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PREPARATION OF FUTURE TEACHERS FOR USING DIGITAL TECHNOLOGIES IN THE PROCESS OF EARLY FOREIGN LANGUAGE TEACHING

The article considers one of the most urgent components of professional teacher training – a digital pedagogical competence. In the process of doing a research work it has been proved that the future teacher should be ready and able to use digital technologies for teaching children and establishing pedagogical cooperation with foreign colleagues. A future teacher should master a methodology of searching on the Internet and a methodology of safe work with a digital content. The article presents a research work with participating the third-year students of specialties «Primary Education» and «Preschool Education» of Pedagogical Institute in Borys Grinchenko Kyiv University. For the purpose of the study, a questionnaire was proposed to the students to make self-diagnostics of information literacy by themselves. The task was to point out if the students` being able to master a methodology of searching the necessary information in the Internet and a methodology of safe work with a digital content, and students` readiness to use digital technologies in the process of early teaching of foreign languages. The analysis of the results of the questionnaire makes it possible to state that the students of the above mentioned specialties possess the information literacy. But they need to be trained in methodology of teaching foreign languages: how to use digital technologies in self-learning and teaching children. The facilities of forming future teachers` foreign communicative competence within the discipline «Foreign Language with Teaching Methodology» have been updated. During the academic year special digital technologies have been used, including lexical online simulators, educational videos and interactive games for lexical and grammatical material and so on. According to the results of the research work, it was pointed out the further ways of forming readiness of the bachelors who study within these specialties to use digital technologies in the process of early

teaching of foreign languages. The special necessity of future teachers` pedagogical cooperation with both pupils and colleagues are underlined.

Keywords: *digital technologies; early teaching of foreign languages; modern facilities; preparation of future teachers; preschool education; primary school education.*

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Introduction. A modern child, even if he or she studies at high school today, is a digital person who has known the world with gadgets and the Internet. Since his/ her birth, the child has already been trained to use a variety of digital services for searching any information in Google, watching videos on YouTube, writing messages etc. That is why in the last decade, teachers of all levels of educational system, scholars of pedagogical field from leading world universities, the profile ministries of the vast majority of countries are developing strategies and tactics for engaging digital technologies for their effective usage in preschool, primary school, general school, vocational and higher education.

As it is stated in Paris Communiqué (2018), education systems to make better use of digital and blended education, with appropriate quality assurance, in order to enhance lifelong and flexible learning, foster digital skills and competences, improve data analysis, educational research and foresight, and remove regulatory obstacles to the provision of open and digital education (Paris Communiqué, 2018).

The Foreign Languages and Methodology Department of Pedagogical Institute of Borys Grinchenko Kyiv University prepares teachers for early teaching of foreign languages as additional specialization for students of specialties «Primary Education» and «Preschool Education» which are prepared in the educational programs for pedagogical specialties – Preschool teacher (Bieliienka, M. Mashovets, O. Polovina, 2018) and Primary school teacher «Primary Education» (H. Bondarenko, O. Linnik, S. Dubovyk, 2018).

It is paid a great attention to modern technologies of forming a foreign language communicative competence within the integrated discipline «Foreign Language with Teaching Methodology». So, one of the priorities tasks is to teach the students of pedagogical specialties to use digital technologies for their own self-education and for their future professional pedagogical activity at the foreign language lessons in preschool

Preparation of future teachers for using digital technologies in the process of early foreign language teaching

or primary school.

Analysis of the literature on the research problem. Complex research on changes in the field of educating and training specialists of different levels and spheres of work in the digital epoch began in 2005 under the aegis of European Union Science Hub. In 2008 European Union Science Hub, which unites a number of research institutions, undertook a study on the topic «Learning 2.0: A Study on the Impact of Web 2.0 Innovations on Education and Training in Europe». Its purpose and main points were formulated as following items: «The objective of this study is to assess the impact of web 2.0 trends on the field of learning and education in Europe and to see where Europe stands in terms of using web 2.0 innovations in the domain of learning. The rapid growth of social computing or web 2.0 applications and supporting technologies (e.g. blogs, podcasts, wikis, social networking sites, sharing of bookmarks and others), both in terms of number of users/ subscribers and in terms of usage patterns leads to the fact that the phenomena are also increasingly being used in the educational field and for learning purposes. As it enables different types of learning and teaching settings (formal, non-formal and informal), it is an important driver of innovation in learning» (Redecker et al., 2019).

