



на цих етапах спортсмен, який займається даною легкоатлетичною дистанцією, разом із тренером повинен грамотно і раціонально підходити до тренування кожного етапу і підбирати саме ті методи та засоби, які сприятимуть гарним результатам.

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EDUCATIONAL MATERIALS PACKAGE FOR BUILDING FOREIGN LINGUISTIC COMPETENCE IN THE HIGHER EDUCATIONAL INSTITUTIONS OF UKRAINE

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The article deals with the problem of integrated educational and methodological support of competency-centered teaching foreign languages in the higher school of Ukraine. It brings up to date the issue of textbooks and manuals relevance to the national qualifications and professional / educational standards framework. The typology of textbooks is represented and substantiated. The prospects for expanding the considered issues are outlined.

Key words: *foreign linguistic competence, educational package, standard, qualification.*

Лічман Л.Ю. КОМПЛЕКС НАВЧАЛЬНО-МЕТОДИЧНИХ РЕСУРСІВ ФОРМУВАННЯ ІНШОМОВНОЇ КОМПЕТЕНТНОСТІ У ВНЗ УКРАЇНИ

У статті досліджується проблема комплексного навчально-методичного забезпечення компетентно-центричного навчання іноземних мов у вищій школі України. Актуалізується питання релевантності підручника та навчального посібника національній рамці кваліфікацій та професійним/освітнім стандартам. Позначається й обґрунтовується типологія підручників. Намічаються перспективи розширення цієї проблематики.

Ключові слова: *іношомовна компетентність, навчально-методичний комплекс, стандарт, кваліфікація.*

В статье исследуется проблема комплексного учебно-методического обеспечения компетентностно-центричного обучения иностранным языкам в высшей школе Украины. Актуализируется вопрос релевантности учебника и учебного пособия национальной рамке квалификаций и профессиональным/образовательным стандартам. Обозначается и обосновывается типология учебников. Намечаются перспективы расширения рассматриваемой проблематики.

Ключевые слова: *иноязычная компетентность, учебно-методический комплекс, стандарт, квалификация.*

In the language education of Ukraine's higher school of the late 20th – early 21st century, the trend to the intensive effective

and target-oriented foreign language training appears: the intensive language training is driven by the need to rapidly develop and re-



alize students' communication skills in order to build some profession-oriented linguistic competences.

To successfully implement the competence-centered model of foreign language education required consolidating the organizational and pedagogical efforts and resources. In particular, first of all, the need for a comprehensive approach to problems involving the training materials, programs and plans conformity with the National Qualifications Framework, as well as professional standards and the Standards of higher education, manifested itself. The consistent correlation between the educational package and statutory instruments largely determines the process and result of building foreign linguistic competences in university students. Therefore, the content of language education must fully comply with all the information-packed scope of education and training.

The issues of creating a modern educational package, especially the concept of a competency-oriented textbook aroused the scholarly interest of R. Artsyshevskyy, N. Borysko, M. Burda, D. M. Brinton, M. B. Wesche, N. Hadaychuk, D. Zuev, H. Kozlakova, H. Kryuchkov, O. Lytvynuk, V. Moshkov, V. Plakhotnyk, V. Red'ko, M. A. Snow and others. The development of educational and professional Standards was done by such researchers as B. Barneka, M. Butkevych, V. Holovenkyn, O. Holubenko, Yu Zyn'kovskyy, S. Mel'nychenko, T. Morozova, Yu. Yakymenko and others.

Education and training content structure in Ukraine [9, p. 3] consists of two parts: the upper – statutory – part contains the documents of special state significance:

- National Qualification Framework;
- occupational standards;
- higher school standards.

The lower part consists of documents, developed and approved by the higher school of Ukraine:

- education program;
- syllabus;
- working curriculum;
- educational subjects program;
- credit and module work program.

The compositional rigor of the identified components, which are interrelated and hierarchically subordinated, should be noted, as this, in general and in particular, defines the aggregate / intermediate result, the qualitative level of competences. For example, the educational program structure is designed in a manner that the competency-based component – intended learning outcomes – is dominant among other educational components (requirements for applicants, the list of subjects, ECTS credit hours).

