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§3.4 *TEACHING FOREIGN LANGUAGES OF FUTURE PRIMARY SCHOOL TEACHERS: HISTORICAL ASPECT* (Terletska L., Borys Grinchenko Kyiv Metropolitan University)

Introduction. Language policy consists of worldview and ideological guidelines and practical standards that regulate language use in society. The principles of language policy apply not only to the state or official language, but also to all languages that are actually used in any format. Foreign languages form an important cluster of language policy in the state and society.

Foreign languages are integrated into virtually all spheres of social activity, but education is the arena where language policy forms orderly algorithms for positioning linguistic and cultural elements. In the educational sector, a target structure of the language environment is being built, in which each language is assigned its own share of activity. At the same time, the format of society's development determines the level of influence on the development of the language environment and the parameters of the free functioning of language in society [3]. Despite a number of language policy formats in global practice, there are two main areas in which language policy is implemented:

- democratic, in which the functioning of languages involves the involvement of this process in sociocultural realities;
- authoritarian, which requires foreign languages to conform to ideological dimensions.

Such principles of constructing a linguistic and cultural paradigm determine the foundations for the development of languages in the context of the education system. The study of foreign languages in an educational environment requires appropriate institutional and structural support. Language policy, in turn, shapes the principles of organizational characteristics of linguistic activity within the educational sphere.



Presentation of the main material. Each state develops its own strategy regarding the status of foreign languages in the educational process, determining:

- the priority of languages studied;
- the level of foreign language proficiency;
- the format for learning foreign language discourse, etc.

In a democratic language policy, the main issue boils down to the level of language proficiency, and all educational potential is directed toward achieving quality language competencies. A foreign language is positioned as one of the elements for improving communication at the horizontal level of society's development. That is, the acquired language knowledge is further used individually and without restrictions: for communication, for development, for obtaining information.

The administrative style of language policy involves positioning foreign languages within the structure of social development as a mechanism. This target status determines the specifics of educational activities related to foreign languages for all participants: students, foreign language teachers, and specialists in the training of specialists in the relevant philological field. Foreign languages are used mainly at the vertical level without correlation with real sociocultural needs and mechanisms of practical use. The acquisition of foreign languages as an element of provision determines the specifics of their study in the educational process. When it comes to foreign language acquisition at the state level, it is the education system that plays a decisive role. Of course, there are other ways to influence the cultural and linguistic space, such as a large concentration of foreign language speakers in the local community or aggressive linguistic expansion by another country. However, as a rule, the main space for development, where the potential for learning and acquiring a foreign language is concentrated, is still the educational sphere [5].



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In general, scientific and linguistic discourse identifies several criteria that influence the process of foreign language learning. These criteria are universal and influence the content and format of foreign language teaching programs in higher education institutions.

Language policy regarding foreign language learning in Ukraine in the second half of the 20th century and early 21st century is characterized by fundamental changes in priorities at all possible levels:

- political, which provided for a change in the state system, resulting in the reformatting of the educational system;
- social, which provided for the transformation of the social system with a reorientation from authoritarian to democratic dimensions;
- educational, which specified the formation of a model for the development of a strategy for the teaching of foreign languages.

It is clear that the boundary separating these paradigms of language policy was the declaration of Ukraine's independence in 1991. This moment became a turning point for educational policy in general and, with it, a change in the positioning of foreign languages in the public consciousness. The transition to new educational standards in independent Ukraine led to fundamental changes in teaching, methodology, and organizational and educational aspects. In general, the concept of language policy regarding foreign language learning boils down to two key characteristics: purpose and value. Foreign languages are, in fact, a cross-section that determines the level of socio-cultural development. The demand for foreign language learning indicates the integration potential of a state or community, so language policy is a continuation of sociocultural demand [1].

Education in the context of language policy can be positioned in two key dimensions:

- education acts as a holistic, unified system in synergy with other spheres of social activity in the context of foreign language development in the sociocultural space;



- education is defined by its role in supporting and ensuring the cultural and historical dimensions of the functioning of foreign languages in society.