In consequence of undertaken 20 researches and issued 100 publications (Learning and Skills for the Digital Era, 2017), it was developed the European Framework for the Digital Competence of Educators (DigCompEdu): «The European Framework for the Digital Competence of Educators (DigCompEdu) is a scientifically sound framework describing what it means for educators to be digitally competent. It provides a general reference frame to support the development of educator-specific digital competence in Europe. DigCompEdu is directed towards educators at all levels of education, from early childhood to higher and adult education, including general and vocational education and training, special needs education, and non-formal learning context» (Redecker, 2017).

Since 2016 – 2017 the research work of leading institutions of European Union has been undertaken in three directions, namely: 21st-century Skills and Competence; Innovating and Modernizing Education and Training; Open Education. The results are presented on the site of European Union Science Hub (Learning and Skills for the Digital Era, 2017).

At the same time, the problem of using digital technologies in early teaching of foreign languages is connected with some urgent questions as basic foreign language teacher training (Kotenko & Holovatenko, 2020), effective interactive teaching methods (L. Petryk, 2019), development of future teachers' communicative skills and competencies (Bulvinska, 2019) and others.

In the process of obtaining a higher education at the university a modern teacher of early teaching of foreign languages should already learn and be ready to use digital technologies in further professional activity in preschool and school educational institutions for the purpose of forming a foreign language communication competence. Thus, one of the leading Ukrainian scholars in the field of education informatization, N. Morze emphasizes the significant progress on the way of informatization of Ukrainian education. She draws attention to the frequent inefficiency of using digital technologies by already working teachers because of their digital methodological incompetence (Morse, 2010). Digital instruments must be a daily component of a modern foreign language lesson and a means of cooperation between a teacher and pupil, a teacher with colleagues from all over the world.

The purpose of the article is to study the state of forming the students' digital competence and their readiness as future teachers of early teaching of foreign languages to use digital technologies in the process of early teaching foreign languages to children of preschool age and junior school age, and to identify digital instruments for the formation of a foreign language communicative competence and, at the same time, the readiness to apply digital technologies in further professional activities in the process of early teaching foreign languages.

Materials and Methods. Within teaching foreign languages to future preschool and primary school teachers, the lecturers of Pedagogical Institute of Borys Grinchenko Kyiv University take into account the recommendations of the European Framework for the Digital Competence of Educators (DigCompEdu), because DigCompEdu details 22 competences organized in six Areas. The focus is not on technical skills. Rather, the framework aims to detail how digital technologies can be used to enhance and to innovate education and training» (Learning and Skills for the Digital Era (2017).

For effective organization of students' professional teacher training of specialty «Primary Education» and «Preschool Education», the lectures of Foreign Languages and Methodology Department of Pedagogical Institute, within the discipline «Foreign Language with Teaching Methodology», started applying digital technologies. It was noticed that using them, the future teachers' level of forming a foreign communicative competence was improving, simultaneously was increasing the level of their digital competence. Implementation of the above is possible thanks to the integrated.

It should be mentioned that in the process of preparing future teachers at Pedagogical institute, we must achieve the strategic goal. It means to prepare a modern teacher of the digital epoch. According to the Concept of «The New Ukrainian School», it is provided the continuous application of information technologies in the educational process and in the management of educational institutions and system of education, which should become a tool for ensuring the success of the New School (New Ukrainian School, 2016). But in order to achieve the goals set by modern society it is necessary to clearly define the state of formation of the students' digital competence within these specialties and their readiness for self-directed learning foreign languages with the help of digital resources and to applying digital technologies in their future professional activities for early teaching of foreign languages to children in preschool and primary educational institutions.

Research work. In our research work 44 students of the 3rd-year and full-time study, specialties «Primary education» and «Preschool education» of Pedagogical Institute, Borys Grinchenko Kyiv University, were involved. The age of respondents was 19-20 years old. The study was implemented in several stages.

