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### **PRINCIPLES OF TEACHING FOREIGN LANGUAGE AND SPECIFICS OF THEIR IMPLEMENTATION IN THE TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS**

At the current stage of development of foreign language education in higher education institutions, it is worth highlighting those participants in the educational process who are initiating the introduction of innovative teaching methods. First and foremost, the level of institutional departments of domestic education, which are guided by strategic principles of foreign language learning development and determine the vector of orientation towards Western educational values, for which the innovative aspect is synonymous with the development and effective functioning of the industry, is becoming increasingly relevant. At the local educational level, the role of higher education institutions that are guided by the principles of a competitive environment is highlighted, therefore the use of innovative elements is a strong argument in the struggle for status and the opportunity to function in the modern space. The principles of foreign language teaching have been studied in the scientific works of Ukrainian and foreign researchers. In her article, T. Koval examines interactive methods and principles of foreign language teaching in higher education institutions (Koval, 2011), while N. Safonova's study considers the interaction of sociolinguistic principles and the main trends in foreign language teaching in educational institutions in Ukraine (Safonova, 2017). M. Kozak defines the principles of the communicative method of foreign language teaching (Kozak, 2014). Yu. Talalay defines the principles of the activity approach and independent foreign language learning through the prism of the views of Czech educators (Talalay, 2016). Among foreign scholars, it is worth mentioning the studies of M. Long, T. Rodgers, M. Vassallo and J. A. Telles, S. McKay (Long, 2009; Rodgers, 2009; Vassallo & Telles, 2006; McKay, 2016) and others. The identification of principles for teaching foreign languages to future primary school teachers has not been the subject of a separate study. The aim of this article is to identify and analyse the principles of foreign language teaching in the context of training future primary school teachers.

The consideration of foreign language teaching methods should begin with traditional elements, which are updated and improved, forming a part of innovation without introducing it at the conceptual level. Let us consider the didactic and methodological principles of foreign language teaching and the specifics of their implementation in the training of future primary school teachers:

1) the principle of communicativeness – communicativeness in the paradigm of foreign language knowledge implies free communication and understanding of the interlocutor. Such guidelines determined the need for communicative synergy even at the level of the educational environment;

2) the principle of taking into account the native language – the positioning of the native language in the process of learning foreign languages plays a decisive role in the context of the perception of the foreign language by the student. Therefore, taking into account the native language

should be determined primarily by the needs of the foreign language acquisition programme, and not by the convenience of the participants in the educational process;

3) the principle of educational interconnection of speech activity. The main components of speech activity can be formed autonomously, but such a methodological approach has significant drawbacks related to the lack of understanding of linguistic content. When the main types of speech activity (reading, writing, speaking, listening) are offered in synergy with the educational process, this creates a holistic understanding of the foreign language;

4) the principle of coordination between language and culture learning.

The linguistic and linguocultural characteristics of foreign language learning need to be correlated, since the elimination of the purely linguistic dimension leads to a limitation of its use. Knowledge of a language without understanding the specifics of its functioning in society limits the fullness of linguistic potential. This leads to the formalisation of linguistic activity, which does not deprive the language speaker of the ability to think critically, analytically and creatively in the context of linguistic activity;

5) the principle of authenticity of teaching materials. An important aspect related to the relevance of the sources used to study a foreign language. Teaching materials should be diverse in format and characterised by an appropriate level of perception by the relevant audience. The content of teaching materials should be understandable in the context of the age, experience and language level of learners.

Among the principles of foreign language teaching, it is worth highlighting one cluster that has human-oriented dimensions. These principles of teaching focus on individual potential in the process of foreign language acquisition: the principle of an individual approach, the principle of taking into account the student's abilities, the principle of developing linguistic personality, the principle of developing the learner's autonomy, and the principle of personally oriented learning (Terletska, 2020; Yunina, 2024). In general, human-oriented principles of foreign language teaching are designed to optimise the learning process in order to create favourable conditions for the acquisition of knowledge and skills. These vectors of educational and methodological orientation became relevant with the transition to a human-centred approach in the field of education. In fact, there has been a transition from the concept of "foreign language in education" to the concept of "foreign language for people". The key concept for the functioning of any teaching principles is understanding the potential for developing language skills. One way is to focus on institutional potential, where foreign language competence is formed thanks to the organisational and essential structure of education: resources, tools, algorithms. Another way, chosen by Western society and which Ukrainian education is trying to follow, is based on the supremacy of human potential. In this context, foreign language teaching is focused on the teacher's ability to teach (rather than their knowledge) and the acquisition of language by primary school pupils (rather than the dominance of the teaching process). In other words, foreign language learning focuses on human capabilities, and the task of education is not to impose standardised methods on learners, but to identify their capabilities in terms of better perception and understanding of foreign language materials. In this context, it is important to maintain a balance between educational standards and autonomy of educational activity among learners. Obviously, granting complete autonomy and the absence of standardised control over learning will reduce foreign language learning to a format of self-education, and the role of the teacher in this process will be minimised. Such a format of organising educational activity does not meet the standards of educational quality that are characteristic of a developed society. And in the case of establishing the fundamental foundations of foreign language proficiency in primary school students, there is a risk of losing systematic and standardised mastery of these competencies. The organisation of roles in the educational space during the study of foreign languages is especially important for teaching professionals working in primary schools. For a teacher at a higher education institution who trains future primary school teachers, the question of the relationship and coordination between institutional

