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THE CONTENT OF THE PROFESSIONAL AND PRACTICAL TRAINING OF TEACHERS-PHILOLOGISTS IN UKRAINE

INTRODUCTION

The problem of training a teacher, in particular a teacher-philologist, has long been in the field of view of a wide range of scientists. Much less attention has been paid to the study of the content of professional and practical training of teachers-philologists in Ukraine.

The introduction of martial law in Ukraine actualized the issue of mastering a foreign language, in particular English, as a means of communication between people of different nationalities. This problem, in turn, is closely related to the training of specialists who are fluent in English, in particular, teachers-philologists.

Along with the development of specialties related to information and computer technologies, professions related to philology, such as foreign language teacher, applied linguist, translator, SMM manager, copywriter, etc., have become relevant in recent years. The reform of national higher education in the context of modern European integration processes dictates the need to take into account European and world standards during the organization of teacher professional training.

Nowadays, philological specializations can be attributed to the group of the most promising. This is evidenced by the analysis of the development vector of state policy in the field of language education, which is focused on the preservation, development and active use of the native language and the languages of

national minorities, the mastery of several languages by citizens of Ukraine, including foreign languages, the formation of a person's ability for cross-cultural dialogue, tolerant attitude towards other cultures. The highest level of interdisciplinary integration in the training of a modern teacher-philologist is found in the area of educational and professional programs in the areas of higher education, providing students with the opportunity to acquire knowledge related to the chosen specialty.

THEORETICAL BASIS OF THE RESEARCH

A review of scientific literature shows that many scientists were engaged in the study of the problem of training a teacher-philologist in Ukraine, in particular, such aspects as¹: the methodological foundations of the modern philosophy of education were developed (Andrushchenko, Goncharenko, Zyazyun, Kremen, Sukhomlynska); problems of continuous professional education (Dubaseniuk, Nychkalo, Tsekhmister); historical retrospective of higher pedagogical education (Bulda, Vazhynskyi, Vovk, Voinalovych, Hluzman, Demianenko, Kurylo, Lavrirenko, Luhovyi, Maiboroda, Meshchaninov, Misechko, Nikitchyna, Pyrozhenko, Shenderuk, Yashchuk, etc.); formation of pedagogical skills (Barbina, Kramushchenko, Kryvonos); teacher preparation for pedagogical creativity and implementation of pedagogical technologies (Antonova, Dupliichuk, Sysoieva, Yurchuk, Yahupov); system analysis of the pedagogical process in higher education (Abdullina, Vitvytska, Kushnir). Some problems of linguistic, literary studies, methodical training of a philologist teacher were substantiated (Baida, Bigych, Borysko, Voloshyna, Dupliichuk, Matsko, Morska, Miroschnychenko, Nikolaieva, Pasynok, Pasichnyk, Radyshevskaya, Semenoh, etc.). In separate studies, the problem of training future teachers in two specialties was developed (Bulhakova, Haidai, Horina, Zhurba, Melnyk, Sokolova, Turchynova, Khalymon).

The purpose of this article is to analyze the peculiarities of professional training of a teacher-philologist in Ukraine, in particular to analyze the content of professional and practical training of future teachers of English language and literature at the current stage in Ukraine.

The theoretical basis of the study consists of such basic categorical concepts as "training", "teacher training" (that is, "professional teacher training"), "teacher-philologist".

¹ The list of authors according to the field of interest done on basis of review of National Library of Ukraine named after V. I. Vernadskyi [www.irbis-nbuv.gov.ua].

In modern scientific studies, the concept of “professional training” is quite common. Let us dwell on some interpretations of this concept. According to the Law of Ukraine on Higher Education, professional training is the acquisition of a qualification in a relevant field or specialty (Zakon, 2014). According to Misechko (2011), the professional training of a foreign language teacher is a holistic, dynamic pedagogical system that is non-linear, functionally active, structurally ordered, capable of self-development and characterized by specific laws, unity of content, goals and means, aimed at the formation of professional competence, general and professional culture, creative thinking of the future teacher and his readiness for professional self-development. According to the definition of Baida (2015), professional training is a specially organized process of acquiring professional knowledge, abilities and skills and the formation of professional competencies that contribute to the formation of readiness for activity within a certain specialty, in particular, a teacher-philologist. According to Semenoh (2006), who considers the professional training of future teachers-philologists, it is worth emphasizing such qualities as: integrity, dynamism, flexibility, manageability, orderliness and internal harmony of its components. At the same time, in many works of the researcher, the term “teacher of language and literature” is used as a teacher of the Ukrainian language and literature (Semenoh, 2013, pp. 2–4).

