

PROFESSIONAL PREPARATION OF FOREIGN LANGUAGE TEACHERS IN THE PERIOD OF STATE INDEPENDENCE (1990 – 2000)

[On the spiritual men school]. *Pridneprovsky Region*, February 28, p. 4 [in Russian].

3. [W. a.] (1915). Kontsert vospitannikov dukhovnoy seminarii [The concert of seminary' students]. *Pridneprovsky Region*, April 12, p. 4 [in Russian].

4. [W. a.] (1874). Otchet Yekaterinoslavskogo eparkhialnogo zhenskogo uchilishcha za 1872–1873 uch.g. [The Ekaterinoslav Diocesan Women College' Report for 1872–1873 a.y.]. *Ekaterinoslav Diocesan News*, vol. 11, pp. 201–230 [in Russian].

5. [W. a.] (1893). Otchet Yekaterinoslavskogo eparkhialnogo zhenskogo uchilishcha za 1891–1892 gg. [The Ekaterinoslav Diocesan Women College' Report for 1891–1892 a.y.]. *Ekaterinoslav Diocesan News*, vol. 2, pp. 10–32 [in Russian].

6. [W. a.] (1904). Otchet Yekaterinoslavskogo eparkhialnogo zhenskogo uchilishcha za 1902–1903 uch.g. [The Ekaterinoslav Diocesan Women College' Report for 1902–1903 a.y.]. *Ekaterinoslav Diocesan News*, vol. 8, pp. 65–135 [in Russian].

7. [W. a.] (1892). Otchet Yeparkhialnogo uchilishchnogo Soveta za 1890–1891 uch.g. [The Diocesan School Council Report on the status of church schools for the years 1890–1891]. *Ekaterinoslav Diocesan News*, vol. 2, pp. 16–48 [in Russian].

8. [W. a.] (1896). Otchet Yeparkhialnogo uchilishchnogo Soveta o sostoyanii tserkovno-prikhodskikh shkol za 1894–1895 uch.g. [The Diocesan School Council Report on the status of church schools for the years 1894–1895]. *Ekaterinoslav Diocesan News*, vol. 20, pp. 2–7 [in Russian].

9. [W. a.] (1913). Otchet Mariupolskogo eparkhialnogo zhenskogo uchilishcha za 1911–1912 uch.g. [The Mariupol Diocesan Women College' Report for 1911–1912 a.y.]. *Ekaterinoslav Diocesan News*, vol. 35–36, pp. 5–15 [in Russian].

10. Grebnev G. (1914). O soedinennom khore dukhovnykh uchebnykh zavedeniy [About the theological educational institutions' united choir]. *Russian truth*, March 18, p. 4 [in Russian].

Стаття надійшла до редакції 25.01.2019

UDC 37.013 (045)

DOI:

Liliya Kravchuk, Ph.D. (Pedagogy), Associate Professor of the Humanitarian Disciplines Department Separated Subdivision of National University of Life and Environmental Sciences of Ukraine "Berezhany Agrotechnical Institute"

PROFESSIONAL PREPARATION OF FOREIGN LANGUAGE TEACHERS IN THE PERIOD OF STATE INDEPENDENCE (1990 – 2000)

The article analyzes the theoretical achievements and practical experience of training foreign language teachers in the educational establishments of Ukraine in the period of state independent. The methodological errors are investigated; the influence of socio-historical transformations of the formation of semantic component of training future specialists is explored.

With the proclamation of Ukraine's independence, pedagogical and ideological landmarks have changed preparation of foreign language teachers. The primary task was to reform the content of training specialists, assistant to new conditions and needs of modern society, recognized its depoliticization and ensuring the national orientation.

The most important directions of training specialists were: a) raising the level of methodology and professional training of specialists, forming their pedagogical skills; b) preparing students as a cultural mediator in situations of intercultural communication; c) formation of sociolinguistic competence, which provided knowledge of nationally – cultural features of the country, the language of which is being studied, norms of speech and infant the behavior of its carriers; the ability to behave in accordance with these features; d) the implementation of foreign language training through "immersion in the language environment", the involvement of carriers language and change of value paradigm of training specialists; e) pedagogisation of the learning process; f) perfect mastery of students by technical means of study; g) there is an increase the effectiveness of pedagogical practice; h) depoliticizing of learning process through the abolition individual subjects political-economic and social-political direction.

Keywords: a teacher of foreign languages; methodical culture; social and cultural aspects; sociolinguistic competence; professional skills.