standards of the educational process, in which learning outcomes and ways of achieving them are clearly regulated, and a people-oriented strategy of the educational system, in which it is necessary to determine the optimal format for individual activity, will always be relevant.

Contemporary scientific and pedagogical discourse offers a synergistic model, according to which all educational resources for learning a foreign language are not quantitatively standardised, but are offered to the learner in accordance with their abilities, opportunities, needs, requests and wishes. In other words, learning activity boils down to avoiding formal measurements using elements that are of no use to a particular learner. At first glance, this approach seems rather costly and organisationally complex, as an individual learning trajectory requires an exclusive approach to each student/pupil. However, a more in-depth analysis of the educational process points to the advantages of personality-oriented foreign language learning: first, the standardised elements of a mandatory nature used in the educational process are reduced to the necessary minimum. This contributes to the rational redistribution of resources that were previously directed towards large-scale but ineffective educational activities, which often took on a formal character. Secondly, the introduction of human-oriented teaching principles is accompanied by the activation of educational activity on the part of the student, who is given the opportunity to choose the optimal path of training, which involves self-organisation, initiative, a desire for results, etc. Thirdly, the paradigm of learning effectiveness is changing, and with it the indicators of learning quality, according to which the formula for the effectiveness of educational activities in the cost cluster is deprived of a number of general educational resources that are no longer urgently needed.

People-oriented principles are a kind of bridge that connects the principles of learning with approaches to learning, harmonising the value-targeted and personal characteristics of foreign language learning in higher education institutions. While the principles of learning are mainly associated with the organisation of the educational process, approaches to learning focus on the distribution of roles and activities among participants in the process of mastering a foreign language. A kind of summarising element of human-oriented principles of teaching is a human-centred approach, which involves the concentration of all educational-institutional and educational-functional dimensions around human potential: individuality, personality, autonomy. If we consider the human-centred approach to learning through the prism of foreign language learning, it is worth noting the moments that characterise the search for the optimal algorithm for mastering this knowledge and skills.

The traditional model of organizing the educational process provided for a unified, non-alternative format of education, which was offered to all students, resulting in varying levels of success in mastering a foreign language. This approach was in demand in the paradigm of administrative development of education, when teaching and methodological support was focused on the institutional and educational dimension, and the activity and characteristics of students were subordinated to these standards.

In the modern model of educational development, this algorithm has undergone a significant transformation, as a pragmatic approach is now becoming dominant. In this context, the effectiveness of learning becomes a value-oriented constant of a priority nature, and the educational process is focused on achieving the specified result (in our case, the quality of acquired knowledge and skills in a foreign language). As for the positioning of the teaching and methodological cluster, it is assigned a role that is actualised when considering such a concept as learning effectiveness. The current educational paradigm focuses on several other important approaches to learning that are actively used in the process of learning foreign languages. One of the main approaches to foreign language learning in higher education is the competence-based approach. This element particularly highlights the difference between foreign language acquisition according to Soviet-Ukrainian educational guidelines and according to the current domestic educational paradigm.

