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EUROPEAN AND UKRAINIAN EXPERIENCE IN FOREIGN LANGUAGE TRAINING OF THE TEACHER: OVERVIEW OF STRATEGIES

Abstract. The article considers the issue of studying modern European experience of teachers` foreign language training strategies. It was found out that using a certain strategy depends on the prospective experience of other countries and national peculiarities in the field of foreign language teacher training. The newest approaches in the European language policy should be taken into consideration: complexification of research and practice in language education; new vision of language; languaging/ plurilanguaging/ translanguaging; assemblages of linguistic and semiotic resources; new vision of the class; the class as a complex adaptive system; more interdisciplinary research; crossing disciplinary barriers (languages/cultures-arts writing-STEM) and others. In the European Union, which operates under the principle of «United in diversity», languages serve as a fundamental reflection of our cultural heritage. The reality of linguistic diversity is an essential value upheld by the European Union. Article 3 of the Treaty on European Union (TEU) declares that the Union is committed to honoring its rich cultural and linguistic variety. Furthermore, Article 165(2) of the Treaty on the Functioning of the European Union (TFEU) highlights that efforts should be directed toward enhancing the European dimension in education, especially through the teaching and promotion of Member States' languages, while also upholding cultural and linguistic variety (Article 165(1) TFEU). The EU's language policy strategy is grounded in a commitment to respecting linguistic diversity across all Member States and fostering intercultural dialogue within the Union. To support mutual respect, the EU encourages the



teaching and learning of foreign languages and the mobility of its citizens through specialized education and vocational training programs. Proficiency in foreign languages is seen as a crucial skill for every EU citizen to enhance their educational and job prospects. In its contribution to the Social Summit for Fair Jobs and Growth on November 17, 2017, in Gothenburg, Sweden, the Commission proposed the concept of a «European Education Area», where by 2025, it is expected that being able to speak one's native language along with two additional languages will become standard. Having analysed the European experience of using the strategy of foreign language teacher training in general and taking into account in particular the requirements for training a foreign language teacher, the authors give an example of the activities of Foreign Languages and Methodologies Department of the Faculty of Pedagogical Education in Borys Grinchenko Kyiv Metropolitan University within the framework of this issue.

Keywords: European experience; foreign language; foreign language teacher training; pedagogical specialties; practical training; strategy; teacher training.

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ЄВРОПЕЙСЬКИЙ ТА УКРАЇНСЬКИЙ ДОСВІД ІНШОМОВНОЇ ПІДГОТОВКИ ПЕДАГОГА: ОГЛЯД СТРАТЕГІЙ

Анотація. У статті розглядається питання вивчення сучасного європейського досвіду стратегій іншомовної підготовки педагога. З'ясовано, що використання певної стратегії залежить від перспективного досвіду інших країн та національних особливостей у сфері іншомовної підготовки педагога. Слід враховувати новітні підходи в європейській мовній політиці: комплексність досліджень і практики мовної освіти; нове бачення мови; мовний/ багатомовний/ транслінгвальний; сукупності лінгвістичних і семіотичних ресурсів; нове бачення класу; клас як складна



адаптивна система; більше міждисциплінарних досліджень; подолання дисциплінарних бар'єрів (мови/культури-мистецтво письмо-STEM) та інші. У Європейському Союзі, який діє за принципом «Єдність у різноманітності», мови є фундаментальним відображенням нашої культурної спадщини. Реальність мовного розмаїття є важливою цінністю, яку підтримує Європейський Союз. Стаття 3 Договору про Європейський Союз проголошує, що Союз зобов'язаний шанувати своє багате культурне та мовне розмаїття. Крім того, стаття 165(2) Договору про функціонування Європейського Союзу підкреслює, що зусилля повинні бути спрямовані на посилення європейського виміру в освіті, особливо через навчання та популяризацію мов держав-членів, а також підтримку культурних та мовне різноманіття. Стратегія мовної політики ЄС ґрунтується на зобов'язанні поважати мовне різноманіття в усіх державах-членах і сприяти міжкультурному діалогу в Союзі. З метою підтримки взаємної поваги, ЄС заохочує викладання та вивчення іноземних мов, мобільність своїх громадян через програми спеціалізованої освіти та професійної підготовки. Володіння іноземними мовами розглядається як важлива навичка кожного громадянина ЄС для покращення їхніх освітніх та професійних перспектив. 17 листопада 2017 року Комісією було запропоновано стратегію «Європейського освітнього простору» (м.Гетеборг, Швеція), реалізація якої триватиме до 2025 року включно, і передбачатиме сформоване вміння розмовляти рідною мовою разом із двома додатковими мовами. Це має стати стандартом. Проаналізувавши європейський досвід використання стратегій іншомовної підготовки педагога загалом та враховуючи зокрема вимоги до підготовки вчителя іноземної мови, автори наводять приклад діяльності кафедри іноземних мов і методики педагогічного факультету Київського столичного університету імені Бориса Грінченка в рамках цього питання.

