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## **RETHINKING OF FUTURE PRIMARY SCHOOL TEACHER'S TRAINING FOR THE PROFESSIONAL COMMUNICATION BY MEANS OF ENGLISH IN THE 21ST CENTURY**

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**Abstract.** The article focuses on the necessity of forming foreign language communicative competence of future primary school teachers as a condition of their successful professional communication in the period of active integration of Ukraine into the European and the world educational space. The expansion of international cooperation requires modern specialists' command of a foreign language as a tool which not only allows to navigate in the modern society fluently, but also to perform their professional functions efficiently. The need to diversify the professional training of future professionals on a multi-vector and multicultural platform provides an opportunity for effective formation and functioning of a new teacher, projects the level of academic mobility, changes the adaptive capabilities of future professionals. The main emphasis in teaching a foreign language should be placed on mastering language and speech competences; it is necessary to develop future specialist's ability to communicate in a foreign language in real professional pedagogical situations in order to encourage the subjects of the educational process. The modern innovative teaching technologies form the basis of teaching a foreign language for specific purposes. These technologies bring them closer to their future professional duties, provide the opportunity to prepare for the teaching practice at school, to acquire the necessary abilities and skills of communication with the primary school pupils.

**Keywords:** future primary school teacher, professional communication, foreign language, pedagogical conditions, globalization, academic mobility, innovative technologies

## **ПЕРЕОСМИСЛЕННЯ ПІДГОТОВКИ МАЙБУТНЬОГО ВЧИТЕЛЯ ПОЧАТКОВОЇ ШКОЛИ ДО ПРОФЕСІЙНОЇ КОМУНІКАЦІЇ ЗАСОБАМИ АНГЛІЙСЬКОЇ МОВИ В ХХІ СТОЛІТТІ**

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**Анотація.** У статті розкривається необхідність формування іншомовної комунікативної компетентності майбутніх учителів початкових класів як умова їх успішної професійної комунікації в період активної інтеграції України до європейського та світового освітнього простору. Розширення міжнародного співробітництва вимагає від сучасних спеціалістів володіння іноземною мовою як освітнім інструментом, який не тільки дозволяє безперешкодно орієнтуватися в сучасному суспільстві, але й ефективно виконувати свої професійні функції. Необхідність диверсифікувати професійну підготовку майбутніх фахівців на багатовекторну та полікультурну платформу дає можливість для ефективного формування та функціонування вчителя нової формації, проектує рівень академічної мобільності, змінює адаптаційні можливості майбутніх фахівців. Основний акцент у навчанні іноземної мови повинен бути зроблений на оволодіння мовними та мовленнєвими компетентностями; необхідно розвивати вміння майбутнього спеціаліста спілкуватися іноземною мовою в реальних професійних педагогічних ситуаціях з метою заохочення суб'єктів навчально-виховного процесу. Сучасні інноваційні технології навчання складають основу викладання іноземної мови для конкретних цілей. Ці технології наближають їх до своїх майбутніх професійних обов'язків, дають можливість підготуватися до виробничої практики в школі, набути необхідних здібностей та навичок спілкування з учнями початкових класів.

**Ключові слова:** майбутній вчитель початкової школи, професійна комунікація, іноземна мова, педагогічні умови, глобалізація, академічна мобільність, інноваційні технології.

**Relevance of research.** According to expert estimates, the most demanded competencies by 2020 will be the ability to study throughout life, think critically, set goals and achieve them, work in a team, communicate in a multicultural environment, and develop professional skills. Today, more than ever, the need for society in the reform of higher pedagogical education has become more acute, since modern students will live and work in a different world, in the context of a globalizing world community, where a foreign language will be regarded as an important factor of personal adaptation to the educational space. This makes it relevant in presenting modern requirements for the linguistic competence of the future primary school teachers as an indispensable component of their professional training based on the competence approach.

