

PROFESSIONAL FUTURE TEACHERS TRAINING OF FOREIGN LANGUAGES OF UKRAINE: Basic Concepts And Terms

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ABSTRACT

Professional future teachers training of foreign languages in Ukraine has been studied in the paper. It has been stated that foreign language - is the social value because it inclusion in higher education programs aimed at the implementation of the social order of society.

It is closely connected with all spheres of society, economy, politics, art, education etc. The basic concepts and terms of future teacher's professional training are opened in the article: "training", "foreign language teacher", "training future teachers of foreign languages".

The scientific approaches to the problem of training future teachers in higher education are highlighted here. It has been noted that modern education in foreign languages is aimed not only to gain future teacher's lexical and grammatical knowledge, but also to develop professional skills that will be necessary in their future careers of students.

It has been stated that future teachers training of foreign languages include: mastering the basics of theoretical and specialized knowledge and their application in practice; mastering skills and foreign language communication skills to successfully perform professional tasks cognitive, practical, to be used in future professional and educational activities; formation of important for the future specialist professional skills.

Keywords: Training, foreign language teacher, higher education, training future teachers of foreign languages".

INTRODUCTION

The content of educational process in higher educational institutions (HEIs) aimed at forming a specialist who has special knowledge and skills.

Features of the process of learning a foreign language in high school is that the training is carried out first on the basis of secondary education, and then, given the demands of high school, it provides a pedagogical sequence in which systematic development of a new stage of education and training in high school constructively carried out in dialectical relation to the previous one, according to circumstances, goals and objectives of forming the individual student as a future expert.

RESENT STUDIES ANALYSIS

The problem of professional future teachers training of foreign languages has always been in the focus of researchers: O. Abdullina, M. Bajda, V. Bereka, M. Bubnova, A. Misechko, A. Pavlik, L. Polishchuk, L. Khomich, L. Khoruzha, N. Volkova, A. Vorobeva and others. However, the basic concepts and terms of this problem remains insufficiently studied.

THE AIM OF THE STUDY

The aim of the paper is to analyze the basic concepts and terms of professional future teachers training of foreign languages in Ukraine.

MAIN MATERIAL STATEMENT

In scientific study has different views on the content of future teachers training, as the main prospects of higher teacher education act as actual tasks of individual style formation of future teacher in the learning process at the university, which reduces its psychological tension, increases emotional stability and it is a regulator of gradual transition from student learning activities to the profession of specialist.

Foreign language (FL) -is the social value because it inclusion in higher education programs aimed at the implementation of the social order of society. It is closely connected with all spheres of society, economy, politics, art, education, military, etc., reflecting the mentality and culture of the country, which it represents (Vorobeva, 2008). An important contribution to the scientific understanding of future teachers training as an integrated system implemented in their dissertations O. Abdullina, V. Bereka, O. Misechko, L. Khomich and others.

Thus, A. Abdullina claims that this system combine relatively independent but interrelated and interdependent subsystems: social, political, and scientific specifically, psychological, educational and general cultural.

In this system, "general pedagogical training" is considered not only as a subsystem, but also as part of training (Abdullina, 1990); as a set of interrelated tools, methods and techniques which are necessary for creation an organiatio, purposeful pedagogical influence on identity formation with given qualities; enforcement of value-semantic, regulatory, technological and procedural functions of effective teaching activities, contributing to the achievement of human development goals (Bereka, 2008).

M. Yovenko divides the teachers' training into secondary, professional and special. Secondary - is mastering general knowledge; professional -to ensure a certain amount of human knowledge and skills needed in a particular field of activity (teaching, industrial, economic, aesthetic etc.); special training-thorough mastering expertise, acquiring specific abilities and skills transfer them to student's in the future professional activity at school (Yovenko, 2005). The system of general training, by L. Khomich realized through the following areas: ideological and cultural, psychological, pedagogical and methodological and professionally (Khomich, (1998).

As a complete, dynamic educational system, able to self-development, characterized by specific laws, the unity of content, objectives and means focused to the formation of professional competence, general and professional culture, creative thinking and his future teacher preparation for professional self-development treats (Misechko, 2008).

So considering the training of teachers in a broad sense, scientists usually understand it as an integral part of higher teacher education.

In order to determine the essence of the concept of training future teachers of FL in HEIs, we consider it appropriate to start scientific research on the analysis of the main categories of the term, which make scientific teoretical background research problem: "*training*", "*foreign language teacher*", "*training future teachers of foreign languages*".