Therefore, the interaction quality of all the parts of the educational structure, as well as the content of each of them, is crucial for the educational process management.

The same goes for the problem of educational materials – textbooks, manuals, dictionaries, etc. The coordination between the creation of the system of programs, plans, on the one hand, and the educational package, on the other one, is an urgent priority, which is high on the agenda while studying the history of creating and using educational resource, including electronic.

Viewed in the large, the used guidance manuals (published a) in the Soviet Union, b) in sovereign Ukraine, c) abroad) are quite diverse and therefore do not fully meet the state educational ideology as pertaining to teaching foreign languages. For example, while training teachers have a common practice for using textbooks, different in their paradigmatics and methodological techniques. Many educators are known to use English manuals, particularly focused on grammar-translation and lexical-translation teaching methods (V. Arakin, N. Bonk, Z. Burova, V. Shahnazarova and others), but at the same time they also use foreign textbooks, based on communicative-activity and audiovisual language teaching (Oxford University Press and Cambridge University Press: New English File, English in Mind, Streamline, Upstream, etc).

They may well account for this fact that the practice of building lexical and grammatical knowledge and developing communication skills is very resourceful and promising, as it involves complementary approaches to teaching / learning the English language. Implementing this practice one should take into account that "the primary goal of a modern English textbook / manual should be the improvement of students' speaking and writing communication skills" [3, p. 260].

Concerning the quality of the educational materials, there is no getting away from the fact that, first, our education has not developed scientifically valid tools for evaluating the didactic level of the used materials and, second, their use efficiency largely depends on the qualification, experience and creative approach of a teacher / student. Therefore, the experts of the Ministry of Education and Science of Ukraine are supposed to proceed from the impracticality of the publishing strict regulation and the mandatory application of a particular education kit. As noted by the line ministry officer V. Moshkov, the intentions to unify the educational materials, making a dent in the textbooks and manuals nomenclature, conflict with the foreign experts' views: "In view of modern advances in this domain in



Europe and in the world, including the United Kingdom ("Oxford University Press", "Longman", "Heinemann"), France ("International"), Germany ("Klett Verlag"), the attempts of some researchers and publishers to turn our branch to the position, wherein the only one, so-called "stable", textbook was used, seem to be strange" [7, p. 7].

Meanwhile, it should be noted a tendency to arranging the educational materials in order to recommend them to be used, and rightly so, when it comes to teaching foreign languages in the higher school of 1–2 level of accreditation. Thus, the supplement of the Institute of Innovative Technology and Content of Education letter dated 03. 10. 12., No. 14.1 / 10-2731 contains the nomenclature of training programs and additional list of textbooks and teaching aids for upperclassmen, which are recommended by the Ministry of Education and Science, Youth and Sports to be used in the higher school of 1–2 level of accreditation. The list includes "Programs for secondary schools. Foreign languages (standard level, academic, subject-oriented level). For students in grade 10–11"; "The collection of tests. We learn English. For students in grade 10"; "Real Life" Elementary, Pre-Intermediate, Intermediate. For students in grade 9–11; "Outcomes Pre-Intermediate – Upper Intermediate" For students in grade 9–11; Use of English B2. For students in grade 11, etc [4].

Special mention should go to the segment of Ukrainian textbooks, most of which have been created and published in the 21st century; this is indicative of the national-oriented language education development. If there were shortages of national educational materials in the early 1990's, especially the subject-oriented ones, in particular, "Business English", then the gap was filled: there appeared a lot of educational and guidance papers aimed at improving professional foreign linguistic competences: Since the 1990's, a number of Ukrainian technical universities and, later, the other higher education institutions, have started introducing business foreign language as a particular subject into the curricula. For the course "Business Foreign Language" there was developed a program for teaching a foreign professional communication language "English for Specific Purposes", aimed at building a professional communicative competence in students" [2, p. 252].

