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PRE-DIPLOMA TRAINING OF A TEACHER-PHILOLOGIST OF THE ENGLISH LANGUAGE

Knowledge of foreign languages and the skills of their fluent use in everyday and business life, including professional communication with native speakers, is a sign of a competitive and highly skilled specialist. Therefore, modern society needs qualitative training of a pedagogue with the formed linguistic-methodological competence.

The article highlights the peculiarities of the pre-diploma training of a teacher-philologist of the English language, by the example of participation of the Faculty of Primary Education and Philology of Khmelnytskyi Humanitarian-Pedagogical Academy in the joint project "School Teacher of the New Generation" of the Ministry of Education and Science of Ukraine and the British Council in Ukraine.

To realize the purpose of the work, a combination of theoretical and empirical methods has been used. Among the theoretical methods was the analytical study of information sources, due to which the investigated problem was studied. The comparative analysis revealed that the introduction of new innovative programs in accordance with the project "School Teacher of the New Generation" allowed for the level of linguistic-methodological competence to increase for future teachers-philologists within the process of their pre-diploma training. The survey method has been used to determine the problems in the professional training of students-philologists. During the study, a survey of students of the specialty 014.02 "Secondary Education (Language and Literature (English))" of Khmelnytskyi Humanitarian-Pedagogical Academy during 2015–2019 was conducted.

In the course of conducting scientific research, the following empirical methods have been used: monitoring, interviews, questionnaires, observation, analysis of documentation and products of activity, and surveys for determining the level of formation of linguistic-methodological competences developed during training. Furthermore, a pedagogical experiment on the innovative program of the project "School Teacher of the New Generation" has been conducted, as well as mathematical-statistical methods of computing.

Taking into account the contradiction between the need of modern society to have individuals with a command of foreign languages and the necessity to update the training content of the future teacher-philologist, the purpose of the study was determined as to learn about and analyse the experience of the pre-diploma training of teachers-philologists. In particular, those training at the Khmelnytskyi Humanitarian-Pedagogical Academy, while participating in the joint project of the British Council in Ukraine and the Ministry of Education and Science of Ukraine on the innovative program of the project "School Teacher of the New Generation".

It is clarified that the introduction of changes into the curriculum of speciality 014.02 "Secondary Education (Language and Literature (English))" during 2015–2019 allowed the level of linguistic-methodological competence to increase for the future teachers-philologists in the process of pre-diploma training.

Key words: pre-diploma training, student, philologist, English language, linguistic-methodological competence, project "School Teacher of the New Generation".

Introduction. Modern integration processes in the socio-economic life of Ukrainian society and the implementation of secondary education reform have allowed for the identification of negative trends in the system of pedagogical education, which will be ineffective unless changes are made to the approaches to teacher training. Within the countries participating in the Bologna process, some of the leading qualities of the modern pedagogue are communication, effective collective work and knowledge of foreign languages. Thus, the Sorbonne Declaration (1998) emphasized that "those who receive education should have the opportunity to study in different educational programs, including multi-disciplinary learning, to develop communicative competencies" [10]. The National Concept of the New Ukrainian School states that "the quality of education, in particular, of the foreign language, will be increased in every elementary school", while communication in foreign languages is included in the 10 key competencies [5]. Implementation of educational reforms require close cooperation between the Ministry of Education and Science of Ukraine, institutions of higher education, teachers-practitioners and public organizations to overcome difficulties and help implement the idea of the professional training of a European teacher. Taking into account the need for updating the approaches and content of the language and methodological training of the future teacher-philologist (of foreign languages) in higher education institutions, the Ministry of Education and Science of Ukraine and the British Council in Ukraine organized the project "School Teacher of the New Generation" [7] in April 2013.

