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## PROFESSIONAL TRAINING OF TEACHERS OF ENGLISH LANGUAGE AND FOREIGN LITERATURE IN HIGHER EDUCATION INSTITUTIONS OF UKRAINE

**Summary:** The purpose of the article is to analyze the content of professional and practical training of future specialists on the example of teacher training in specialty 014 "Secondary education. English language and foreign literature" of Zhytomyr Polytechnic State University.

A review of the scientific literature was carried out, which shows that many scientists were engaged in the study of the problem of training a philology teacher in Ukraine. The interpretation of the concepts "training", "teacher training", "professional training of a philology teacher", "professional training of a foreign language teacher" by various scientists was analyzed. The concept of "teacher of philological specialties" is analyzed. The definition of the concept of "professional training of a philology teacher" is given. The concept of training a philology teacher in dual majors, training future teachers of humanities majors is analyzed.

The article states that the training of future English language teachers consists of three cycles: general education, professional training and three types of pedagogical practice. In turn, the first two cycles are divided into two parts: educational disciplines of the normative and variable part. The article analyzes in detail the curriculum of specialty 014 "Secondary edu-

cation. English language and foreign literature" for 2023/2024 academic year. In particular, the disciplines of general and professional training are indicated, the percentage of study time allocated to the study of educational disciplines of the normative and variable part of the cycle of professional training is calculated. A large list of elective subjects that students have the right to choose for their major is presented. A conclusion was made about the balanced professional and practical language training of philology teachers in Ukraine due to the successful distribution of study time for the study of the main philological and methodical disciplines. Optional educational disciplines in the variable part significantly enrich the curriculum and, accordingly, contribute to positive dynamics in the knowledge of students of higher education in specialty 014 "Secondary education. English language and foreign literature". The analysis of the curriculum for the training of teachers of English language and foreign literature confirmed thorough training in general and special philological disciplines.

**Keywords:** foreign language, philology teacher, general education, professional training, pedagogical practice, academic disciplines, normative and variable training

## 1. Introduction

The issue of training future teachers, in particular English language teachers, has long been in the field of view of a wide range of scientists. Much less attention has been paid to the study of the content of the professional training of philology teachers in Ukraine.

In general, the problem of mastering a foreign language, in particular English, became relevant with the introduction of martial law in Ukraine. A foreign language is a means of communication between people of different nationalities. This problem, in turn, is closely related to the training of philology teachers who are proficient in a foreign language, in particular English teachers.

Along with the development of specialties related to information and computer technologies, professions related to philology, such as foreign language teacher, applied linguist, translator, SMM manager, copywriter, etc., have become relevant in recent years. The reform of national higher education in the context of modern European integration processes dictates the need to take into account European and world standards during the organization of teacher professional training.

At present, philological specializations can be attributed to the group of the most promising. This is evidenced by the analysis of the development vector of the state policy in the field of language education, which is focused on the preservation, development and active use of the native language and the languages of national minorities, the mastery of several languages by citizens of Ukraine, including foreign languages, the formation of a person's ability for cross-cultural dialogue, tolerant attitude towards other cultures. The highest level of interdisciplinary integration in the training of a modern foreign language teacher is found in the field of educational and professional programs in the areas of higher education, providing students with the opportunity to acquire knowledge related to the chosen specialty.

## 2. The theoretical basis of research on the training of a philology teacher

A review of the scientific literature shows that many scientists in Ukraine were engaged in the study of

