ДРОГОБИЦЬКИЙ ДЕРЖАВНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ ІМЕНІ ІВАНА ФРАНКА

ОКСАНА ХОМИШАК

ЛІНГВОДИДАКТИКА

Навчальний посібник для самостійної роботи студентів

Дрогобич
2024

DROHOBYCH IVAN FRANKO STATE PEDAGOGICAL UNIVERSITY

OXANA KHOMYSHAK

LINGUODIDACTICS

MANUAL FOR STUDENTS' INDEPENDENT WORK

DROHOBYCH
2024

Рекомендовано до друку вченою радою Дрогобицького державного педагогічного університету імені Івана Франка
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РЕЦЕНЗЕНТИ:

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Відповідальний за випуск:
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Навчальний посібник укладено відповідно до робочої програми «Лінгводидактика» для підготовки студентів другого (магістерського) рівня вищої освіти галузі знань 01 «Освіта / Педагогіка», спеціальностей 014 Середня освіта (Мова і література ((англійська, німецька), мова і література (англійська, польська), мова і література (німецька, англійська), мова і література (англійська)), затвердженої науково-методичною радою Дрогобицького державного педагогічного університету імені Івана Франка.

Посібник презентує лінгводидактичні засади навчання іноземної мови задля формування іншомовної комунікативної компетентності на різних рівнях. Запропоновані автором сучасний тезаурус і алгоритми організації освітнього процесу покликані сприяти удосконаленню самостійної роботи студентів під час вивчення навчальної дисципліни. Матеріали охоплюють основні поняття, завдання репродуктивного та творчого характеру.

Адресується студентам, учителям іноземної мови й усім охочим навчати та вивчати іноземну мову.

Reviewers:

Responsible for edition:

The manual is compiled according to the syllabus "Linguodidactics" for training the specialists of the second (master's) degree of higher education, programme subject area 014 Secondary Education ((Language and Literature (English), (Language and Literature (English, German), (Language and Literature (English, Polish), (Language and Literature (German, English)), approved by the scientific and methodic council of Drohobych Ivan Franko State Pedagogical University.

The material comprises the linguodidactic background of teaching a foreign language with the aim of communicative competence shaping at different levels. The suggested thesaurus and algorithms of students' independent work should improve the efficiency of future foreign language teachers' training. The author presents the key linguodidactic terminology and tasks based on reproduction and creativity.

The manual is addressed to students, teachers and learners of a foreign language.

CONTENTS

ПЕРЕДМОВА

Навчальний посібник розроблено для оволодіння майбутніми вчителями іноземних мов лінгводидактичним тезаурусом, що визначається принципами внутрішнього взаємозв'язку ідей та особливостей теорій, підходів, технологій та засобів навчання і вивчення іноземної мови. Перевагою цієї роботи є її практична цінність для учителів, що вирізняє посібник поміж інших навчальних видань.

Адресовані студентам матеріали покликані не лише пояснити ключову термінологію дисципліни, а й навчити запам'ятовувати, розуміти, аналізувати, критично осмислювати, оцінювати, застосовувати та творчо конструювати нові знання. Задля досягнення освітніх цілей використано низку сучасних освітніх технологій, а саме: навчання на основі відео, практичне виконання завдань, інтеграція змісту освіти та «перевернутий клас». Посібник має на меті навчити використовувати здобуті теоретичні знання у практичних ситуаціях, оскільки найскладнішим завданням сучасної освіти є її відповідна практична та творча реалізація.

У посібнику висвітлено питання семінарських занять, рекомендована література, ключові терміни, їх визначення та алгоритми роботи студентів під час читання і перегляду професійно орієнтованої інформації, яка ретельно відібрана з урахуванням програмних результатів навчання задля формування лінгводидактичних компетентностей студентів згідно з програмою.

PREFACE

The manual is designed to help students master the linguodidactic terminology defined by the principles of intrinsic connections with the ideas and specific suggestions for theories, approaches, methods, technologies and devices of teaching and learning a foreign language. It can also be used to advantage by teachers.

This manual differs somewhat from most books of the kind. It not only explains the key terminology but also teaches us to memorize, understand, think critically, analyze, evaluate, apply and create new knowledge. A wide range of modern technologies (video-based learning, task-based learning, content language integrated learning. and flipped learning) have been used to achieve the educational objectives of the course study. It teaches how to use theoretical knowledge. The proper practical and creative usage is the most difficult aspect of the process of education.

The manual consists of seminars' issues, recommended literature, key terms, their definitions, and algorithms of students reading or watching activities. The information illustrated in the scientific articles and videos is a selection of the most important educational activities designed to help students to shape their linguodidactic competences by the curriculum.

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SEMINAR 1

Linguodidactics as a science

Plan

1. The etymology of the notion.
2. The subject matter of linguodidactics.
3. Key terminology of linguodidactics.
4. Linguodidactics as a theory of teaching a foreign language.

References

1. Honcharenko S. *The Ukrainian Pedagogical Glossary*. Second edition. Rivne. 2011. 552 p.

2. What is Linguodidactics? [Online]. Available: https://www.igi-global.com/dictionary/linguodidactics/86674.

3. *Лінгводидактичні засади навчання іноземної мови учнів старших класів загальноосвітніх навчальних закладів :* навчально-методичний посібник / Редько В.Г., Полонська Т. К., Басай Н. П. та ін. ; за наук. ред. Редька В.Г. Київ : Педагогічна думка, 2013. 360 с.

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Thesaurus

Didactics is a pedagogical science of teaching and education theory, which determines its goals, objectives, content, methods, forms and aids [1, 88].

Linguodidactics is a branch of science studying the patterns of students' evolution with a new language and culture in conjunction with their native language and culture [2].

Teaching is the activity of a teacher to achieve the goal of learning (educational objectives), and providing learners' knowledge, habits, skills and competencies [1, 224].

Learning is a process of acquiring new knowledge, skills, behaviour forms, values and experience [1, 341].

Imitative learning is the intuitive learning of a foreign language.

Education is the process of learner's instruction, development and behaviour shaping [1, 234].

Training is the process of vocational training [1, 277].

Algorithm of students' activities

I Pre-reading activity

  a. **Look at picture 1 below. Read the information in it. Define the terms (if you can't do it, search for them on Wikipedia). Explain the connection of linguodidactics with the sciences presented in the picture.**

Fig. 1

b. On the basis of your academic knowledge define the following terminology:

Knowledge ...

Abilities ...

Skills ...

Competency ...

Aims ...

Content ...

Organization

 Forms ...

Methods ...

Aids ...

c. **Answer the question and give your reasons:**

Is linguodidactics a constituent component of methods of foreign language teaching (FLT) or vice versa?

II While-reading activity

a. **Read the suggested scientific article "The linguodidactic aspect of FLT in higher educational institutions" (Appendix 1) in the Ukrainian language or scan the QR code:**

b. **Pay attention to its structure (headline, abstract, introduction, main body and conclusions, references).**

III Post-reading activity

Based on the article above, write your own article in English dealing with the linguodidactic aspect of FLT at any stage (preschool, primary or secondary) of education and including such components: introduction, main body and conclusions. The length of the article is around 500–1000 words. You can illustrate better the results using diagrams, tables and figures in the article.

IV Presentation of ideas and discussion.

SEMINAR 2

The theoretical fundamentals of linguodidactics

Plan

1. The main objectives of linguodidactics.
2. Functions of linguodidactics.
3. The coherence of the terms "didactics", "linguodidactics", and "methods of a foreign language teaching".
4. The specifics of linguodidactics in preschool, primary, and secondary education.

References

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8. Sociolinguistics [Online]. Available : https://en.wikipedia.org/wiki/Sociolinguistics.

Thesaurus

Language education – the process and practice of teaching a second or foreign language. It is primarily a branch of applied linguistics, but can be an interdisciplinary field [3].

Linguistics is the scientific study of language based on a theoretical as well as a descriptive study of language and is also interlinked with the applied fields of

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language studies and language learning, which entails the study of specific languages [4].

Psychology is the study of mind and behaviour, including both conscious and unconscious phenomena, and mental processes such as thoughts, feelings, and motives [5].

Neuroscience is the scientific study of the nervous system (the brain, spinal cord, and peripheral nervous system), its functions and disorders [6].

Philosophy of language investigates the nature of language and the relations between language, language users, and the world [7].

Sociolinguistics is the descriptive study of the effect of any or all aspects of society, including cultural norms, expectations, and context, on language and the ways it is used [8].

Learning Environment: A set of external and internal conditions of students' evolution with a foreign language and culture of its native speakers and awareness of students' native language and native culture [2].

Scientific Picture of Methodology – a system-based overview of scientific and methodological knowledge (concepts, theories, teaching methods, approaches and models of FLT) gained at a certain historical stage of developing linguodidactics and educational practice [2].

Linguistic Model of Teaching – an interdependent integrity of basic elements of the educational process (the value of education, its purpose and content, the type of communication of the subjects in an educational process, the methods of education and learning outcome), and the methods of their formation which are intrinsic to a particular type of society [2].

Foreign Language Teaching (FLT) – a social and systematized technology for the transfer and acquisition of foreign language knowledge, skills, abilities, as well as the ways of communicative and cognitive activity via the language under study [2].

Algorithm of students' activities

I Pre-watching activity

a) **Look at table 1 below and state the difference between linguodidactics and methods of FLT.**
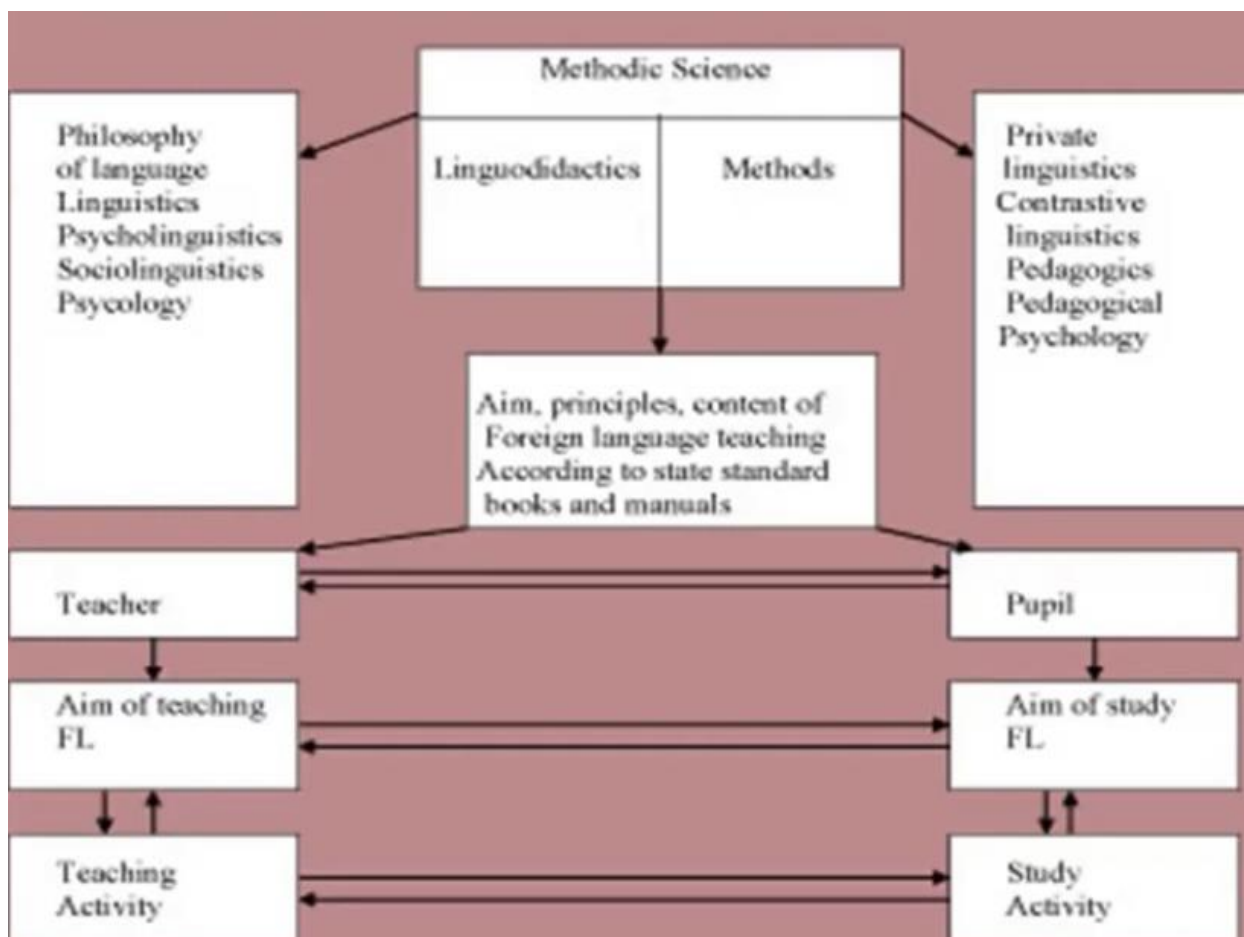
Fig. 2.

b) **answer the question:**

How can you explain the modern term "multilingualism"?