Special attention should be paid to studies related to the professional training of future teachers-philologists in higher education institutions. Thus, Sokolova (2008) analyzes such training as a complex multifunctional open pedagogical system, which is characterized by dynamism, the presence of invariant components, with its inherent signs, hierarchical structure, internal and intersystem connections that ensure its integrity; subject-subject nature of interaction; manageability and self-management. We agree with the thesis that the professional training of future teachers-philologists in two specialties in higher education institutions is adapted to the systems of higher and pedagogical education. According to the researcher, this does not disturb its structure, however on the contrary, conditions the internal processes of self-improvement under the influence of socio-economic factors, educational paradigms and concepts.

Following Baida and Misechko, we consider the concept of professional training of a teacher-philologist as a dynamic pedagogical system of training a specialist in the subject field of the specialty “Philology” (Ukrainian, English, German, etc.), which is characterized by non-linearity, functional activity, structural orderliness, ability for self-development, unity of content, goals and means of training, orientation and formation of professional competence, general and professional culture, creative thinking. However, in our opinion, it is worth distinguishing the concept of a teacher-philologist whose main specialty is a foreign language and

a teacher-philologist with a specialty of “Ukrainian language”. In this study, we consider the professional training of a foreign (English) teacher-philologist.

From the point of view of psychology, professional training can be considered in three aspects: the process of professional growth of future specialists; as the goal and result of the activities of higher education institutions, student participation in educational activities; as a method of accumulation based on knowledge, abilities and skills, cognitive and creative activity of the individual, development of his potential (Barblan, 1999).

According to Baida, “a teacher of philological specialties is a qualified specialist who has fully mastered the training program in the subject field “Philology” (English / German / Ukrainian language and literature) and fulfilled the requirements of psychological-pedagogical, methodical and practical training programs in accordance with the branch standard of education” (Baida, 2015, p. 43). In turn, Dupliichuk (2015) considers the professional-pedagogical training of a teacher-philologist in the unity of a competent subject specialist, a professional researcher and a cultural-linguistic personality capable of working independently on the study of not only native, but also foreign languages. Thus, the researcher believes that a competent teacher-philologist, in addition to his native language, should know at least two foreign languages that would contribute to productive communicative integration, because a teacher-philologist must be able to participate in the dialogue of cultures. According to Dupliichuk (2015), in the professional and pedagogical training of a teacher-philologist as a cultural-linguistic personality, the idea of a plurilingual approach becomes the leading one, because it is used to describe general communicative competence and within its limits there is an interaction of different degrees and directions of competence in different languages.

It should be noted that Sokolova (2008) presented the author’s classification of specialists of various profiles: (1) specialist of a narrow profile (subject teacher), the personal concept of development of which is aimed at the development of pedagogical abilities and readiness for creative solution of professional tasks, conducting classes related to subject; (2) a specialist of a complex profile (subject teacher, practical psychologist) is a teacher who has systemic knowledge and is capable of multi-functional activities; (3) a specialist of an integrative profile is a teacher, researcher, education manager – an educator with universal synthetic knowledge, capable of universal functional activity.

According to Radyshevska (2015), the purpose of professional training of future teachers of humanitarian specialties is to prepare a competent specialist capable of carrying out professional activities based on the principles of humanism, a person-oriented approach, interaction, multiculturalism, the unity of theoretical and practical knowledge, systematicity and integrity in the accumulation profes-

sional experience, continuous independent growth, professional and personal mobility, flexibility, adaptability, feedback and reflection on the level and quality of the achieved results. According to Larke (1992), the main characteristics of a multicultural teacher's personality are academic knowledge, interpersonal communication skills, a respectful and impartial attitude towards the student, regardless of ethnic, cultural or other affiliation and social status.