**Analysis of recent research and publications.** The integration of Ukrainian higher education institutions into the Bologna system has necessitated the reform of the domestic higher education system. Thus, in the Law of Ukraine “On Higher Education” (2014), the National Doctrine of Education Development of Ukraine in the XXI Century (2001), the State Program

“Teacher” (2002), the National Strategy for Education Development in Ukraine until 2021 (2013) one of the priority tasks is the training of highly qualified specialists who are able to implement theoretical knowledge in pedagogical practice, solve urgent life problems and represent the state at the international level. The teacher’s personality occupies a key position in the educational space. His professional activity is aimed at continuity and humanization of learning, development of creative and communicative abilities of students. Current trends in vocational training require a new dimension of the level of professional readiness of future teachers in primary school.

The fundamental foundations of the concept are the works of Ukrainian and foreign scholars in the writings, namely: the philosophy of continuing education (V. Andrushchenko, V. Bekh, V. Kremen, I. Zyaziun, etc.); theoretical and methodological principles of professional training of future teachers, its components (V. Bondar, M. Yevtukh, O. Semenog); the essence of readiness and indicators of its formation (A. Aleksyuk, L. Kondrashova, N. Kuzmina, V. Slastionin, etc.), the formation of professional readiness of future primary school teachers (O. Matvienko, O. Komar); some problems of the formation and development of personality in the process of preparation for professional activity and directly in its process are highlighted in the researches of I. Bekh, O. Bondarchuk, L. Vygotskyi, O. Leontiev and others. Problems of studying communication in various aspects are the core many modern scientific studies. Significant contribution to the formation our view on the development of this phenomenon was carried out by: K. Berry, J. Burnett, V. Buryak, F. Kotler, F. Sharkov, D. Schultz, N. Volkova, and others. Innovative approaches in teaching linguistic disciplines have been studied by L. Matsko, O. Pometun, M. Vashulenko, etc. Methods of forming communicative competence have been examined by Ukrainian (V. Bukhbinder, H. Kitaihorodskaia, Yu. Passov, O. Tarnopolskyi) and foreign methodologists (N. Schmitt W. Widdowson, etc.).

However, despite the significant of scientists’ interest in this issue, the problem of forming future primary school teachers’ readiness to modern

professional communication by means of the English language in pedagogical theory and practice is insufficiently developed.

However, despite the significant interest of scientists in this issue, the problem of forming the readiness of future primary school teachers for professional communication by means of a foreign language in pedagogical theory and practice is insufficiently developed.

Modern problems of globalization are a kind of synthesis and result of unresolved problems of previous globalizations [17]. From a historical point of view, humanity has already experienced three waves of globalization, and the modern one is the fourth: the first arose after the great geographical discoveries, including the discovery of America by Columbus in the fifteenth century; the second dates back to the mid-nineteenth century, when European states had colonies in Asia; the third arose after the end of the Second World War with the establishment of a new international order and the emergence of new independent states in Asia, Africa and Latin America, which began to take a more active part in world affairs; the fourth, the current one, is related to the rapid development of information and communication technologies, which have covered all spheres of human life. There is no single generally accepted definition of globalization in modern world science. Existing formulations are descriptive, mutually exclusive or complementary. The emergence of the term “globalization” is associated with the name of the American sociologist R. Robertson, who defined it in 1985 as “a process of growing influence on the social reality of individual countries of various factors of international importance: economic and political ties, cultural and information exchange” [24].

In the era of globalization, information, science and education are becoming influential factors in social dynamics. The aspect of training in the modern globalization of education is relatively new, but its role in the formation of a competitive personality, possessing the latest ways of perception and transmission of information, practical skills in a professional, linguistic and

ideological context can not be underestimated. The world educational space unites national educational systems of different types and levels, which differ significantly in philosophical and cultural traditions, the level of goals and objectives, their quality. The works of such scientists as N. Abashkin, O. Miliutin, N. Nychkalo, A. Sbruev and others are devoted to the formation of the world educational space, analysis of problems of interaction of pedagogical cultures of different regions of the world, globalization tendencies of development of education in foreign countries.

It is worth noting that the era of globalization requires the future specialist to learn not so much knowledge as now they do, but also to master the technology of their acquisition and operation. It needs sound pragmatism, which allows the graduate to immediately enter life as a full-fledged subject. The personal parameters of the teacher, relevant in the recent past, are gradually disappearing in the summer. Now the teacher must have such traits as tolerance, democracy, humanism, understanding of the student and respect for him, multiculturalism and openness in communication. In such conditions, the role of knowledge of a foreign language and especially English as the language of international communication increases significantly.