II While-watching activity

a. **Scan the QR code and watch the suggested video about "Multilingualism and education"** (https://www.youtube.com/watch?v=S9MmUm_aYoY):
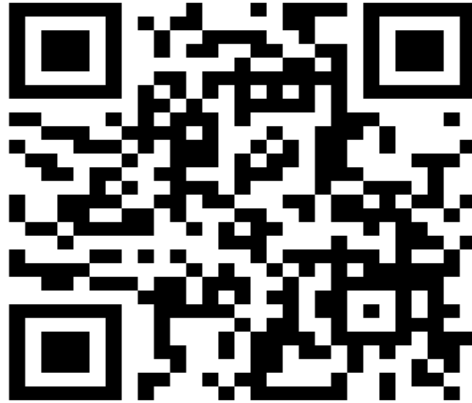
b. Complete the mind map with the ideas from the video
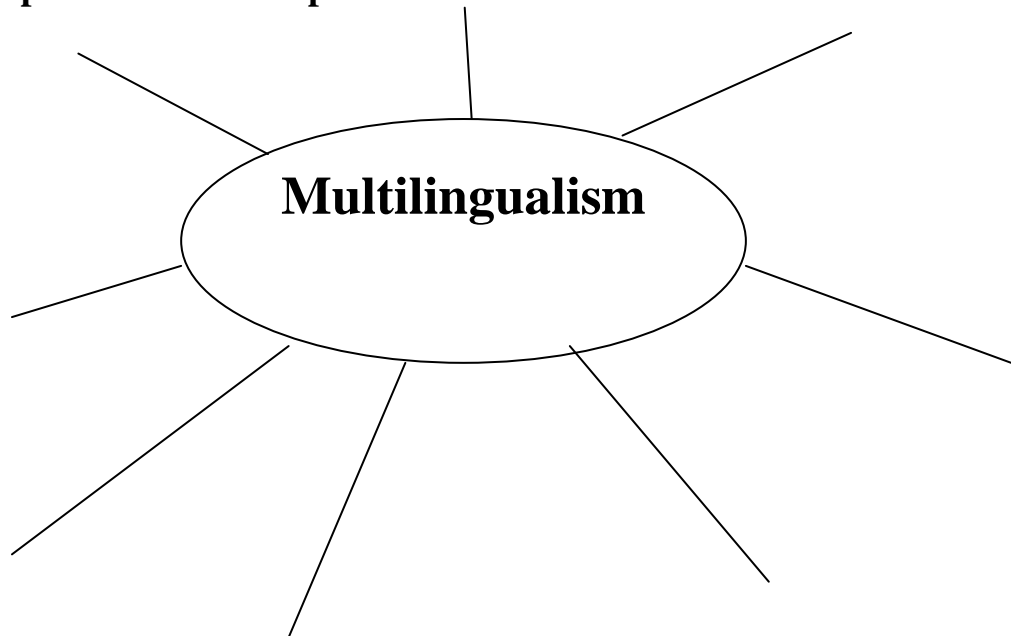
Multilingualism

II Post-watching activities

a. **Look at the scheme below (Fig. 3). Say what it presents.**

b. **Describe how multilingualism has changed language education in Ukraine, pointing out its advantages and disadvantages.**
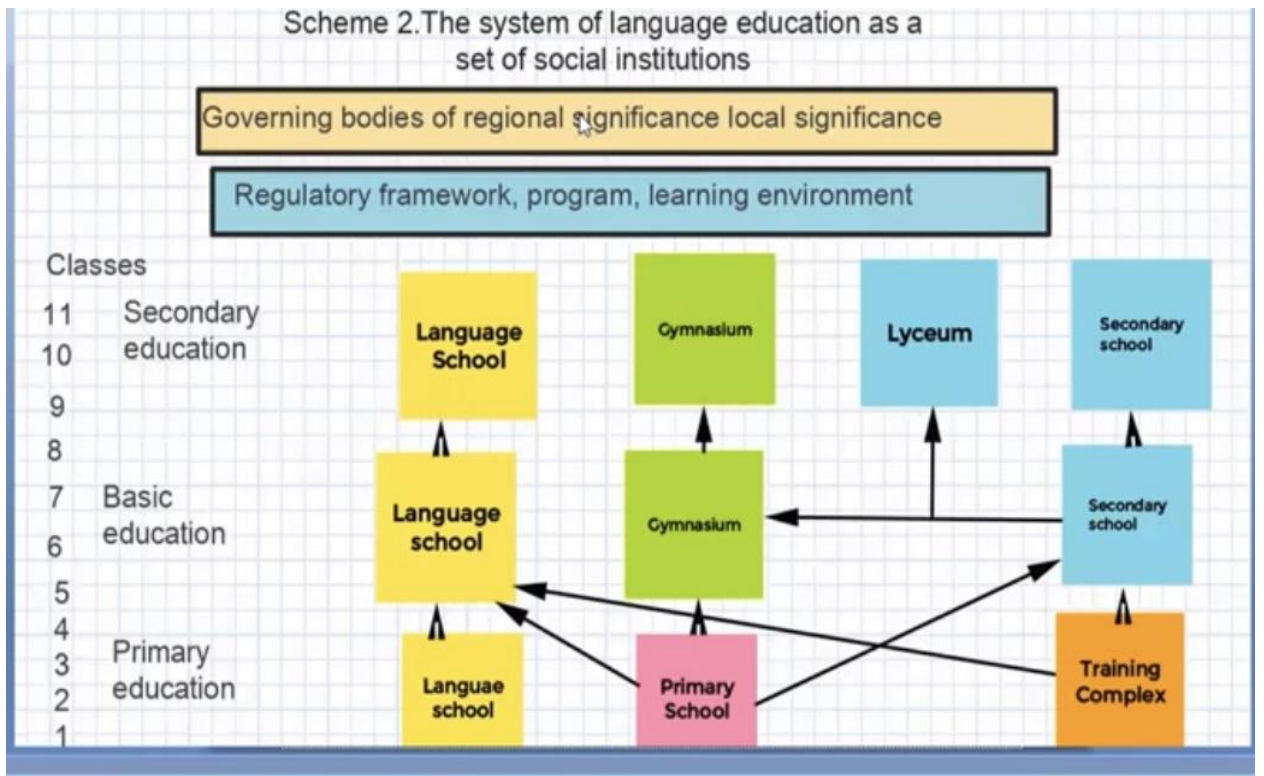
Fig. 3.

IV Presentation of ideas and discussion.

SEMINAR 3

The conceptual fundamentals of linguodidactics

Plan

1. Foreign language policy in Europe.
2. The system of foreign language teaching in Ukraine.
3. Modern trends in foreign language teaching in Ukraine.
4. FLT in the context of Conceptual Principles in the New Ukrainian School.

References

1. Guide for the development and implementation of curricula for plurilingual and intercultural education [Online]. Available: https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806ae621.

2. THE NEW UKRAINIAN SCHOOL CONCEPTUAL PRINCIPLES OF SECONDRY SCHOOL REFORM [Online]. Available: https://nus-english.com.ua/en/about-platform.

3. COUNCIL RECOMMENDATION on key competences for lifelong learning [Online]. Available: https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01).

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7. Common European Framework of Reference for Languages [Online]. Available: https://www.coe.int/en/web/common-european-framework-reference-languages.

Thesaurus

Multilingualism is the coexistence of different languages at the social or individual level [9].

Plurilingualism is the dynamic and developing linguistic repertoire of an individual user/learner [9].

Plurilingual competence involves the ability to call flexibly upon an interrelated, uneven, plurilinguistic repertoire to: switch from one language or dialect (or variety) to another; express oneself in one language (or dialect, or variety) and understand a person speaking another; call upon the knowledge of a number of languages (or dialects, or varieties) to make sense of a text; recognise words from a common international store in a new guise; mediate between individuals with no common language (or dialect, or variety), even if possessing only a slight knowledge oneself; bring the whole of one's linguistic equipment into play, experimenting with alternative forms of expression; f exploit paralinguistics (mime, gesture, facial expression, etc.) [9].

Acculturation is the process and result of adopting the cultural traits of another nation through actually living with the people and speaking their language.

Mediation combines reception, production and interaction.

The social agent is a learner or user of the language.

The target language is the language being taught or learned.

Algorithm of students' activities

I Pre-reading activity

    a. Answer the questions:

What foreign and state laws on language education do you know?

Has foreign policy influenced a lot on FLT in our country.

II While-reading activity

a. Skim the entry of the document and say what it is about.

ABOUT THIS DOCUMENT

Trust comes with dialogue.

On August 17, 2016 the Ministry of Education and Science published the first version of the Draft Conceptual Principles for the Secondary School Reform for an extensive public discussion.

This document, in plain language, explains an ideology of changes introduced in the new Draft Law "About Education" (No. 3491-d of 04/04/2016). This Draft Law was a result of the socio-political dialogue that lasted for more than 3 years.

These Conceptual Principles generated many responses in the media and social networks. The reaction was mostly positive, although some critical comments were also present. Active citizens and community organizations, individual teachers and groups of schools, local departments of education sent over 60 letters with comments and suggestions.

As a result of this dialogue, a revised version of the Conceptual Principles was born. Of course, it was not possible to include all suggestions, but we have tried to reflect social demand, adding essential points that arose from constructive criticism.

Suggestions and responses that we received indicated the following five areas that were most broadly discussed and require further refinement and reconciliation:

/ **Pedagogy of partnership.** People are concerned about how to secure in practice effective cooperation between teachers, parents and children on the basis of the mutual trust and respect. How a balance of rights, obligations and responsibility can be achieved in the child–teacher–parents triangle?

/ **Readiness for innovation.** This is not just about technological innovations. What changes are needed in the content and forms of education? Are teachers, parents and administrators ready for innovation? How do you train the agents of change? What are the appropriate locations for pilot sites?

/ **New standards and learning outcomes.** What should be considered as a result? What results are required by the state, employers, parents? What is an appropriate way to measure the success of the competency approach?

4 / **The school and teacher autonomy.** What is a proper way to allocate resources and powers between the levels of administration? How to balance the extensive rights that educators will enjoy as a result of the reforms with responsibility for the results?

5 / **Education funding.** Who has to pay, and for what? What should be a contribution from the state, local government, parents? How to ensure not only equality, but also equity in the distribution of financial resources?

