In a real classroom we often omit the second and third stages thus making the knowledge unauthorized by the brain. So, instead of processing and authorizing language structures, students learn material for tests and forget a considerable part after them.

The above mentioned ideas allow building the English language curriculum according to the following principles:

- All vocabulary is compiled into conceptual models, defined as concept maps or ontologies, that are actually multidimensional "networks-in-the-networks" structures;
- On the basis of these models thinking-oriented tasks are developed;
- Curriculum development takes into consideration the four phases of learning – impressing, memorizing, authorization and initiation.

Introduction of these principles into English language learning will allow out students to develop higher order thinking skills and use the language more effectively.

Conclusion. New spaces for English language use using new mediums for communication insist that teachers must be prepared to introduce, use, critically analyze, and teach these spaces to EFL students. Vocabulary teaching and learning is a cycle of semantization and internatiolization, which is closely linked to how the word is presented. The introduction of concept mapping and stages of learning into the practice of English language teaching will attend to the specialized and academic language that students need, and uses 21st century literacies and technologies. Usage of thinking-oriented strategies in teaching a foreign language will contribute directly to not only language acquisition, but also to the students' general development.

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ВІДОМОСТІ ПРО АВТОРА

Марина Цегельська – кандидат філологічних наук, доцент кафедри англійської мови з методикою викладання Криворізького державного педагогічного університету

Наукові інтереси: когнітивна лінгвістика, когнітивна педагогіка, ефективні методи викладання мов.

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CONTENT AND STRUCTURE OF INDIVIDUALIZATION OF PROFESSIONAL TRAINING OF THE FUTURE TEACHER OF FOREIGN LANGUAGES

Yaroslav CHERNIONKOV (Kirovohrad, Ukraine)

Я.О.Черньонков. Зміст і структура індивідуалізаціїв професійної підготовки майбутніх вчителів іноземних мов.

У статті здійснено психолого-педагогічний аналіз змісту понять «індивідуалізація», «індивідуалізація професійної підготовки майбутнього учителя іноземних мов» у процесі професійної підготовки у вищих навчальних педагогічних закладах. Автором було ґрунтовно досліджено зміст та структуру даного поняття; подано власне визначення; запропоновано власно створену систему індивідуалізації професійної підготовки майбутнього спеціаліста в галузі іноземних мов: система відносин; зміст, структура, характеристики, рівні та види, основні підструктури психологічної структури індивідуальності. Було виділено 4 рівні професійно-практичних знань, умінь і навичок студентів: репродуктивний, репродуктивно-творчий, творчо-репродуктивний, творчий. В рамках

докторського дисертаційного дослідження було проведено черговий етап педагогічного експерименту (зміст та структура індивідуалізації) в умовах спеціально створеного середовища.

Ключові слова: *індивідуалізація, індивідуалізація професійної підготовки, індивідуалізація професійної підготовки майбутнього вчителя іноземних мов, система відносин, основні характеристики індивідуалізації, психологічна структура індивідуальності, види та рівні індивідуалізації, експериментальна складова дослідження.*

Я.А.Черненков. Содержание и структура индивидуализации професиональной подготовки будущих учителей иностранных языков.

В статье осуществлен психолого-педагогический анализ содержания понятий «индивидуализация», «индивидуализация профессиональной подготовки будущего учителя иностранных языков» в процессе профессиональной подготовки в высших учебных педагогических заведениях. Автором было основательно исследовано содержание и структуру данного понятия; подано собственное определение; предложено собственно созданную систему индивидуализации профессиональной подготовки будущего специалиста в области иностранных языков: система отношений; содержание, структура, характеристики, уровни и виды, основные подструктуры психологической структуры индивидуальности. Было выделено 4 уровня профессионально-практических знаний, умений и навыков студентов: репродуктивный, репродуктивно-творческий, творчески репродуктивный, творческий. В рамках докторского диссертационного исследования был проведен очередной этап педагогического эксперимента (содержание и структура индивидуализации) в условиях специально созданного среды.

Ключевые слова: *индивидуализация, индивидуализация профессиональной подготовки, индивидуализация профессиональной подготовки будущего учителя иностранных языков, система отношений, основные характеристики индивидуализации, психологическая структура индивидуальности, виды и уровни индивидуализации, экспериментальная составляющая исследования.*

Ya.O.Chernionkov. Content and structure of individualisation of professional training of the future teacher of foreign languages.

