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THE READINESS OF FUTURE FOREIGN LANGUAGE TEACHERS TO SELF-EDUCATION ACTIVITY: THE THEORETICAL METHODOLOGICAL SUBSTANTIATION

Abstract. The theoretical methodological substantiation of the readiness of future foreign language teachers to self-education activity was represented in the article. The new investigated definition “the readiness of future foreign language teachers to self-education activity” was given. The psychoeducational analysis made it possible to draw a conclusion that the foundations of the theoretical methodological principles are interconnected components of the intension and processing supply: content, forms and methods of the students’ training for the self-education activity which are effective under diversified university conditions. The subsequent scientific investigations should be directed on approaches and methods of professional subjects teaching to force the students to self-education activity.

Key words: the readiness of future foreign language teachers to self-education activity; the theoretical methodological foundations; intension and processing supply, content of the future foreign language teachers’ training for the self-education activity; forms and methods of the future foreign language teachers’ training for the self-education activity.

The formulation of the problem in general and its connection with important scientific and practical tasks. The modern transformation of our society, European extent integration, the possibility to continue education or probation period abroad laid claim to language skills and English mastering particularly. The modern technologies and methodological directions development laid claim to the foreign language teacher too. The readiness to self-education activity provides a number of skills and is a component of professional training of future foreign language teachers. Thereby there is an issue about new theoretical methodological substantiation of the training content of future foreign language teachers in the institutes of higher education. One of the foreground directions is still the educational process organization: content, forms and methods.

The main sources and publications review on the topic. Our pedagogical search was directed on the activity structure which influences the cognitive needs and activity arrangement. It allows us to consider the readiness to the professional activity as a readiness to self-education activity and professional readiness of the future foreign

language teachers as future foreign language teachers as an important background of their school work adaptation (A. Kapska, Z. Levchuk, O. Moroz, D. Uznadze).

The implementation of active forms and methods of educational-cognitive activity in the institute of higher education is universally recognized as one of the most prospective direction of improving of practical professional training for the further pedagogical work (A. Aleksuk, V. Bondar, A. Linenko, O. Pekhota, O. Savchenko, V. Semychenko, S. Sysoeva, M. Fitsula, L. Khomych, L. Shaposhnikova, V. Yakunin). Acquisition of knowledge and skills forming take place in the process of interaction complex factors which complete the intension and processing supply of future foreign language teachers training to the self-education activity.

Delineation the undecided before questions, formulated in the article. Identifying the main directions of future foreign language teachers training to the self-education activity, we made the main definition of our research. The readiness of future foreign language teachers to self-education activity we comprehend as a result of professional training which includes the educational needs and is realized by organized education, transformed into purposeful self-education activity, ability to make motivate cognitive activity, realize acquired skills in practice. The base for theoretical methodological substantiation is the intension and processing supply and its interconnected components: content, forms and methods of the students' training for the self-education activity under diversified university conditions, those should be analyzed thoroughly.

The formulation of the article aim and tasks. The aim of the article is to identify the base of the theoretical methodological substantiation and the essence of the intension and processing supply of future foreign language teachers training to the self-education activity. According to the aim the **tasks** were formulated: to analyze the modern psychology-pedagogical researches; to define the essence of the intension and processing supply; to disclose the effectiveness and filling of the content, forms and methods of the students' training for the self-education activity under diversified university conditions.

The statement of the research material with received results substantiation. The given earlier definition of the readiness of future foreign language teachers to the self-education activity shows the inextricable link of professional and self-education activities.

The content of future foreign language teachers training to the self-education activity under diversified university conditions is based on the main tasks of higher education: “the working out of the pedagogical professional formation base of future teachers under the multilevel higher education; integration of training courses; joining the individual, group and collective forms of educational activity; the students’ self-work organization under the new higher education paradigm; the cognitive interests forming of students in the process of professional training etc” [5, с. 12].

We maintain the ideas of S. Martynenko, L. Khoruzsha and think that forming of well-educated and creative person, who has ability to life-long studying, reformation of professional training on the higher level, forming the readiness to self-education are the fundamental in the professional training process [3]. The professional training of future foreign language teachers to the self-education activity we base on the professional and practical training cycle concentrating on the variant part of the cycle – the subjects at the higher institution opinion. We should say that the teachers of special – professional directed subjects – make the main motivation in the future foreign teachers’ studying. The introduced approach to the content of the self-education activity training is completed by the psychology-pedagogical, linguistic and methodical training of future teachers.