Further community-government dialogue will be organized in these areas. Currently, five working groups are being formed that will develop public policy documents. This concept will provide a basis for development of the Draft Law "About the General Secondary Education" and other regulatory documents. The New Ukrainian School is being created by the whole Ukrainian community in the framework of the broad social dialogue. Get involved!

Fig. 4.

b. **Follow the link**

(https://mon.gov.ua/storage/app/media/zagalna%20serednya/Book-ENG.pdf

and read the document or scan the QR code:

c. **Answer the questions:**

1. What do you know about it?

2. When was it published?

3. Why was it published?

4. How was it designed?

5. For what purpose was it adopted?

6. Who is it addressed to?

III Post-Reading activity

a. **After reading the document do the suggested tasks:**

1. Name the goal of the New Ukrainian School Conceptual Principles.

2. Point out modern trends in FLT presented in the document.

3. Outline the results of teaching and learning FL in the New School.

b. **Answer the questions giving your reasons :**

1. What reform does the NU School deal with?

2. How has it influenced FLT in school?

3. What new requirements are there for teachers and school leavers?

IV Presentation of ideas and discussion.

SEMINAR 4

Shaping the language personality as a key linguodidactic issue

Plan

1. The notion of the language personality.
2. Second language personality.
3. Theories of language acquisition.
4. Second language learning and its difficulties.

References

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3. Chomsky N. *Knowledge of language*: *its nature, origin and use*. New York : Praeger, 1986. 307 p.
4. *Second language acquisition*: an introductory course / S. Gass, L. Selinker. 2nd ed., 2001. [Online]. Available: https://archive.org/details/secondlanguageac00gass_0/page/461/mode/1up?q=Language+acquisition.

Thesaurus

Language acquisition is the process of acquiring the ability to understand and communicate in a language perceptively and productively, as a native speaker.

Second language learning is the process of learning a second language spontaneously in a bilingual family or a bilingual society, which results in the formation of a secondary linguistic personality.

Language personality comprises the use of a language by an individual on the basis of his or her personal characteristics, experience, and cultural background.

Secondary language personality includes the command of a second language.

The theory of behaviourism emphasizes the importance of positive reinforcement or rewards for the desired language behaviour and the kind of punishment for undesirable behaviour [11].

Reinforcement – strengthening.

Innateness comprises the idea of children's innate understanding of grammar using language acquisition devices (LAD) [12].

Constructivism presupposes people are involved throughout their whole lives, constructing their knowledge on the basis of personal understanding of experiences [10].

Sociocultural theory means a crucial role of the child social and cultural interaction with a more experienced person [10], [13].

Algorithm of students' activities

I Pre-watching activity

      a. **Look at the picture below (Fig. 5). Name the key milestone in the process of intercultural communication and explain how it works.**
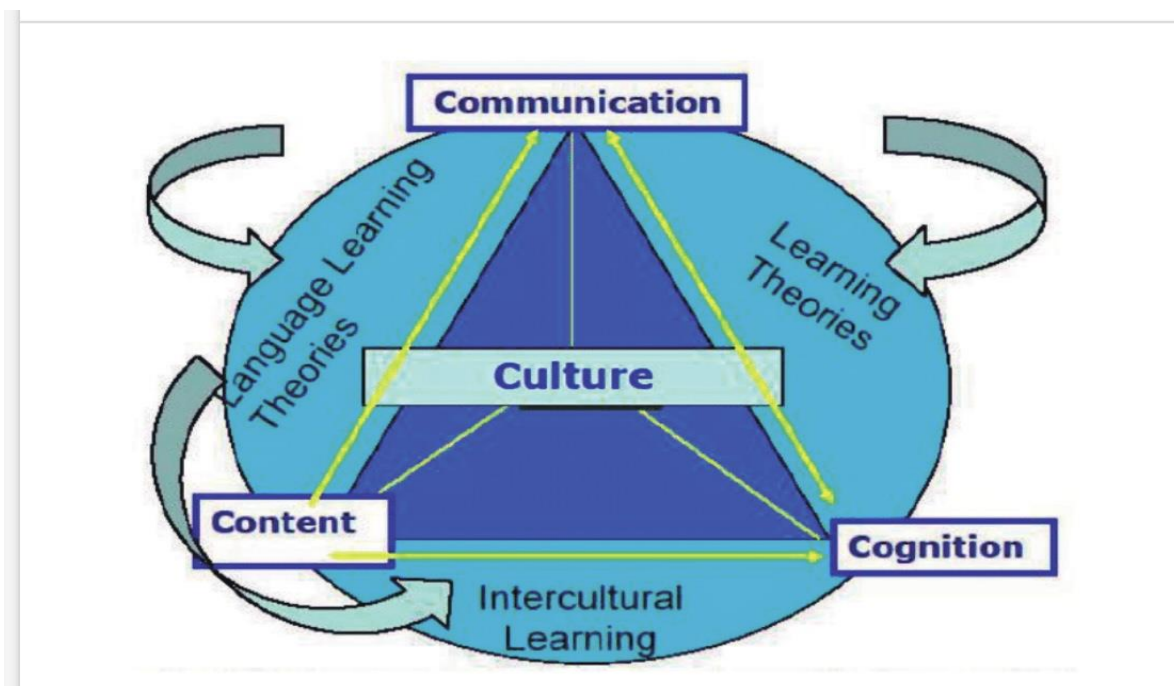
Fig. 5

b. Answer the questions:

1. Is it important to know theories of language learning?

2. Which theories of language acquisition (LA) do you know?

II While-watching activity

    a. Scan QR and watch the suggested video about theories of LA

(https://youtu.be/CMdseB-EB8Y)
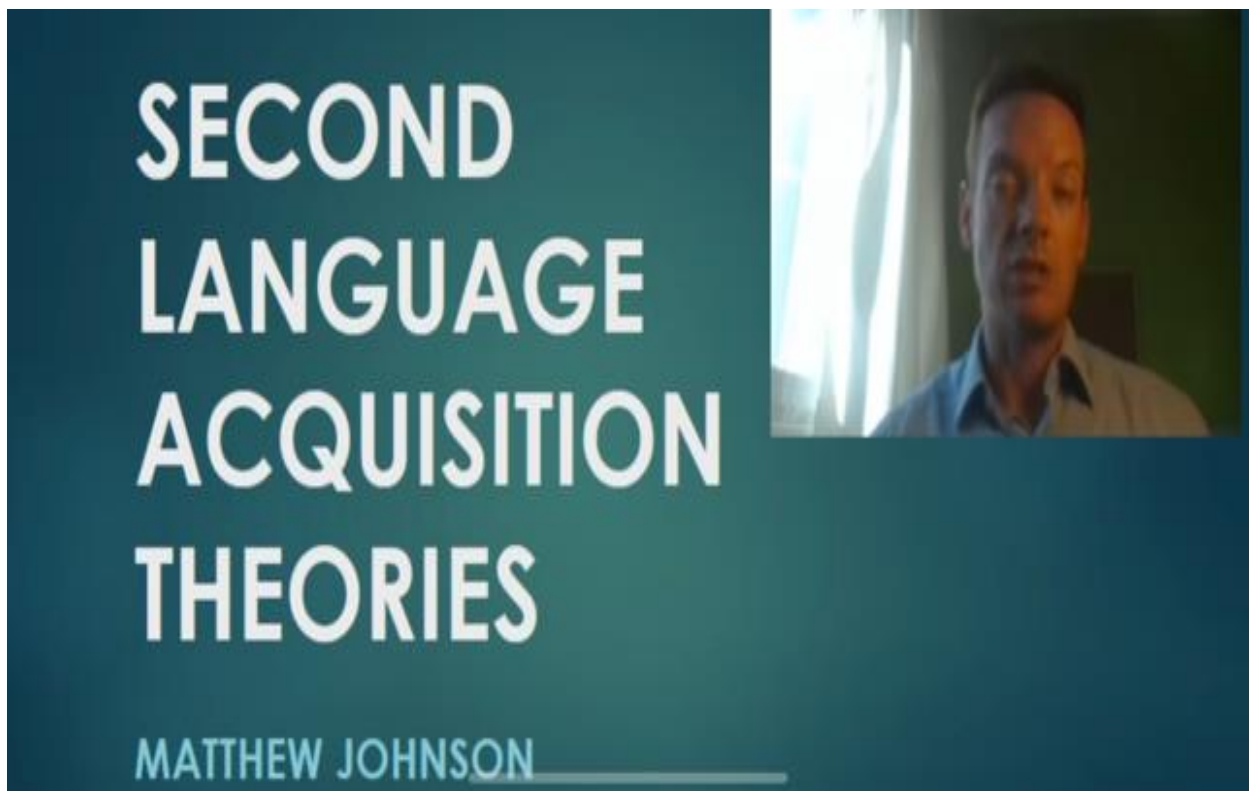
b. Complete the table below

Theory of a second language acquisition	Theoretician's name	Main idea

III Post –watching activity

a. Answer the following questions:

 ➢ Can we trace the evolution of the theories of language acquisition presented in the video? Why / why not?

b. Write a report about the latest theory influence on FLT practice (aims, principles, content, teaching aids and methods, etc.).

IV Presentation of ideas and discussion.

SEMINARS 5–6

New technology and approaches to foreign language learning

Plan

1. "Approach": its definition and historical review.
2. Modern approaches to FLT.
3. Technology of FLT.
4. New technologies of FLT.

References

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2. Sowton Ch. *Teaching in Challenging Circumstances*: ed. Scott Thornbury. Cambridge University Press. 2021. 232 p.
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10. Richards G. C. and Rodgers Th. S. *Apporaches and Methods in Language teaching*. USA, 2011.

Thesaurus

Approach refers to theories about the nature of language and language learning which are the source of the way things are done in the classroom and which provide the reasons for doing them. An approach describes how language is used and how its constituent parts interlock - it offers a model of language competence. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning [14, 62].

The communicative approach emphasizes learners' "communicative needs", including dealing with the business of everyday life, exchanging information and ideas, and achieving wider and deeper intercultural understanding, which should be achieved by 'basing language teaching and learning on the needs, motivations, characteristics and resources of learners [15, 7].

The action-oriented approach is based on the model of language use and language learning, where the two key notions are tasks and interaction [16, 14].

The plurilingual approach presupposes studying a foreign language inevitably involves comparisons with a first language [16, 14].

Innovative process in foreign language learning – an integrated interaction of the subjects of education that leads to qualitative changes in goals, conditions, content, ways, methods of teaching a foreign language [2].

Technology of FLT – a set of teaching techniques, methods, cooperative methods of teachers and students, ensuring that goals of teaching and mastering a foreign language are met [2].

Project technology is a teaching method that is aimed at solving real-world problems and challenges in the process of foreign language content learning and is comprised of project preparation, implementation and presentation [17, 44].