Analysis of recent researches and publications. The issue of the professional training of the future teacher-philologist of foreign languages has been researched by Ukrainian scientists, in particular O. Bevz, V. Bezliudna, R. Bezliudnyi, I. Haidai, A. Hembaruk, S. Derkach, O. Zabolotna, I. Zadorozhna, O. Zmiyevska, O. Honcharova, and T. Konovalenko. I. Yashchuk drew attention to the problem of preparing future specialists in higher education institutions. The works of O. Beliayev, N. Volkov, I. Hatsenko, V. Ivanishchev, A. Ishutin, N. Ostapenko, E. Palykhata and others deal with the issue of modern linguodidactics.

Methods. To achieve the stated aims of the research, a combination of theoretical and empirical methods has been used. The theoretical methods utilized included the analytical study of information sources. A comparative analysis revealed that the introduction of new innovative programs in accordance with the project "School Teacher of the New Generation" allowed the level of linguistic-methodological competence of the future teachers-philologists to increase during their pre-diploma training. The survey method has been used to determine problems present in the professional training of students-philologists. During the study, a survey of students participating in the specialty 014.02 "Secondary Education (Language and Literature (English))" at Khmelnytskyi Humanitarian-Pedagogical Academy during the years 2015–2019 was conducted.

In the course of conducting scientific research, empirical methods have been used including monitoring, interviews, questionnaires, observation, the analysis of documentation and products of activity, and surveys for determining the level of formation of linguistic-methodological competence during the process of training. A pedagogical experiment on the innovative program of the project "School Teacher of the New Generation" has been conducted, as well as mathematical-statistical methods of computing.

The purpose of the article. Taking into account the contradiction between the need of modern society to have individuals with a command of foreign languages and the necessity to update the training content of the future teacher-philologist, the purpose of the study was

determined as to learn about and analyse the experience of the pre-diploma training of teachers-philologists. In particular, those training at the Khmelnytskyi Humanitarian-Pedagogical Academy, while participating in the joint project of the British Council in Ukraine and the Ministry of Education and Science of Ukraine on the innovative program of the project "School Teacher of the New Generation".

Results and Discussion. Knowledge of foreign languages, skills of their fluent use in everyday and business life, including professional communication with native speakers, is a sign of a competitive and highly skilled specialist. Therefore, modern domestic society needs a qualitative training of a pedagogue with the formed linguistic-methodological competence [11: 204].

Complex study of the process of pre-diploma training of the teacher-philologist of the English language provides for the definition of the concepts of "linguistic-methodological competence" and "pre-diploma training".

Ukrainian scientists define the linguistic-methodological competence of the future teacher-philologist as having a specially structured set of knowledge, abilities, skills, experience of critical attitude to the content, structure, forms of language learning, principles, methods and techniques, and means. This set further includes specific features and structures of linguistic and linguodidactic disciplines, which represent integrated characteristics of the quality of the future personality, put into the existing educational programs [3: 68].

It should be mentioned that today in Ukrainian pedagogical science there is no clear interpretation of the concept of "pre-diploma teacher training", which determines the differences among scientific-pedagogical workers regarding the forms and methods of training content and conduct.

It is crucial to state that pre-diploma training is a long process, implemented through the partnership of the heads of higher education institutions, scientific-pedagogical staff, students, institutions of general secondary education, teachers and public organizations with the aim of improving training of the future specialists. The peculiarity of pre-diploma training is the expansion of the content and the introduction of the new forms and methods of teaching students. By examining the pre-diploma training of future philology teachers, it is believed that linguodidactic competence is a component of the professional competence of the teacher-philologist.

As an example of pre-diploma training, the experience of mutual collaboration on the project of the British Council and the Ministry of Education and Science at the Faculty of Primary Education and Philology at Khmelnytskyi Humanitarian-Pedagogical Academy can be provided.

Taking into account the need within modern Ukrainian society for the intensive study of foreign languages and the necessity to update the content and approaches to professional training of the future teachers of foreign languages, the Ministry of Education and Science of Ukraine and the British Council in Ukraine organized the project "School Teacher of the New Generation" in 2013. Taking into account Ukraine's ultimate goal of full European integration, the above-mentioned institutions directed their activities concerning theoretical and practical assistance to scientific-pedagogical workers in the development and improvement of their professional competencies [1: 1–2].