During the first stage we were analyzing special documents, works of Ukrainian and foreign scientists in accordance with the theme of research. Also, according to the European Framework for the Digital Competence of Educators (DigCompEdu) (Redecker, 2017), a questionnaire was developed for the students' self-diagnosis. The questions provided an opportunity to define the following items: informational literacy; mastering a methodology of searching through the Internet and working with a digital content; readiness for pedagogical cooperation with the help of digital technologies; students'

readiness to use digital technologies in the process of early teaching foreign languages.

The next stage was the questioning of students at the beginning of the 3rd-year full-time study of the 2018-2019 academic years.

The results of the questionnaire in the section «Information literacy» (Table 1) showed that 100% of respondents consider it necessary to use digital technologies for teaching foreign languages to younger pupils at the New Ukrainian school. It is proved that the students are able to work with an interactive board, they can draw a lesson summary using the word processor Word (with graphic objects, diagrams, tables). However, not all of 100% of students can create a document in an electronic table Excel, and this is a convenient tool for such activities as:

- to calculate the quality of the formation of foreign language skills and abilities (32 of 44 students can do it);

- to calculate the knowledge level of each pupil in the class and to build a diagram of the class success in the process of learning a foreign language (32 of 44 students can do it).

Only 34 of 44 students consider that they are able to give a lesson using an interactive e-textbook on a foreign language or other educational resources. 42 students can create a simple illustrated presentation. 44 students can create a computer presentation with hyperlinks, sound, etc. On the whole, it can be stated that students of the above-mentioned specialties of Pedagogical Institute of Borys Grinchenko Kyiv University, who are going to teach foreign languages to preschool and primary school children possess information literacy.

Table 1.

Information literacy

№	Questions	Yes	No
1	Do you consider that using digital technologies for teaching foreign languages to younger pupils is necessary at the New Ukrainian school?	44	0
2	Are you ready, in your opinion, to give a lesson using an interactive e-textbook on a foreign language or other	34	10

	educational resources?		
3	Can you create a simple and illustrated computer presentation?	42	2
4	Can you create a computer presentation with hyperlinks and sound?	44	0
5	Can you draw a lesson summary using the word processor Word a) with graphic objects? b) diagrams? c) tables ?	A – 44 B – 4 C - 44	A – 0 B – 0 C - 0
6	Can you create a document in an electronic table Excel: a) to calculate the quality of the formation of foreign language skills and abilities? b) to calculate the knowledge level of each pupil in the class? c) to build a diagram of the class success in the process of learning a foreign language?	A – 32 B – 33 C – 33	A – 12 B – 11 C – 11
7	Can you work with an interactive whiteboard?	44	0

However, for a future teacher of early teaching of foreign languages, it is important to be able to apply digital technologies for a learning goal and to be able to cooperate with colleagues not only within their own educational institution but also from other places / countries. So, the information literacy is a means for realizing educational goals.

The following questions of the prepared questionnaire were united into some sections: «Mastering a methodology of searching a specific educational information by means of Internet and working with a digital content», «Pedagogical cooperation by means of digital technologies». The results are presented in the next tables.

Table 2.

Mastering a methodology of searching a specific educational information by means of Internet and working with a digital content

Questions	Yes	No	Yes	No
1. Can you find any learning material: a) for a certain lesson; b) to have an out-of-class event on a foreign language?	a 44	a 30	b 0	b 14
2. Do you use any specialized Internet platforms for foreign language teachers or primary school teachers, where there are teaching materials which you can print for using in the classroom?	28		16	
3. Do you master methodologies of personal electronic didactic material?	22		22	
4. Did you place your own electronic didactic material on specialized platforms for foreign language teachers or primary school teachers?	2		42	
5. Are you planning to use online resources for teaching a foreign language to junior pupils: a) educational electronic simulators? b) educational online games? c) educational online programs for learning foreign languages?	A – 38 B – 40 C - 42		A – 6 B – 4 C - 2	
5. Do you plan to inform and involve junior pupils in using the digital content for learning a foreign language?	39		3	
6. Do you master methodologies of creating foreign language exercises in primary school, for doing which it is used	14		30	

a network facilities of organizing the schoolchildren`s work (for example, Internet – forums)?		
7. Are you going to use digital resources for assessing the junior pupils` level of the formation of a foreign language communicative competence?	40	4
8. Do you master any methodologies to create an electronic testing on a foreign language with using a test constructor?	16	28
9. Do you use any digital technologies for organizing the help to junior pupils in their learning a foreign language?	22	22
10. Will you plan to use any tools for organizing pupils` learning activity (programs of testing, electronic workbooks etc.)?	38	6

Table 3.