Algorithm of students' activities

I Pre-watching activity

a. **Look at the picture (Fig. 6) below attentively. Say what new FLT approaches it presents. Explain each of them on your own.**

Mainstream Language Teaching Approaches:

Communicative Language Teaching (CLT)

Task-Based Language Teaching (TBLT)

Content & Language Integrated Learning (CLIL)

Computer-Assisted Language Learning (CALL)

Blended Learning

Fig.6

b. **Read the explanations of these approaches in the following pictures (Fig. 7–9):**

Communicative Language Teaching (CLT)

Meaning-focused communicative tasks in realistic situations

Content over specific language forms

Interaction as a means and the ultimate goal of study

Fig. 7

Task-Based Language Teaching (TBLT)

Pre-task – Task Cycle – Language Focus

Completion of a meaningful task or problem solving

Goal-oriented language learning

Fig. 8

Content & Language Integrated Learning (CLIL)

Immediate use of language skills

Learning a subject through a language / a language through a subject

Language as a means of acquiring information & knowledge
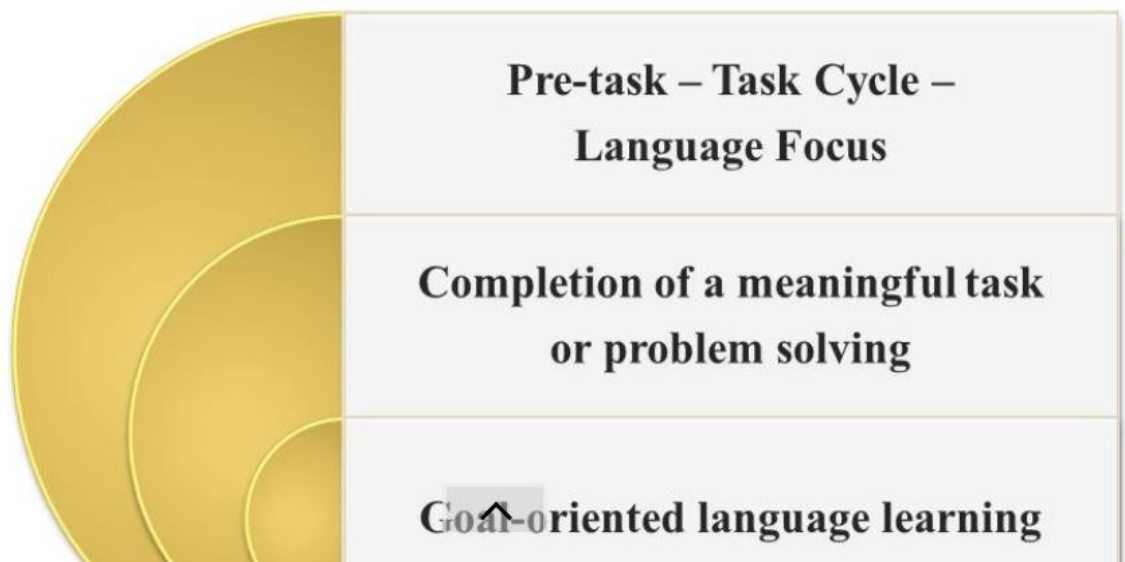
Fig. 9

c. **Pick up one of them which is more effective nowadays, to your mind. Explain the choice.**

II While-watching activity

a. **Scan the QR code and watch the suggested video about new tendencies in FLT:**

(https://youtu.be/nue8AN9XsuY)

b. Answer the questions:

Who is the speaker?

What is he?

What is the main idea of his speech?

III Post-watching activity

Based on the video, choose one of the suggested approaches (technologies) and explain its linguodidactic value.

IV Presentation of ideas and discussion.

SEMINAR 7

The linguodidactic aspect of foreign language teaching in secondary school based on the Common Reference Levels

Plan

1. The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR).
2. Key aspects of the CEFR for teaching and learning.
3. Common Reference Levels.
4. Learner's competences.

References

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5. *Лінгводидактичні засади навчання іноземних мов у закладах вищої педагогічної та загальної середньої освіти* : монографія / відп. за вип. М.М.Сідун,Т.К.Полонська. Мукачево : МДУ, 2018. С. 342.

Thesaurus

Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) is the international standard for describing and comparing language ability in any language at different levels [18], [21].

Proficiency is the state of being skilled and expert in language activities or having a thorough knowledge [21].

***Level A1 (Breakthrough*)** is considered the lowest level of generative language use - the point at which the learner can interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics, rather than relying purely on a very finite rehearsed, lexically organised repertoire of situation-specific phrases [19, 33].

Level A2 does appear to reflect the level referred to by the ***Waystage*** specification. It is at this level that the majority of descriptors stating social functions are to be found, like use simple everyday polite forms of greeting and address; greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers [19, 34].

Level B1 reflects the ***Threshold Level*** specification for a visitor to a foreign country and is perhaps most categorised by two features. The first feature is the ability to maintain interaction and get across what you want to, in a range of contexts. The second feature is the ability to cope flexibly with problems in everyday life [19, 34].

Level B2 represents a new level and is intended to reflect the ***Vantage Level*** specification. The metaphor is that having been progressing slowly but steadily across the intermediate plateau, the learner finds he has arrived somewhere, things look different, he/she acquires a new perspective, - and can look around him/her in a new way [19, 35].

Level C1, the next band, was labelled *Effective Operational Proficiency*. What seems to characterise this level is good access to a broad range of languages, which allows fluent, spontaneous communication [19, 36].

Level C2, 'Mastery', is not intended to imply native-speaker or near nativespeaker competence. What is intended is to characterise the degree of precision, appropriateness and ease with the language which typifies the speech of those who have been highly successful learners [19, 36].

Algorithm of student's activities

I Pre-watching activity

    a. **Answer the questions:**

        What do you know about the CEFR?

        What information on the CEFR do FL course books present nowadays?

II While-watching activity

    a. **Scan the QR code and watch a short video about the CEFR (https://youtu.be/liE1Tp3Ta8M?si=461dakmtHbZuP9wz):**

    b. **Make notes of levels, approaches and exams on the CEFR.**

III Post-watching activity

    a. **Look at table 2 below (fig. 10). Read the information carefully and self-evaluate your own language level.**

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Fig. 10 [21, 8]

**b. Have a look at the learner's competences in the scheme below (Fig. 11).
Describe its structure.**

Fig. 11 [21, 10]

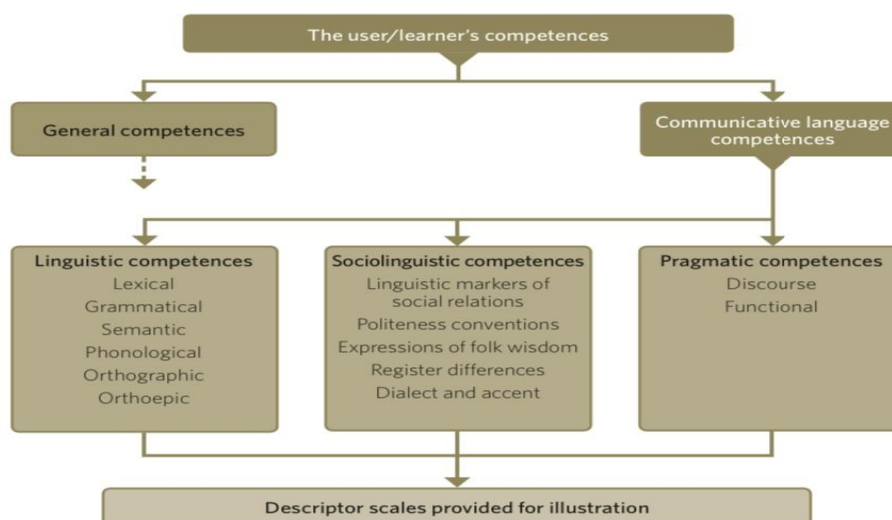**b.Try to adapt the CEFR to the context of FLT in secondary school. Identify the CEFR level to achieve the aims of the curriculum (e.g. to teach students to watch critically the news on digital media). Define the following objectives:**

Language objectives…

Language-learning objectives …

Non-language objectives …

Process objectives …

IV Presentation of ideas and discussion.

SEMINAR 8

The psychological aspect of foreign language learning

Plan

1. The psychological features of foreign language teaching and learning.
2. Typology of foreign language abilities of students.
3. Multiple intelligences.
4. Individual psychological peculiarities of students.
5. Language acquisition at different ages.

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6. *Лінгводидактичні засади навчання іноземних мов у закладах вищої педагогічної та загальної середньої освіти* : монографія / відп. за вип. М.М.Сідун,Т.К.Полонська. Мукачево : МДУ, 2018. С. 342.

Thesaurus

Attention and awareness – the capacity to perceive some things more clearly than others in the field [1, 328].

Divided attention or multitasking is the ability to switch our focus between tasks or external stimuli [22, 127].

Selective attention is the ability to focus on a single task or stimulus, while ignoring distracting information [22, 127].

Sustained attention is the ability to stay on task for long periods of time [22, 127].

Lateralization is the process in which different functions become localized primarily on one side of the brain [22, 74].

Neuroplasticity refers to the brain's ability to change, both physically and chemically, to enhance its adaptability to environmental change and compensate for injury [22, 74].

Audioactive - attentive and careful in listening to and reproducing what has been heard, as opposed to audiopassive (audio receptive only).

Visualization is the power of forming mental images.

Mnemonics is the science that treats of the systematic and rational cultivation and development of the power of memory [1, 212].

Mnemonic device, or memory device, is any learning technique that aids information retention or retrieval (remembering) in the human memory for better understanding [22**]**

Memory span is the longest list of items that a person can repeat back in correct order immediately after presentation on 50% of all trials [23].

Memory image is a revival of the former experience of an object in the absence of the object itself.

Sensory memory (also called the sensory register) is the first stage of the memory system, and it stores sensory input in its raw form for a very brief duration; essentially long enough for the brain to register and start processing the information [22, 128].

Working memory is the component of memory in which current conscious mental activity occurs [22, 129]

Long-term memory is the final, semi-permanent stage of memory [22, 129].

Implicit memories, are typically automated skills that do not require conscious recollection [22, 129].

Explicit memory (or declarative memory) is one of the two main types of long-term human memory, the other of which is implicit memory [23].

Short-term memory is the ability to hold information for a short duration of time (on the order of seconds).

Motivation is some kind of internal drive which pushes someone to do things in order to achieve something [14, 98].

Extrinsic motivation is the result of any number of outside factors [14, 98].

Intrinsic motivation, by contrast, comes from within the individual [14, 98]

Retentiveness is the ability to retain knowledge for a long time.

Algorithm of students' activities

I Pre-reading activity

    a. Answer the questions:

1. What foreign language teaching and learning difficulties do you know?
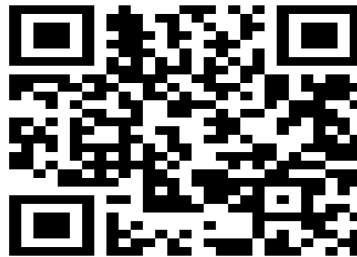2. Does psychology play an immense role in FLT? Why/ why not?

    b. Look at the picture below (Fig. 12) and say what it is about.

Fig. 12

II While-reading activity

A. Read the suggested scientific article "Gardner's Theory of Multiple Intelligences", following the link **https://www.simplypsychology.org/multiple-intelligences.html** or scan the QR code:

B. Look through the "Teaching intelligently: Language Skills Activities Chart" (Fig. 13), which provides a summary of the eight styles due to multiple intelligences and some suggested activities.