It is evident that the Soviet period of Ukrainian education was characterized by attitudes according to which foreign language learning was correlated with ideological demands. In contrast, the period of Ukrainian independence is marked by the involvement of education in a multifaceted synergistic interpretation of the role of foreign languages in social progress.

As for the second half of the 20th century, we should admit that Ukraine was part of the Soviet state, which was characterized by a totalitarian and administratively centralized style of governance. Obviously, such principles of social development directly influenced the educational process of foreign language learning, depriving it of flexibility and imposing non-alternative models of foreign language competence. In the 1990s, with the attainment of independence, new realities of the social and educational system were formed, and with them, new principles of language policy. It is understandable that a certain amount of time was allocated for a transition period, when new sociocultural realities were developing quite rapidly, and the educational sphere, being conservative in nature, needed time to transform its organizational and educational standards.

The cluster of foreign languages in the structure of the educational process needed to be changed in accordance with new social demands. The foreign language competencies acquired in the course of studying the university training program for students changed dramatically, which required an appropriate response from higher education institutions in several areas:

- the need to develop a new educational strategy for learning foreign languages with changes in the goals, course, and results of learning;
- the need to transform the matrix of competencies acquired by students in the context of integral, general, and professional elements;



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- the relevance of updating curricula and plans, expanding the teaching and methodological arsenal in the segment of foreign language learning;
- the retraining of human resources who train students and form fundamental knowledge and skills in foreign languages.

In general, the 1990s were characterized by uncertainty and variability in the standards for training foreign language specialists. The educational system retained the stereotypes and standards of the Soviet model of foreign language learning, but social development became the driver of transformations in outdated approaches to the organization of education. It is important to understand that changes in the paradigm of foreign language learning in higher education institutions were dictated not only by standardization on the part of educational institutions. Language policy was determined at the horizontal level, as the status of foreign languages in everyday life changed dramatically [2]. Participants in the educational process were confronted with new realities of foreign language use in the sociocultural environment and automatically transferred new requirements for foreign language competence to educational standards.

The beginning of the 21st century became a period when the new realities of foreign language functioning were already reflected in educational strategies and programs. At this time, a qualitatively new stage began in the formation of a new paradigm of the linguistic and cultural space in education, in which the new roles of foreign languages began to be expressed in the system of training specialists in this discipline.

For a comprehensive understanding of the specifics of language policy in the second half of the 20th century and the first half of the 21st century, it is worth looking at the periodization of this period through the prism of the peculiarities of foreign language teaching in the education system. In this context, it is worth emphasizing the complexity of the characteristics of educational activity in the



study of foreign languages in Ukrainian higher education institutions due to the radical sociocultural transformation of society as a whole that took place after independence. During this period, the educational system functioned in the context of two opposing social paradigms: command-and-control and democratically oriented [4]. On the one hand, covering such a long period creates difficulties in researching the principles of language policy due to significant differences in the organization of the educational process. On the other hand, it provides an opportunity to conduct a comparative analysis of the features and specifics of language training in different sociocultural dimensions of the educational organization process.

It should be noted that the content of education in the post-war stage of Soviet education was determined mainly by social demand and was linked to social ideals, long based on a single ideology. As a result, the content of education was positioned as a tool of class struggle, which had a negative impact on the humanistic, anthropocentric function of education [7]. The conceptuality of the content of education during this period can be classified in sociological terms with the key objective of training highly specialized specialists. Given that Soviet education was characterized by systematical, rigid structure, and regulation, these guidelines for educational development were implemented literally from elementary school onwards. Under such conditions, foreign languages, not having priority status in the paradigm of targeted education, were in search of a practical and motivational model. In other words, the demand for foreign language as a school subject needed to be confirmed at the local school level, without centralized implementation by the state educational development strategy.

Those who were involved in promoting foreign languages were primarily teachers who, guided by their own beliefs and knowledge, gave this subject a specific role in the educational system. It is clear that the process of developing an



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interest in learning a foreign language should begin at the very beginning of schooling—from the first grade of educational activity (forming motivation to learn a foreign language, interest in the subject, and recording the first successes in mastering the language).