Ключові слова: європейський досвід; іноземна мова; педагогічні спеціальності; іншомовна підготовка педагога, практичне навчання; стратегія; підготовка вчителя.

Introduction. In the modern circumstance of society development, the problem of foreign language teacher training acquires a special importance. Currently, scientific and theoretical research is being conducted, practical experiments are being carried out, and foreign experience is being studied, enriching an experience of the Ukrainian system of foreign language teacher training in the conditions of European integration. The choice of the article topic is determined by the necessity of studying a foreign language issue in the context of European history and taking into account the modern experience of the leading European countries in the field of foreign language training of the future teacher.



Analysis of the research problem. The issue of foreign language teacher training takes on special significance, because European language policy determines the work with students in pedagogical institutions of higher education of Ukraine, in particular, in the part of a modern teacher's foreign language training (Kosharna, Petryk et al., 2023: 298). Studying the presented regulatory framework of the Council of Europe certifies that European countries have always paid special attention to the issue of language education. It is worth applying to historical facts, in particular the European Cultural Convention № 018, dated from December 19, 1954 (hereinafter - the Convention). The purpose of this document defines the strategy of a long-term plan development of relations between the peoples of Europe, namely mutual recognition of their cultural diversity, protection of European culture, encouragement of national contribution to the common cultural heritage of Europe (Convention, 1954) [27; 28].

According to Article 2 of the Convention, activities of the Council of Europe in the field of language policy provided for the regulation of the special points in Chapter 2. Content and technological support of teacher professional training needs and priorities of the member states of the Council of Europe, such as: actions, aimed at promoting language learning, ensuring and strengthening language rights. Within the context, protection and encouragement to intercultural communication are among the priority goals of the European Charter of Regional or Minority Languages, open for ratification by member states since 1992 (Common European Principles for Teacher Competences, 2004).

Changes in the Council of Europe's approaches to language policy, especially after the significant increase in the number of member states since the 1990s years, determine the European foreign language strategy of teacher training and include: taking into account the demand for European instruments of foreign language learning, teaching and assessment that makes it possible to compare education systems from the point of view of teaching foreign languages and language certification; including an approach focused on teaching a foreign language in a broader educational project, based on linguistic and cultural diversity as goals and means of learning / teaching; recognizing a high importance of involving the block of foreign language disciplines in the compulsory education system; implementing innovative teaching technologies in education process (Common European Framework, 2001).

The purpose of the article is to study the modern European experience of strategies of foreign language teacher training and to find out possible peculiarities for applying into the national system of teacher training in Ukraine.

Some research methods such as observation, description, analysis of the regulatory law framework in Europe, study and generalization of scientific publications, and comparison were used.



The key definition of the concept «strategy of foreign language teacher training» and a foreign experience of its application. According to Collins English Dictionary «strategy means» a general plan or set of plans intended to achieve something, especially over a long period (Collins Dictionary, 2023)

Since the language policy directly affects the state of the teacher's foreign language training and determines its content, let's turn to the example of England in this matter .

