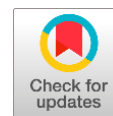


Individualization of professional training of future specialists in philological specialties



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Abstract The article deals with the ways of personalizing the methodological training of future linguists. The nature of the subject's experience of methodological activity is revealed. The importance of designing a personal trajectory of methodological formation and self-development for a student is confirmed. The necessity of creating a personalized and structured learning environment when teaching in higher education institutions is emphasized. Teaching methods that contribute to the formation of an individual methodological style for future teachers are identified. As a result, the creation of a personalized and systematic learning system is of particular importance in the systematic training of future linguists in higher education institutions. The environment that designs personal trajectories of students' methodological formation and self-development includes considering their characteristics and subject experience, developing appropriate learning strategies, and developing their methodological style.

Keywords: methodological training, individualization, individual method style, individual trajectory of method

1. Introduction

The new Ukrainian school needs a competent and creative teacher. It is worth preparing to implement the priorities of modern education to develop an integrated, well-rounded personality who is a critical thinker, patriot, and innovator. One of the key opportunities is to develop a school graduate's environmental and technical competence. That is why today special attention is paid to the study of natural sciences.

A modern educator should structure the learning process and use such forms, methods, tools, and techniques to ensure that students not only master the curriculum material at a high level but also apply this knowledge and skills in practical activities, form hypotheses, conduct experiments and analyze the results (Godovanyuk 2010). To ensure high-quality science education for schoolchildren, it is essential to improve the training of future language teachers in HEIs. This applies, in particular, to the methodological training of students.

It is impossible to become a true specialist in the field of linguistics without taking into account the individual preferences and abilities of students, their interests, and their experience. Given this, the methodological training of future linguists is of great importance.

The research aims to reveal an individualized approach to the systematic training of future teachers in HEIs.

Research objectives:

- to clarify the essence of methodological and individualized training of future teachers,
- to reveal the importance of designing individual trajectories of methodological formation and self-development of students,
- to analyze the consequences of focusing on an individualized approach.

2. Materials and Methods

The study of the issue of the formation of the level of components of future linguistic students' readiness, and assessment of high school students' communicative competence using the methods of testing scientific and psycho-pedagogical literature of HEIs makes it possible to analyze the current state of this issue.



In the course of our work, the following tasks were solved: determining the presence of positive motivation to use test methods in the process of assessing high school students' communicative competence, determining the availability of the necessary knowledge on the use of test methods in learning and teaching academic subjects, as well as determining professional skills.

The development and application in the future of methods for identifying the readiness of future linguistic teachers will allow for assessing the communicative competence of high school students using test methods.

The study was conducted at the full-time department of the Institute of Language and Journalism. The study involved 46 students who are obtaining a bachelor's degree in the fourth year of study in the field of knowledge 01 Education; specialty 014 Secondary Education; subject specialization 01 Ukrainian Language and Literature; additional subject specialization 02 Language and Literature (English). To accomplish the tasks, pedagogical research methods such as observation, questionnaires, and conversation were used.

3. Results

Structured learning as an integral part of a future teacher's professional training is the purposeful development of a set of methodological skills.

The competence of future specialists in the context of solving methodological problems of school education is a system of methodology principles that are the result of scientific research. The education of future linguists in modern higher education institutions involves the introduction of science, professionalism, complexity, coherence, the connection of theory with practice, consciousness and activity, systematicity and consistency, strengthening of creative orientation, variability, innovation, and subjectivity. In particular, the principle of subjectivity contributes to the development of the professional potential of each student, the formation of the subjective experience of the methodological activity, and the development of individual methodological styles. The implementation of this principle contributes to the individualization of methods of training future teachers in the field of linguistics (Yevtukh and Yashnyk 2015).

Personalization is a very important aspect of both school education and professional training of students in higher education institutions. According to Ya. Chernonkov, individualization of professional training is a pedagogical principle that involves the creation of an interactive system between participants in the educational process that considers and uses the individual characteristics of the student, determines his or her needs and abilities, and promotes the development of his or her professional skills and competencies.

Given the above, in the proposed study we consider the individualization of the methodological training of future biology teachers as the organization of methodological training of students. In it, the content, methods and techniques, forms, means, teaching methods, and methods of designing educational activities will consider the individual abilities of students, their interests and inclinations, and the sub-target experience of structured activities. Individualization of students' methodological training is aimed at forming an individualized methodological style (Viktorov 2005).

In HEIs, the systematic training of future teachers is carried out in stages:

- the first stage (preparatory course) – studying the subject "Introduction to the profession", familiarization and repetition of the content of the school curriculum subjects in the course of studying linguistics, mastering pedagogy, and psychology;
- the second stage (general methodological) – studying the subject "Methods of teaching the Ukrainian language";
- third stage – the study of special courses and subjects of choice in the methodological direction;
- the fourth stage (practice-oriented) is to directly apply the acquired structured knowledge and skills in the educational process in pedagogical practice;
- the fifth stage (research) – conducting qualification work on Ukrainian teaching methods, participation in scientific conferences and seminars, and work in the scientific environment;
- sixth stage (creative) – independent methodological activity aimed at forming a personal methodological style (New Course: Reforms in Ukraine 2010–2015 (2010).