So, let's analyze the nature these concepts for a holistic understanding of the main characteristics of future teachers training foreign languages. According to the encyclopedia and dictionary definition of "training" is:

- ✓ **A general term for the objectives of education involving the assimilation of certain social experience for its further usage in doing some specific tasks ofpractical, informative or educational nature;**
- ✓ **A set of knowledge, skills and experience gained during the training, practice;**
- ✓ **Formation and enrichment of attitudes, knowledge and skills needed for performing specific tasks educational activities;**
- ✓ **The system of professional training, which aims to fast mastering by the learners the skills needed to perform certain work, group work.**

So, in the encyclopedias and dictionaries, the definition "training" is somewhat narrowed, because the attention is focused only on the procedural aspect - gaining knowledge, skills and experience.

More specific definition of the concept offer modern scientists. For example, L. Goosak identifies training as a process of gaining social experience by mastering a certain educational information that leads to the formation of readiness as a set of specific competencies. This interpretation allows training to consider any kind of educational activity as the result of which is the willingness to implement the relevant type of action due to a certain level of aggregate formation skills.

According to the researcher, the proposed definition covers all aspects of the concept, procedure and effective (Gusak, 2014).

As a form of human activity, which is included in the overall system of training considering L. Polishchuk, noting that today distinguish two approaches in preparation for professional careers (Polishchuk, 2009). According to the first, training is seen as mental function, the formation of which is considered essential to achieve high results of educational activities. Under the second approach, the main focus is personal prerequisites to ensure the effectiveness of educational activities.

In the view of I. Gavrish, the term "preparation" is closely associated with special education and is based on the concept of lifelong learning, enriching the concept of "readiness"; Gavrish, 2006). The analysis of scientific and educational literature shows that the concept of "preparation" is used mainly in the context of the profession to which it belongs and almost never in the only sense, which leads to a large number of "professional training" definitions.

In the Law of Ukraine "On Higher Education" professional training is understood as gaining qualification in the relevant field of study or specialization. In Encyclopedia of professional education this concept is understood as a set of special knowledge, skills, work experience and behavior, enabling successful work in the chosen profession.

The issue of professional training is devoted series of researches, in which are shown its different aspects (M. Bubanova, M. Bayda, N. Volkova, N. Kolesnik, T. Osadcha, V. Semychenko, etc.). Their analysis allows to conclude the absence of unambiguous interpretation of the concept.

Thus, N. Kolesnik sees in the professional training "process of professional development of specialist that provides gaining of basic knowledge, skills, experience, behavior that enable successful operation of a profession" (Kolesnik, 2007); N. Volkova believes that it is possession of professional knowledge, which forms: general cultural knowledge, psychological knowledge, pedagogical knowledge, knowledge of methods of teaching, methods of educational work, didactics, pedagogical knowledge techniques" (Volkova, 2007, 477); T. Osadcha - "the formation of specialist for one of the areas of work associated with mastering certain occupation, profession" (T. Osadcha, 2005) ; M. Bayda - specially organized process of gaining professional knowledge and skills and formation of professional competence, which, in turn, contribute to the formation preparedness activities within a specific profession (M. Bajda, 2016, 17); M. Bubanova – the set of receiving special knowledge and skills, personal qualities, personal experience and conscious behavior, enabling successful work with certain profession, or the process of their formation (Bubnova, 2010).

One of the most comprehensive definition of professional training gives B. Semychenko, considering it in three ways: 1. as a process in which happens professional development of future professionals; 2. the purpose and as a result of the institution; 3. a sense of student involvement in educational activities.

The purpose of professional training is:

- ✓ **Forming qualities of future teachers (M. Kobzev, W. insurance);**
- ✓ **Mastering systematized knowledge, skills and necessary personal merit;**
- ✓ **Attracting students to master knowledge, abilities and skills (N. Kuzmin)**

Professional training is essentially synonymous with " professional education" and is an integral part of a public education system"[Encyclopedia. 390.]. Its content includes in-depth assimilation of scientific principles and technology of chosen type of work, development of special practical skills, the personality traits that are important for working in a particular field of human activity.

In the socio-pedagogical dictionary vocational education is considered in two aspects: 1) preparedness to a particular type of activity, profession, certified document (certificate, diploma) to the end of the educational institution; 2) the system of professional education (Social and Pedagogical dictionary, 2004.167]. So, the general analysis of scientific resources, gives the reason to believe that despite some similarity of essential content of " professional education" and " professional training" concepts they are not identical. We agree with the position of the authors of the "General and vocational education" which is based on the differentiation of these concepts.