In 2000, the Nuffield Foundation (a charitable trust established in 1943 to support and develop research and innovation projects in education and social policy) presented a report entitled Languages: The Next Generation. The following year - in 2001 - the National Group of leading experts on languages (Languages National Steering Group) was organized, the result of which was the document presented at the state level «A Strategy of England. A language for all: a language for life» (Research «Languages: the next generation», 2000).

In the knowledge society of the 21st century, language competence and intercultural understanding are not optional extras; they are an essential part of being a citizen. For too long the English as a nation have lagged behind in their capability to contribute fully as multilingual and culturally aware citizens. Likewise in the global economy too few employees have the necessary language skills to be able to engage fully in international business, and too few employers support their employees in gaining additional language skills as part of their job. This strategy demonstrates a commitment of England to making progress towards fulfilling the conclusions of the Barcelona European Council with regard to language teaching and learning in schools. It was pointed out, «If we are to achieve a situation where languages really are for all, we need to tackle current blockages in the system» (Strategy for England, 2000: 6).

The document defines that language is a lifelong skill that is used in daily communication and professional activities, opens up perspectives of intercultural communication, influences the development of cultures, fosters respect for other languages, and encourages the learning of other languages. To follow this strategy, it is necessary, first of all, to improve the system of foreign language training of teachers, which, in turn, will affect the learning process. An important component of the strategy of foreign language training in England is the provision of early foreign language learning for children, which will later form the necessary foreign language communication skills in young people in the main areas of activity - everyday communication, profession, travel, etc. The ultimate goal of the strategy is to overcome international language barriers (Strategy for England, 2000).

The special emphasis was made on teacher training for teaching a foreign language to children of preschool and primary school age. An urgent need has



been identified for a competent foreign language teacher who will provide the child/student with a high level of knowledge, so that at the age of 11, their level of foreign language proficiency corresponds to the A1 gradation according to the European framework for knowledge of a foreign language (Common European Framework, 2001). It should be mentioned, when approaching the teaching process of student-teachers, it is necessary to be prepared because their learning is more complex than children's. Student-teachers have certain advantages over children, making their second language acquisition more successful. These advantages include high cognitive potential and education (especially in individuals with higher education), erudition, developed intelligence, and increased motivation and self-regulation (Kosharna, Petryk et al., 2023: 2).

Within the framework of the strategy of foreign language teacher training, we will give another example.

The European Centre for Modern Languages (ECML) is a Council of Europe institution to which thirty-three countries currently subscribe. The ECML assists its member states in addressing challenges within their national education systems by: promoting innovative approaches to language education; advancing the quality of learning and teaching languages; supporting the implementation of language education policies; fostering dialogue between language education practitioners and decision makers (European portfolio for pre-primary educators, 2012: 2).

To meet the needs of early foreign language learning of preschool children, the Council of Europe has developed an educational and methodological portfolio - PEPELINO, aimed at providing students - future teachers with knowledge for professional activities. PEPELINO forms professional competencies, orients preschool teachers to the intercultural dimension in working with children under the age of 7, and aims to take into account the individual language preferences of children in a multicultural environment (European portfolio for pre-primary educators, 2012: 2).

Some scientists as Papadopoulos I., Shin, J.K., having analyzed a problem of teaching a foreign language to young learners, describe an educational programme aiming to develop young foreign language learners' persuasive strategies, through their familiarization with aspects of culture from the South-Eastern European countries. To investigate the impact of the project, they used three research tools: a) Pre/post-investigatory assessment, b) the teachers' journal, and c) students' portfolios throughout the intervention. Analysis of multiple data sources showed an increase in both quantity and quality of persuasive strategies used as well as increased multicultural awareness in choosing an appropriate strategy (Papadopoulos, Shin, 2021).



We also should remember when we are speaking about the strategy of foreign language teacher training, it is necessary to pay attention that in the modern world, the issue of cultivating another language for young learners takes on a new significance. It is explained by certain societal challenges, in particular young learners who are migrants (Papadopoulos, Kosharna, 2023).