The aim of the project is to create and implement new programs of pre-diploma training of English language teachers in the higher pedagogical educational institutions of Ukraine [6].

It should be noted that the pedagogical experiment on pre-diploma linguistic-methodical training of teachers-philologists is intended for implementation during 2015–2019 (the experiment was approved by the order of the Ministry of Education and Science of Ukraine dated August 12, 2015, № 871). Since 2016, Khmelnytskyi Humanitarian-Pedagogical

Academy has joined the implementation of the project, as well as assisting in conducting the pedagogical experiment [2].

The experiment was organized in several steps. At the preparatory stage, attention was paid to the methodical training of scientific-pedagogical workers who participated in the experiment. The experiment was under the direction of the Dean of the Faculty of Primary Education and Philology, Doctor of Pedagogical Sciences, Professor Yashchuk I. P. The scientific-pedagogical staff of the department of foreign languages took part in pedagogical experiment. Participating staff members included Handabura O. V., Severina T. M., Rybachuk Yu. M., Anishchenko I. M., Hlushok L. M., and Humeniuk A. M. who introduced the innovative program "Methodology of Teaching Foreign Language" during 2016–2019. This was based on the formation of the professional-pedagogical linguistic-methodical competence of the future philology teachers. This included comparing educational processes and the final result with the profile of the teacher, development of academic autonomy and critical thinking of students, modernization of methods and forms of education by reducing the part of traditional lectures and their replacement by active methods and forms of classroom training, with an emphasis on the practical component of training and development of pedagogical reflection.

The British Council aided with project implementation by providing methodological support for teachers through trainings in summer and winter professional development schools [8: 6].

During July 1–7, 2016, teachers involved in the experimental work took part in a summer school focused on professional development of IATEFL in Ukraine, located in the Rakhiv, Zakarpattia region. The task of the training session was the development of training lessons using the New Methodology for learning a foreign language [6].

During January 21–28, 2017, teachers were trained at a session of the IATEFL Winter Professional Development School in Ukraine. This session took place in Lviv. The scientific-pedagogical staff acquired the skills of a teacher-instructor who skillfully develops the strategy, methods, activities and evaluation tools, in accordance with the educational characteristics of students [6].

Continued training of the teachers took place at the Summer School of Professional Development IATEFL in Ukraine, which was held from July 1-8, 2017 in Lviv. This training provided the participants an opportunity to establish skills aimed at the formation of tasks leading to the development of productive skills according to the educational goals and needs of the students, as well as planning consecutive tasks aimed at integrating listening, speaking, reading and writing skills [6].

On January 21–27, 2018, a regular session was held in Lviv for the training of teachers on the topic "Professional Development of the Teacher". Within the session, the methodical training of teachers was carried out regarding the planning of their own activities and the development of teaching materials [6].

The Summer School of Professional Development was held in Dragobrat on July 1–7, 2018. The issues of understanding the educational research of teachers were worked out at the summer school. These included understanding research activities, the peculiarities of conducting research, and qualification works taking into account various opportunities of students [6].

Taking into account the aims and achievements of the goal of preparing the teachers of foreign language of Khmelnytskyi Humanitarian-Pedagogical Academy for the experiment, British Council specialists integrated the curriculum, which included the following components: understanding the students and the process of studying, preparation for teaching the course, and professional development. It may be stated that the project's teaching staff carried out their duties at a high professional and methodological level. In order to implement

the project, the British Council in Ukraine provided methodological support to the teachers of Khmelnytskyi Humanitarian-Pedagogical Academy through trainings in summer and winter professional development schools.

The research on the development and experimental verification of the model of methodological training for the future teachers of philology (English) took place during 2016–2019 at the Faculty of Primary Education and Philology of Khmelnytskyi-Humanitarian Pedagogical Academy. This included 77 students of the specialty "Secondary Education (Language and Literature (English))".

During the recording experiment, the integrated approach to assessing the level of pre-diploma training of students was introduced in order to ascertain the state of their linguistic-methodical preparation. In particular, the following results were obtained from one of the questionnaires that were given to participating students [9: 56]. The list of questions and answers is presented in Table 1. At this stage of the experiment, the survey involved 77 respondents.