LANGUAGE PROFESSIONAL AND PRACTICAL TRAINING OF TEACHERS-PHILOLOGISTS IN UKRAINE

Today, the training of teachers-philologists in Ukraine is carried out in almost every classical and pedagogical university in Ukraine. With the development of information and computer technologies in Ukraine, there was a need to train such specialists in philology (teachers, applied linguists, etc.) not only in classical universities.

Thus, among the higher education institutions that train philology teachers, namely specialists in specialty 014 "Secondary Education. English Language and Literature", in 2021/2022 Zhytomyr Polytechnic State University joined.

We will analyze the training cycles of specialists in specialty 014 "Secondary Education. English Language and Literature" in 2021/2022 at Zhytomyr Polytechnic State University. Thus, the curriculum of the specialty is divided into three cycles: general, professional and practical training. The first 2 cycles are divided into 2 parts, respectively: normative and variable.

In the normative part of the cycle of general training, future teachers of English language and literature study such disciplines as general psychology, philosophy, pedagogy, the history of world literature, the Ukrainian language (for professional direction), foreign literature, introduction to general linguistics, literature of Great Britain and the United States, country studies, basics of informatics, basics of scientific research, ethics and image making. That is, both general scientific disciplines and those directly related to foreign philology are studied here (see Table 1).

Let's analyze the curriculum in more detail. As we can see from Table 1, the greatest attention is paid to the study of the basic discipline, because 1080 hours (27%) are allocated to the practical course of the main foreign language (English). Moreover great attention is paid to the training of philology teachers in a second foreign language (German). Therefore, the practical course of the second foreign language is 750 hours, that is, 18.8% of the study time. Next, the initial hours are distributed as follows: 180 hours (4.5%) are allocated to practical grammar of the main foreign language, 480 hours (12%) to practical phonetics of the main foreign language.

Table 1

The Distribution of Educational Disciplines of the Normative Part of the Professional Training Cycle of Specialty 014 "Secondary Education. English Language and Literature" in 2021/2022

| № | Discipline | Hours | % |
|--------|---|-------|------|
| 1 | Practical course of the main foreign language | 1080 | 27 |
| 2 | Practical phonetics of the main foreign language | 180 | 4.5 |
| 3 | Practical grammar of the main foreign language | 480 | 12 |
| 4 | Practical course of a second foreign language | 750 | 18.8 |
| 5 | Creative writing | 90 | 2.3 |
| 6 | Linguistic studies | 90 | 2.3 |
| 7 | Methodology of teaching foreign languages | 180 | 4.5 |
| 8 | Methodology of teaching literature | 90 | 2.3 |
| 9 | Integration of mobile technologies in the process of teaching foreign languages | 150 | 3.7 |
| 10 | Stylistics | 90 | 2.3 |
| 11 | General linguistics | 90 | 2.3 |
| 12 | Peculiarities of teaching foreign languages in junior high school | 90 | 2.3 |
| 13 | Textbook science in the field of education | 90 | 2.3 |
| 14 | Interpretation of the text | 90 | 2.3 |
| 15 | Academic writing | 90 | 2.3 |
| 16 | Pedagogical practice (3 blocks of practices) | 270 | 6.8 |
| 17 | Certification exam | 90 | 2.3 |
| Total: | | 3990 | 100 |

Source: Zhytomyr Polytechnic State University, 2021, p. 4.

The leading role in the training of specialists in philology is played by the methodical component. Accordingly, the course of methods of teaching foreign languages is 180 hours (4.5%), methods of teaching literature – 90 hours (2.3%), the course “Integration of mobile technologies in the process of teaching foreign languages” – 150 hours (3.7%). As one can see from Table 1, other professional training courses last mainly for 90 hours, which is 2.3% of the training time per cycle.

It is worth noting that studying at the university is aimed at meeting the individual needs of the student and comprehensively developing his abilities. Therefore, in the variable part of the professional training cycle, the student must choose 50 credits, taking into account the weekly workload. Elective subjects offered to the student are listed in Table 2. All of them are calculated for 5 credits. Thus, a student can choose 10 disciplines.