Ref. 7.

Лілія Кравчук, кандидат педагогічних наук, доцент кафедри гуманітарних дисциплін Відокремленого підрозділу національного університету біоресурсів і природокористування України "Бережанський агротехнічний інститут"

ПРОФЕСІЙНА ПІДГОТОВКА ВЧИТЕЛІВ ІНОЗЕМНИХ МОВ У ПЕРІОД ДЕРЖАВНОЇ НЕЗАЛЕЖНОСТІ (1990 – 2000)

У статті проаналізовано теоретичні досягнення та практичний досвід підготовки вчителів іноземної мови в навчальних закладах України в період незалежності держави. Досліджено методологічні помилки та

PROFESSIONAL PREPARATION OF FOREIGN LANGUAGE TEACHERS IN THE PERIOD OF STATE INDEPENDENCE (1990–2000)

вплив соціально-історичних перетворень на формування семантичної складової підготовки майбутніх фахівців. З проголошенням незалежності України педагогічні та ідеологічні орієнтири змінили підготовку вчителів іноземної мови. Першочерговим завданням було реформування змісту підготовки фахівців відповідно до нових умов і потреб сучасного суспільства, визнання його деполітизації та забезпечення національної орієнтації.

Ключові слова: вчитель іноземних мов; методична культура; соціально-культурні аспекти; соціолінгвістична компетентність; професійні навички.

Introduction. One of the most important components of the current reform of school education abroad is vocational training of foreign language teachers, which should be based on a scientific complex-practical knowledge. An integral part of such a complex is historic-pedagogical knowledge in particular, the historical experience of professional training of foreign language teachers. This experience sheds light on historical tendencies. It forms the content of scientific and practical training specialist, the ratio of general education and special, professional and psychological-pedagogical knowledge, etc.

Analysis of scientific achievements and publications. The analysis of literary sources shows the great attention of modern researchers to different aspects of the profession teacher training. On issues of the formation of pedagogical education and training of pedagogical staff in Ukraine is a whole range of national scientific works edited by A.M. Aleksiuk, L.P. Vovk, S.U. Goncharenko, O.V. Hluzman, D. Yu. Korzhov, V.K. Maiboroda, O.V. Sukhomlynska, M.D. Yarmachenko. Significant historical-pedagogical questions of the national system of professional teacher training are research of N.M. Demianenko, M.B. Yevtikh, S.V. Krusiuk, N.S. Matviichuk, O.S. Mysechko, S.O. Nikitin, V.E. Prokopchuk and others.

At the same time, the historiographical review of scientific literature shows that the problem of formation the system of preparation of foreign languages teachers in the period of state independence, in the history of the native higher school, was not the subject of special consideration.

Purpose and task of the article. The purpose of the article is to find out the main trends of preparation of foreign languages teachers during the period of state independence; distinguishing methodological errors and social impact – historical transformations in formation of content component preparation of future specialists.

The main part presentation. As a result of introduction in the higher education the multi-level training (in the mid 90's of the XX century), most pedagogical institutes were reorganized in universities. Pedagogical institutes of foreign languages have disappeared from the educational field of Ukraine, and faculties of foreign languages at universities began to expand the list of specialties in

accordance with social changes, order for specialists with knowledge of foreign languages.

Appearance in the early 90's years of the XX century, in the system of higher education in Ukraine, non-state-owned educational institutions, have led to the introduction of new integrated specialties: "Biology and Language and Literature" (English and German), "Chemistry and Language and Literature (English and German)", "Physics and Language and Literature (English and German)", "Practical Psychology and Language and Literature (English and German)", "Foreign Language and basics of computer science", "History and English language", "Physical education and language and literature (English and German)".

In relation with mass learning of foreign languages from junior school age, in higher educational institutions of Ukraine, began to prepare students from the specialties "Preschool education and language and literature (English and German)", "Primary study and language and literature (English and German)". The training of bachelors and specialists took place from the specialties "Philology. Language and Literature (English)", with the additional specialty "Philology. Language and literature (German)"; "Philology. Applied Linguistics. Translation". Training period was 4 years (bachelor) and 1 year after (Specialist, Master).

With the proclamation of Ukraine's independence, there have been significant changes in the field of foreign language education. The need for studying foreign languages has sharply increased, as it has become a reaction to education on new conditions for the existence of a society. The pedagogical and ideological guidelines for the preparation of the teacher of foreign languages have changed. The primary task was to reform the content preparation of specialists, adaptation to new conditions and needs of modern society, recognized his depoliticization and provided national orientation [6, 7].