It has been made the psychological-pedagogical analysis of the meaning of the concepts "individualization", "individualization of the professional training of the future teacher of foreign languages" at higher educational pedagogical institution in the article. The author has thoroughly researched the content and the structure of the investigated concept; has created a new definition, has proposed self-created system of the individualization of professional training of future specialist in the field of foreign languages: a system of relations (comprehensive knowledge of the student, his abilities and capabilities; the presence of properly trained teachers; availability of adapted (individualized) courses, programs; a well-established and developed material-technical base); content, structure, characteristics, levels and types; the main substructures of the psychological structure of the individuality (orientation; social experience; forms of reflection, biological properties). It was noted four levels of professional-practical knowledge, skills and abilities of the students: reproductive, reproductive-creative, creative-reproductive, creative. In the framework of the doctoral thesis research the next stage of the pedagogical experiment (content and the structure of individualization), in a specially created environment has been conducted.

Key words: *individualization, individualization of professional training, individualization of professional training of the future teacher of foreign languages, system of relations, main characteristics of individualization, psychological structure of individuality, types and levels of individualization, experimental component of research.*

Defining of the problem and the analysis of the last researches and publications. Nowadays Ukrainian society is under the influence of powerful globalization processes, rapid changes in living conditions, rethinking of value benchmarks and human development strategies. New challenges require the modernization of the educational system as a leading factor in socio-cultural reproduction, a successful human life. Dynamic changes in the Ukrainian society are impossible without modernization transformations in accordance with the general civilization trends of the domestic educational system's development. Education is now considered as a sphere of human formation, which in its entirety forms not only the professional knowledge of the future specialist, but also creates a culturally developed personality [4, p.11].

The main problem of the analysis of today's pedagogy is the unique, somewhat paradoxical, integral personality of the student who seeks to maximize the realization of his possibilities (self-actualization), is open to the perception of a new experience, capable of a conscious and responsible choice in a variety of life situations; the principle of individualization is decisive. Moreover, the implementation of this principle in practice of educational institutions in the process of professional training remains the actual issue of modern pedagogical science.

The scientific works of such scholars as V. Bondar, N. Bibik, M. Vashulenko, N. Gluzman, N. Kichuk, N. Kudikina, L. Koval', S. Martynenko, L. Petukhova, O. Savchenko, L. Khomich, L. Horuzha, I. Shaposhnikova and others include important theoretical and methodological positions, taking into account the requirements of competence, technology and practice-oriented approaches to professional-pedagogical training of future primary school teachers. O. Pekhota, O. Otych studied

the individualization of the future teacher's professional training as one of the foundations of the modern paradigm of education.

According to O. Pekhota, individualization of the professional-pedagogical training of future teacher gives a qualitatively new level of personal mastery of the student's professional knowledge and forms the readiness for professional self-development and assumes responsibility for it [5, p.10].

Scientists A. Aleksyuk, T. Vasilieva, A. Kirsanov, N. Nikandrov, P. Yutsavichene bind individualization to modular technology of training. In their opinion, individual training of one student or a large group of students is provided depending on the methods of implementing of content modules by using an individualized methodological approach to each.

Analyzing various pedagogical concepts, it is possible to distinguish a few directions in interpretation of individualization of professional preparation: 1) knowledge of the strengths and weaknesses of the personality, taking into account the peculiarities of each subject separately, by creating conditions for its development (V.Krutetskyi, L.Sosnovs'ka, I.Unt); 2) organization of the educational process in which the means, receptions, pace of education are selected; the individual peculiarities of those who are studying, the degree of development of their abilities to master knowledge are taken into account (O. Budarnyi, V. Galuzynskyi, S. Goncharenko); 3) individual self-work (V. Buryak, P. Gal'perin, O. Leontiev, etc.); 4) self-optimizing educational activity of the personality, driven by the motives, goals, objectives and content of the training and which varies depending on the level of readiness for the training activities (B. Kosov, Ye. Knyazev, G. Shchukina); 5) differentiation of learning (P. Gusak, V. Makhmutov, N. Moisenyuk, etc.); 6) one of the principles of modular studies (A. Aleksyuk, T. Vasilieva, A. Kirsanov).

The purpose and tasks. The purpose of writing this article is to determine the content and structure of the concept "Individualization of professional training of future teachers of foreign languages". **The task** of this research is the analysis of various structural elements, characteristics and content elements and outline of the structural and substantive principles of professional training of foreign language teachers.

The main material of the article. Recent changes in Ukrainian educational system, in particular: reduction of quantity of students-university entrants of foreign languages faculties, reducing the studying hours for a foreign language at the higher educational institutions, increasing the number of students in subgroups, new requirements of the European educational program for the preparation of foreign language teachers, new improved programs for preparing foreign language teachers in different countries of Europe make us to consider, to analyze and to create a program for improving the professional training of a future specialist in the field of foreign languages.