The study of a foreign language in primary school is not limited to the linear dimension of foreign language acquisition, but involves developing the student's ability to perceive, assimilate, and convey information in a foreign language. Therefore, in the modern educational paradigm, the process of teaching foreign languages is gradually losing the dominance of the classical foreign language dimension, expanding to include linguistic and sociocultural content [6]. This involves the formation of a flexible component alongside the fundamental cluster of foreign language knowledge: the use of foreign language competence. It is noted that these guidelines are already being implemented at the initial stage of foreign language learning in primary school in order to ensure that students fully understand the concept of learning another language (and with it, another culture and another information field). Such guidelines are the basis for the development of a multilingual environment. It is obvious that such guidelines of the modern model of foreign language teaching require changes in the system of training foreign language teachers at all levels of education. First of all, this issue should be addressed for future primary school foreign language teachers. The strategy for training teachers who will teach foreign languages to primary school students, along with fundamental educational dimensions, should take into account all modern trends in socio-cultural life.

The status of foreign languages in education is changing from a means of communication to an interdisciplinary activity involving language knowledge and its integration into areas of social activity. Therefore, higher education standards for teaching foreign languages in primary schools are being updated and



supplemented with new elements and algorithms of pedagogical skills. The dynamism of modern social development requires the transformation of the educational space, which integrates an interdisciplinary educational arsenal, namely: new formats for organizing the educational process; innovative technologies for teaching foreign languages; relevant educational and informational content; mental and psychological characteristics. Previously, a foreign language teacher in primary school concentrated all the necessary tools for organizing educational activities in their pedagogical skills. Nowadays, teaching this school subject is associated with the ability to manage the process of acquiring foreign language competencies. Currently, the functional paradigm of foreign language teaching is undergoing a complete change, which requires future teachers to acquire professional skills in various formats of educational activity.

Innovative processes of international experience in foreign language teaching are gradually being introduced into the Ukrainian educational environment. The Soviet-Ukrainian period of the second half of the 20th century and the times of sociocultural turbulence of the 1990s left an ambiguous legacy in the foreign language teaching system. On the one hand, the teaching and methodological principles of foreign language teaching, based on the classical grammatical-lexical paradigm, retained their traditionally strong position. At the same time, new approaches to foreign language learning became relevant, forming the basis for the pedagogical transformation of this school discipline.

The new Ukrainian pedagogical tradition is gradually reorienting itself towards the standards of the European model of foreign language acquisition within the school curriculum. The key characteristics of the pedagogical skills of a foreign language teacher in primary school are as follows:

- the use of technological and digital learning platforms for foreign language learning, which performs a stabilizing function during the educational



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crisis (the COVID-19 pandemic and martial law) and diversifies the learning process;

- the use of psychological and pedagogical potential to reveal the individual potential of each student and the teacher's ability to interest and motivate them to learn a foreign language;
- the application of pragmatic solutions in the organization of the educational process and institutional guidelines for the functioning of primary schools in the segment of foreign language learning, which provide for the dominance of the principle of learning effectiveness.

In general, the relevance of the current study corresponds to contemporary trends in scientific and pedagogical discourse, in which foreign language learning is positioned as a priority element of the modern educational paradigm. The primary school teacher plays a key role in the initial stage of foreign language acquisition, laying the foundations for both the rational and mental dimensions of learning this discipline.

Conclusion. In general, the issue of interdisciplinarity actually dominates contemporary scientific and pedagogical discourse. The cluster of foreign language teaching in its fundamental principles involves the use of the potential of various scientific dimensions to form comprehensive professional competencies in students. In modern educational and professional programs for training primary school teachers, there is a separate cluster of a selective nature, which is focused on teaching foreign languages in lower grades. This specificity of the program dimensions for training primary school specialists allows for the differentiation of specialists according to their linguistic, natural science, or humanities profile with the corresponding formation of the necessary skills.



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