An important target setting was the increase in the pedagogical skills of the future teacher of a foreign language. Students were encouraged to work in pedagogy and use additional teaching materials, computer use, audio-, video equipment [3, 21].

The positive trend we consider the improvement of material and technical support of learning foreign languages. Equipped with linguaphone cabinets of the

modern type, laboratory, used to develop the foreign language and speech skills.

The most common phenomenon was the courses of a foreign language, which taught a native speaker, which is quite effective for the development of skills in non-native environment.

However, the study of the content component of teacher training showed that lessons were oriented only on the traditional formation of the language skills. But the study of the spiritual and material culture of the country, the language of which studied, has not become the subject of foreign language learning communication on the practical classes. That is why most students had a rather weak idea of the national character and ethnic features of native speakers [5, 52].

This situation is forced to pay attention of teachers on the very target of the preparation of a foreign language teacher. Therefore, the priority task of teaching foreign languages was the formation of sociolinguistic competency, which implies knowledge of the national-cultural peculiarities of the language, the norms of speech and language, the behavior of its carriers and the ability to build their behavior in accordance with these features.

Formation of socio-cultural competence of students contributed to use the authentic material – both verbal and visual – with linguistic, audio-video materials. At the same time, it was necessary to draw students' attention to the similarities and differences of cultures, to the ability to compare the socio-cultural experience of the people speaking the foreign language with their own experience [5, 53].

The components of the socio-cultural aspect of foreign learning will combine two important components: regional studies and linguistics. The ethnographic aspect is based on the principle of knowledge of the country's culture, the language studied, the basic facts of history, geography, economics, art, literature, state system. The linguistic-national aspect includes important knowledge about social and natural customs and conventions of the peculiarities of the speech and inflectional behavior of the native speakers and the ability to behave in accordance with this knowledge.

An important direction for the preparation of future teachers of a foreign language has become formation the students as a cultural intermediary but in situations intercultural communication as a subject of dialogue of cultures. One way of educating the student as a subject of culture was using in educational activities the precedent artistic texts. Their multilevel character has made it possible to use it in the stagnation in all components of methodological training of a teacher of a foreign language and contributed to the implementation of educational,

educational, developing and practical learning goals.

Means of artistic text that influence on the process of learning in aspect intercultural communication is its aesthetic and socio-cultural potential. Reading precedent artistic texts are considered as a specific form of intercultural communication, in the process of which students develop patterns and behavior patterns, developing thinking, ability to analyze the estimation, the image of the world is drawn [4, 94–96].

At the turn of the century, there were changes in stable perspectives on this the notion of “professional skill” of foreign language teachers and introduced multiplicity approaches to the formation of the teacher's personality, humanization preparation in the transition from technocratic to personally oriented paradigm of pedagogical education, its enrichment a national component, an orientation towards the general invariant model of the activity of the teacher, supplemented by his own creative quest, continuously professional-personal development and self-development. Professional skill begins to be perceived as integral characteristic of the relationship of all training courses of the teacher and as an indicator of it creative activity [3, 22].

In practice, the work of language pedagogical universities and faculties begin to use more effective means of training – imagination, business games, competitions of professional skill, etc. The purpose of professional training was not just preparing a good connoisseur of the language, but forming the teacher of foreign culture and communications. The main criterion for the quality of training become not just the sum of knowledge, skills and abilities, but also the ability to acquire the new knowledge and creatively apply them in a practice to solve pedagogical tasks and problems.

Actual directions of improvement pedagogical skill of foreign languages teachers become: pedagogisation of special and other disciplines; mastering technical means of studying; growth methodical and professional training; increasing the effectiveness of pedagogical practice [1, 121].

The possibilities of pedagogy of practical classes were seen in the strengthening of their professional orientation; work with school textbooks in foreign language and analysis of their content; acquaintance with the school program and subject of control works; staging problem pedagogical tasks and development of ways of their solution.

Priority pedagogical values of this stage became: realization of foreign language preparations eating through “immersion in the linguistic environment”, involving language carriers and changing value the paradigm of the preparation of a

foreign language teacher himself, the preparation of language portfolios of future specialist [2, 68].

Speaking about the content component of educational subjects, it is important to note the important changes that have affected the educational process in general. Comparison of the list of training disciplines in the new social-economic mode, lead to a conclusion about the depoliticization of the educational process by eliminating certain subjects of the political, economic and socio-political direction, which were previously aimed at forming the ideology of the student.