Comparing the domestic experience of early foreign language learning with European, we note that in the early 80's of the twentieth century in most European countries did not learn a foreign language in primary school, but at the present stage in the European Union began learning a foreign language from 6-9 years [16, p. 84]. Thus, in Luxembourg, students begin to study a foreign language from the age of 6, in Italy – from 8, in Norway, the Czech Republic – from 9, in Finland – from 7-9 years (depending on the specifics of learning in a particular school), in Germany – usually from 8 years, etc. The priority belongs to the English language in Norway, it is studied by 66% of students, in Spain and Finland – 63% and 64% respectively, in Sweden and the Czech Republic – 48%, in Romania – 35%, Iceland – 15% of children [16, p. 84-85].

Today, the issue of learning foreign languages, including English, in Ukraine is quite relevant. Being on the path to European integration, language skills are one of the most important conditions for this process. Ukraine also widely implements modern information technologies. More and more people have access to the Internet, according to research 80% of the information in The World Wide Web is stored in English, and this volume doubles every 18 months [15]. Ignorance of the language limits a person in terms of professional growth, information retrieval and communication with other users.

Therefore, we should talk about the modern world educational space as a single organism in the presence of global trends in each educational system and the preservation of individual characteristics. The system of training future primary school teachers includes *professional* (knowledge of the subject), *psychological* (openness, understanding of the primary school children's peculiarities, willingness to communicate) and *pedagogical* (ability to model learning situations, to achieve the set of educational goals) components, each of which affects the formation of professional competence, as it involves students to perform multifaceted functions of teacher, educator, as well as taking into account and modeling a significant number of learning situations, practical activities [2, p. 16].

The tasks set before the modern school necessitate the modernization of professional training of future specialists who will work in the renovated primary school, including foreign language teachers. In this regard, it is appropriate to talk about the new role of the teacher not as a sole mentor and source of knowledge, but as a coach, facilitator, tutor, moderator in the individual educational trajectory of the student. A modern teacher must be able to innovate, creative and independent thinking, ready to implement non-standard solutions, have a number of competencies. The reorientation of modern higher pedagogical education to European standards involves, first of all, the training of a competent specialist who is aware of his social responsibility, is able to define pedagogical goals and successfully achieve them, is a subject of personal and

professional growth. Deepening and strengthening of general humanitarian and philological training of pupils provides accordingly new quality of linguistic and philological preparation of the teacher.

Pedagogical communication places certain requirements on the qualities of the teacher's personality, the most important of which is communicativeness as a necessary prerequisite for successful and active work with pedagogical information aimed at teaching and educating students [20, p.12]. An integral part of the teaching profession is intensive communication, which is carried out horizontally – communication with colleagues, employees of pedagogical institutions and vertically – communication with leaders and students, in the school and beyond in writing and in oral forms, contact method and indirectly (documentation and computer communication) and serves as the main means of solving multifaceted and pedagogical tasks.

One of the most important conditions that ensure the effectiveness of training students as communicative individuals and competent professionals is the state of mobilization of all psychophysical human systems, which ensures the effective implementation of certain actions. Psychologist G. Ball believes that the basis of professional readiness are two complex components:

- 1) motivational, which means a tendency to the appropriate type of activity;
- 2) instrumental, characterized by the ability to have effective business strategies, generalized methods of action and operations.

Modern society requires professionally competent professionals who are able to constantly update their knowledge, improve skills and abilities, key competencies, including professional linguistics, which is closely related to the ability to solve problems arising in the educational process. Today, the main goals of a foreign language teacher are the development of certain personality traits, the formation of key and subject competencies that should create a basis for effective and comfortable life of the new generation in society. With the

development of modern international integration processes, the competency approach in foreign language education becomes even more relevant.

At present, training in higher education institutions should take into account the main educational trends, and therefore provide training for students based on personality-oriented and competency-based approaches aimed at forming and developing students' key competencies based on students' experience, their needs that motivate learning, knowledge of skills that are formed in different educational environments (school, family), various social situations, and determine the formation of attitudes towards them. The scholar O. Matvienko notes that one of the urgent problems of future teachers' training for professional activity in the conditions of European integration of educational space is conformity of professional standards to international requirements, formation of readiness of future teachers for intercultural communication [12]. In particular, the essence of such concepts as academic mobility, individual culture, intercultural communication is revealed. The main focus is on the theoretical and methodological foundations of the development of the culture of self-expression of future specialists in primary education, the level of formation of the phenomenon under study. The modern world tendencies of university activity are introduction of various innovative forms of educational and scientific work of students and teaching staff.