Within the framework of the proposed study, the methodological developments of the future biology teacher and the phased construction of self-development trajectories are relevant:

- 1) formation of a system of methodological knowledge (conceptual and substantive level);
- 2) a system of skills (practical and activity level);
- 3) to form a systematic experience of creative activity (worldview level);
- 4) to form a systematic activity of self-improvement of personal value attitude (conceptual level) (Dichek, N. P., 2013).

Each person's experience is unique. Such terms as "lived experience", "personal experience", "disciplinary experience" and others are used in scientific sources. In the proposed study, we will consider the subjective experience of the methodological activity of the future philologist, who consciously assimilates and checks in the process of professional-pedagogical and quasi-professional activity as an organized set of knowledge, ways of action, skills, and abilities.

The analysis of pedagogical practice in higher education institutions shows that students gain only minimal experience in teaching even while studying at such institutions. However, this experience is only possible if you get close to professional events and immerse yourself in them.

It is essential to develop a student's experience of methodological activity through the pedagogical practice of a general education institution, during which the future teacher acts as a teacher and carries out various types of pedagogical activities. The development of a personal methodological style is especially important in methodological training. According to scientists, a set of favorite techniques, a way of thinking, a way of communicating, a way of making demands - all these characteristics, inseparable from a set of views and beliefs, constitute an individual style of pedagogical activity (New Ukrainian school).

The style of pedagogical activity depends on personal qualities, general culture, professional competence, pedagogical intuition, etc. The way a person works makes it possible to realize individual capabilities. People with different individual-typical features of the nervous system, abilities, temperament, and character have the opportunity to use their characteristics to achieve high efficiency in a particular activity.

Learning activities take place in interaction with specific situations, and the individual style of a teacher's activity depends on the individual psychological characteristics of students, the characteristics of the student group, how the teacher communicates with students, the teacher's abilities, and professional competence. Owing to an individual approach, learning activities will be effective and will bring satisfaction from the understanding of the subject material. Therefore, a person's style of work reflects his or her professional maturity, competence, skill level, and creativity.

We believe that personal methodological style is a set of personal and professional qualities of a person that characterize his/her methodological activity (means, techniques, approaches, and methods of activity) in the implementation of the educational process, contributing to the achievement of the highest educational efficiency. The personal methodological style of Ukrainian language teachers is characterized by an individualized approach to methodological activities, according to their professional skills and teaching experience (Honcharenko 2007).

For instance, one student was very good at organizing group work and using interactive teaching methods, such as discussions, etc. Another student demonstrated extraordinary oratorical ability and was able to tell, explain and persuade beautifully. And yet another skillfully managed students' independent work in class, motivating them to create projects and conduct research. A genuine teacher should have a full range of teaching methods, forms, and techniques, but each teacher achieves results differently, depending on their abilities.

Using the results of a survey conducted among students of the Faculty of Philology, we were able to find out the opinion of future philology teachers about innovative technologies in the educational process.

Compliance with pedagogical conditions is possible if the content of lectures, practical classes, and independent and laboratory classes is filled with information that will promote the development of future philology teachers' motivation and demonstrate effectiveness.

In developing the skills of future teachers of philological disciplines, teachers, in addition to traditional methods, use innovative methods, such as test control, the method of modeling professional situations, as well as various means, including multimedia, test platforms, master classes, and analytical reports.

Summarizing the content of the main criteria for diagnosing the motivational, content, operational, activity, and evaluation components of readiness, we can distinguish initial, sufficient, and high levels of future philology teachers' readiness to teach students.

The high level of preparedness found in 24 students implies that students have developed the skills to perform the mandatory sequential operations of the assessment process and are aware of the importance of monitoring and evaluating learning achievements. Future teachers of philology who demonstrate a high level of readiness have a thorough knowledge of the system of assessment criteria, successfully select educational material, and can accurately and promptly analyze the information received to adjust the methodology of teaching the subject. These skills help students to choose the right types, forms, and methods of work in atypical pedagogical situations. If future philology teachers are ready, they will not have any difficulties in implementing assessment activities at the level of competence development.

Students with a sufficient level of readiness, of whom there are 22, do not always navigate the sequence of operations. Besides, future teachers of philology sometimes do not fully understand the essence of the assessment process and have unstable internal motivation to use such technologies in assessing high school students' communicative competence. Such students need external help when performing tasks and do not always analyze the information quickly. However, they demonstrate a high level of communicative competence when understanding the assessment criteria and adapt well to atypical teaching situations.

4. Discussion

The article does not exhaust all aspects of developing future philology teachers' readiness for innovative technologies. We see prospects for further research in the development of methods for characterizing the levels of formation of the components of future philology teachers' readiness for innovative technologies.

There are prospects for further research in this direction. The individualization of methodological training of students will help the new Ukrainian school to form competent biology teachers who can think critically, implement modern technologies, and realize their creative potential and the author's methodological view in the educational process of educational institutions.

5. Conclusions

Thus, it was determined that innovative technologies have a positive impact on the education of future philology students. The majority of the respondents responded positively to studying at HEIs. These results indicate that teachers use various methods of innovative technologies to motivate students to improve their learning.

Therefore, the creation of a personalized and systematic learning system is of particular importance in the systematic training of future philology teachers in higher education institutions. The environment that designs individual trajectories of students' methodological formation and self-development includes consideration of their characteristics and subject experience, development of appropriate learning strategies, and development of their methodological style.

Ethical considerations

Not applicable.

Conflict of Interest

The authors declare no conflicts of interest.

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