Psychology-pedagogical training of future teachers is made during the acquiring the subjects of psychological and pedagogical cycle. General and age-related psychology, pedagogy, valeology, sociology knowledge; modern educational technologies; preparing to the teaching activity allow to assess the pedagogical situation and find the right way to solve it. Under the linguistic training we mean the qualitative mastering the four types of speech activity according to estimation criteria during the learning of practice of spoken and writing speech course which requires the integration of phonetic, grammatical, speech skills. In addition the knowledge mastering of the second foreign language, English language history, linguo-country-specific studies, foreign literature etc allows expanding and extending the self-education activity of future foreign language teachers. The methodical training means the practical skills mastering of giving a foreign language lesson (foreign language teaching methods, pedagogical practice). We think that in methodical training the teacher personality plays the main role – it forms the professional

orientation of future foreign language teachers. The scientists worked out this problem in different angles of view: the main directions of Ukraine higher education structure (V. Kremen, V. Ohnevyuk); priority principles and ways of Ukraine higher education structure reforming (M. Dmytrychenko, M. Zhurovskii); the Ukraine higher education adaptation to the Bologna process demands (V. Danchuk, B. Horoshun, O. Yazvinska); integrative-modular pedagogic system of professional education and the implementation of credit-modular system of educational process organization into the Ukraine higher education (Y. Bolubash, V. Hrubiyanko and others); the problems of distance learning (S. Sysoeva); modular-rating learning system (P. Sikorskyi); the structure of specialties and educational levels in higher education, methods to control and assess the knowledge level (I. Bulah); educational diplomas and qualifications; rating system of students' knowledge assessment (N. Nychkalo) and others.

To our opinion, the training of future foreign language teachers to the self-education activity occurs during the professional subjects mastering and modular principle of their organization gives possibility to structure by sets, to organize discrete-continuing learning of educational material with complete administrative cycle. For example, we worked out according to the curriculum the working educational program of the integrative course "The practice of spoken and writing speech" intended for four years learning to receive bachelor degree. The program is divided according the credit-modular technology and plans to use the techniques and methods of basic knowledge actualization and force the cognitive activity, the main knowledge revision from the previous module, new knowledge mastering, defining the psychology-pedagogical base of speech activity skills forming and creative skills, using the developing abilities of the material of the whole module and its parts, the system of tasks for independent work, reverse information, different types of forms and methods of educational material explanation for the students' self-education activity.

From the module and test credits distribution we can see, that the most quantity of credits is for learning the "The practice of spoken and writing speech" subject. It occurs because this subject integrates other practical courses of grammar and phonetic, promotes the development all the types of speech activity and professional properties of future

teachers. Comparing the general quantity of hours at language practice course, we observe their gradual decrease from the first to the fourth year of studying. The number of self-studying hours analysis shows that 25% of the general quantity of hours intended for self-studying, the teacher should distribute and fill with content in a way to teach students to work with additional literature, different dictionaries, authentic texts etc.

To organize such a kind of work, it is necessary to give students information about module, its structure and ensure understanding the strategy goals of subject learning; to show some knowledge gaps in theory and practice, to plan the ways of their liquidation, to define criteria characteristics, projecting them to each mark; model the system of individual-individual relationship and result assessment. The most consummate is the computer-assisted teaching. We have to say, that regular in-line tests prepare students for module tests, remove the psychological stress before exam and state examinations, but forming foreign language skills require the teacher's help.

We made the constructive spade work during this work it was made module distribution of the subject into logically completed parts; in the each module it was defined the structure of knowledge items, practice activities of module for the full mastering with basic mark "satisfactory" (it was given the basic lexical minimum and assessment criteria for all kinds of speech activity); the control parameters (theoretical elements of knowledge, skills and abilities, listening, self-work and investigation work results, competitions etc.); for each defined control parameters it was set maximum of points and quantitative correlation between them.

To form the future foreign teachers' readiness to self-education activity, it was worked out the intension and processing supply, which includes: the main textbook, methodological workbook for students' self-work with texts and tasks, lessons' plans, methodical recommendations for compositions, yearly projects and tests. The texts and recommendations selection was done according to the curriculum, and tasks completed in a way to force students for searching new information and sources to make the students' self-work reasoned.

Such structure and material setup as these, possibility to get it in paper and electronic version shows to the student the perspective of his work and orientate himself if he was

absent during the lessons. Innovative technologies using allows simplifying the way of getting information from the teacher to the student, from the student to the teacher.