In particular, the national component was implemented by introducing such items: Ukrainian history, Ukrainian and foreign culture, Modern Ukrainian language, Religious. The number of hours for pedagogy had been increased, thanks to the additional introduction of a course in the History of pedagogy. The cultural potential had increased thanks to additional subjects: Country studies, Ethics, Aesthetics, Logic. Course of Anatomy and Physiology of the child was replaced by a general course of Valeology.

As for specialty subjects, one should note the appearance, in our opinion, useful for the future specialist of educational subjects: "Fundamentals of pedestrianism", "Fundamentals of Scientific Research", "Modern information technologies", "Technical facilities training", etc. There is an increase in the number of hours for a practical foreign exchange course language, studying methods of teaching language, theoretical grammar, theoretical phonetics, linguistics, text styles.

Among disadvantages of the curriculum should be noted: a small amount of hours (at comparable to previous years) to study the theory and practice of translation and interpretation text. The course of Psychology (which was previously differentiated into general, Pedagogical, Pedagogical psychology), was united into one general course of Psychology.

Conclusion. With the proclamation of Ukraine's independence, pedagogical and ideological landmarks have changed preparation of foreign language teachers. The primary task was to reform the content of training specialists, assistant to new conditions and needs of modern society, recognized its depoliticization and ensuring the national orientation.

The most important directions of training specialists were: a) raising the level of methodology and professional training of specialists, forming their pedagogical skills; b) preparing students as a cultural mediator in situations of intercultural communication; c) formation of sociolinguistic competence, which provided knowledge of nationally – cultural features of the country, the language of which is being studied,

norms of speech and infant the behavior of its carriers; the ability to behave in accordance with these features; d) the implementation of foreign language training through "immersion in the language environment", the involvement of carriers language and change of value paradigm of training specialists; e) pedagogisation of the learning process; f) perfect mastery of students by technical means of study; g) there is an increase the effectiveness of pedagogical practice; h) depoliticizing of learning process through the abolition individual subjects political -economic and social-political direction.

The main methodological shortcomings the training of foreign language teachers has become: the narrow orientation of practical classes on the traditional formation of language competence of students, ignoring the socio-cultural (country-side and linguistic studies) aspect of learning foreign languages.

ЛІТЕРАТУРА

1. Бігич О. Б. Методична підготовка вчителя іноземної мови в системі професіоналізації процесу навчання іноземних мов / О. Б. Бігич // Вісник Київського державного лінгвістичного університету. Сер.: Педагогіка та психологія. – К.: КДЛУ. – 2008. – Вип. 3. – С.179–184.

2. Безукладников К. А. Професіональний портфолио как средство формирования профессиональной компетентности будущего учителя иностранного языка / К. А. Безукладников // Иностранные языки в школе. – 2007. – № 6. – С. 66–70.

3. Мисечко О. Є. Актуальні питання формування професійної майстерності вчителя в умовах інститутів/ факультетів іноземних мов в Україні (друга половина ХХ ст.) / О. Є. Мисечко // Іноземні мови в навчальних закладах. – 2010. – №4. – С. 121–124.

4. Мисечко О. Є. Розвиток культурологічного компоненту в змісті професійної підготовки майбутнього вчителя іноземної мови / О. Є. Мисечко / Вісник Житомир. держ. пед. ун-т ім. І. Франка – Житомир, 2002. – С. 94–96.

5. Петров О. М. Лінгвосоціокультурна компетентність майбутніх вчителів іноземних мов як педагогічне поняття / О. М. Петров // Рідна школа. – 2008. – №6. – С.52–54.

6. Сухомлинська О. В. До питання про розвиток змісту загальної середньої освіти / О. В. Сухомлинська // Науковий вісник Чернівецького університету. – 2003. – Випуск 176. – С.161–169.

7. Сухомлинська О. В. Методологія дослідження історико-педагогічних реалій другої половини ХХ століття / О. В. Сухомлинська // Шлях освіти. – 2007. – №4. – С. 6–12.

REFERENCES

1. Bihych, O. B. (2008). *Metodychna pidhotovka vchytelia inozemnoi movy v systemi profesionalizatsii protsesu navchannia inozemnykh mov* [Methodical preparation of foreign language teachers in the system of

professionalization of the foreign language learning process]. Magazine Kyiv State Linguistic University. Ser.: Pedagogy and Psychology. Vol. 3, pp. 179–184. [in Ukrainian].