Table 1**Results of questioning students at the recording stage of the experiment**

Content of the question	Estimate the percentage (%) of your knowledge and skills in the following aspects				
	100%	75%	50%	25%	0%
Understanding the principles and approaches of developing an effective lesson plan in accordance with the educational context	2	10	30	35	0
Understanding the principles of determining the needs of applicants for education and the principles of the theory of learning a foreign language	1	5	29	42	0
Conducting lessons according to the scheduled time, with clearly defined stages and clear instructions.	15	24	30	8	0
Activating educational activity and supporting the attention of students at the lesson	10	16	23	28	0
Knowledge and understanding of the features of various forms of evaluation	8	14	25	27	3
Conducting lessons in correct and fluent English as a language of instruction	8	17	28	24	0
Understanding the stages of professional growth in a teacher's career	9	23	20	25	0
Ability to observe the lessons of other teachers and learn advanced pedagogical experience	3	12	26	32	4

[Reference 9: 56].

In general, the results of the recording phase of the experiment showed inadequate levels of linguistic-methodological competence of the future pedagogues. Thus, the results of the student survey showed that the majority of respondents assessed their level of understanding the principles and approaches to developing the effective plan of the lesson according to the

educational context at 25 % out of the 100 % maximum. The majority of respondents also stated their percentage of knowledge regarding understanding the principles of determining the needs of applicants for education and the principles of theory of learning a foreign language at 25 %, conducting lessons according to the scheduled time, with clearly defined stages and clear instructions at 50 %, activating educational activity and supporting the attention of students at the lesson at 25 %, knowledge and understanding of the features of various forms of assessment at 25 %, conducting lessons in correct and fluent English as a language of instruction at 50 %, understanding the stages of professional growth in a teacher's career at 25 %, and ability to observe the lessons of other teachers and learn advanced pedagogical experience at 25% [9: 27: 56].

Consequently, the level of linguistic methodological training of the future teachers of philology in the process of pre-diploma training is 25 % of 100 % and it is not sufficient. It is believed that such survey results are due to the fact that the curriculum of vocational training, which was used for professionally oriented courses and teaching methods of foreign languages, was paid little attention and, accordingly, a small percentage of academic hours. Therefore, in order to check this hypothesis, the Bachelor degree curriculum was analysed within the specialty 014.02 "Secondary Education (Language and Literature (English))" (2016–2017). Having analyzed the curricula, it was found that the share of subjects of the linguistic component was 17 %: linguistic is 2.1 %, the methodological component of the curriculum is 3.2 %, and conducting pedagogical practice is 5.5%. The results of the first stage of the research indicate the need to make corrections in the pre-diploma training of the future teacher-philologist. It is believed that improving the process of pre-diploma training is possible due to the implementation of the joint project "School Teacher of the New Generation" of Ministry of Education and Science of Ukraine and British Council in Ukraine, in which Khmelnytskyi Humanitarian-Pedagogical Academy took part.

After analyzing the Bachelor degree curriculum, it was found that the professional training of the future English teacher-philologist at Khmelnytskyi Humanitarian-Pedagogical Academy occurs through the teaching of four components: language, linguistic, psychological-pedagogical and methodological [9: 6].

It should be noted that in accordance with clause 4.2. of the order of the Ministry of Education and Science of Ukraine № 871 dated August 12, 2015, the innovative program was introduced at the Faculty of Primary Education and Philology of Khmelnytskyi Humanitarian-Pedagogical Academy.

The Bachelor's degree curriculum was analysed (2016–2017 and 2018–2019 school years), which contained the disciplines of all components of training of the future English teacher. The ratio of components is presented in Table 2.

Having analyzed the curricula, it was found that the share of language component subjects grew by 19.2%, linguistic increased by 5.6 %, the block of psychological-pedagogical disciplines was reduced by 10.8 %, the methodological component of the curriculum increased by 10.3 %, the academic hours allocated for the practice increased by 2 %, and the percentage allocated for studying other subjects decreased by 26.3 %. It should be noted that by analyzing the results obtained within the framework of the first stage of the study it can be concluded that the methodological component is insufficient for the formation of the linguistic-methodological competence of the future teacher-philologist [9: 6].