The phenomenon of academic mobility of participants in the educational process is considered from the standpoint of optimizing the training of specialists in various fields and is aimed at improving the quality of higher education, research efficiency and harmonization of higher education standards, ensuring competitiveness of graduates in the Ukrainian and international markets. potential to work at the Institute, students gain experience in implementing other models of creating and disseminating knowledge and deepening integration processes in teaching and research [1].

Innovative processes related to the modernization of the entire educational system in the new century make new demands on the activities of teachers. The



activity of modern educational institutions made it possible to identify personal and professionally necessary features of a communicatively competent teacher who is able to work in modern educational institutions. The special qualities of the future primary school teacher include foreign language communicative competence, indicators of which are:

- 1) communicative knowledge;
- 2) communication skills (automated conscious actions that promote rapid reflection in the mind of communicative situations);
- 3) communicative skills (a set of actions that allows you to creatively use communicative knowledge and skills in the communication process);
- 4) communicative habits (communicative actions brought to automatism);
- 5) communicative nature (main qualities, personality traits that are manifested in its typical activity during communicative activities);
- 6) communicative experience (practice of communication in a foreign language, close to professional activities in primary school) [2].

The main advantages of the use of innovative educational technologies include the establishment of relationships and friendly atmosphere between students, the formation of their independence and confidence, encouragement and motivating students, eliminating the fear of mistakes, overcoming the fear of the language barrier, involving each student in work, using previously acquired experience, student-centered environment [23].

It should be noted that the phenomenon of “communication” is characterized by the presence of certain functions, laws, strategies and models.

*Functions of communication* in society are divided into: *contact* (establishing an atmosphere of mutual readiness to transmit and receive messages and maintain mutual communication until the completion of the act of communication); *social* (formation of a certain level of cultural language competence that allows to exist in society); *informative* (exchange of information, descriptions, questions and answers); *motivating* (encouraging a partner, audience or yourself to perform certain physical, physiological,

intellectual, spiritual and other actions); *coordinative* (mutual orientation and coordination of actions of participants of communication concerning their joint activity); *cognitive* (adequate perception and understanding of the content of the message, as well as mutual understanding of intentions, attitudes, experiences, states of each other); *emotional* (“exchange” of emotions, arousal in a partner or audience of certain experiences, mental states, etc.); pragmatic (awareness and fixation of their place in the system of role, status, business, interpersonal relationships); *influential* (aimed at changing the state, behavior, value-motivational sphere of the partner: intentions, views, opinions, decisions, ideas, needs, activity level, tastes, norms of behavior, evaluation criteria, etc.) [14].

F. Batsevych expressed an important opinion on communication as a concept of a certain connection. According to the scientist, “communication is a set of connections and interactions of people, societies, subjects (classes, groups, individuals), in which there is an exchange of information, experience, skills, abilities and results of activity”. It is a complex concept that encompasses all types of processes of interconnection and interaction of people. Communication, as a rule, is connected only with information communication [4, p.27]. N. Volkova defines professional-pedagogical communication as a system of direct or indirect connections, teacher interactions, realized by means of verbal and non-verbal means, means of computer communication for the purpose of mutual exchange of information, modeling and process management. communication, regulation of pedagogical relations [8].

These components provide a flexible adaptation of methods of action to the specifics of specific situations and orientation in the relevant subject field. V. Bospalko, P. Volovik, M. Dyachenko consider the model of readiness differently, believing that the model of future teacher’s readiness for professional activity determines *the content of curricula, programs and other documents* that regulate the process of professional training in higher education. However, the researchers note that the proposed models need some refinement.

The results of the analysis of Ukrainian and foreign dissertations on the training of specialists with the additional specialty “The Foreign Language” made it possible to highlight certain aspects of the study. For example, in S. Budak’s research on the formation of students’ readiness for foreign language activities, methods of training teachers to teach junior students in a foreign (English) language, the main emphasis is on using *the method of communicative interaction*, because, according to the scientist, pedagogical communication and communicative orientation are the core in the activities of the teacher [7, p. 16].