All this resulted in a significant educational and methodical array of the specialized linguistic orientation. Among other things, it we should enumerate such programs and manuals as English Professional Communication Program, English of International Business

and Management, English for Economists, English for Financiers, English of Psychology, Business English Communication Course, Business English Communication Course, etc.

So far as concerns foreign textbooks and manuals, in the early 1990's, the manual written by K. Eckersley was the most popular, but from the mid-nineties onwards, with opening to the international educational space, due to the scientific and educational cooperation and the work on common foreign projects the higher educational institutions of Ukraine started using a variety of foreign educational materials of different focus and didactic level. And although those foreign sources were not entirely adapted to the national educational standards, teaching traditions, teachers training, native language features and a number of other specific slight and subtle differences, including the national mental character, they were quite in-demand in the learning and teaching "market". Many teachers took the opportunity to diversify in using Soviet / national and overseas textbooks, different in their methodological approaches; therefore, the potential for building foreign linguistic competence widened by virtue of new – communication-oriented – didactic sources, published abroad. By the late 20th century and early 21st century the Ministry of Education and Science, proceeding from the discovered realities, had assembled the panel of national and foreign experts from the British editions of "Oxford University Press" and «Longman» to work cooperatively at creating / processing the textbooks and manuals adapted to the national learning environment [7, p. 7].

In general, one may talk of the fact that foreign textbooks and manuals, often equipped with audiovisual aids, hold pride of place in the national educational environment. Some currently important and promising sources should be noted: "Oxford Word Skills Intermediate Student's Pack" (Book and CD-ROM), written by Ruth Gairns and Stuart Redman; "Oxford Word Skills Intermediate Idioms and Phrasal Verbs", Student Book with Key, written by Ruth Gairns and Stuart Redman; "FCE Practice Test", without Key, Longman; "First Certificate Practice Tests Plus", New Edition, written by Lucrecia Luque-Mortimer, Longman, name but a few.

Beyond that, particular emphasis should be placed upon "Oxford English for Careers", the library for students learning subject-oriented English (medicine, technology, tourism, etc.). The materials are quite usable with the purpose of building professional foreign linguistic competence, corresponding to the ECTS credit system, all the more so as this particular segment of language training needs addi-



tional didactic provision in Ukraine: learning a foreign language in the continuing education system "secondary school – higher school" (undergraduate, graduate) is not enough to be professional. It deprived the non-language university graduates of being competent in foreign language professional communication. The task that faces the higher technical school of Ukraine is to revise the entire system of teaching a foreign language throughout the learning supply chain: it should be made really consistent by creating new integrated programs of teaching a foreign language, especially towards the basic course and intermediate language instruction, in order not to start teaching and learning activities at the undergraduate level [1].

A foreign language textbook creation issues are directly correlated with electronic information resources: educational materials are gradually being penetrated in the information space, offering more scope for independent learning languages. Implementing and grounding the practice of using electronic textbooks while teaching / learning languages greatly promoted the adoption of the Law of Ukraine "On the Concept of the National Informatization Program", No. 75/98-BP, dated 4 February 1998 [5], [6, pp. 3–9].

However, it must be admitted that the methodological level of many sources appeared in the information space is highly questionable. In our opinion, their major disadvantage is they fail to meet the basic didactic requirements for textbooks: scientific rigor, methodological validity, consistency, structural and functional consequentiality, psychological adaptability, methodically designed harmony and so on. Alongside this, their obvious advantage is in the educational material inclusion, the possibility of self-study, time and teaching modes management, adequate educational materials selection, individually acceptable and productive texts selection, the rapid replenishment of new materials, etc.

One of the primary tools for teaching / learning language is an electronic textbook. E-learning modalities application issues attract the particular attention of many researchers: M. Belyaev, O. Bondar, V. Bykov, S. Hryhor'ev, V. Hrytsenko, A. Hurzhyy, A. Dovhyalo, M. Zhaldak, Yu. Zhuk, Yu. Mashbyts', Yu. Shepetko, H. Shelekhova and others.