For this purpose, in the framework of our doctoral dissertation research we analyze such concepts as: "individualization", "individualization of professional training" and "individualization of professional training of the future teacher of foreign languages". We also examine in details the structure and the content of the individualization of professional training of the future foreign languages teacher.

Individualization is a sociological term, closely related to the terms: modernization and industrialization. This is the process of transition of individuality to self-determination [1].

Individualization - the allocation of one person according to his/her characteristic properties; taking into account the characteristics of each unit while studying the totality of subjects [8].

Individualization - support and development of a single, special, peculiar as a personality potential. Individualization contributes to the development of self-awareness, autonomy and responsibility [7].

Individualization of professional training is a system of tools that helps students to understand their strengths and weaknesses in the process of preparing, maintaining and developing their identity in order to choose independently their own meanings in professional training [7].

In turn, we determine **the individualization of the professional training of the future teacher of foreign languages** as: a training process for purely individual programs, content, forms, means, pace, forms of control and evaluation of it. It can be implemented within and based on the individualization of professional training as a system of relations which provides:

1) comprehensive student's knowledge, his abilities and possibilities;

Such criterion is the system of professional-practical knowledge, skills, which:

- Firstly, reflects the unity of mastering the content-procedural and motivational-valued aspects of professional activity;

- Secondly, reflects the relationship of knowledge, skills, abilities (knowledge - the theoretical basis of the abilities, ability - the form of functioning of knowledge, skills - highly advanced abilities);

- Thirdly, combines various characteristics of the quality of knowledge and skills (completeness, awareness, efficiency);

Fourthly, reflects the dynamism of knowledge and skills (their application in the most diverse conditions);

- Fifthly, shows the unity and interrelation of cognitive and practical activities of students (in the process of which the professional-practical knowledge, skills, skills are formed) and its character.

The formation of knowledge, skills and abilities is carried out mainly in the process of activity (professional and practical), their quality is directly dependent on the nature of the activity. There are four levels of professional-practical knowledge, skills and abilities of students: reproductive, reproductive-creative, creative-reproductive, creative.

The reproductive level is characterized by: the activity (cognitive and practical) of reproductive nature: reproduction of the basic theoretical positions; the description of facts based on emotional perception without a deep understanding of the links existing between them; the emergence of interest in new facts and their explanation; the implementation of individual actions according to the sample, weak correlation of practical actions with theoretical knowledge.

Reproductive-creative level is characterized by: the assimilation of the basic ideas and concepts, theoretical comprehension and analysis of individual facts and phenomena, some functions and methods of the specialist's work; the ability to confirm the theoretical positions with the facts of practical activity; the implementation of partly-searching practical actions in typical situations.

Creative-reproductive level is characterized by: the comprehension of basic ideas; the ability to establish internally disciplinary connections and to systematize the facts; the theoretical comprehension of the system of methods and techniques, individual actions of own professional activity; the applying the theoretical knowledge in solving typical tasks; the development of interest in independent searching the effective ways of professional tasks' solution; the conscious mastering of a system of interrelated actions; an independent definition of own activity taking into account specific conditions; the realization of practical actions in non-standard situations.

The creative level is characterized by: the deep understanding of interdisciplinary concepts; the ability to analyze facts, phenomena theoretically; the ability to analyze and to design the ways in professional activity; the applying theoretical knowledge in new situations; the finding creative connections of practical tasks and the searching for innovative methods of work [3].

2) <u>the presence of properly trained teachers;</u>

As "The State Educational Standard for a Foreign Language" marks, a foreign language teacher must know and understand: the main stages of the development of the methodology of teaching foreign languages; the basis of the theory of forming the communicative competence of students, consisting of:

• Speech competence;
• Speech-linguistic competence;
• Socio-cultural competence;
• Training competence;

The basic requirements for the practical training of a foreign language teacher are that he must be able to implement:

▪ *communicative-educational function*, that is, qualitatively apply modern principles, methods, receptions and means of teaching foreign language communication;

▪ *educational function*, that is, to solve problems of moral, cultural, aesthetic and labor education of students by means of foreign language;

▪ *developmental function*, that is, to predict the ways of formation and development of the intellectual and emotional spheres of the student's personality, his cognitive and mental abilities in the process of mastering the speech of foreign language;

▪ *educational function*, that is, to study students how to train in a proper way, expand their outlook [2].