the problem of training a philology teacher, in particular an English language teacher, in particular, such aspects as: the methodological foundations of the modern philosophy of education were developed (V. Andrushchenko, S. Honcharenko, I. Ziaziun, V. Kremen, O. Sukhomlynska); problems of continuous professional education (O. Dubaseniuk, N. Nychkalo, Ya. Tsekhmister); historical retrospective of higher pedagogical education (A. Bulda, I. Vazhynskyi, L. Vovk, L. Voinalovych, O. Hluzman, N. Demianenko, V. Kurylo, O. Lavrinenko, V. Luhovyi, S. Maiboroda, O. Meshchaninov, O. Misechko, S. Nikitchyna, L. Pyrozhenko, O. Shenderuk, I. Yashchuk, etc.); formation of pedagogical skills (O. Barbina, L. Kramushchenko, I. Kryvonos); teacher preparation for pedagogical creativity and implementation of pedagogical technologies (O. Antonova, O. Dupliichuk, S. Sysoieva, Yu. Yurchuk, V. Yagupov); system analysis of the pedagogical process in higher education (O. Abdullina, S. Vitvytska, V. Kushnir). Some problems of linguistic, literary studies, methodical training of a philology teacher were substantiated (M. Baida, O. Bigych, N. Borysko, N. Voloshyna, O. Dupliichuk, L. Matsko, L. Morska, L. Miroshnychenko, S. Nikolaieva, V. Pasynok, O. Pasichnyk, M. Radyshvska, O. Semenoh, etc.). In separate studies, the problem of training future teachers in two specialties was developed (H. Bulhakova, I. Haidai, V. Horyna, L. Zhurba, I. Melnyk, I. Sokolova, H. Turchynova, I. Halymon).

The purpose of this article is to analyze the peculiarities of the professional training of a foreign language teacher in Ukraine, in particular to analyze the content of the professional training of future teachers of English language and foreign literature at the current stage in Ukraine.

The theoretical basis of the study consists of such basic categorical concepts as «training», «teacher training» (that is, «professional teacher training»), «philology teacher». In modern scientific studies, the concept of «professional training» is quite common. Let's dwell on some interpretations of this concept. According to the Law of Ukraine on Higher Education, professional training is the acquisition of a qualification in a relevant field or specialty. (Law of Ukraine on Higher Education, 2014). According to O. Misechko, the professional training of a foreign language teacher is a holistic, dynamic pedagogical system that

is non-linear, functionally active, structurally ordered, capable of self-development and characterized by specific laws, unity of content, goals and means, aimed at the formation of professional competence, general and professional culture, creative thinking of the future teacher and his readiness for professional self-development. (Misechko, 2011).

According to the definition of M. Baida, professional training is a specially organized process of acquiring professional knowledge, abilities and skills and the formation of professional competencies that contribute to the formation of readiness for activities within a certain specialty, in particular, a philology teacher. (Baida, 2015).

O. Semenoh examines the professional training of future philology teachers, it is worth emphasizing such qualities as: integrity, dynamism, flexibility, manageability, orderliness and internal harmony of its components. (Semenoh, 2006). At the same time, in many works of the researcher, the term «literary teacher» is used as a teacher of the Ukrainian language and literature. (Semenoh, 2013).

Special attention should be paid to studies related to the professional training of future philology teachers in higher education institutions. Thus, I. Sokolova analyzes such training as a complex multifunctional open pedagogical system, which is characterized by dynamism, the presence of invariant components, with its inherent signs, hierarchical structure, internal and intersystem connections that ensure its integrity; subject-subject nature of interaction; manageability and self-management. We agree with the thesis that the professional training of future philology teachers in two specialties in higher education institutions is adapted to the systems of higher and pedagogical education. According to the researcher, this does not disturb its structure, but on the contrary, conditions the internal processes of self-improvement under the influence of socio-economic factors, educational paradigms and concepts. (Sokolova, 2008).

Following M. Baida and O. Misechko, we consider the concept of professional training of a philology teacher as a dynamic pedagogical system of training a specialist in the subject field of the specialty «Philology» (Ukrainian, Russian, English, German, etc.), which is characterized by non-linearity, functional activity, structural orderliness, ability for self-development, unity of content, goals and means of train-

ing, orientation and formation of professional competence, general and professional culture, creative thinking. However, in our opinion, it is worth distinguishing the concept of a philology teacher whose main specialty is a foreign language and a philology teacher with a specialty of «Ukrainian language». In this study, we consider the professional training of a foreign (English) philology teacher.

From the point of view of psychology, professional training can be considered in three aspects: the process of professional growth of future specialists; as the goal and result of the activities of higher education institutions (HEIs), student participation in educational activities; as a method of accumulation based on knowledge, abilities and skills, cognitive and creative activity of the individual, development of his potential. (Barblan, 1999).