According to the European Commission's recommendations, a special course should be designed for foreign language teachers. It will offer an opportunity to explore effective strategies for foreign language teaching and learning. The course should focus on developing a deep understanding of how to teach using a task-based approach as well as project-based learning. It is going to offer a fresh, innovative approach to teaching foreign languages, how to engage all students and enhance their learning experience and develop all language skills.

We agree that artificial intelligence (AI) in education is no longer part of the future, it is our present. The course will provide the participants with the necessary knowledge to fully understand and make the best use of AI tools. This will enable the participants to prepare their lessons faster than ever, get new ideas and make their classrooms more interesting and interactive [27].

The sustainable use of AI chatbots in teaching foreign languages is achievable due to a critical attitude toward the technology, familiarity with its social and historical context, and consideration of its benefits and potential drawbacks. The development and introduction of policies on AI use in education contribute to its proper use and keep from breaking the principles of academic integrity. Based on personal experience, such AI chatbots as Mizou could currently be implemented in foreign language learning based on the community or personal experience and introduced in the classroom or as a self-study task. Depending on the aim of the chatbot, the software offers multiple choices for the assessment and practice of different language skills and knowledge via multiple modes. Quiz, roleplay, multiple-choice questions, creative writing, interactive stories, testing knowledge, and many other options are available in terms of chatbot programming. But like any other technology, using AI chatbots in the classroom should be determined by the needs and goals of the students, taking into account both the advantages and disadvantages of each tool as well as its potential for teaching (Rudnik, 2024: 23)

It is also recommended to take into consideration a multidisciplinary approach to develop creativity, to dive into the local culture, and to use storytelling as a fun tool to teach and learn a foreign language using AI [27].

All of the above definitely influenced the development of foreign language teacher training strategies in Europe.

The Ukrainian experience in the field of foreign language teacher training strategy. Therefore, Foreign Languages and Methodologies Department



of the Faculty of Pedagogical Education in Borys Grinchenko Kyiv Metropolitan University, taking into account the recommendations of the Council of Europe on issues language education and training of foreign language specialists, as well as the positive experience of European countries in the development of strategies for foreign language teacher training and various approaches in the question, using the main points of the National Strategy for the Development of Education in Ukraine for 2012–2021 and updated educational and professional programs of teacher training (012 Preschool education, 013 Primary education (specialization «Foreign language»)), proposed the following definition of the strategy of foreign language teacher training:

The strategy of foreign language teacher training is a consistent, sustainable plan for training a specialist to teaching foreign languages to preschool children and pupils of primary school age, that is accompanied by systematic monitoring of the motivation of students of pedagogical specialties to study a foreign language languages; formation of their linguistic, discursive, strategic, socio-cultural, methodical competences; development of technological skills of future teachers to use and create their own innovative didactics products; development of critical and analytical thinking skills, the final result of which is the formation of a foreign language professional competence of the preschool and primary education teacher, who is able to carry out professional activities in the conditions of paradigmatic changes (A new strategy of professional training of a teacher in the conditions of European integration, 2023: 302). The proposed definition is the result of a scientific study of Foreign Languages and Methodologies Department during 2016–2021.

While conducting the research, Foreign Languages and Methodology Department of Borys Grinchenko Kyiv Metropolitan University pointed out four strategic approaches of foreign language teacher training such as technologization, digitalization, and professionalization expanding on the educational environment.

It was found out that the average technologization of the educational process is one of the important directions of the strategy of foreign language training of a modern teacher. Since this one the methodical direction acquires its significance as in the leading countries of Europe, as well as in Ukraine, it is worth highlighting in more detail the issue of technological aspects of foreign language teacher training of the XXI century (Kotenko et al., 2020). Targeted and correct application of the latest educational technologies during foreign language learning affects the motivation of students of pedagogical specialties to master the latter, enables the implementation of the principle of integration in the process of foreign language teacher training, contributes to the formation of foreign language communicative competence (Yuzkiv et al., 2020; Udovychenko et al., 2021).