The competence-based approach reveals the difference between knowledge and language proficiency, as these concepts have a number of differences that are embedded in the process of learning a foreign language. The aforementioned format of “knowledge for knowledge’s sake” in foreign language learning reflects the incompleteness of learning outcomes. It is clear that the acquisition of knowledge, skills and abilities are fundamental elements in foreign language learning. Given the linear nature of learning outcome assessment, this approach was previously considered acceptable and desirable. However, modern socio-cultural realities are characterised by the increasing dynamism of all processes of social development. As a result, language knowledge is also under pressure from new requirements, according to which language competences need to be used more intensively in the information and communication space. If we add to this the new digital space, the importance of flexibility and dynamism in foreign language knowledge only increases. The situation where the level of foreign language proficiency is based on a clearly defined understanding of knowledge and skills is not relevant in modern society, as it does not meet current demands for language competence. If we add to the modern requirements for foreign language proficiency the ability to use foreign language knowledge and skills in complex or non-standard situations (which are the reality of the modern world), then the inadequacy of the traditional linear format of knowledge and skills becomes obvious. Under such conditions, it is worth talking about the transformation of the educational process, which is designed to ensure the current level of foreign language proficiency. That is why one of the ways to achieve the necessary learning outcome (primarily in the general educational sense) has been the active use of the competence-based approach.

For the system of higher pedagogical education in the segment of foreign language learning, the competence-based approach boils down to the formation of professionally-oriented foreign language competence and is characterised by the following elements:

1) communicative, which encourages active communication in a foreign language during educational or practical training in all possible areas (educational, social, public, digital, gaming, etc.) in order to gain experience in using the language in communication with native speakers, in a foreign language environment, in an educational context, etc.;

2) informative, which involves processing information flows or content using acquired foreign language skills in order to perceive, understand and convey the necessary data in a foreign language, provided that participants in communication and sources of information are active at various levels of proficiency;

3) educational and methodological, which develops algorithms for learning a foreign language in terms of balancing knowledge accumulation, skill improvement and competence formation, with the aim of enabling the use of acquired foreign language experience in a professional or extracurricular environment without losing relevance, intensity or flexibility of proficiency;

4) educational and worldview, which focuses on the role of the institutional model of foreign language teaching and the corresponding organisation of educational activities at different educational and qualification levels, which is particularly relevant for students of higher pedagogical education, as it correlates the strategies and programmes of higher and primary school education, and the competences acquired during higher education can already be applied in professional pedagogical activities in the school system with younger students;

5) mental, which reduces foreign language competence to the status of an individual achievement and advantage in the system of professional or everyday life and the opportunity to use one’s experience to expand personal qualities that are used in professional training and professional activities.

A separate approach to foreign language teaching is the communicative-activity approach, which is focused on narrowing the scope of proficiency to a professional model of use. Foreign language teaching in this format involves the acquisition of its elements and specifics in the course of active

activities focused on the use of linguistic potential. The main part of speech and language activity is concentrated in the curriculum. It is worth noting the risks associated with the use of this approach, which lie in the potential blurring of the boundaries between the educational and activity-based formats of foreign language actualisation. On the one hand, this is the key objective of educational activity, but quite often difficulties arise with the process of verifying knowledge, skills and competences.

The differentiated approach is particularly relevant in the context of the trend towards a person-oriented principle of learning. Its key feature is the creation of various learning segments in which learners can find comfortable conditions for learning a foreign language in primary school at a convenient pace and with acceptable dynamics. This format of educational activity is challenging for teachers in terms of creating the specified learning space and filling it with diverse educational, methodological, and organisational elements. However, this expenditure of resources is successfully compensated for in the process of educational activity, relieving the teacher of the need to constantly intervene in the process of language acquisition by performing simple moderating functions. In the context of primary school education, this approach allows for the release of additional resources for moral, psychological, and emotionally rich work with younger students. An alternative to foreign language learning is the cognitive or conscious approach. The modern scientific and pedagogical space of the Western and European type actively involves mental, moral, psychological, and value elements in the educational and methodological process of educational activity.

Therefore, the problem of language learning has acquired new aspects – mental, sensory, and behavioural. These aspects are especially important for primary school, when the foundations are laid not only for organisational and pedagogical activity, but also for the mental and sensory characteristics of students. Obviously, the first systematic experience of learning a foreign language takes place in primary school. Taking into account the age-related characteristics of development, children should be made aware of the importance of their first attempts at learning a foreign language. A conscious approach requires primary school teachers to have tools for preparing younger pupils to learn a foreign language, relieving psychological pressure and avoiding moments of inconsistency in the context of differences between languages (native and foreign). A conscious approach at the primary school level does not require complex moral, psychological or mental interpretations, but fundamental work on the child's understanding of a foreign language as a new reality in their cognitive experience is a necessary condition for a successful start to learning this school subject.