As a rule, electronic scientific and methodological materials duplicate the print counterparts, whereas the specifics of life / location in the electronic world is quite distinctive, by this, it hasn't been studied enough yet; in fact, educators, as well as the academic community at large, can't make a determination on the advantages and disadvantages of

electronic data storage devices. That is why the really scientific didactic theory of using electronic resources for building / developing foreign linguistic competence hasn't existed yet. However, it must be conceded that some scientists, in particular the authors of "The Vocabulary Interpreting Terms and Notions of the Higher School Education", feel a bit more upbeat about e-books and working with them: "An electronic textbook <...> is created to provide means for hyperlinks, graphics, animations, commentary speech, registration forms, interactive tasks, multimedia effects. Electronic textbooks have plenty going for their paper based predecessors. For instance, a 650 MB-sized compact-disk (CD-ROM) contains 4,000 volumes of books, equivalent to a large private library [8, p. 38]. Here one – psychological – aspect generates doubts: the issues of number-crunching in the electronic environment, its reception and its impact on human mind provoke mountains of discussion and remains unresolved.

However, in this case, the prospect to "co-operate" with electronic systems seems to be more than delightful, but unpredictable. It is no coincidence, for example, one of the theorists of the postmodern concept J.-P. Lyotard, in his fundamental work concerning building students' competences [10], including the linguistic ones, refers to the trend towards the substitution of "professor" for an electronic interactive learning resource base.

Thus, a textbook as the most important and effective tool for teaching foreign languages is the dominant educational and methodical source, naturally incorporated into the complex of regulatory and standardized parameters: the national qualification framework, educational and professional standards, programs and plans.

Systemic regulatory compliance involves developing the theory and practice of creating educational programs and plans. The analysis of the educational and methodical segment reveals that over the past decades there have accumulated many areas of concern, including scientific and pedagogical substantiation, arrangement and didactic use of competency-based training modules.

The training modules and curriculum structure issues were studied by V. Viktorov, M. Ivanchuk, H. Kalinichev, V. Kremen', M. Kravchenko, H. Kil'ova, T. Mel'nychuk, T. Misyura, S. Nikolaenko, O. Petrashchuk, Yu. Rashkevych, N. Sklyarenko, T. Turkot and others. As part of the project "TUNING", the training modules and curriculum range of problems play a key role, being contextually consistent with the key aspects of the modern educational paradigm, including the stu-



dents-centered one, and the Tuning action lines:

"Line 1: Generic competences. Linking competences to approaches to learning, teaching and assessment.

Line 2: Subject specific competences (knowledge, understanding and skills). Linking competences to approaches to learning, teaching and assessment.

Line 3: ECTS as a European credit accumulation system: new perspectives.

– Linking credits to learning outcomes and competences.

– An approach for measuring student workload.

Line 4: Approaches to teaching / learning and assessment. Identifying possibilities and good practice to achieve competence based learning outcomes.

Line 5: Quality enhancement. Development of tools and methodology to enhance quality in program design and delivery [11, p. 8].

The program basis of foreign language training consists of the following subtypes:

1. Professional direction programs for nonlinguistic higher institutions (law, military, medical specialization, etc.);

2. Programs for linguistic higher institutions (translation / interpretation, international relations, philology specialization, etc.);

3. Programs for background study (professional retraining, advanced training, etc.);

4. Programs for postgraduate education (higher doctorate, postgraduate training, residency, etc.);

5. A multi-purpose program for all disciplines, which involves developing communicative competence according to the Common European Framework of Reference for Languages (CEFR).

According to the regulatory practice, the educational programs meet the requirements of the higher education institutions activities content and results, which are designated in the higher school standards. However, no State higher school standard (as distinct from the secondary school one) for regulating teaching / learning foreign languages in Ukraine has been developed.

In prospect, the mechanism of bringing the educational complex in line with standard regulations in order to the valid, meeting the needs of the social order, building of linguistic competences is to be significantly reorganized.

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