Pedagogical cooperation with the help of digital technologies

Questions	Yes	No
1. Do you know what is <i>Netiquette</i> ?	8	18
2. Are you registered on sites for teachers of foreign languages or primary school teachers?	24	20
3. Will you plan in your future professional activity to register on internet-platforms for teachers of foreign languages or primary school teachers?	44	0
4. Are you registered in publicly accessible Facebook groups for teachers of foreign languages or primary school teachers?	18	26
5. Are you going to register in publicly accessible Facebook	26	18

groups for teachers of foreign languages or primary school teachers?		
6. Do you use other social networks for professional communication with teachers of foreign languages or primary school teachers?	8	36
7. Will you plan to create your own site of the teacher to support and help junior pupils in learning foreign languages?	10	34
8. Do you know about platforms <i>Ucoz</i> and <i>Jimdo</i> for teachers?	6	36

During the academic year, the students not only have been informed about the possibilities of using digital technologies in the process of forming a foreign language competence, but also they have been taught a practical usage of digital technologies for learning a foreign language. The students also have been provided with methodical instruction of applying digital technologies in the process of early teaching foreign languages.

So, we have used: lexical online simulators (Lingohut.com; Quizlet.com; Goethe.de, [Spiele](http://Spiele.de); Babadum.com); Interactive games for mastering and improving lexical and grammar material (Goethe.de, [Spiele](http://Spiele.de); Das-sprachenlabor.de; Grammatikdeutsch.de; Planet-schule.de; Ralf-kinas.de); resources of ready-made materials for the development of language and speech skills, offered by colleagues from different countries (Derdiedaf.com; Lernox.de; Mittelschulvorbereitung.de; Deutschalsfremdsprache.de; Deutschlernerblog.de, Vs-material.wegerer.at); educational audio and video for the development of listening skills (Deutsch-to-go.de; Goethe.de, [Spiele](http://Spiele.de); Fsi-language-courses.net); reading instruction (Goethe.de, Interactive storybook; Ralf-kinas.de; Suz.digitaleschulebayern.de); writing instruction (Mittelschulvorbereitung.de; Suz.digitaleschulebayern.de; Orthografietrainer.net); control the level of a formed foreign language communicative competence (Goethe.de, Practice barrier-free); for the development of phonetic skills (Deutschaussprache.com; Youtube.com); resources for the independent learning of foreign languages (Loecsen.com; Duolingo, Learn German); resources for cooperation (Quizlet.com; Duolingo for schools).

The usage of the above mentioned (and not only them) digital facilities in the process of forming the foreign language communicative competence in practical classes of discipline «Foreign Language with Teaching Methodology» was positively perceived by the students – future teachers of early teaching of foreign languages. The students stated that they could use digital facilities anywhere – anytime, and using them effected on improving the level of mastering the foreign language.

Conclusions. The early foreign language teacher should use modern facilities in teaching preschool and primary school children. The analysis of strategic documents for the development of the education in the European Union and scientific works proved that the general usage of digital technologies in the education, in general, and in the process of forming the foreign language communicative competence, in particular, is necessary. The usage of digital technologies in the education meets the needs of the 21st -century child, accordingly preparing students of the pedagogical specialties at the universities must be updated.

Digital pedagogical competence is itself an integral part of the modern teacher's professional competence of early teaching of foreign languages. In order to improve the students' quality of forming the foreign language communicative competence and their readiness to use digital technologies in further pedagogical activities, it is necessary to widely apply digital technologies in the learning process. It increases the level of mastering a foreign language itself, and, taking into consideration the methodology of teaching, it demonstrates the practical value of foreign language lessons.