In their view, professional education - the process and the result of the individual professional development means scientific organizing professional training and education through professional education programs. And professional training - a system of organizational and educational measures to ensure the formation of a professional orientation of the individual knowledge, skills and professional preparedness (General professyonalnaya and pedagogy, 2003). Thus, professional education - is the prerogative of those who get the profession and professional training - is the prerogative of teachers.

The development of modern theory and practice has significant experience which opens the content of "professional training of future teachers" definition.

Thus, M. Bubnova focuses on the fact that the concept "professional training of future teachers" in pedagogy and methodology is understood as the unity of content, structure, goals, training and education of students, the ways of realization oft acquired knowledge and skills in working with students. Noted that training has a dual significance and should be treated as a process (learning) and the result (readiness), defined by a set of requirements that apply to a specialist (M. Bubnova, 2010, 18).

L. Polischuk has another opinion and understand it as the professional training of future teachers purposeful, systematic and organized process of pedagogical influences during which the students forme the meaningful professional and personal qualities, acquiring the profession and specialty.By definition of A. Pavlik "professional training of future teachers" - the whole process of learning and consolidation of general educational and specialized knowledge and skills, which results into developing in future teachers readiness for professional activity" 16 (Pavlik, 2004, 43).

The comparison and analysis of these definitions make it possible to see that in both cases the professional training of future teachers is seen as professional training of students and reflects the attainment of knowledge and skills. However, professional training of future teachers can not be limited only by the procedural aspect of mastery. There should also be the purposeful activity of formation and development of professional and personal qualities important to ensure the effectiveness of the chosen activity.

The most complete definition of this term is suggested by L. Khoruzha who considers the training of future teachers in the broadest sense - as a combination of theoretical knowledge, practical skills, experience and personal qualities of the teacher, dialectical course which provides the efficiency and effectiveness of educational action (Khoruzha, 2004, 18).

In distinguishing between the outlined concepts content we were impressed by ideas of famous researcher V. Kuzya who stresses that "education is now clearly defines the shift - from learning of abstract truths to master specific practical useful knowledge of educational motivation for self-improvement and training (Kuz, 2001, 1). Based on these ideas the scientist outlines a portrait of modern teacher, the achievement of which is directed educational process at pedagogical university. Among them are:

- ✓ Availability of professional, general and personal traits that have formed in harmony with school concept to meet the needs of the modern school;
- ✓ Faith in the talents of every child without exception;
- ✓ Knowledge of the latest teaching technologies (individualization and differentiation of education, electronic information, education cooperation, a new global pedagogical thinking);
- ✓ Availability of creative, research, experimentation skills, commitment to the development and implementation in practice of new advanced technologies and their didactic and pedagogical findings.

Among the most important characteristics that form the future teachers at the university during the process of professional training, N. Ignatenko names: rationalism and pragmatism; high level of professionalism; activity, efficiency, mobility; sense of responsibility, ability to work; the ability to quickly navigate the situation, make decisions; respect for labor, the need to raise the level of knowledge; availability of culture, business ethics and communication [Ignatenko, 2002, 10].

Modern education in foreign languages is aimed not only at gaining future teacher's lexical and grammatical knowledge, but also the development of professional skills that will be needed in their future careers of students. The basis of this activity is eight kinds of skills:

- ✓ designing (the ability to plan any kind of work);
- ✓ adaptation (ability to apply their plan in specific learning conditions);
- ✓ organization (ability to organize any type of work);
- ✓ motivational (ability to motivate students to educational activity);

- ✓ communication (ability to communicate in the classroom and out of the classroom);
- ✓ skills of control and self-control;
- ✓ cognitive (the ability to conduct research activity);
- ✓ subsidiary (the ability to sing, play instrument, paint).

These skills together are the bases of professional activities.

S. Nikolayeva believes (S. Nikolaeva, 1996, 11) that to the primary requirements for general and professionally oriented practical pedagogical training of foreign languages teachers belong such professional and pedagogical skills:

- ✓ diagnostic of children with the help of complex psychological and pedagogical methods;
- ✓ designing and planning of educational activities,
- ✓ identifying and resolving professional problems;
- ✓ using of effective methods and means of foreign language learning and education, depending on age, sex and individual characteristics of children;
- ✓ knowing methodology of educational work in different types of secondary schools and etc.

Requirements of practical training include such professional and psychological skills:

identify individual psychological characteristics of students that are necessary for successful learning a foreign language; form a positive attitude to foreign language learning and other socially useful activity of pupils; conduct psychological and pedagogical analysis of foreign language lessons and the educational process as a whole etc.