Teaching Intelligently: Language Skills Activities Chart

Skill → / Intelligence ↓	Listening	Reading	Writing	Speaking	Grammar	Vocabulary
Bodily-Kinaesthetic	Learners listen to three sections of a tape in three different places, then form groups to collaborate on their answers to a task.	Learners re-order a cut-up jumbled reading text.	Learners write stories in groups by writing the first sentence of a story on a piece of paper and passing it to another learner for continuation.	Learners play a game where they obtain information from various places in the classroom and report back.	Learners play a board game with counters and dice to practise tenses.	Learners label objects in the classroom with names.
Interpersonal	Learners check their answers to a listening task in pairs or groups before listening a second time.	Learners discuss answers to questions on a text in groups.	Learners write a dialogue in pairs.	Learners read problem-page letters and discuss responses.	Learners do a 'find someone who ...' activity related to a grammar point (eg present perfect: find someone who has been to Spain).	Learners test each other's vocabulary.
Intrapersonal	Learners think individually about how they might have reacted, compared with someone on a video they have seen.	Learners reflect on characters in a text and how similar or different they are to them.	Learners write learning diaries.	Learners record a speech or talk on a cassette.	Learners complete sentences about themselves, practising a grammar point (eg complete the sentence 'I am as ... as ...' five times).	Learners make their own vocabulary booklet which contains words they think are important to learn.
Linguistic	Learners write a letter after listening to a text.	Learners answer true/false questions about a text.	Learners write a short story.	In groups, learners discuss statements about a controversial topic.	The teacher provides a written worksheet on a grammar point.	Learners make mind maps of related words.
Logical-Mathematical	Learners listen to three pieces of text and decide what the correct sequence is.	Learners compare two characters or opinions in a text.	Learners write steps in a process, eg a recipe.	Learners in a group each have a picture. They discuss and re-order them, without showing them, to create a story.	Learners learn grammar inductively, ie they work out how a grammar rule works by using discovery activities.	Learners discuss how many words they can think of related to another word (eg photograph, photographer).
Musical	Learners complete gaps in the lyrics of a pop song.	Learners listen to music extracts and decide how they relate to a text they have read.	Learners write the lyrics to an existing melody about a text or topic they have been dealing with in class.	Learners listen to a musical video clip (with the TV covered up) and discuss which images might accompany the music.	Learners create a mnemonic or rhyme to help them remember a grammar point.	Learners decide which new words they would like to learn from a pop song.
Naturalist	Learners listen to sounds inside and outside the classroom and discuss what they have heard.	Learners work with a text on environmental issues.	Learners write a text describing a nature scene.	Learners discuss an environmental issue.	Learners do an activity associated with nature (eg walk by the sea) and write a story in the past tense about it.	Learners make a mind map with a word related to nature (eg bird, tree).
Spatial	Learners complete a chart or diagram while listening.	Learners predict the contents of a text using an accompanying picture or photo.	Learners make a collage with illustrations and text about a place in their country.	In pairs, learners discover the differences between two pictures without showing them to each other.	The teacher illustrates a grammar point with a series of pictures (eg daily activities to show present simple).	Learners cut out a picture from a magazine and label it.

Fig. 13.[14, 88]

III Post-reading activity

1. Think of a groupmate to illustrate better the presented information in the table above. Describe him or her pointing out multiple intelligences.

2. Write a review of your best (worst) English teacher, noting why you think he/she was effective (ineffective).

IV Presentation of ideas and discussion.

SEMINAR 9

Foreign language teaching methods from the standpoint of linguodidactics

Plan

1. The cognitive method of foreign language teaching.
2. The communicative method of foreign language teaching.
3. Modern methods of FLT: advantages and disadvantages.
4. Learner-centered methods of FLT.

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Thesaurus

Method – a method is the practical realisation of an approach. The originators of the method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material that will be helpful and some model of syllabus

organisation. Methods include various procedures and techniques (see below) as part of their standard fare [14, 62].

Procedure – a procedure is an ordered sequence of techniques [14, 62].

Technique – a common technique when using video or film material is called silent viewing [14, 62].

Grammar-translation method – language was treated at the level of the sentence only, with little study, certainly at the early stages, of longer texts. Secondly, there was little if any consideration of the spoken language. And thirdly, accuracy was considered to be a necessity [14, 63].

Direct method – the translation was abandoned in favour of the teacher and the students speaking together, relating the grammatical forms they were studying to objects and pictures, etc. in order to establish their meaning [14, 63].

Audiolingual method suggested using the stimulus-response-reinforcement model [14, 64].

Community Language Learning, a 'knower' stands outside a circle of students and helps the students say what they want to say by translating, suggesting or amending the students' utterances. The students' utterances may then be recorded so that they can be analysed at a later date. Students, with the teacher's help, reflect on how they felt about the activities [14, 68]

Suggestopaedia is concerned above all with the physical environment in which the learning takes place. Students need to be comfortable and relaxed so that their affective filter is lowered. Students take on different names and exist in a child-parent relationship with the teacher (Lozanov calls this 'infantilisation') [14, 68].

Total Physical Response (TPR) lesson might involve the teacher telling students to 'pick up the triangle from the table and give it to me' or 'walk quickly to the door and hit it. When the students can all respond to commands correctly, one of them can then start giving instructions to other classmates [14, 68].

Silent Way is the behaviour of the teacher who, rather than entering into conversation with the students, says as little as possible. This is because the founder of the method, Caleb Gattegno, believed that learning is best facilitated if

the learner discovers and creates language rather than just remembering and repeating what has been taught [14, 68].

Communicative Language Teaching centres around the essential belief that if students are involved in meaning-focused communicative tasks, then 'language learning will take care of itself (see page 52), and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for a student's development of knowledge and skill [14, 69].

Algorithm of students' activities

I Pre-watching activity

    a. Answer the questions:

1. What do we mean by "method", "approach" and "technique"? (Put them in the correct order (1, 2, 3) they should be applied in teaching).
2. What is the difference between these terms?
3. Which methods and approaches do you remember?

II While-watching activity

    a. Scan the QR code and watch the video (https://slideplayer.com/slide/12250280/) that presents a review of various methods:

    b. Make a list of methods presented in the video.
    c. Make notes of the unknown method/-s.

III Post-watching activity

a. Name the method/-s to be the most efficient in FLT answering the following questions:

Can we observe the evolution of the methods of FLT? Why / why not?

    d. Explain your choice.

    IV Presentation of ideas and discussion.

SEMINAR 10

Digital teaching and learning technology in FLT

Plan

1. The role of digital teaching in FLT.
2. E-learning in language education.
3. Remote learning in language education.
4. Blended learning in language education.

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Thesaurus

Digital Learning and Teaching Technology (DLT) encompasses such digital learning tools as software tools, e-resources, applications, e-platforms, educational

channels, websites, and multimedia tools that can be used with computer or modern electronic mobile devices (laptops, tablets, clickers, smart boards, projectors, etc.) in the teaching and learning process [17, 41].

Remote teaching is teaching and learning using digital technologies regardless of the location and time limits of the teacher and learner [17, 43].

Edutainment technology includes the employment of visual aids (text, graphic, video/audio materials, etc.) in the educational process and organisation of education using up-to-date entertainment and digital learning tools. The said technology is built upon the concept of entertaining education [17, 46].

"Flipped classroom" promotes learning the theoretical material beyond the classroom, using digital learning tools [17, 46].

"Blended", "hybrid", or "mixed-mode" learning helps students and teachers interact as they use digital learning tools outside the classroom. The educational process can be facilitated via online components (e.g. e-platforms) and also through offline learning (e.g. classroom activities) [17, 42].

Algorithm of students' activity

I Pre-watching activity
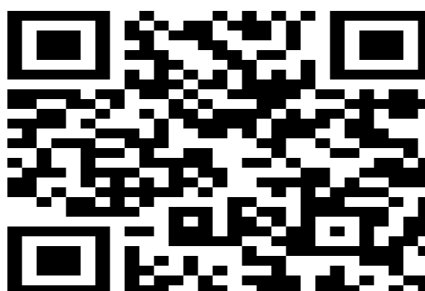
    a. **Answer the questions:**

        Do you use technology while studying?

        How has changed the mode of teaching and learning in the digital age?

II While-watching activity

    a. **Attend the webinar "Using technology to motivate learners" following the link (https://youtu.be/bp68J243heI) or scan the QR code:**

b. Answer the questions:

➢ Is technology a useful tool for motivating learners?

➢ What are the pros and cons of integrating technology into the curriculum?

➢ How has the role of the teacher (learner) changed with the use of technology?

III Post-watching activity

Give your ideas for using Digital Learning Technology in FLT. Choose one of the digital learning tools in the table (Fig. 14) below and illustrate its use in different contexts based on the given examples (Fig. 15).

Didactic Typology of Digital Learning Tools for Foreign Language Teaching

Type of digital learning Tools	Examples of digital learning tools	Didactic value of digital learning tools
Tools for mind mapping and creating word clouds	Wordle, Wordnik, Flickriver, Tagxedo	Developing lexical competence
Tools for translation	Phras.in, PhraseUp, Phrasr	Developing grammar competence
Tools for identifying word stress and pronunciation	Forvo, HowJsay, PhoTransEdit	Developing phonetic competence
Tools for visual receptive activity	WallWisher, SimplyBox, Twurdy, TagBulb, Cue Prompter, Storify	Developing reading skills
Tools for audio receptive activity	Urtak, Intervue Me, Bat Lyrics, Listen and Write, ESL Video, VYou	Developing listening comprehension skills
Tools for recording and publishing audio or video	VoiceThread, Podomatic, Audacity, Dvolver, Makebelief Comics, Xtranormal, MailVu, AudioBoo, Voxopop, Flickr Poet, Animoto	Developing speaking skills
Tools for writing and publishing texts	Sync In, Write or Die, Posterous, Boockr, Pimpampum, Storybird, Storyjumper	Developing writing skills
Tools for creating different types of tests and interactive tasks	LearningApps.org, Kahoot, Quizlet.com, Socrative.com, Onlinetestpad.com.	Testing the level of foreign language communicative competence formation

Fig. 14 [17, 46]

EXAMPLE 1: USING CLASSDOJO WITH YOUNG LEARNERS TO ENCOURAGE ACTIVE LEARNING

Why use the technology?
ClassDojo allows teachers to award badges and rewards to their students. The app can be used to encourage students to talk about their achievements with their parents.

Who is the technology best for?
It is most suitable for learners aged between 5 and 9 years, since they seem to benefit from conversations with their parents about their learning.

What is the technology best used for?
The badges and other rewards can be awarded to students when they work well together or help each other. This information is recorded and can be shared with other teachers and with parents, who can add their own comments.

Where should the technology be used?
Teachers use it to monitor learning in class. Parents can also access this information at home.

When should the technology be used?
It is best to introduce it at the start of the school year so that learners and their parents can get used to it.

How should the technology be used?
Our curriculum places great emphasis on developing a growth mindset because we want to encourage learners to be active, to help others and to learn that their own actions affect their learning outcomes. We can acknowledge behaviours that we want to encourage by giving the learner a sticker (for example, awarding a sticker for 'persistence' when a learner perseveres with a challenging task).

A record of the stickers the learners have earned can go into their learning portfolio. This allows them and their parents see what they have done and how it relates to the language learning outcomes. We hope this will form stronger connections between learning in school and home life so that learners can benefit from their parents' encouragement and feel proud of their achievements.

EXAMPLE 2: USING SMARTPHONES [TO] MOTIVATE TEENAGE LEARNERS

Why use the technology?
All our teenage students have smartphones a[nd are] proficient in using them, so support will not be [needed] often. Smartphones have a long battery life a[nd] throughout the day. They can easily be put aw[ay] to work on more traditional activities.

Who is the technology best for?
It is suitable for teenagers because they use m[ore] frequently outside class. It is less suitable for [younger] learners because they are unlikely to have thei[r own]

What is the technology best used for?
Smartphones can do so many different things, [from] with text, audio, and video to browsing the we[b] that can be used in class.

Where should the technology be used?
Students can use smartphones at school, at ho[me] while travelling from one to the other. For exa[mple,] collect photos or record audio or video materi[al] They may start an activity in class and finish it [at home] versa.

When should the technology be used?
Smartphones should be used sparingly and on[ly when] sense—for example, to make activities more i[nteresting/] productive, or to enable students to practise t[heir] or improve their digital skills. We should limit t[he] smartphones to a few minutes in each class du[e to] screens.

How should the technology be used?
This is an ideal way to help learners develop d[igital skills] which are part of our curriculum, alongside lan[guage] work on skills such as staying safe online, man[aging their digital] footprint, and aspects of citizenship, such as t[reating others] respectfully online. Smartphones make it poss[ible to develop] language and digital skills in a way that is curr[ently relevant] to our learners.