M. Baida believes that a teacher of philological specialties is a qualified specialist who has fully mastered the training program in the subject field «Philology» (English / German / Ukrainian language and literature) and has fulfilled the requirements of psychological-pedagogical, methodological and practical training programs, respectively to the industry standard of education. (Baida, 2015).

At the same time, according to O. Dupliichuk, the professional and pedagogical training of a philology teacher is a combination of a competent subject specialist, a professional researcher and a culture-linguistic personality capable of working independently on learning not only native, but also foreign languages. (Dupliichuk, 2015). In particular, the scientist believes that a competent philology teacher, in addition to his native language, should know at least two foreign languages that would contribute to productive communicative integration, because a philology teacher should be able to participate in the dialogue of cultures. In the professional-pedagogical training of a philology teacher as a cultural-linguistic individual, the idea of a plurilingual approach becomes the leading one, because it is used to describe general communicative competence and within its limits there is an interaction of different degrees and directions of competence in different languages. (Dupliichuk, 2015).

I. Sokolova, a researcher in the field of dual specialty philology teacher training, created her own classification of specialists of various profiles: 1) spe-

cialist of a narrow profile (teacher-subject), the personal concept of development of which is aimed at the development of pedagogical abilities and readiness for creative development solving professional tasks, related to conducting classes on the subject; 2) a specialist of a complex profile (subject teacher, practical psychologist) is a teacher who has systemic knowledge and is capable of multi-functional activities; 3) a specialist of an integrative profile is a teacher, researcher, education manager – a pedagogue with universal synthetic knowledge, capable of universal functional activity. (Sokolova, 2008).

According to M. Radyshevska, the purpose of professional training of future teachers of humanitarian specialties is to prepare a competent specialist capable of carrying out professional activities based on the principles of humanism, a person-oriented approach, interaction, multiculturalism, the unity of theoretical and practical knowledge, systematicity and integrity in the accumulation professional experience, continuous independent growth, professional and personal mobility, flexibility, adaptability, feedback and reflection on the level and quality of the achieved results. (Radyshevska, 2015).

The opinion of P.J. Larke is still relevant. Larke that the main characteristics of a multicultural teacher's personality are academic knowledge, interpersonal communication skills, a respectful and impartial attitude towards the student, regardless of ethnic, cultural or other affiliation and social status (Larke, 1992).

### 3. Language professional and practical training of philology teachers in Ukraine

Today, the training of philology teachers in Ukraine is carried out in almost every classical and pedagogical university in Ukraine. With the development of information and computer technologies in Ukraine, there was a need to train such specialists in philology (teachers, applied linguists, etc.) not only in classical universities.

Training of philology teachers, namely specialists in specialty 014 «Secondary education. English language and foreign literature» is carried out in many institutions of higher education, in particular at the Zhytomyr Polytechnic State University.

In this research, we will focus on the analysis of the training cycles of specialists in specialty 014 «Secondary education. English language and foreign literature» in 2023/2024 at the Zhytomyr Polytechnic State University. Thus, the curriculum of the specialty is divided into three cycles: general, professional and practical training. The first 2 cycles are divided into 2 parts, respectively: normative and variable.

In the normative part of the cycle of general training, future teachers of English language and foreign literature study such disciplines as general psychology, philosophy, pedagogy, Ukrainian language (for professional direction), foreign literature, general linguistics, literature of Great Britain and the United States, linguistic studies, computer science, basics scientific research, personal safety. That is, both general scientific disciplines and those directly related to foreign philology are studied here (see Table 1).