2. Bezukladnykov, K. A. (2007). Profesiionalnyi portfolio kak sredstvo formirovaniya profesiionalnoy kompetentnosti buduschego uchitelya inostrannogo yazyka [Professional teachers' portfolio as means of formation the professional competence the future teachers of foreign languages]. *Foreign languages at school*. No. 6, pp. 66–70. [in Ukrainian].

3. Mysechko, O. Ye. (2010). Aktualni pytannia formuvannia profesiinoi maisternosti vchytelia v umovakh instytutiv fakultetiv inozemnykh mov v Ukraini (druha polovyna XX st.) [Actual questions of formation of teacher's professional skills in the Institutes. Foreign languages departments in Ukraine (second half of the twentieth century)]. *Foreign languages in the educational institutions*. No. 4, pp.121–124. [in Ukrainian].

4. Mysechko, O. Ye. (2002). *Rozvytok kulturolohichnoho*

komponentu v zmisty profesiinoi pidhotovky maibutnoho vchytelia inozemnoi movy [Development of culturological component in the content of professional training of future foreign languages teacher]. Magazine Zhytomyr Ivan Franko State University. pp. 94–96. [in Ukrainian].

5. Petrov, O. M. (2008). Linhvotsiokulturna kompetentnist maibutnikh vchyteliv inozemnykh mov yak pedahohichne poniattia [Linguistic and Socio-cultural competence of future foreign language teachers as pedagogical concept]. *Native school*. No. 6, pp. 52–54. [in Ukrainian].

6. Sukhomlynska, O. V. (2003). Do pytannia pro rozvytok zmistu zahalnoi serednoi osvity [On the issue of developing the content of general secondary education]. Magazine Chernivtsi State University. pp. 161–169. [in Ukrainian].

7. Sukhomlynska, O. V. (2007). Metodolohiia doslidzhennia istoriko-pedahohichnykh realii druhoi polovyny XX stolittia [The Methodology of research the historic-pedagogical realities the half of XX century]. *The Way of education*. No. 4, pp. 6–12. [in Ukrainian].

Стаття надійшла до редакції 29.01.2019

УДК 377.314.6

DOI:

Наталія Божко, кандидат педагогічних наук,
доцент кафедри педагогіки, методики та менеджменту освіти
Української інженерно-педагогічної академії

ІНТЕГРОВАНЕ ПРОЕКТНО-ТЕМАТИЧНЕ НАВЧАННЯ КВАЛІФІКОВАНИХ РОБІТНИКІВ

У статті розглянуто один із напрямів реформування системи освіти України – впровадження інтегрованого навчання в різних типах навчальних закладів. Охарактеризовано один з видів інтегрованого навчання – інтегроване проектно-тематичне навчання, передумови його виникнення та можливості застосування. Визначені особливості організації інтегрованого проектно-тематичного навчання в загальноосвітньому навчальному закладі та можливостей його застосування у закладах професійної освіти в процесі підготовки кваліфікованих робітників. Наведено приклади можливих інтегрованих тематичних проектів.

Ключові слова: реформування; система освіти; інтеграція; інтегроване навчання; інтегроване проектно-тематичне навчання; інтегрований тематичний проект; професійна освіта, кваліфікований робітник.

Рис. 1. Літ. 13.

Nataliya Bozhko, Ph.D.(Pedagogy), Associate Professor of the
Pedagogics, Methodology and Management of Education Department
Ukrainian Engineering Pedagogic Academy

INTEGRATED PROJECT AND THEMATIC TRAINING OF QUALIFIED EMPLOYEES

The article deals with one of the directions of reforming the education system of Ukraine – the introduction of integrated education into various types of educational institutions. The definition of “integrated training” is given, the conditions listed, which the integration process must meet.

One of the types of integrated training is characterized – integrated design and thematic training, the preconditions for its emergence. The listed positions of the leading teachers and psychologists of the world, which formed the basis of modern integrated design and thematic training. The indicated programs for the study of students in general education institutions, the future teachers in higher education institutions and the improvement of professional qualifications of working teachers, based on the idea of integrated training.

The peculiarities of organization of integrated design-thematic training in the general educational institution are characterized. The definition of the concepts “horizontal” and “vertical” integration is given. As an example, an integrated thematic project for a comprehensive educational institution on the topic “Tree of the school yard”, an integration function in which the discipline “Natural science” and its notion “trees” perform. Listed academic