In the context of the introduction of a new strategy for foreign language training of the future teacher, the following should be applied approaches to educational activity that meet the needs of today and follow the modern trend of technology education. Taking into account pedagogical studies of the phenomenon of technologization in education, we consider technologization in a foreign language teacher training as a clearly organized foreign language learning process for future teachers, which is connected with motivational, cognitive and reflexive components in the structure of the model of foreign language training of the future teacher and aimed at a high-quality, stable result in the system (Kosharna N., Petryk L. et al., 2023: 304).

In general, the technology consists of the following components: general organization of the learning process, student and teacher activities, diagnostics of the learning process, purpose of use technologies and designing the expected result (Rudnik, 2023).

Digitization of the educational process has enabled students of pedagogical specialties to increase motivation to learn a foreign language and influenced the level of formation of foreign language communicative competence through communication with peers on the «Internet» network on educational platforms within the framework of learning a foreign language (Kosharna, Petryk, Solomakha et al., 2023).

The use of digital tools in the process of increasing foreign language grammatical competence has proven its effectiveness. Communicatively oriented digital and multimedia tasks on a foreign language grammar (English / German) support students' interest and motivation in mastering complex grammatical phenomena (Kosharna, Petryk, Solomakha et al., 2023). It is appropriate to work with digital resources as in classes, as well as during independent work. Digital content is not only modern and interesting for students, but also forms discursive, strategic and methodical competence.

It was established that the advantages of using multimedia and digital technologies in the process of teaching foreign languages are: providing a significant amount of authentic information; influence on all channels of perception due to the use of multimedia technologies (text, graphics, sound, animation, video); adaptability; non-linearity of information provision; high involvement in the educational process (Kosharna, Petryk, Solomakha et al., 2023).

The professional teaching practice plays an important role in training the future primary school teacher, and it forms his/ her key professional qualities. The key-point goals of professional teaching practice are to consolidate the students' knowledge in theory and to teach how to apply it in their future pedagogical activities. This kind of practice develops the primary school teacher's professional abilities and skills of organizing the educational process in



the classroom, adapting and improving in the future profession. The main emphasis in practical teacher training should be on forming and developing the teacher quality (Kosharna, Petryk, 2021: 50)

Involvement of native speakers in conducting guest (binary) lectures, seminars, and practical classes is another way to expand the language space, the opportunity for students of pedagogical specialties to listen and communicate with native speakers. As for the lecturers, they use the specific linguistics methods in the formation of students' professional communicative competence (Lebedieva, 2023).

Thanks to online platforms, our students received this form of work systematically. The urgency of the outlined problem, the importance of taking into account today's challenges, the need to create a harmonious and balanced educational space encourage the search, selection and application of effective learning technologies that would ensure the flexibility of organizing the educational trajectory of students with the highest possible learning outcomes, for example, using a technology HyFlex in the context of organizing a foreign language teaching for students of specialties 013 «Primary Education» and 012 «Preschool Education» (Kosharna, Petryk, 2022: 25). In terms of modern challenges, implementing in practice the HyFlex technology of teaching a foreign language for future teachers of primary and preschool education provides students with equal opportunities in mastering the disciplines of the foreign language block (Kosharna N., Petryk, L., Rudnik Y., 2023: 69).

So, the choice and application of a foreign language teacher training strategy effectively affects the solution of important tasks in the process of foreign language training of the future teacher, namely: supporting the positive motivation of students of pedagogical specialties to learn a foreign language; forming competences as linguistic, discursive, strategic, sociocultural, methodical; developing technological skills of future teachers to use and create their own innovative didactic products; developing skill of critical analysis.

Conclusion. Considering the issue of a foreign language teacher training strategy, it is necessary to combine a prospective experience of other countries and national peculiarities in the field of foreign language teacher training. We should be ready with the newest approaches to the language policy: complexification of research and practice in language education; new vision of language; languaging/ plurilanguaging/ translanguaging; assemblages of linguistic and semiotic resources; new vision of the class; the class as a complex adaptive system; more interdisciplinary research; crossing disciplinary barriers (languages/ cultures-arts writing-STEM); crossing barriers in research approaches; crossing borders (geographical, but also in terms of body/mind/cognition/emotions); assessment + pedagogy; scenario-based assessment and learning-oriented assessment (The CEFR Report, 2023).

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