Fig. 15

IV Presentation of ideas and discussion.

SEMINAR 11

Linguodidactic competence of modern foreign language teacher

Plan

1. The professional training of FL teachers in modern conditions.
2. The linguodidactic competence.
3. The essence and definition of the notion.
4. Ways of continuous professional development of FL teacher.

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Thesaurus

Intercultural competence is a range of cognitive, affective, and behavioural skills that lead to effective and appropriate communication with people of other cultures [23].

Professional competence covers issues of professional conduct, classroom management, teacher's approach and language production [23].

Communicative language competence can be considered as comprising several components: linguistic, sociolinguistic and pragmatic [15, 13]

Linguistic competences include lexical, phonological, syntactical knowledge and skills and other dimensions of language as system, independently of the sociolinguistic value of its variations and the pragmatic functions of its realizations [15, 13]

Sociolinguistic competences refer to the sociocultural conditions of language use [15, 13].

Pragmatic competences are concerned with the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges [15, 13].

Linguodidactic competences encompass both linguistic and didactic components of professional knowledge, skills, habits and aptitudes.

Methodological competence of future foreign language teachers constitutes the ability to implement foreign language teaching activities (instructional, educational, communicative, gnostic, constructive, organisational) efficiently and

creatively on the basis of the acquired methodological knowledge, skills and habits aimed at further improvement [17, 41].

<div style="text-align:center">Algorithm of students' activities</div>

Part 1

I Pre-reading activity

    a. **Answer the questions:**

    1. How can you explain the term "linguodidactic competence" of FL teachers?

    2. What components does it consist of?

II While-reading activity

    a. **Read the suggested scientific article "Using information and communication technologies for the formation of linguodidactic competence of future foreign language teachers" (pp. 77-81) following the link** (https://journal.iitta.gov.ua/index.php/itlt/article/view/3868/1784)

    b. **Appendix 2 or scan the QR code:**

    c. **Pay attention to the theoretical background and aim of the article.**

d. Based on the scientific article, complete the table below:

Scientist	Definition of "linguodidactic competence"
1.	
2.	
3.	
4.	
5.	

e. Answer the questions:

1. Which tools are suggested to be used for the formation of linguodidactic competence in the article?

2. Dwell on their educational value for the formation of linguodidactic competence of future foreign language teachers.

III Post-reading activity

a. Choose one of the most appropriate definitions for the term "linguodidactic competence" or suggest your own. Prove your point of view.

b. Discuss it with your groupmates.

Part II

I Pre-watching activity

a. Answer the questions:

1. How can you explain "the continuous professional development" of FL teachers?

2. Are you against or for your ongoing professional development? Why/ why not?

Cambridge English Teaching Framework – at the heart of professional development

We developed the Cambridge English Teaching Framework to help teachers identify where they are in their professional career to help teachers and their employers think about where they want to go next and identify development activities to get there.

| Stages	Foundation	Developing	Proficient	Expert
Learning and the learner	Has a basic understanding of some language-learning concepts. Demonstrates a little of this understanding when planning and teaching	Has a reasonable understanding of many language-learning concepts. Demonstrates some of this understanding when planning and teaching	Has a good understanding of many language-learning concepts. Frequently demonstrates this understanding when planning and teaching.	Has a sophisticated understanding of language-learning concepts. Consistently demonstrates this understanding when planning and teaching
Teaching, learning and assessment	Has a basic understanding of some key principles of teaching, learning and assessment. Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques. Can use available tests and basic assessment procedures to support and promote learning	Has a reasonable understanding of many key principles of teaching, learning and assessment. Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques. Can design simple tests and use some assessment procedures to support and promote learning	Has a good understanding of key principles of teaching, learning and assessment. Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques. Can design effective tests and use a range of assessment procedures to support and promote learning	Has a sophisticated understanding of key principles of teaching, learning and assessment. Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques. Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning
Language ability	Provides accurate examples of language points taught at A1 and A2 levels. Uses basic classroom language which is mostly accurate.	Provides accurate examples of language points taught at A1, A2 and B1 levels. Uses classroom language which is mostly accurate.	Provides accurate examples of language points taught at A1, A2, B1 and B2 levels. Uses classroom language which is consistently accurate throughout the lesson.	Provides accurate examples of language points taught at A1-C2 levels. Uses a wide range of classroom language which is consistently accurate throughout the lesson.
Language knowledge and awareness	Is aware of some key terms for describing language. Can answer simple learner questions with the help of reference materials.	Has reasonable knowledge of many key terms for describing language. Can answer most learner questions with the help of reference materials.	Has good knowledge of key terms for describing language. Can answer most learner questions with minimal use of reference materials.	Has sophisticated knowledge of key terms for describing language. Can answer most learner questions in detail with minimal use of reference materials.
Professional development and values	Can reflect on a lesson with guidance and learn from feedback. Requires guidance in self-assessing own needs.	Can reflect on a lesson without guidance and respond positively to feedback. Can self-assess own needs and identify some areas for improvement.	Can reflect critically and actively seeks feedback. Can identify own strengths and weaknesses as a teacher, and can support other teachers.	Consistently reflects critically, observes other colleagues and is highly committed to professional development. Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.

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See the full version of the framework for detailed competency statements. cambridgeenglish.org/teaching-framework

3.

Fig. 16

II While-watching activity

c. **Attend the webinar "Ongoing Professional Development for FL Teachers", following the link** (https://youtu.be/JpM1_6SXwhU) **or scanning QR:**

.

54
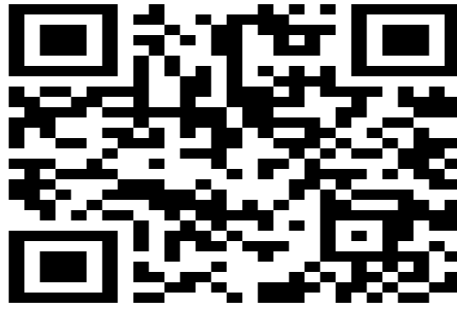
a. Answer the questions:

- ✓ What is the value of continuous professional development?
- ✓ Why is student experience of great value in teaching FL?
- ✓ What makes an effective teacher?
- ✓ What is "upskilling" about?
- ✓ What pathway for professional development is suggested by the speaker?

III Post-watching activity

Make up a list of your pathways (e.g. electronic resources, online platforms, educational institutions, etc.) for continuous professional development of FL teachers. Prove the educational value of one of them.

IV Presentation of ideas and discussion.

Self-assessment Grid I

Term	I know	I understand
Didactics Linguodidactics Teaching Learning Imitative learning Training Compound system Coordinate system Language education		
Learning Environment		
Scientific Picture of Methodology		
Linguistic Model of Teaching		
Foreign Language Teaching (FLT)		
Multilingualism Plurilingualism Plurilingual competence Acculturation Mediation Social agent Target language Language acquisition Second language learning Language personality Secondary language personality Theory of behaviorism Reflex Reinforcement Social learning theory Sociocultural theory Approach Communicative approach Action-oriented approach Plurilingual approach Innovative Process in Foreign Language Learning Technology of FLT Interactive technologies Cooperative learning Project technology Common European Framework of Reference for Languages: Learning, teaching, assessment		

Proficiency Level A1 (Breakthrough). Level A2 /Waystage Level B1 /Threshold Level. Level B2 /Vantage Level Level C1 Level C2 /'Mastery' Attention and awareness Audioactive Visualization Mnemonics Receptor Memory span Memory image Long-term memory Explicit memory Episodic memory Implicit Short-term memory Long-term memory Divided attention or multitasking Selective attention, Sustained attention Retentiveness Intelligence Method Procedure Technique Grammar-translation method Direct method Audiolingual method Community Language Learning Suggestopaedia Total Physical Response Silent Way Communicative Language Teaching Digital Learning and Teaching Technology Remote teaching Edutainment technology "Flipped classroom" 'Blended', 'hybrid', or 'mixed-mode' learning Professional competence Communicative competence Linguistic competence Linguodidactic competence Methodological competence of future foreign language teachers		

Self-assessment Grid II

Knowledge	I can use	Question to the instructor
The etymology of the notion. The subject matter of linguodidactics. Key terminology of linguodidactics. Linguodidactics as a theory of teaching a foreign language The main objectives of linguodidactics. Functions of linguodidactics. The coherence of the terms "didactics", "linguodidactics", and "methods of a foreign language learning". The specifics of linguodidactics in preschool, primary, and secondary education. The system of foreign language teaching and learning in Ukraine. Foreign language policy in Europe. Modern trends in foreign language teaching in Ukraine. FLT in the context of Conceptual Principles in the New Ukrainian School The notion of the language personality. Second language personality Theories of language acquisition. Second language learning and its difficulties "Approach": its definition and historical view. Modern approaches to FLT. Technology of FLT New technologies of FLT. The Common European Framework of Reference for		

Languages: Learning, teaching, assessment (CEFR). Key aspects of the CEFR for teaching and learning. Common Reference Levels. Learner's competences. The psychological features of foreign language teaching and learning. Typology of foreign language abilities of students. Multiple intelligences. Individual psychological peculiarities of students. Language acquisition at different ages. The cognitive method of foreign language teaching. The communicative method of foreign language teaching. Modern methods of FLT: advantages and disadvantages. Learner-centered methods of FLT The role of digital teaching in FLT. E-learning in language education. Remote learning in language education. Blended learning in language education. The professional training of FL teachers in modern conditions. The linguodidactic competence. The essence and definition of the notion. Ways of continuous professional development of FL teacher.		

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ЛІНГВОДИДАКТЧНИЙ АСПЕКТ ВИКЛАДАННЯ ІНОЗЕМНОЇ МОВИ У МОВНОМУ ВНЗ

УДК 371.134

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У статті проаналізовано проблему теоретичної підготовки студентів-філологів з іноземної мови у ВНЗ. Запропоновано дефініцію поняття "лінгводидактика". Розкрито зміст навчальної роботи з іноземної мови у ВНЗ. Визначено основні цілі та завдання лінгводидактики. Окреслено її функції в освітньому процесі у ВНЗ. Подано низку лінгводидактичних понять і категорій. Доведено необхідність модернізації навчального процесу з іноземної мови у ВНЗ відповідно до тенденцій розвитку теорії навчання.

Ключові слова: *лінгводидактика, навчальний процес, студент-філолог, іноземна мова, ВНЗ.*
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ЛИНГВОДИДАКТИЧЕСКИЙ АСПЕКТ ПРЕПОДАВАНИЯ ИНОСТРАННОГО ЯЗЫКА В ЯЗЫКОВОМ ВУЗЕ

В статье проанализирована проблема подготовки студентов-филологов с иностранного языка в высшей школе. Предложено определение понятия "лингводидактика". Представлено содержание учебной работы с иностранного языка в вузе. Определены главные цели и задания лингводидактики. Очерчены ее функции в образовательном процессе высшей школы. Раскрыты главные понятия и категории лингводидактики. Доказана необходимость модернизации обучения иностранного языка в высшем учебном заведении соответственно тенденций развития теории обучения.

Ключевые слова: *лингводидактика, учебный процесс, студент-филолог, иностранный язык, вуз.*

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THE LINGUODIDACTIC ASPECT OF FOREIGN LANGUAGE TEACHING IN LIGUISTIC HIGHER EDUCATIONAL INSTITUTE

The problem of students-philologists' training in foreign language educational process in higher educational institute has been analyzed in the article. The topicality of the above-mentioned question has been revealed. The definition of "linguodidactics" has been suggested. The main aims and tasks of lingu?didactics have been defined. Its principal functions have been determined. The main terms and categories of linguodidactics have been highlighted. The content of the process of foreign language educational work in the university was presented. The necessity of foreign language teaching modernization in higher educational institute according to new tendencies of education theory has been proved.