**Table 1. The share of educational disciplines of the normative part of the professional training cycle of specialty 014 «Secondary education. English language and literature» in 2023/2024**

Nº	Discipline	hours	%
1	Practical course of the main foreign language	1080	27%
2	Practical phonetics of the main foreign language	180	4,5%
3	Practical grammar of the main foreign language	480	12%
4	Practical course of a second foreign language	750	18,8%
5	Creative writing	90	2,3%
6	Modern linguistic studies	90	2,3%
7	Methodology of teaching foreign languages	180	4,5%
8	Methodology of teaching literature	90	2,3%
9	Integration of mobile technologies in the process of teaching foreign languages	150	3,7%
10	Stylistics	90	2,3%
11	General linguistics	90	2,3%
12	Peculiarities of teaching foreign languages in junior high school	90	2,3%

Nº	Discipline	hours	%
13	Textbook science in the field of education	90	2,3%
14	Interpretation of the text	90	2,3%
15	Academic writing	90	2,3%
16	Pedagogical practice (*3)	270	6,8%
17	Certification exam	90	2,3%
	Total:	3990	100 %

Let us analyze the curriculum in more detail. As we can see from Table 1, the greatest attention is paid to the study of the basic discipline, because 1080 hours (27%) are allocated to the practical course of the main foreign language (English). Great attention is also paid to the training of philology teachers in a second foreign language (German). Thus, the practical course of the second foreign language is 750 hours, that is, 18.8% of the study time. Next, the initial hours are distributed as follows: 180 hours (4.5%) are allocated to practical grammar of the main foreign language, 480 hours (12%) to practical phonetics of the main foreign language.

The leading role in the training of philology specialists is played by the methodical component. Thus, the course of methods of teaching foreign languages is 180 hours (4.5%), methods of teaching literature – 90 hours (2.3%), the course «Integration of mobile technologies in the process of teaching foreign languages» – 150 hours (3.7%). As we can see from Table 1, other professional training courses last mainly 90 hours, which is 2.3% of the training time per cycle.

It is worth noting that studying at the university is aimed at meeting the individual needs of the student and comprehensively developing his abilities. Therefore, in the variable part of the professional training cycle, the student must choose 50 credits, taking into account the weekly workload. Elective subjects offered to the student are listed in Table 2. All of them are calculated for 5 credits. Thus, a student can choose 10 disciplines.

In addition, some disciplines are taught to students in a foreign language already from the 1st year. The study of foreign languages by future teachers of English language and foreign literature at the Zhytomyr Polytechnic State University is carried out using

authentic textbooks, as well as high-level textbooks and teaching aids written by teachers of the Department of Pedagogical Technologies and Language Training. According to the curriculum, students of higher education will process authentic scientific, artistic and journalistic literature. It is worth noting that teachers with international teaching practice work with future philology teachers. All this in a complex contributes to the quality training of specialists in specialty 014 «Secondary education. English language and foreign literature».

Table 2. Elective educational disciplines of the variable part of the professional training cycle of specialty 014 «Secondary education. English language and foreign literature» in 2023/2024

Nº	The name of the academic discipline	Number of ECTS credits	Total number of hours
1	Settlement of conflicts	5	150
2	Personality psychology	5	150
3	English language and foreign literature in the NUS system	5	150
4	Modern foreign literature	5	150
5	Prevention and countermeasures against manifestations of violence	5	150
6	The system of secondary education in Ukraine and in the world	5	150
7	Legal support of professional activity	5	150
8	Sociology	5	150
9	The psychology of influence	5	150
10	Basics of translation studies	5	150
11	Grant project activity	5	150
12	Rhetoric	5	150
13	Conflictology	5	150
14	Basics of inclusive education	5	150
15	Lexicology	5	150
16	Modern teaching aids	5	150

Nº	The name of the academic discipline	Number of ECTS credits	Total number of hours
17	Innovations in educational activities	5	150
18	Development of communication skills	5	150
19	Psychology of stress and post-traumatic stress disorder	5	150
20	Theory of literature	5	150
21	Peculiarities of a teacher's work in distance learning conditions	5	150
22	Document circulation in the field of education	5	150
23	Modern English-language literature	5	150
24	Legislation in the field of education	5	150
25	English school course	5	150
26	Organization of own business	5	150

