naukovykh pedahohichnykh kompleksiv. *Pereiaslav-Khmelnytskyi*. 2007. 370 s.
7. Shelest Yu. Vyvchennia inozemnykh mov v universytetakh Ukrainy (XIX–XX stolittia): *Vyd-vo ZhDU*. 2014. 231 s.
8. Shekhavtsova S. Tekhnolohiia portfolio yak pokaznyk samoosvitnioi diialnosti subiektiv pedahohichnoho protsesu. *Pedahohichni nauky*. 2013. № 18 (277) ch. 3. S. 135–144.
9. Kim D. A young English learner literacy practice through dialogue journals. *Journal of Reading Education*. 2011. P. 27–34.

10. Kozachenko I. Dialogue Journals in English: *Science and Civilization*. Sheffield. 2015. P. 93–94.
11. Peyton J. Dialogue journals: Interactive writing to develop language and literacy. *National Clearinghouse on Literacy Education* [Електронний ресурс]. Режим доступу : <http://www.cal.org/resources/digest/peyton01.html>. – Назва з екрана.
12. Richards J. Approaches and methods in language teaching. A description and analysis. *Cambridge*. 2009. 145 p.

Ирина Витальевна Хрин,

кандидат педагогических наук, преподаватель,
кафедра иностранной филологии, перевода и методики обучения,

ГВУЗ «Переяслав-Хмельницкий государственный
Педагогический университет имени Григория Сковороды»,

г. Переяслав-Хмельницкий, Украина

E-mail: irina_kozachenko1989@ukr.net

Хрин И.В.

ГОТОВНОСТЬ УЧИТЕЛЕЙ ИНОСТРАННЫХ ЯЗЫКОВ К ИСПОЛЬЗОВАНИЮ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ В ПРОЦЕССЕ НАУЧНОЙ ДЕЯТЕЛЬНОСТИ ЗА РЕЗУЛЬТАТАМИ ЭКСПЕРИМЕНТАЛЬНОГО ИССЛЕДОВАНИЯ

Аннотация

Определено, что технологическая готовность будущих учителей иностранных языков к инновационной деятельности – сложный процесс, включающий в себя умение использовать инновационные технологии в своей практике, способность к определению проблем, к самооценке ее результатов, потребность в профессиональном самовоспитании, что обеспечивает высокую результативность педагогической работы. Доказано, что на современном этапе развития высшего образования возникает потребность во всестороннем, комплексном изучении и осмыслении проблемы внедрения инновационных педагогических технологий в учебный процесс и эффективности умение их применения в инновационной деятельности, что повысит уровень профессионализма специалистов в соответствии с современными евроинтеграционными образовательными тенденциями. Поэтому заслуживающим внимания

считаем использование опыта Великобритании в технологизации высшей школы Украины – внедрение инновационных технологий, которые будут способствовать усовершенствованию учебного процесса в области изучения иностранных языков, а также способствовать успеху Украины в образовательном иноязычном пространстве.

Ключевые слова: *технология, иностранный язык, будущий учитель, экспериментальная работа, технологическая готовность.*

Ірина Віталіївна Хрін,

кандидат педагогічних наук, викладач,
кафедра іноземної філології, перекладу та методики навчання,
ДВНЗ «Переяслав-Хмельницький державний
педагогічний університет імені Григорія Сковороди»,
м. Переяслав-Хмельницький, Україна
E-mail: irina_kozachenko1989@ukr.net

Хрін І.В.

ГОТОВНІСТЬ УЧИТЕЛІВ ІНОЗЕМНИХ МОВ ДО ЗАСТОСУВАННЯ ІННОВАЦІЙНИХ ТЕХНОЛОГІЙ У ПРОЦЕСІ НАВЧАЛЬНОЇ ДІЯЛЬНОСТІ ЗА РЕЗУЛЬТАТАМИ ЕКСПЕРИМЕНТАЛЬНОГО ДОСЛІДЖЕННЯ

Анотація

Визначено, що технологічна готовність майбутніх учителів іноземних мов до інноваційної діяльності – складний процес, що включає в себе уміння використовувати інноваційні технології у власній практиці, здатність до визначення труднощів, до самооцінки її результатів, потребу в професійному самовихованні, що забезпечує високу результативність педагогічної роботи. Охарактеризовано авторську класифікацію інноваційних технологій у процесі підготовки майбутніх учителів іноземних мов з використанням досвіду Великої Британії. Усі технології умовно поділено на групи за відповідними ознаками. Перша група – технологія навчання; друга група – імерсійне навчання, технологія мовного занурення, білінгвальне навчання, пряма технологія; третя група – тьюторство; четверта група – технологія

асоціативних символів, технологія асоціацій, загальнофізична технологія реагування, складання семантичних графів та побудова інтелект-карт; п'ята група – ток-шоу, дебати, телешоу, кейс-стаді, комунікативна технологія, технологія сценарію, когнітивна або пізнавальна технологія, шлях мовчання, колективне вивчення мови; шоста група – дистанційне навчання, технологія мультимедіа, Інтернет-технології; сьома група – діалог журнали, технологія вільного навчання; восьма група – мовне портфоліо.

Здійснено експериментальне дослідження технологічної готовності майбутніх учителів іноземних мов до застосування інноваційних технологій у процесі викладання. Доведено, що на сучасному етапі розвитку вищої освіти виникає потреба у всебічному, комплексному вивченні та осмисленні проблеми впровадження інноваційних педагогічних технологій у навчальний процес та ефективності уміння їх застосування в інноваційній діяльності, що підвищить рівень професіоналізму фахівців відповідно до сучасних євроінтеграційних освітніх тенденцій. Тому вартим уваги постає використання досвіду Великої Британії у технологізації вищої школи України – впровадження інноваційних технологій, які сприятимуть удосконаленню навчального процесу у сфері вивчення іноземних мов, а також сприятимуть успіху України в освітньому іншомовному просторі.

Ключові слова: технологія, іноземна мова, майбутній учитель, експериментальна робота, технологічна готовність.