The analysis of different interpretations of the concept of future teacher's professional training at the universities made it possible to offer our own definition of this term. *So future teacher's professional training we understand as the system of organizational and educational activities oriented on personal development of its purpose and final result which perform the professional and educational activities.*

Based on the theoretical study of scientific approaches to open the main features of future teachers training of foreign languages we appeal to the analysis of definition "teacher of foreign languages."

Analyzing this concept, it should be noted that at the conceptual level, we could not find it in the works of national and foreign scientists. Therefore, we consider it necessary to consider this phenomenon distinguishing the terms "*teacher*" and "*foreign language*".

Thus, in the Ukrainian Language Dictionary the term "teacher" means a person who teaches some academic subject at school (Dictionary of the Ukrainian language, 1980, 536).

In the new Teaching Vocabulary of Terms and Concepts the term "teacher" is interpreted as pedagogical profession and the position in the education system. The same dictionary the term "foreign language" interprets in two aspects:

- ✓ the language of another country;
- ✓ a subject which aims to teach foreign-language means receiving and transmitting information.

Nowadays, the interpretation of the term "foreign language" changes at the global level. Increasingly, linguists and experts on the methods of teaching languages D. Crystal, A. Fishman, D. Graddol and others identify the term "foreign language" with the term "world languages" (Crystal, 2000, 78).

The term "world language" includes both modern languages around the world, and classical, or "dead language" that allow you to explore the history of world society. The new name of the industry has a symbolic meaning but at the same time reflects the real modern education paradigm from other languages, and stresses the importance, value, dominant role and exclusivity of this aspect of social life. On the other way, the term "world language" was put into circulation by «National standards in foreign Language Education» (1996) important document of Language Education in the USA. Standards-based world languages education and the New Jersey standards reflect the themes in the *Standards for Foreign Language Learning in the 21st Century* (1999), known as "The Five Cs." These standards describe the "what" (content) of world languages learning and form the core of standards-based instruction in the world languages classroom (National Standards in Foreign Language Education Project, (1999).

- ✓ Communication
- ✓ Cultures
- ✓ Connections
- ✓ Comparisons
- ✓ Communities

According to the dictionary of linguistic terms "foreign language": 1) the language of another country; 2) a subject which aims to train foreign-language means receiving and transmitting information. Azimova E. G., In our study we support the statement proposed by I. Passov who is convinced that "a foreign language is not only a means of knowledge, the preservation of national culture, communication, personality development and education, but also an important means of international, interstate and international communication."

Analyzing the problem of teachers training of foreign languages in terms of cross-cultural interaction, he said that it is advisable to prepare teachers' foreign language culture ", thus replacing the term" foreign language teacher "[I. Passov So, analyzing the nature of the concepts of "teacher" and "foreign language", we came to the conclusion that *the "teacher of foreign language" is a teaching profession (position) in the education system, the purpose of which is in educating and development of students speech culture with content and means of foreign language.*

The analysis of scientific literature showed that the training of teachers of foreign languages consists of theoretical linguistic training; practical training; methodical training; professionally-oriented theoretical training.

Theoretical linguistic training of teachers of foreign languages provides knowledge in theory and history of a foreign language that is studied; development of intellectual potential of students analytical thinking skills; ability to work with scientific literature, to determine the content and nature of unsolved scientific problems, to offer their solutions; ability to summarize and classify empirical material.

Practical training provides professional activities (lessons of foreign language in school and extracurricular activities in a foreign language, professional and educational improvement through self-education and specialized training courses) and socio-cultural (activities of teachers outside the school, communicating with native speakers, work translator etc.). Training teachers to the activity in these areas requires the mastery of his linguistic, communication, educational, cognitive and lingvomethodical competencies.

Methodical training of future teachers is determined by a combination of forms of knowledge, methods and techniques of training and education. Professional and methodological knowledge and skills identify methodological skills of foreign languages teacher.

Professionally oriented theoretical training provide knowledge of the theory of pedagogy; the theoretical foundations of the educational process in different types of secondary schools, including foreign language; developing abilities of self-educational research.

CONCLUSIONS

On the basis of the theoretical analysis it has been cleared out that the training of future foreign languages teachers as a system is influenced by many factors and may be considered at three levels: as a process, as a state and as a result. It represents the future development of specialist professional knowledge and experience necessary for the further successful implementation of professional tasks.

In our study, training future teachers of foreign languages include: mastering the basics of theoretical and specialized knowledge and their application in practice; mastering skills and foreign language communication skills to successfully perform professional tasks cognitive, practical, to be used in future professional and educational activities; formation of important for the future specialist professional skills.

Therefore the investigation does not cover the whole range of tasks, our future research is to study and analyze the role of distance learning in professional future teachers training of foreign languages.

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