Analyzing the content of the cycle of professional training (normative part), it is worth noting that the division of all educational subjects into 2 subgroups, which we tentatively called basic philological and methodical disciplines, is followed. Therefore, we included the following disciplines in the first subgroup: practical course of the main foreign language, practical phonetics of the main foreign language, practical grammar of the main foreign language, practical course of the second foreign language, creative writing, modern linguistic studies, stylistics, general linguistics, text interpretation, academic writing. The second subgroup, respectively, includes: methods of teaching foreign languages, methods of teaching literature, integration of mobile technologies in the process of teaching foreign languages, peculiarities of teaching foreign languages in junior high school, legislation in the field of education. We also include pedagogical practice in the second subgroup, because practice ensures the practice of skills at the workplace. In the 2nd year, students of higher education undergo propaedeutic (introductory) pedagogical practice, in

the 3rd year – psychological and pedagogical, and in the 4th year – pre-diploma practice.

Having made the calculations, we see that 3210 hours are allocated to the training of philology teachers in basic philological disciplines, which is 80.5% of the teaching time. Whereas 780 hours, or 19.5% of the training time, are provided for methodical training. In our opinion, such a distribution is fully justified, because this difference is balanced by pedagogical practice and selective disciplines that have a methodological direction. Thus, the combined study of these disciplines ensures high-quality professional training of future teachers of the English language and foreign literature. In addition, the balancing of the curriculum also occurs due to the study of disciplines from the cycle of general training.

The cycle of practical training consists of such types of practices as propaedeutic (introductory), psychological-pedagogical, pre-diploma pedagogical, as well as attestation examination and defense of the final bachelor's thesis. The total number of study hours allocated to the study of disciplines of various cycles is shown in Table 3.

**Table 3. The share of general, professional and practical training in the content of specialist training in specialty 014 «Secondary education. English language and foreign literature» in 2023/2024**

Training cycles	hours	%
1. Cycle of general training	1410	19,5
1.1. Normative part		
1.2. Variable part	300	4,2
<b>In total, according to the cycle of general training:</b>	<b>1710</b>	<b>23,7</b>
2. Cycle of professional training		50,4
2.1. Normative part	3630	
2.2. Variable part	1500	20,8
<b>In total, according to the professional training cycle:</b>	<b>5130</b>	<b>71,3</b>
3. Practical training	<b>360</b>	<b>5</b>
<b>The total number</b>	<b>7200</b>	<b>100</b>

As we can see from Table 3, 23.7% of the study time is devoted to the study of disciplines from the cycle of general training, which is quite a good result.

Most of the time is spent on studying subjects with a cycle of professional training – 71.3%. which contributes to the thorough training of a philology teacher as a professional. While practical training against this background looks more modest and makes up 5% of the training time. Therefore, curriculum developers should work on improving and balancing the professional training of a philology teacher.

Analysis of curricula for the training of English language and foreign literature teachers for 2023/2024 at the Zhytomyr Polytechnic State University certified thorough training in general scientific and highly specialized philological disciplines, as evidenced by the distribution of study time (see Table 1). In addition, the professional training of future teachers of English language and foreign literature is significantly enriched by studying the disciplines that a student can study by choice (see Table 2).

#### 4. Conclusions

The analysis of the training of philology teachers made it possible to draw the following conclusions: a wide variability of the interpretation of the concept of «philology teacher» in pedagogical science was witnessed. Along with the concept of «philology teacher», scientists use such terms as «philology teacher», «humanities teacher», «linguistic teacher», etc. In our opinion, the training of a philology teacher, in particular in the specialty «Secondary education. English language and foreign literature» is very relevant and promising today, because future specialists are offered a wide range of professions: foreign language teacher, applied linguist, translator, SMM manager, copywriter, etc.

The analysis of the curricula of the specialty proved that the language professional and practical training of philology teachers in Ukraine is quite thorough. In our opinion, the allocation of study time to the study of basic philological and methodical disciplines is quite justified. The curriculum is significantly balanced due to the variable part, according to which the student has the right to study academic disciplines of his choice.

We see the perspective of our further scientific research in the analysis of the formation and development of professional training of foreign language and

literature teachers in various specialties in Ukraine and abroad.

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