The work prospect is further researching the possibilities of improving the professional and pedagogical training of future teachers of early teaching of foreign languages within the discipline «Foreign Language with Teaching Methodology» of Pedagogical Institute of Borys Grinchenko Kyiv University by means of using the cloud educational technologies, involving the students of bachelor degree of these specialties in the creation, development and placement of didactic facilities of teaching foreign languages with the help of digital technologies, in the involvement of the students in the pedagogical cooperation with foreign colleagues using social networks.

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ПІДГОТОВКА МАЙБУТНІХ ПЕДАГОГІВ ДО ЗАСТОСУВАННЯ ЦИФРОВИХ ТЕХНОЛОГІЙ У ПРОЦЕСІ РАНЬОГО НАВЧАННЯ ІНОЗЕМНИХ МОВ

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Стаття присвячена питанню підготовки майбутніх педагогів до застосування цифрових технологій у процесі раннього навчання іноземних мов. У процесі дослідження доведено, що майбутній педагог з раннього навчання іноземних мов у сучасному світі повинен бути готовим і спроможним застосовувати цифрові технології для навчання дітей; для налагодження педагогічної співпраці з колегами

в межах свого навчального закладу, своєї країни та зарубіжними колегами; для налагодження інтерактивної співпраці з дітьми закладу дошкільної освіти та учнями початкової школи; опанувати методикою пошуку необхідної освітньої інформації в Інтернеті та методикою безпечної роботи з цифровим контентом тощо. У дослідженні брали участь 44 студенти III курсу першого (бакалаврського) рівня вищої освіти, спеціальностей “Початкова освіта” та “Дошкільна освіта”, Педагогічного інституту Київського університету імені Бориса Грінченка. У статті представлено результати анкетування студентів, визначено стан інформаційної грамотності; можливості володіння методикою пошуку в Інтернеті та роботі з цифровим контентом; готовність до педагогічної співпраці за допомогою цифрових технологій; готовності студентів до застосування цифрових технологій в процесі раннього навчання дітей іноземній мові. У процесі проведення дослідження було оновлено засоби формування іншомовної комунікативної компетентності в межах дисципліни “Іноземна мова з методикою навчання”, а саме, відбувалось системне застосовування цифрових технологій, серед яких лексичні онлайн-тренажери, навчальні відео, інтерактивні ігри для опрацювання лексико-граматичного матеріалу тощо. За результатами дослідження визначено подальші шляхи формування готовності студентів педагогічних спеціальностей до застосування цифрових технологій у процесі раннього навчання іноземної мови.

Ключові слова: дошкільна освіта; раннє навчання іноземних мов; підготовка майбутніх вчителів; початкова освіта; сучасні засоби навчання; цифрові технології.

ПОДГОТОВКА БУДУЩИХ ПЕДАГОГОВ К ПРИМЕНЕНИЮ ЦИФРОВЫХ ТЕХНОЛОГИЙ В ПРОЦЕССЕ РАННЕГО ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ

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Статья посвящена вопросу подготовки будущих педагогов к применению цифровых технологий в процессе раннего обучения иностранным языкам. В процессе исследования доказано, что в современном мире будущий педагог по раннему обучению иностранным языкам должен быть готовым и способным применять цифровые технологии для обучения детей; устанавливать педагогическое сотрудничество с коллегами в пределах своего учебного заведения, своей страны, а также зарубежными коллегами; владеть методикой поиска необходимой образовательной информации в Интернете и методикой безопасной

работы с цифровым контентом. В статье представлен фрагмент исследования по подготовке будущих педагогов к применению цифровых технологий в процессе раннего обучения иностранным языкам. Исследование проходило на базе Педагогического института Киевского университета имени Бориса Гринченко. По результатам исследования определены дальнейшие пути формирования готовности студентов педагогических специальностей к применению цифровых технологий в процессе раннего обучения иностранному языку.

Ключевые слова: *дошкольное образование; раннее обучение иностранным языкам; подготовка будущих учителей; начальное образование; современные средства обучения; цифровые технологии.*

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