According to the European program of professional teacher training in 2004 and the General European Principles of Teacher Competences and Qualifications 2010, the program "English Language Teaching Methodology" was developed, focused on the professional competences of the future teacher to teach English [4: 3–4].

Table 2

Components of the future teacher-philologist of English language training at Khmelnytskyi Humanitarian-Pedagogical Academy in 2016-2017 and 2018-2019 school years, which is used in Khmelnytskyi Humanitarian-Pedagogical Academy

	Components of the future teacher of English language training						
	Language	Linguistic	Psychological-Pedagogical	Methodological	Practice	Other	Total
Number of academic hours 2016–2017 school-year	1224	150	1080	230	400	4116	7200
%	17%	2,1%	15%	3,2%	5,5%	57,2%	100%
Number of academic hours 2018–2019 school-year	2610	555	300	975	540	2220	7200
%	36,2%	7,7%	4,2%	13,5%	7,5%	30,9%	100%

The changes introduced in the curriculum of pre-diploma students' training significantly expanded the scope of teaching the course "Methods of Learning English", focusing on language, linguistic, psychological-pedagogical and methodological components. [9: 5–6]. The theoretical basis of the experiment was manifested in the conceptualization of the problem and adopted project "School Teacher of the New Generation".

In the process of the research, the content of the classes was changed. In the control groups, the educational process was carried out using traditional programs and techniques. In the experimental groups, at each stage of the educational process, the conditions were created in which there was the possibility of the objective detection of the most effective forms, methods and means of formation linguistic-methodological competences in accordance with the implementation of the innovation program "Methodology of Teaching a Foreign Language".

The changes made to the curriculum of the discipline "Methodology of Teaching English Language" are presented in Table 3.

Having analyzed the curricula for the academic years 2016–2017 and 2018–2019 in Khmelnytskyi Humanitarian-Pedagogical Academy, it was discovered that the total hours of study discipline "Methodology of Teaching English Language" increased in the 2018–2019 school year by 618 hours, corresponding to the requirements of the European Program of Professional Training of a Foreign Language Teacher, the project "School Teacher of the New Generation" of the Ministry of Education and Science of Ukraine and the British Council in Ukraine. Such changes have allowed for an increasing of the linguistic-methodological competence of the future teacher-philologist. The volume and complicated tasks of pedagogical practice, as well as the formed groups that participated in the experiment, were also increased.

During the course of the research, the content of classes and approaches to the organization of educational activity of students has been changed. In particular, according to the curriculum, interactive learning approaches have been actively used, including communication tasks, case studies, simulations, group projects, and problem solving.

Table 3

Changes in the distribution of the study load and the forms of control over the semesters of the academic discipline "Methodology of Teaching English Language" (2016–2017 and 2018–2019 school years)

General amount of academic hours (2016–2017 school year)	Class hours				Individual work (hours)	Distribution by semesters	
	ECTS	Total hours	Lectures (hours)	Practical. Seminars. Laboratory (hours)		Exams	Tests
162	4,5	67	51	16	95	6 semester	4 semester
General amount of academic hours (2018–2019 school year)	Instructor-led hours.				Individual work (hours)	Distribution by semesters	
	ECTS	Total hours	Lectures (hours)	Practical. Seminars (hours)		Exams	Tests
780	26	338	160	178	442	6,8 semesters	4 semester

The experimental research was carried out during the period 2016–2019 among the students of the specialty 014.02 "Secondary Education (Language and Literature (English)". The experiment involved four control and four experimental groups.

On the basis of the preliminary stage of the recording experiment, the criteria for assessing the level of pre-diploma training of students have been determined.