Table 2

Selective Educational Disciplines of the Variable Part of the Professional Training Cycle of Specialty 014 "Secondary Education. English Language and Literature" in 2021/2022

| № | The name of the academic discipline | Number of ECTS credits | Total number of hours |
|----|---|------------------------|-----------------------|
| 1 | Settlement of conflicts | 5 | 150 |
| 2 | Personality psychology | 5 | 150 |
| 3 | Driver's rights and obligations and their protection | 5 | 150 |
| 4 | Recent foreign literature | 5 | 150 |
| 5 | Prevention and countermeasures against manifestations of violence | 5 | 150 |
| 6 | The system of secondary education in Ukraine and in the world | 5 | 150 |
| 7 | Legal support of professional activity | 5 | 150 |
| 8 | Sociology | 5 | 150 |
| 9 | The psychology of influence | 5 | 150 |
| 10 | Basics of translation studies | 5 | 150 |
| 11 | Grant project activity | 5 | 150 |
| 12 | Rhetoric | 5 | 150 |
| 13 | Conflictology | 5 | 150 |
| 14 | Basics of inclusive education | 5 | 150 |
| 15 | Lexicology | 5 | 150 |
| 16 | Modern teaching aids | 5 | 150 |
| 17 | Innovations in educational activities | 5 | 150 |
| 18 | Development of communication skills | 5 | 150 |
| 19 | Psychology of stress and post-traumatic stress disorder | 5 | 150 |
| 20 | Theory of literature | 5 | 150 |
| 21 | Peculiarities of a teacher's work in distance learning conditions | 5 | 150 |
| 22 | Document circulation in the field of education | 5 | 150 |
| 23 | Modern English-language literature | 5 | 150 |
| 24 | Legislation in the field of education | 5 | 150 |
| 25 | English school course | 5 | 150 |
| 26 | Organization of own business | 5 | 150 |
| 27 | History of the English language | 5 | 150 |

Source: Zhytomyr Polytechnic State University, 2021, p. 5.

In addition, some disciplines are taught to students in a foreign language already from the 1st year of training. The study of foreign languages by future teachers of English language and literature at the Zhytomyr Polytechnic State University is carried out according to authentic textbooks, as well as high-level teaching aids. Moreover the curriculum provides for the study of authentic fiction, non-fiction, scientific literature, etc. It is worth noting that teachers with international teaching practice work with future teachers-philologists. All this in a complex contributes to the high-quality training of specialists in specialty 014 "Secondary Education. English Language and Literature".

Analyzing the content of the cycle of professional training (normative part), it is worth noting that the division of all educational subjects into 2 subgroups, which we tentatively called basic philological and methodical disciplines, is followed. Therefore, we included the following disciplines in the first subgroup: practical course of the main foreign language, practical phonetics of the main foreign language, practical grammar of the main foreign language, practical course of the second foreign language, creative writing, linguistic studies, stylistics, general linguistics, text interpretation, academic writing. The second subgroup, respectively, includes: methods of teaching foreign languages, methods of teaching literature, integration of mobile technologies in the process of teaching foreign languages, peculiarities of teaching foreign languages in elementary school, textbook studies in the field of education. Moreover we included production practice to the second subgroup. There are three types of practice, because it ensures the practicing skills at the workplace.

After making the calculations, it is not difficult to see that 3210 hours are allocated to the training of teachers-philologists in basic philological disciplines, which is 80.5% of the training time. Whereas 780 hours, or 19.5% of the training time, are provided for methodical training. In our opinion, such a distribution is fully justified, because this difference is balanced by pedagogical practice and selective disciplines that have a methodological direction. Thus, the combined study of these disciplines ensures high-quality professional training of future philology teachers. In addition, the balancing of the curriculum also occurs due to the study of disciplines from the cycle of general training.

The cycle of practical training consists of such types of practices as propaedeutic (introductory), psychological-pedagogical, production-pedagogical, as well as attestation examination and defense of the final bachelor's thesis. The total number of study hours allocated to the study of disciplines of various cycles is shown in Table 3.