3) availability of adapted (individualized) courses, programs;

We use the courses as our own tested and already tested by other researchers. Here is the list:

➢ Integrated course "*Pedagogy" - "Pedagogy of School" - "Methodology of educational work" - "History of Education" - "Fundamentals of educational excellence"*;

➢ Discipline *"Pedagogical Deontology (ethics)*" provides theoretical and practical mastery of the basics of teaching future teachers of culture;

➢ Special course "*Personally-oriented teaching*". The aim of the course - the integration of professional and pedagogical knowledge on this subject on the basis of a systematic synthesis of theoretical material and practical experience;

➢ *«Development of creative abilities of students and pupils»* (Konoval'chuk M.V.);

➢ «*Psychology of Success*» (Brovchenko Ya.V.);

➢ *Various psychological mini-trainings and trainings*.

We propose to use in the process of training the teachers of foreign languages the following courses:

➢ *«Professional culture of future teacher of foreign languages"*

➢ «*Self-education and self-organization of teacher of foreign languages»* [9].

4) a well-established and developed material-technical base.

The presence of a powerful complex material-technical base, which allows ensuring the conduct of all types of laboratory and practical classes, disciplinary and interdisciplinary training, training practice. Lecture classrooms, training laboratories and studies, a library with a reading room and a bookstore. Training sessions are conducted by using modern technical means of training (audio and video equipment, multimedia devices, interactive whiteboard, multimedia video complexes, electronic manuals). There must be technical support for students' distance training, Internet, 3G-4G, WI-FI.

In our opinion, the process of professional training of a future specialist in the field of foreign languages should be carried out under the following conditions:

❖ *Individual Training Plan* is carried into practice;

❖ *Individually-Consultative Activity* is conducted;

❖ *Individual Training Route* is worked out;

❖ *Individual Approach to Students* is used;

❖ *Individual Differences* are taken into account.

Let's analyze the basic characteristics of the studied notion more thoroughly:

❖ *An individual plan for the training of a future foreign languages teacher* – a formal document that contains detailed information about the future specialist and the services that he should receive. It is developed by a team of specialist teachers and combines their efforts to develop a comprehensive program of work with the student. An individual professional training plan defines the necessary adaptations / modifications and serves as the basis for further planning of training sessions. Individual professional training plans are based on standard curricula approved by the Ministry of Education and Science of Ukraine. Implementation of the individual curriculum and programs, achievement of students in the process of preparation are recorded in separate magazines of the established sample (may be an electronic journal).

❖ *Individually-consultative activity* is a specially-oriented type of organization of professional training, which is implemented through the creation of the necessary conditions for the identification and development of individual characteristics of students on the basis of personality-activity approach. The investigated type of activity is carried out in order to increase the motivation of those involved in the process of preparation to the future pedagogical activity.

❖ *Individual training route* is interpreted by educators as a purposefully designed individualized training program that provides the future teacher of foreign languages with the position of the subject of choice, the development and implementation of an educational program while supporting self-determination and self-realization.

❖ *Individual approach to each student* is a purposeful activity of the teacher of higher educational institution in the process of studying and upbringing of each student in the conditions of classroom and non-classroom training. Individualization and differentiation of the training process

are used in order to achieve an individual approach to the future of specialists in the field of foreign languages. In obedience to this *an individual approach* is examined as the preparation of the students to a foreign language in a sub-group under a definite program, but taking into account their individually-psychological characteristics. At the same time, the first task is to help the student to master the basic level of broadcasting, the output beyond which is always desirable.

❖ *Individual differences* - this is primarily the difference in students' biophysiological desires, which are expressed in the peculiarities of their higher nervous system, on the basis of which the psychological life of the student of the faculty of foreign languages with its individual mental processes forms.

In the modern method of professional training of the future teacher of foreign languages, individualization is determined according to the nature of the substructures of the psychological structure of the student's individuality, given that each of them, as confirmed by experiments, has a significant influence on the level of possession of a student in a foreign language. The psychological structure of individuality (according to KK Platoonov) consists of four substructures: 1) orientation; 2) social experience; 3) forms of reflection and 4) biological properties.

The substructure of orientation combines inclination, desire, interests, ideals, world outlook, persuasion and motives. *The motivational factor* is the most important in the process of mastering foreign language activities. Students show different motivations, the main of which are "external" or broad social motivation and "internal", due to the educational activity itself. The highest interest and success in studying a foreign language are achieved when the ratio of external and internal motivation is as high as 70% to 30%.

The substructure of social experience covers knowledge, skills, abilities, habits. K. Platonov calls this substructure as an individual culture or preparedness. The leading component is the level of formation of foreign language skills and abilities in the teaching of foreign languages that can be raised only by regulating study modes, therefore the corresponding type of individualization is called *"regulatory"* individualization.