To disclose the content of the future foreign teachers' training to self-education activity, we devote the priority to the organizing forms. One of the most effective forms of future professional training at the practical lessons is group-work organization. The analysis of psychological and pedagogical searches on the topic showed, that the essence of the tasks, their didactic and educational aim influences the successes of group-work organization. Also for group-work organization is very important the age of students, their realizing of the task aim, the knowledge and skills level, development of communicative qualities. During the group-work organization it is necessary to take into account external and internal circumstances. To external circumstances the scientists include the aim, content, tasks, some environment conditions; to internal – the task importance for the students, quantitative and qualitative group structure, the character of interpersonal relationship and the work duration [1; 2].

At the practical activity we used cooperative-group, differentiated-group, individualized -group forms. To our mind, analytical activity during the group work, collective material summarizing set up the circumstances for cognitive students' interests awaken and forming. The educational work was organized in the optimum pace and favours the students' initiative and self-dependence. The approaches to the group-work organization, its circumstances and corrective activity redistribution we could find in the works, written by L. Herasymenko, T. Poyasok, I. Unt, G. Tsukerman and others. The scientists say, that cooperation with per-group-mates gives the opportunity to form some skills: to distinguish the known and unknown information more effectively, then in the cooperation "student – teacher". The first step for group-work could be the pair-work. So long as during the group-work the part of control-corrective teacher's activity is given to the students, the significance of group-work raised as a way of cognitive students' activity forming and possibility to make differentiate approach to studying.

At the process of future foreign languages teachers' professional training to self-education activity we consider the group-work and its variety – pair-work – one of the main forms of work organization at the practical lessons. Besides noticed forms we offer

to use unconventional forms, such as: round work table, discussions, presentations, projects etc. To our mind, these forms help students to open up, to overcome speech and psychological barrier, to be sure of themselves and their answers, to improve pedagogical-psychological and philological skills in natural way. The practical usage of the gained skills students could find carrying out the tasks of the pedagogical practice, as a form of organization the future foreign language teachers' training to the self-education activity.

To provide the high level of the professional future teacher formation, to form the skill to diagnose the development of pupil's personality and pupil's collective, we define the forms of pedagogical practice organization: the instructional advice how to prepare and hold the practice; group and individual consultations; individual conversation; lessons and extra classes; analysis and discussion the group-mates lessons; lesson self-analysis, making the pedagogical puzzles; simulation and business games; instructive-methodical meetings; location lecture, practical classes, seminars, conferences etc.

As scientific researches of A. Aleksyuk, Y. Babanskiy, A. Gromtseva, I Lerner, P. Pidkasystyi, N. Sydiorchuk, M. Skatkin corroborate, that there is not unified approach at the pedagogical science to the educational methods classification at the higher education system, because this conception is very versatile. We analyzed the most widespread and recognized classifications of methods (by person activity, by the source of obtained knowledge, by didactical aims) and got out to the I Lerner and M. Skatkin classification by the level of being involved into creative activity. The methods, introduced by the scientists (explanation-illustrative, reproductive, problem exposition (description), partially-searching, exploratory) satisfy the different levels of cognitive activity [2; 4]. According to the criterion of information selection and synthesis in the self-work process there were defined such methods of education, as: reading and studying the literature; listening to the texts and discussing; getting knowledge from other searches (television, radio, information technologies); working out the problem in written form. So far as the modern psychology considers the cogitative process as alive human activity, which has the same structure as a practical activity, we make the classification of methods of self-activity skills forming on the base of active approach. On the assumption of **Ошибка! Ошибка связи.**, methods of self-education skills forming from one side are in the capacity of self-activity ways, form

the other side are the means of its forming, and in the perspective – professional self-education activity.

Systematizing the author's approaches to the method classification of the self-education activity, it is worth to observe it from the procedural, but not from the effective point of view. The analysis of the pedagogical-psychological literature made it possible to make a conclusion that the activity has such components: the motive, the aim (as a predictable result), and actions, directed to reach the aim; that is why we sorted out three groups of methods of forming the future foreign language teachers self-education activity: 1 group – methods of motivation and stimulation of self-education activity; 2 group – methods of self-education development; 3 group – methods of control, inter-control and self-control. On the base of self-education methods mastering by future foreign language teachers, we reflect the interaction between teachers and students, based on the significance-creative aims forming on the teacher's hand. We put into the first group methods of forming the interest to the education activity (the teacher provides the function of self-education activity regulation, cognitive, role, emotional activation, organizes the cognitive games, the analysis of life situations (simulations); makes a successes situation at the self-education activity) and methods of liability and responsibility stimulation and motivation (the teacher explains the professional and personality importance of self-education activity, sets up the claim of its stimulation; the student recognizes the lack of knowledge, and unites the constant self activity with future profession).