According to N. Kharitonova, the formation of professional competence of future foreign language teachers is realized through *a personal-activity approach, the actualization of general theoretical, socio-cultural and communicative aspects*, their interactive interaction. Defining the communicative component as a core in the formation of professional competence of the future teacher, the author, however, did not present the formation of this “defining quality” in the future teacher with a specialty “The Foreign Language” [7, p. 32-33]. The qualities of the future primary school teacher are formed in the process of pedagogical training and activity. The main trends in the training of future teachers of foreign languages, according to scientists (O. Bigich, O. Bondarenko), are personality-oriented training, its cultural relevance, professional autonomy of the student, focus on reflection and innovation, bilingualism of pedagogical education [6, pp. 48-51].

We consider T. Shkvarina’s research on preparing students to teach English to children to be relevant. According to her, the preparation of future teachers for early foreign language learning depends on the integration of content, forms and methods of teaching professional disciplines. Accordingly, such training involves the study of language, speech, socio-cultural material in communicative professionally oriented activities of students by means of conditional-communicative exercises, role and moving games, games with objects, modeling of professional, social, everyday situations, staging, competitions and contests, interaction in ranks, teams, small groups, the use of

music, auditory, audiovisual aids, visual aids [22, p. 65]. We agree with the researcher's approaches and believe that it is necessary to create pedagogical situations in order for students to acquire practical skills and abilities.

According to the researcher M. Sidun, the conditions that ensure the development of professional competence of the future English teacher in primary school, provide the creation of a developmental environment based on *the situational direction of the educational process* by means of educational situations during training, namely:

1) ensuring the situational direction of the content of professionally oriented disciplines, which guarantees the use of educational situations in the process of professional training of future teachers of a foreign language in primary school and the use of this learning tool in further professional activities;

2) systematic use of pedagogical diagnostics in the educational process of a pedagogical institution of higher education, which allows to obtain information about the course of professional training, the need to adjust its content for the application of educational situations, which, in turn, will provide professional knowledge, skills with primary school students [13, p. 10].

Thus, in our opinion, the main attention in preparing a teacher for teaching a foreign language in primary school should be paid to the relationship between forms and methods of teaching and conditions that ensure the formation of students' ability to make decisions in different pedagogical situations, acquire knowledge, acquire skills of independent creative activity. The skills of the future teachers depend on desire to improve their professional qualities, the goals they set in the process of professional training.

Practical experience suggests that students are insufficiently prepared for practical activities due to insufficient attention to the choice of pedagogical technologies in higher education institutions, lack of a unified strategy for the introduction of innovative technologies, practical learning situations as effective forms of work with modern students. Modeling occupies an important place among the methods of pedagogical research. It should be emphasized that in the

process of building a model of the educational process, two approaches are used to structure its elements: the integration of individual elements into a holistic system [9], their combination into separate blocks, which later consists of a model [5]. V. Bespalko, P. Volovik, M. Dyachenko consider the model of readiness differently, believing that the model of future teacher's readiness for professional activity determines the content of curricula, programs and other documents that regulate the process of professional training in higher education. However, the researchers note that the proposed models need some refinement.

But it should be noted that the content and components of the model of professional competence formation in each scientist are different. Yu. Babanskyi emphasizes that the effectiveness of the pedagogical process naturally depends on the conditions and external circumstances during its implementation. Therefore, first of all, it is necessary to substantiate such components of the model as *pedagogical conditions* that ensure the effective formation of professional competence of the future primary school teacher with additional specialization “The Foreign Language”. Pedagogical conditions are defined as external circumstances of learning that affect the student, and thus determine its qualitative changes in the learning process.

Nowadays in teaching and learning communication skills, we have a lot to choose from the world of technology: Audio Cassettes, Blogs, C.A.L.L., CD Rom, Computers, Electronic Dictionary, Email, the Internet, and Power Point, TV, Videos or DVD's. New tendencies in higher education, due to the development of information technology, change the role of the teacher in the training of future professionals, affect public expectations of the teacher and the requirements for him. Recent events have clearly shown the nascent trend of prevailing “Internet communication” in the educational field. Massive open online courses, or MOOC, have definitely revolutionized education: hundreds of online courses in programming, mathematics, management and educational and online platforms (Coursera, Udacity, Prometheus and others) for various

disciplines from the best universities have become available to anyone with the Internet.