In general, approaches and principles of foreign language teaching in higher education institutions constitute a comprehensive methodological arsenal that determines the meaning of education, the content and format of the educational process. Teaching principles actualise the value component of educational activity. Methodological approaches characterise the target guidelines for foreign language teaching in higher education institutions. The set of approaches and principles of foreign language teaching can be divided into several key segments: 1) targeted, which involves structuring the educational process in accordance with existing standards and strategies for the development of education in terms of language and foreign language competence; 2) professionally-oriented, which brings together a methodological arsenal of effective and sought-after teaching formats, methods and tools for acquiring the appropriate level of professional qualities; 3) human-oriented, which emphasises the actualisation of mental, moral-psychological, and personality-oriented characteristics of the learning environment in which a foreign language is acquired.

Approaches and principles of foreign language teaching involve the creation of a unified model that will correlate the demands of higher education seekers and the offerings of higher education institutions in the segment of foreign language proficiency standards for future primary school teachers. Modern educational strategies involve learning a foreign language in the context of the synergy of linguistic and linguistic-cultural competence, which is achieved through the application of various

methodological approaches and principles. We believe that the prospect for further research in this area will be to compare the principles of foreign language teaching in a historical context and to identify methodological recommendations for their implementation in the educational process of higher education institutions.

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#### **Terletska L. M. Principles of teaching foreign language and specifics of their implementation in the training of future primary school teachers**

In the article we highlight and analyse the principles of foreign language teaching in the training of future primary school teachers. The planning of the educational strategy for the foreign language training of future teachers should take into account important features, namely: the specifics of the formation of foreign language competence and the specifics of its application in professional activity. The connection between learning and life highlights the need to use methods that align educational activity with sociocultural realities, and the knowledge gained by students can be fully utilised in life or professional contexts. Based on an analysis of scientific literature, the following human-oriented principles of foreign language teaching have been identified: development of linguistic personality, person-oriented teaching, consideration of the student's abilities, individual approach, and development of the student's autonomy. Their implementation contributes to the optimisation of the educational process. In modern scientific and pedagogical discourse, a comprehensive model of foreign language training for future teachers with a focus on a pragmatic approach is proposed. The implementation of a competence-based approach ensures the creation of the necessary conditions for the formation of foreign language communicative competence in students. There is a noticeable increase in the intensity of language use in the information and communication space, which leads to changes in the requirements for the formation of general and special professional competences of students and the mastery of the results of learning foreign language disciplines. The formation of professionally-oriented foreign language competence in future primary school teachers is characterised by communicative, informative, educational-methodological and educational-worldview components. The implementation of these principles in the process of training future teachers contributes to the formation of foreign language competence in students.

*Key words:* foreign language, teacher, primary school teacher, implementation, methods.

**Терлецька Л. М. Принципи навчання іноземних мов та специфіка їх реалізації у підготовці майбутніх вчителів початкової школи**

У статті виокремлено та проаналізовано принципи навчання іноземних мов у процесі підготовки майбутніх вчителів початкової школи. Планування освітньої стратегії іншомовної підготовки майбутніх педагогів повинно враховувати важливі особливості, а саме: специфіку формування іншомовної мовленнєвої компетентності та специфіку її застосування у професійній діяльності. Зв'язок навчання із життям актуалізує потребу у використанні методик, які узгоджують освітню активність із соціокультурними реаліями, а знання, отримані здобувачами освіти, можуть повноцінно використовуватися в життєвих чи професійних вимірах. На основі аналізу наукової літератури, виокремлено людиноорієнтовані принципи навчання іноземних мов: розвитку мовної особистості, особистісно орієнтованого навчання, врахування можливостей здобувача, індивідуального підходу, розвитку автономності здобувача. Їх реалізація сприяє оптимізації освітнього процесу. У сучасному науково-педагогічному дискурсі пропонується комплексна модель іншомовної підготовки майбутнього педагога з орієнтацією на прагматичний підхід. Реалізація компетентнісного підходу забезпечує створення необхідних умов для формування іншомовної комунікативної компетентності здобувачів освіти. Відстежується посилення інтенсивності використання мови у інформаційно-комунікативному просторі, відтак змінюються вимоги до формування загальних та спеціальних фахових компетентностей здобувачів, оволодіння результатами навчання дисциплін іншомовного блоку. Формування професійно-орієнтованої іншомовної компетентності майбутніх вчителів початкової школи характеризується комунікативним, інформативним, навчально-методичним та освітньо-світоглядним складниками. Реалізація вказаних принципів у процесі підготовки майбутніх вчителів сприяє формуванню іншомовної компетентності здобувачів.

*Ключові слова:* іноземна мова, педагог, вчитель початкової школи, реалізація, методи.

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