Keywords: *linguodidactics, educational process, student-philologist, foreign language, higher educational institution.*

Постановка проблеми. Стрімкий розвиток суспільства вимагає нової системи вищої освіти – інноваційного навчання, яке готувало б фахівців і формувало їх здібність до проективної професійної детермінації.

Вступ України до Європейського Союзу неможливий без відповідної реформи професійної підготовки фахівців з іноземної мови. Із якісними змінами в сфері міжнародних зв'язків України з європейськими країнами у різних напрямах володіння іноземною мовою стає нагальною потребою в практичній та інтелектуальній діяльності кожної людини.

Упродовж багатьох років європейська освітня спільнота проводить мовну політику, спрямовану на розвиток плюролінгвізму в європейських країнах. Аналіз основних загальних цілей і завдань європейської мовної політики, рекомендацій щодо вивчення іноземних мов у вищих навчальних закладах свідчить про нагальність проблеми відповідної теоретичної підготовки майбутніх педагогів іншомовного профілю до ефективної організації навчального процесу з іноземної мови у системі вищої освіти.

Аналіз останніх досліджень та публікацій. Аналіз наукової літератури доводить, що багато праць учених присвячені вивченню теоретико-методологічних питань лінгводидактики. Зокрема окремі аспекти досліджуваної нами проблеми висвітлені у дослідженнях таких вітчизняних і зарубіжних науковців, як Т. Кулікова [5], О. Кучерук [6], М. Пентилюк [8], А. Щукін [9], Ж. Біє [10], П. Мартінес [11] та ін. Наведені ними положення слугують підґрунтям для розв'язання проблеми доцільності викладання лінгводидактики в умовах вищої школи. Однак цілі, завдання, зміст та функції вищої іншомовної освіти залишаються недостатньо чітко окресленими.

Метою статті є розкриття лінгводидактичних передумов викладання іноземної мови у вищій школі.

Виклад основного матеріалу. Загальновизнаними є висновки дослідників про те, що сучасна лінгводидактика вищої школи ще не зовсім готова чітко визначити зміст навчання, принципи, методи й засоби, спрямовані на формування такої особистості учителя-філолога, якого очікує школа. З огляду на це доцільно дефініціювати термін "лінгводидактика", засувати її об'єкт, предмет та завдання.

Лінгводидактика – це теорія навчання мов, інтеграція лінгвістики та дидактики. Лінгводидактика – це теоретична частина методики навчання мов, яка виникла внаслідок інтеграції лінгвістики та методики [1; 2; 9].

Об'єктом лінгводидактики є теоретичне обґрунтування процесу навчання мов і його дослідження: концепції, зміст іншомовної освіти, організаційні форми навчання, механізми дослідження та конструювання процесу навчання.

Предметом лінгводидактики є теоретичне обґрунтування закономірностей взаємодії викладання іноземної мови (діяльність викладача), навчання (діяльність студента), змісту навчального матеріалу й технології оволодіння знаннями.

Завдання, які вирішуються лінгводидактикою:

- розробка теоретичних основ концепції іншомовної освіти – лінгвоцентрична і антропоцентрична;

- опис і пояснення сутності процесу навчання мов та умов його ефективності;

- теоретичне обґрунтування методичних систем навчання мов, складовими яких є цілі предметної освіти, принципи відбору і структурування навчального матеріалу, засоби, методи і прийоми навчання мови, форми і методи поточного та рубіжного контролю;

- теоретичне обґрунтування та осмислення вдосконалення організаційних форм навчання мов, поява нових навчальних систем і технологій.

У методиці викладання мови лінгводидактика виконує такі функції:

- науково-теоретичну (дослідження процесу навчання іноземної мови);

- конструктивно-моделюючу (вдосконалення, перетворення навчального процесу з іноземної мови);

- інтегративну (об'єднання наукових досягнень філософів, лінгвістів, педагогів, психологів, методистів, фахівців з теорії комунікації та інформатики з метою достовірного (вірогідного) обґрунтування процесу навчання іноземної мови).

З метою розв'язання завдань, що стоять перед лінгводидактикою, і реалізації сформульованих функцій використовується певна система понять, які належать до різних галузей науки. Отож, ми виділяємо такі основні поняття і категорії лінгводидактики:

- філософські поняття: форма і зміст, загальне і одиничне, причина і наслідок; можливість і дійсність, кількість і якість, теорія і практика, закон і закономірність тощо;

- загальнонаукові поняття: структура, функція, організація, процес, концепція, підхід, аспект, діяльність, принцип та інші;

- загальні поняття педагогіки: освіта, розвиток, виховання, педагогічний експеримент, педагогічний процес, педагогічний моніторинг тощо; специфічні поняття лінгводидактики: викладання мови, вивчення іноземної мови, іноземна мова (або рідна мова) як навчальний предмет, навчальний матеріал, навчальна ситуація, принципи, методи і прийоми навчання іноземної мови та ін.;

- поняття, запозичені у споріднених наук:

- психології (сприйняття, осмислення, засвоєння, пам'ять, мислення, розумовий розвиток і ін.);

- логіки (індукція, дедукція, аналіз, синтез, узагальнення, класифікація, систематизація та ін.);

- кібернетики (зворотний зв'язок, динамічна система); психолінгвістики (теорія мовленнєвої діяльності, розвиток мовлення, сприйняття мовлення, мовленнєва діяльність, механізми мовлення та ін.) [3, 34].

Сучасна система навчання іноземних мов у вищій школі базується на спільній взаємопов'язаній діяльності студентів, домінуючих суб'єктів навчального процесу, та викладачів. Взаємини учасників навчального процесу ґрунтуються на демократичних принципах спілкування з метою досягнення певних цілей.

Процес навчання іноземної мови у ВНЗ – це цілісна система, складовими якої є: цілі та завдання навчання іноземної мови; зміст

навчального матеріалу; закономірності його засвоєння; методи, засоби, організаційні форми, технології навчання іноземної мови, відповідні до поставленої мети.

Мета діяльності професорсько-викладацького складу філологічних факультетів педагогічних ВНЗ – відповідати замовленню суспільства та освіти підготовки кваліфікованих фахівців, вчителів та викладачів іноземної мови, для освітніх закладів різних типів.

З метою досягнення сформульованої мети необхідно розв'язати такі завдання:

- формування у студентів фундаментального науково-лінгвістичного світогляду, що забезпечує цілісність сприйняття систем досліджуваних мов, розуміння сутності лінгвістичних фактів, поява міждисциплінарного лінгвістичного знання;

- розвиток лінгвістичної інтуїції, асоціативного лінгвістичного мислення для формування творчого потенціалу особистості майбутнього мовознавця, здатного до інноваційної професійної та науково-дослідницької роботи [4];

- забезпечення готовності майбутніх мовознавців до самостійного розв'язання професійних стратегічних завдань, в основі яких є вміння планувати і здійснювати самоосвітню діяльність, використовувати сучасні методи пошуку необхідної інформації для розв'язання науково-дослідних та педагогічних проблем.

Складовими професійної підготовки мовознавця є три блоки навчальних дисциплін: цикл предметів за фахом, з соціокультурної підготовки студентів і цикл психолого-педагогічних дисциплін [7, 21].

Навчальний процес у ВНЗ виконує чотири основні функції: освітню, розвиваючу, професійну, виховну.

Освітня функція тісно пов'язана з отриманням студентами систематизованих лінгвістичних знань, формуванням вмінь практично застосовувати здобуті знання, поповнювати їх в результаті постійної самоосвіти.

Розвиваюча функція є наслідком перетворення в процесі навчальної діяльності інтелектуальної сфери особистості студента (його мислення, пам'яті, уяви, спостережливості), розвитку емпатії, креативності та емоційної сфери [4].

Професійна функція реалізується не тільки фахівцями кафедри психології, педагогіки і методики викладання мови, але й викладачами спеціальних і соціокультурних дисциплін, якщо навчально-виховний процес у ВНЗ має яскраво виражену професійну спрямованість.

Виховна функція навчального процесу з іноземної мови зорієнтована на формування особистості майбутнього вчителя: його світогляду, індивідуальних і професійно важливих якостей,

ціннісних пріоритетів, що досягаються завдяки ретельному відбору змісту навчання, педагогічної установки викладача ВНЗ.

Навчально-пізнавальний процес у ВНЗ включає в себе діяльність викладача (викладання) і діяльність студента (навчання).

Організаційно-змістовними компонентами діяльності викладачів лінгвістичних дисциплін є:

- складання на базі типових програм робочих планів, відповідно до яких організовується навчання;

- озброєння студентів-філологів фундаментальними лінгвістичними знаннями, формування міждисциплінарних знань, розвиток навчально-пізнавальних умінь, у тому числі вміння здійснювати лінгвістичний аналіз фактів мови, і мовленнєвих умінь;

- стимулювання навчально-пізнавальної діяльності студентів; проміжний, тематичний, підсумковий контроль діяльності студентів; аналіз результатів та корекція навчальної діяльності студентів та їх самостійної роботи.

Отримання базових знань для майбутньої успішної професійної реалізації – мета навчальної діяльності студентів, що реалізовуються в теоретичній і практичній формах під керівництвом викладачів, які, крім того, організовують і скеровують самостійну роботу студентів.

Складовими навчальної діяльності студентів є:

- слухання, усвідомлення, осмислення, засвоєння навчальної інформації на лекціях, практичних і семінарських заняттях з іноземної мови;

- читання, осмислення, переробка і засвоєння письмової навчальної інформації;

- конспектування прослуханого і прочитаного;

- виконання лабораторних робіт, вправ, розв'язання лінгвістичних завдань;

- написання курсових і дипломних робіт, підготовка рефератів, здійснення проектів, що є результатом навчально-наукових досліджень;

- педагогічне моделювання, яке здійснюється під час педагогічної практики в закладах освіти різних типів.

Висновки. У процесі нашої розвідки зазначимо, що запропоновані положення становлять лише певні орієнтири лінгводидактичного аспекту іншомовної підготовки студентів-філологів до майбутньої професійної діяльності. Однак окреслений теоретичний аспект іншомовної освіти на академічному рівні є необхідною передумовою ефективного проведення сучасного дослідження в галузі теорії і практики навчання іноземної мови у вищій школі.

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USING INFORMATION AND COMMUNICATION TECHNOLOGIES FOR THE FORMATION OF LINGUODIDACTIC COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS

Abstract. The article explores the use of information and communication technologies for the development of future foreign language teachers' linguodidactic competence. On the grounds of the analysis of the scientific and pedagogical literature the authors have proved the topicality and importance of applying information and communication technologies in future foreign language teachers' training. The empirical methods (questionnaires, observation, surveys) were used to determine the current situation with the application of information and communication technologies in the process of future foreign language teachers' professional training. The essence of the key notions of the research has been specified: "information and communication technologies", "professional and pedagogical competence", "future foreign language teachers' linguodidactic competence". The experience of applying information and communication technologies in the process of training foreign language teachers has been presented, as the abovementioned technologies have been proved to be an important means for the formation of future foreign language teachers' linguodidactic competence. It has been determined that educational information and communication technologies (multimedia presentations, cloud services, blog, video scribing, e-portfolio, web-quests, etc.) provide unique didactic possibilities to form future foreign language teachers' linguodidactic competence, namely: create conditions for working with foreign language business documents, modeling virtual environment for foreign language business communication, obtaining linguistic and extralinguistic information, contribute to all types of speech activity (reading, speaking, listening, writing), presenting and looking for data on languages and countries, etc. Particular attention has been paid to such kind of work with information and communication technologies as creating personal e-portfolios, which demonstrate creativity, innovativeness and professional competence of the modern teacher and develop future teachers' self-presentation and self-reflection skills. There has been determined and experimentally proved the effectiveness of using information and communication technologies in the formation of future foreign language teachers' linguodidactic competence.