Table 3

The Distribution of General, Professional and Practical Training in the Content of Specialist Training in Specialty 014 "Secondary Education. English Language and Literature" in 2021/2022

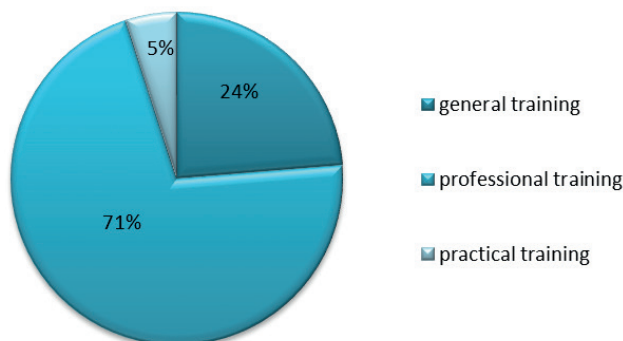
| Training cycles | | Hours | % |
|--------------------------------|---|-------|------|
| Cycle of general training | Normative part | 1410 | 19.5 |
| | Variable part | 300 | 4.2 |
| | In total, according to the cycle of general training: | 1710 | 23.7 |
| Cycle of professional training | Normative part | 3630 | 50.4 |
| | Variable part | 1500 | 20.8 |
| | In total, according to the professional training cycle: | 5130 | 71.3 |
| Practical training | | 360 | 5 |
| The total number | | 7200 | 100 |

Source: Zhytomyr Polytechnic State University, 2021, p. 6.

As we can see from Table 3, 23.7% of the study time is devoted to the study of disciplines from the cycle of general training, which is quite a good result. Most of the time is spent on studying subjects with a cycle of professional training – 71.3%. which contributes to the thorough training of a teacher-philologist as a professional. While practical training against this background looks more modest and makes up 5% of the training time. Therefore, curriculum developers should work on improving and balancing the professional training of a philology teacher. A visual representation of the distribution of general, professional and practical training in the content of specialist training in specialty 014 "Secondary Education. English Language and Literature" in 2021/2022 is presented in Figure 1.

Figure 1

The Distribution of General, Professional and Practical Training in the Content of Specialist Training in Specialty 014 "Secondary Education. English Language and Literature" in 2021/2022



Source: Zhytomyr Polytechnic State University, 2021, pp. 4–6.

Analysis of curricula for the training of English language and literature teachers for 2021/2022 at the Zhytomyr Polytechnic State University certified thorough training in general scientific and highly specialized philological disciplines, as evidenced by the distribution of study time (see Table 1). In addition, the professional training of future teachers-philologists is significantly enriched by studying the disciplines that a student can choose to study (see Table 2).

CONCLUSIONS

The analysis of the training of teachers-philologists made it possible to draw the following conclusions: a wide variability of the interpretation of the concept of “teacher-philologist” in pedagogical science was discovered. Along with the concept of “teacher-philologist”, scientists use such terms as “teacher of philological specialties”, “teacher of humanitarian specialties”, “teacher of philology”, etc. In our opinion, the training of a teacher-philologist, in particular in the specialty “Secondary Education. English Language and Literature” is very relevant and promising today, because future specialists are offered a wide range of career choices: foreign language teacher, applied linguist, translator, SMM manager, copywriter, etc.

The analysis of the curricula of the specialty proved that the language professional and practical training of teachers-philologists in Ukraine is quite thorough. In our opinion, the allocation of study time to the study of basic philological and methodical disciplines is quite justified. The curriculum is significantly balanced due to the variable part, according to which the student has the right to study academic disciplines of his choice.

We see the perspective of our further scientific research in the analysis of the formation and development of professional training of teachers-philologists in various specialties in Ukraine and abroad.

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Title: The content of the professional and practical training of teachers-philologists in Ukraine

Keywords: teacher-philologist; professional training; practical training; philological disciplines

Discipline: Pedagogy, Methodology of Professional Education

Language: English

Document type: Article

Summary

The aim of the article is to analyze the content of language professional and practical training of future teachers-philologists using the curriculum for specialty 014 “Secondary Education. English Language and Literature” at Zhytomyr Polytechnic State University as a case study. The authors review the 2021/2022 academic year curriculum for this specialty. The article states that the teacher-philologist training consists of three cycles: general, professional and practical training. In turn, the first two cycles are divided into two parts: educational disciplines of the normative and variable part. The article calculates the percentage ratio of study time allocated to the study of academic disciplines of the normative and variable part of the professional training cycle of specialty 014 “Secondary Education. English Language and Literature” in the 2021/2022 academic year. It is concluded that the language professional and practical training of teachers-philologists in Ukraine is balanced due to the successful distribution of study time for the study of basic philological and methodical disciplines. Optional educational disciplines in the variable part significantly enrich the curriculum and thereby contributing to positive dynamics in students’ knowledge.