The third substructure includes mental processes and emotional-volitional personality traits that are developed and improved in various activities. A person should have well-developed phonemic hearing and auditory memory, sufficient direct volume of memory, flexible verbal-logical thinking and high emotional stability for qualitative and rapid acquisition of speech in foreign languages. These processes and qualities should be developed by some students purposefully on the material of a foreign language. Accordingly, this type of individualization is called "*developing"* individualization.

The fourth substructure covers the characteristics of the individuality, which determine the individual style of his activity. The concept of *an individual style* of educational activity includes: the pace of work, ability to work and the peculiarities of possession of methods and techniques of educational work based on available knowledge, skills and abilities. However, it is produced and refined if a person actively seeks receptions and ways that help him/her, according to his/her temperament, to achieve better results. One of the tasks of a foreign language teacher is to assist the future teacher in shaping the individual style of mastering foreign language activities. Therefore, this kind of individualization is called the "*formative"* individualization [6].

Conclusions and recommendations for further research. We understand that our observation is only part of the research program we have created for this issue. Further studies we see in the analysis of the system of functions of individualization of professional training of future foreign language teachers at the higher education institution.

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ВІДОМОСТІ ПРО АВТОРА

Ярослав Черньонков – кандидат педагогічних наук, доцент кафедри лінгводидактики та іноземних мов Центральноукраїнського державного педагогічного університету імені Володимира Винниченка

Наукові інтереси: процеси індивідуалізації у підготовці майбутніх вчителів іноземних мов; методи навчання іноземних мов на немовних факультетах; Формування майбутніх вчителів іноземних мов.

УДК 81-13

КОМПЕТЕНТІСНО-ОРІЄНТОВАНЕ НАВЧАННЯ МОВИ У XXI СТОЛІТТІ

Олена ЧОРНА, Ганна ВОЛЧАНСЬКА (Кропивницький, Україна)

У статті розглянуто зміни, які очікують на вітчизняну систему освіти; описано фактори скорочення кількості студентів, зростання ваги неформальних закладів освіти, визначено роль он-лайн ресурсів. На основі аналізу європейського досвіду, схарактеризовано основні переваги дистанційного навчання, шляхи його реалізації, визначено переваги та недоліки такого формату організації навчання.

Стаття описує навчальні потреби та особливості сучасного студента. У роботі розглянуто ключові компетенції, які студент має здобути у процесі навчання. До них відносяться критичне мислення, комунікація, колаборації та креативність. Метод проектів є одним із найзручніших методів фасилітації розвитку зазначених компетенцій.

***Ключові слова**: системи освіти, дистанційне навчання, компетенція, проектні методики, комунікація, колаборації, креативність, критичне мислення.*

The paper surveys changes, which the national system of higher education will face; defines the factors of decreasing number of the students, greater influence of informal learning centers; states the role of on-line resources. On the basis of European experience, the paper characterizes basic advantages of distant learning, ways of its conducting, summarizes advantages and disadvantages of such learning process format.

The study surveys learning needs and learning features of a contemporary student. It describes crucial competences, which a student has to obtain within the training process. The former include critical thinking, communication, collaboration and creativity. Project methods are one of the most useful and convenient ways to facilitate development of the defined competences.

***Key words**: system of education, distant learning, competence, project methods, communication, collaboration, creativity, critical thinking.*

Хочеш зробити щось на рік – сій пшеницю, хочеш зробити на 10 років – саджай дерево, хочеш зробити на віки – навчай дітей. Віддавна професія педагога була однією з найповажніших та найпотрібніших. Жодні революції та перебудови не могли змінити її значимість, хай і нематеріальну. Ситуація сьогодення змушує задуматись над нетлінністю цієї істини. Отож, світ змінився. «Не варто розраховувати, що ви закінчили виш – і на цьому навчання закінчилося. Вчитися доведеться все життя. Наступному поколінню <…> доведеться по кілька разів у житті кардинально змінювати професію» [1].

Світові тенденції вказують на те, що університети світу потребуватимуть все менше і менше викладачів. Це сталося з трьох причин: зниження цінності формальної освіти, яка є більшою мірою теоретичною, ніж практичною, переходом до дистанційних, он-лайнових форматів навчання, роботизацією низки процесів, а відповідно зниженням потреби у спеціалістах окремих спеціальностей.

Метою статті є схарактеризувати ключові компетенції у навчанні мови студентів XXI століття.

Вчені стверджують, що протягом наступних 10 років зникнуть від 12% до 15% існуючих професій. Так, наприклад, широке використання окулярів 3Д реальності ставить під сумнів потребу у ріелторах; кількість таких спеціалістів суттєво скоротиться, адже для