To the second group we put the methods of literature insight – the reading culture forming and library-bibliography culture (the teacher promotes the development of all the skills to work with science and educational literature, the student masters the skills of self-searching, of necessary literature selection and fixation, of bibliography completing, of reading culture) and fixation methods of delivered (the teacher promotes the deep understanding and memorizing of delivered on the base of written fixation; the student transforms the passive knowledge into active, as far as the work with book is individual and creative process, which depends from the exact aim). The methods of practical self-education activity we put into the third group (the teacher controls, appraises, stimulates the educational tasks pursuance by students, develop the creative thinking; the student

implements the practical tasks, learns and summarizes the perspective teachers experience, observes the different types of activity at school, takes an active part in the scientific-research work, writes the course and bachelor projects etc), methods of oral and written control, inter-control, self-control (the teacher makes oral, written and complex control, analyses the results; the student makes self-control, correlates his results with predictable before) and methods of control of credit-module system requirements (the teacher defines the approach to the organization the student's mastering the module material, organizes the practical lessons in a special way; the student deals with active self-creative cognitive activity).

We apprehend the future foreign language teachers' training to the self-education activity as a controlled process, so we think that the teacher of the higher institution has to cope with methods of knowledge measuring, the parts of them are: oral and written control of knowledge; interview; testing etc. The method of written knowledge control – translation, essay, and composition – gives the positive results what about the objectivity criteria, and test control provides the objectivity of the measuring process, data handling and their interpretation, satisfy the validity criteria. Knowledge could be valued by volume and fullness, their system, generalization and mobility. The line module control is made in the test form, which is typical for credit-module learning system and gives possibility to check the level of students mastering the curriculum more completely.

The conclusions and perspectives for the further research of the problem. The content of curriculum, completed in the proper way, mutually complementary traditional and extra ordinal methods of educational students' activity organization give the possibility to form the professionally competent specialist. So, worked out intension and processing supply is a basis for the theoretical methodological substantiation of the main forms and methods of future foreign language teachers training to self-education activity.

The subsequent scientific investigations should be directed on approaches and methods of professional subjects teaching to force the students to self-education activity.

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ГОТОВНОСТЬ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА К САМООБРАЗОВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ: ТЕОРЕТИКО- МЕТОДОЛОГИЧЕСКОЕ ОБОСНОВАНИЕ

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Аннотация. В статье подано теоретико-методологическое обоснование подготовки будущих учителей иностранного языка к самообразовательной деятельности. Дана дефиниция исследования: «готовность будущего учителя иностранного языка к самообразовательной деятельности». Психолого-педагогический анализ позволил сделать вывод, что в основе теоретико-методологических принципов лежат взаимосвязанные составляющие содержательно-технологического обеспечения: содержание, формы и методы подготовки к самообразовательной деятельности, которые эффективны в условиях многопрофильного университета. Дальнейших исследований требуют подходы и приемы к преподаванию профильных дисциплин для мотивации студентов к самообразованию.

Ключевые слова: готовность будущего учителя иностранного языка к самообразовательной деятельности; теоретико-методологическая основа; содержательно-технологическое обеспечение; содержание подготовки к самообразовательной деятельности; формы и методы подготовки к самообразовательной деятельности.

ГОТОВНІСТЬ МАЙБУТНІХ ВЧИТЕЛІВ ІНОЗЕМНОЇ МОВИ ДО САМООСВІТНЬОЇ ДІЯЛЬНОСТІ: ТЕОРЕТИКО- МЕТОДОЛОГІЧНЕ ОБҐРУНТУВАННЯ

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Анотація. У статті подано теоретико-методологічне обґрунтування підготовки майбутніх вчителів іноземної мови до здійснення самоосвітньої діяльності. Подано основну дефініцію дослідження – «готовність майбутнього вчителя іноземної мови до самоосвітньої діяльності». Психолого-педагогічний аналіз дозволив зробити висновок, що в основі теоретико-методологічних засад лежать взаємопов'язані складові змістово-технологічного забезпечення: зміст, форми і методи підготовки до самоосвітньої діяльності, які є ефективними в умовах багатопрофільного університету. На нашу думку, подальших наукових розвідок потребують підходи та прийоми до викладання профільних дисциплін з метою спонукання студентів до самоосвітньої діяльності.

Ключові слова: готовність майбутнього вчителя іноземної мови до самоосвітньої діяльності; теоретико-методологічна основа; змістово-технологічне забезпечення; зміст підготовки до самоосвітньої діяльності; форми і методи підготовки до самоосвітньої діяльності.

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