Key words: information and communication technologies; linguodidactic competence; future foreign language teachers; e-portfolio.

1. INTRODUCTION

Defining the niche. Significant changes in the system and structure of education in Ukraine, its integration into European educational area, the dynamics of scientific and technological revolution and world modernization, the need for rapid adaptation in an information technology society contribute to the development of a new generation of teachers. The 21st century teacher should be ready to cooperate with real and virtual partners using information and communication technologies (ICT) for productive professional performance.

In the context of European interaction and integration of foreign languages knowledge in all spheres of human activity, the training of future foreign language teachers is of particular significance. It requires special scientific reconsideration of the system of values, formation of professionally significant qualities of foreign language teachers.

The importance of ICT in the organization of the educational process aimed at training a new generation of professionals in the field of education, development of their pedagogical, linguistic and digital competencies, preparation for life in the modern information society, is featured in the Laws Of Ukraine "On Education" (2017) [1], "On Higher Education" (2017) [2], "National Strategy for Education Development in Ukraine for 2012-2021" (2012) [3].

According to the regulations mentioned above, a foreign language teacher is expected to have sufficient linguistic knowledge and highly developed speaking skills. Moreover, a language teacher should undergo a thorough theoretical and practical training to ensure European quality of education, transition to innovative forms and methods of organizing the educational process and ICT implementation.

The introduction of ICT in foreign language teachers training contributes to philology students' quality education. Furthermore, it facilitates ICT skills development and ensures their use in future professional and pedagogical activities. At the same time, the pilot study results show that 52.2% of future professionals do not have enough information about the didactic potential of ICT in foreign language learning. What is more, only 41.3% of teachers are aware of the need to develop philology students' skills in using ICT in their future professional and pedagogical activities. As it turned out, they use only a limited range of these technologies.

Therefore, ICT use in the development of future foreign language teachers' linguodidactic competence is an integral part of their professional pedagogical competence. Today it acquires a particular significance.

Analysis of recent research and publications. The issue of education informatization and the definition of ICT theoretical principles in the educational process of higher education institutions has been studied by many scholars, namely V. Yu. Bykov [6], V.P. Bespalko [7], I.V. Gavrish [8], O.G. Glazunova, O.G. Kuzminskaya, T.V. Voloshin, T.P. Sayapina, V.I. Korolchuk [9], M.I. Zhaldak [10], E.S. Polat [11], O.M. Spirin [12] and others.

A significant contribution to ICT use studies has been made by I.I. Kostikova, A.O. Maslyuk [13], I.A. Khyzhnyak [14], O.A. Kucheruk, S.O. Karaman, O.V. Karaman, N.M. Vinnikova [15], N.V. Morse, O.G. Kuzminskaya, V.P. Wember, O.V. Barny [16], S.O. Semerikova [17], V. Yu. Bykova [18], O.G. Romanovsky and many others [19]. The scientists have proposed the conceptual provisions and identified distinctive features of ICT. Furthermore, they have presented the methodology of educational process computerization and highlighted the ways to solve theoretical and practical problems of IT use in the educational process.

In addition, the scholars have identified the means of information and communication technologies, determined the role and place of information technologies in the educational process and estimated their use in training.

The use of ICT in teachers' professional training has been studied by V. Yu. Bykov [6], O.A. Dubaseniuk [20], I.I. Kostikova [21], L.I. Morska [22]. V. Yu. Bykov claims that ICT use radically changes the role and place of teachers and students in the educational process [17, p. 2].

I.I. Kostikova admits that the change of teacher's role and the role of computers in the implementation of education, respectively, requires changes in teaching methodology. In this regard, the researcher identifies and describes the didactic functions of the teacher that could be performed by a computer (training, control, management, organizational functions). The scholar also highlights a significant advantage of a computer in performing certain educational functions (machine as a modulator, machine as a tutor etc.) [21, p. 15-16].

Undoubtedly, ICT use in the system of teachers' professional training has a number of advantages. Thus, it leads to serious reconsideration of traditional methods of teaching philological disciplines as well as the role of future teachers' professional training in the context of ICT potential.

L.I. Morska emphasizes the importance of ICT use in process of future teachers' professional training. In the study [22, p. 24], the scholar highlights that preparation of future foreign language teachers for IT use in their professional activities can be done through IT implementation in teaching. In addition, she develops a method of foreign language teachers' training aimed at IT use in teaching students.

N.V. Morse views ICT as "a tool for educational activities of those people who improve or change their qualifications" [16, p. 49]. The scholar emphasizes the unique role of the ICT-based approaches to educational process organization.

However, literature review reveals a gap in the study of the specificity of ICT tools integration into the system of future foreign language teachers' professional education. Correspondingly, future foreign language teachers' linguodidactic competence development requires a deeper study.

Therefore, **the aim of the article** is to explore the possibilities of ICT use in future foreign language teachers' linguodidactic competence development.

2. THEORETICAL FUNDAMENTALS OF THE RESEARCH

Education informatization and ICT introduction in the educational process ensures a qualitatively new level of future foreign language teachers' training. Systematic integration of ICT tools presupposes a gradual transition to an innovative system of training as a necessary condition for education informatization in accordance with the "National Doctrine of Education Development in Ukraine" [23].

The importance of ICT use in the process of future foreign language teachers' training has been emphasized by prominent Ukrainian and foreign scholars. Thus, L.I. Morska views ICT use in the process of future foreign language teachers' training as a search for the ways to solve the following problems: creating authentic language content; organizing independent work, speech drill in particular; processing target language texts; avoiding routine, mechanical, and time-consuming work for teachers; creating authentic language environment; promoting foreign language study as a means of obtaining educational and professional information [22, p. 17].

I.I. Kostikova and A.O. Maslyuk view ICT as a system of methods and techniques that provide collection, accumulation, storage, processing, transmission and display of information based on computer technology and computer networks use [13, p. 68].

In pedagogical sciences (V. Yu. Bykov, O.V. Spivakovsky, O.M. Spirin, I.A. Khyzhnyak), there are certain classifications of ICT according to their purpose. In this study, we pay attention to ICT educational purposes, which involve the use of computers,

computer-based learning tools and computer communication networks to solve didactic tasks [14, p.141].

ICT in education are based on the use of electronic educational resources, which are divided into: instructional (multimedia presentations, textbooks, manuals, normative educational documentation on language and linguistics, guidelines, linguistic workshops, visual aids, etc.); content-driven (dictionaries, directories, encyclopedias, archives, repositories, portfolios, etc.); network dependent (distance courses, webinars, video conferencing, etc.); assessment oriented (tests, tasks) [14, p. 219-221].

The main function of ICT in education is to ensure optimal conditions for solving priority pedagogical tasks. One of such tasks is the development of future teachers' key competencies to solve problems in professional, social and everyday life [15].

A special role in the context of future teachers' training is given to professional pedagogical competence that contributes to specialists' constant professional development.

Recent studies prove that foreign language teachers' professional pedagogical competence is integrative and includes professionally important qualities and competencies that contribute to productive professional pedagogical activities.

Unquestionably, one of the most important aspects of philology students' professional training presupposes thorough knowledge and well-developed skills in the field of Linguistics. Moreover, students should get a profound training in methods of teaching. Therefore, the research considers future teachers' linguodidactic competence as an important component of their professional pedagogical competence.

Linguodidactic competence of a foreign language teacher is characterized by significant variability in determining its content and structural components [14; 24; 25]. Thus, N.M. Ostapenko emphasizes that linguodidactic competence is closely connected with acquiring knowledge and the development of skills to critically evaluate the object, subject, content, and structure of linguistic disciplines. In addition, great significance is given to principles, tools, methods and technologies of training [24].

O.A. Kopus defines didactic competence as a set of knowledge, skills, and experience of evaluative attitude to the subject, object, content and structure of linguistic and linguodidactic disciplines. Therefore, the scholar emphasizes the importance of developing philology students' skills in applying the principles, methods, techniques, tools and forms of teaching languages. The researcher views such skills as an important integrated characteristic of future teachers' personality [25, p. 85].

I.A. Khyzhnyak strongly supports the idea of foreign language teachers' linguodidactic competence development. The researcher emphasizes the need for future teachers' continuous self-improvement as a necessary condition for their high quality professional performance [14].

However, despite all terminological diversity, the characteristics of linguodidactic competence do not contradict each other. They are interconnected and complementary, which makes their application possible both separately and in a complex.

Considering current approaches to foreign language teachers' linguodidactic competence, we view it as a component of professional pedagogical competence, which is an integrative property, manifested in the set of didactic and subject-related (foreign language) competences.

Literature review on linguodidactic competence composition [15; 20; 25] gives the possibility to single out the following components: - motivational (motives, intentions, aspirations, orientation), which ensures a constant interest in foreign language learning; - linguodidactic (the ability to observe literary norms, lexical and phonetic rules; the knowledge of target language morphological and syntactic peculiarities; IT skills); - reflective, which is

manifested in the ability of future foreign language teachers to reflect on their own linguodidactic activities.

3. RESEARCH METHODOLOGY

To accomplish the aim of our research, we have used:

theoretical methods: analysis, comparison, systematization of the scientists' ideas to determine distinctive features of ICT; psychological and pedagogical literature review on future foreign language teachers' linguodidactic competence development;

empirical methods: observation of the work of higher education institutions teachers, a pilot research to assess ICT use in future foreign language teachers' linguodidactic competence development; the assessment of students' awareness of ICT potential in foreign language learning; questionnaires, surveys, discussions, observations, generalizations and analysis of pedagogical experience in the system of higher pedagogical education to assess the level of future foreign language teachers' linguodidactic competence development;

a method of statistical data processing based on Pearson's criterion to identify the most effective means of ICT in future foreign language teachers' linguodidactic competence development.

To analyze the specificity of ICT use in future foreign language teachers' professional training, 93 philology students of the Faculty of Social and Pedagogical Sciences and Foreign Philology at Kharkiv Humanitarian Pedagogical Academy did the questionnaire.

The questionnaire included the following questions:

1. How often do you use ICT preparing for seminars and practical classes (always, sometimes, never)?

2. What types of ICT do you use in preparation for foreign language classes?

3. What types of ICT are most often used by teachers in vocational disciplines?

4. Do you use your higher education institution electronic library (always, sometimes, never)?

5. Do you understand the material better if it is accompanied by sound, dynamic images and graphics?

6. What form of study do you prefer (lecture-monologue, lecture with elements of dialogue, interactive lecture using ICT)?

7. Is it mandatory to use ICT in foreign language teaching (yes, preferably not)?

8. What types of ICT, in your opinion, have the greatest didactic value in future foreign language teachers' professional training?

9. Do you plan to use ICT in your future professional and pedagogical activities?

10. How much do you know about the organization of foreign language learning using ICT (enough, not enough, nothing)?

In addition, to clarify the students' attitude and identify their potential interest in ICT use in future professional activities, the students were asked to write an opinion essay "The 21st Century Teacher" and participate in a roundtable discussion "Teaching Foreign Languages in Digitalization of Education", held on the occasion of Science Day in Ukraine.

4. RESEARCH RESULTS

The study presents a comprehensive and systematic analysis of ICT use in future foreign language teachers' linguodidactic competence development. The investigation was carried out in three stages: - motivational stage (experimental work aimed at understanding students' need for theoretical knowledge and feasibility of ICT use in foreign language

Електронне навчально-методичне видання

ОКСАНА ХОМИШАК

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