First of all, in the conditions of free access to various information sources – world libraries, world-famous scientific developments, open results of modern researches of scientists, educational materials, etc., the teacher does not play the role of a single translator of knowledge. In modern conditions, the teacher must not only have a wide range of subject knowledge, be able to choose the most relevant information for students, which remains relevant for a long time, but also teach students techniques and methods of self-replenishment, self-development. For the future specialist, the ability to select new information, analyze it, evaluate it and establish links with previously received information becomes important.

The need to improve the content of future primary school teacher training is also related to various aspects of primary school modernization: transition to the implementation of the new State Standard of Primary Education, support for humanization of education, ideas of child-centered learning, introduction of principles of competence and personality-oriented approaches in primary school education. O. Savchenko considers its content to be the core of professional training, the fundamentality of which should provide advanced training of a specialist [18]. The author concludes on the need to update the content of methodological training of teachers on the principle of integrity, system and integration; taking into account the processes that determine the activities of modern primary school. In addition, O. Savchenko emphasizes the need to take into account the changes that have occurred in society and are associated with scientific and technological progress, strengthening integration processes.

The current process of preparing future school teachers for professional communication by foreign language highlights the existing and future contradictions in the implementation of the Bologna Agreements in the educational space of Ukraine, emphasizes the need to diversify the training of future specialists on a multi-vector and multicultural platform. It is necessary to

focus on the problems of openness of universities to innovation, to propose approaches that will be able to implement in Ukrainian universities the progressive educational ideas.

**Formulating the goals of the article.** The purpose of the study is to reveal the theoretical, methodological and practical principles of preparing future primary school teachers for professional communication with the help of English in the context of the globalization of the educational space.

**Research results.** Reforming the system of higher education, choosing a European vector of development requires an individual self-improvement strategy of innovative pedagogical activity. Formation of foreign language speech competence of future primary school teachers, specialists in their field as mentioned above - a holistic process, based on the activation of motivational factors, for the effective implementation of this process requires an educational environment, pedagogical conditions and modern methods. During the formation of foreign language speech competence of future specialists, a certain methodology plays a role, which is assigned to a certain stage of learning foreign languages. The purpose and objectives of the methodology of formation and development of foreign language competence have to meet the following criteria: teaching professional terminology on the basis of the most modern dictionaries; formation of skills and abilities of future specialists in processing special information in a foreign language; training in all types of professional language; directing students to self-analysis of various communication needs. European requirements for teacher training, the quality of their professional qualifications and competencies, professional development of teachers are the most pressing issues of teacher training in Europe. It is very difficult to create a universal, at the same time effective for different countries, model of the modern teacher and to define a complex of professional qualifications, abilities and competences necessary for him, especially in the conditions of dynamic transformations in various spheres of public and cultural life of the European society.

**Conclusions from the study and perspectives of further exploration in this direction.** Existing and perspective contradictions of realization of Bologna agreements in educational space of Ukraine are stated. The need to diversify the professional training of future professionals on a multi-vector and multicultural platform, which will allow to operate effectively in social dynamics. It is stated that a characteristic feature of the formation and functioning of a new teacher is his high level of academic mobility, which constantly projects patterns of future behavioral manifestations, changes in adaptive capabilities. Thus, the analysis of theoretical and methodological and practical principles of the problem under investigation suggests that the main aspects of professional training of future primary school teachers with an additional specialisation “The Foreign Language” are: focus on personal orientation of training; professional potential of the student (individual style of activity, creativity); communicative competence of a teacher who is able to use knowledge and skills in practice, willingness to adapt to change and constantly work hard on self-improvement of professional skills.

Prospects for further research we see in the need to substantiate ways to improve training, as well as testing the practical aspects of training future primary school teachers with additional specialisation “The Foreign Language”, forming the readiness of future teachers to rationally use pedagogical and technological innovations in foreign language lessons for practical mastering in the era of globalization.

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