In particular, the following levels of criteria have been justified: selection of linguistic material and terminology, according to the level of proficiency of a student in a foreign language, definition of the type of lesson (1), excellence in pronunciation and grammatical correctness of speech (2); awareness of the principles of reflection (3). The obtained results allowed for the determination of the level of linguistic-methodological competence of the future teacher-philologist. This is presented in Table 4.

Table 4

Levels of linguistic-methodological competence of the future teacher-philologist according to the results of the forming experiment (%)

Levels	Criteria					
	1		2		3	
	CG	EG	CG	EG	CG	EG
High	–	–	–	–	–	–
Sufficient	82	80	61	63	57	56
Low	18	20	39	37	43	44

CG – control groups;

EG – experimental groups

The above data testifies that the indicators of the linguistic-methodological competence of the future teacher-philologist in the experimental groups are the same as the in the control groups. According to the determined criteria, the indicator of sufficient level on average is 66.5 % in the experimental and control groups; at the low level it is an average of 33.5 %, both in the experimental and control groups.

During the period of research, the students in the experimental groups have considerably expanded the volume, completeness, and profundity of linguistic-methodological competence. After the experiment, the conclusion was reached that the students were more willing to reflect on their own language learning, were more interested in identifying the features of diverse approaches and methods in learning materials and tasks, choose authentic texts for listening and reading, developed tasks with different educational goals, etc. Qualitative changes in the dynamics of the development of the linguistic-methodological competence of the future teachers-philologists of the English language are shown in Table 5.

Table 5

Dynamics of formation levels of linguistic-methodological competence of the future teachers-philologists of the English language

Levels	Control group (number of students (%))		Experimental group (number of students (%))	
	Before the experiment	After the experiment	Before the experiment	After the experiment
High	–	–	–	19%
Sufficient	67 %	68 %	66%	65 %
Low	33 %	32 %	34 %	16 %

Conclusions. Thus, participation in the project "School Teacher of the New Generation" for scientific-pedagogical workers and students of Khmelnytskyi Humanitarian-Pedagogical Academy directs their educational activity in methodological, linguistic and practical training.

The research has proven the necessity of implementing the pre-diploma training of the teacher-philologist of the English language during the participation in the project "School Teacher of the New Generation". This was confirmed by the positive dynamics of levels of formation of linguistic-methodological competence. After the forming experiment, there were positive changes in the dynamics of the levels of formation of the linguistic-methodological competence of the future teachers of English language proficiency: in experimental groups, 16 students (19 %) were at the high level of formation of linguistic-methodological competence, 54 students (65 %) were at the sufficient level; 13 students (16 %) were at the low level of the formation of linguistic-methodological competence. In control groups, 52 students (68 %) were at the sufficient level and 25 students (32 %) were at the low level of media literacy formedness.

In control groups, the distribution of students, which was recorded during the recording experiment, barely changed.

The dynamics of changes show that in comparison with the initial stage, the level of development of the linguistic-methodological competence of the future teachers-philologists of the English language, increased in the experimental groups. The high level increased by 19 % (0 % – in the control groups) and the low level decreased by 18 %, in comparison with 1 % in control groups. Thus, quantitative and qualitative analysis of the results of the research confirmed the effectiveness of implementation of the innovative program "Methodology of Teaching Foreign Language" developed and implemented in accordance with the project "School Teacher of the New Generation".

The prospects for future research are seen as conducting the experimental study on raising the level of linguistic-methodological competence of scientific-pedagogical staff.

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Додипломна підготовки вчителя-філолога англійської мови.

Володіння іноземними мовами, уміння їх вільного використання у буденному і діловому житті, зокрема й фахову комунікацію з носіями іноземної мови, – ознака конкурентоздатного й висококваліфікованого спеціаліста. Тому, сучасне вітчизняне суспільство має потребу у якісній підготовці педагога із сформованою лінгвометодичною компетенцією.

У статті висвітлено особливості додипломної підготовки вчителя-філолога англійської мови на прикладі участі науково-педагогічних працівників та студентів факультету початкової освіти та філології Хмельницької гуманітарно-педагогічної академії у спільному проекті "Шкільний вчитель нового покоління" Міністерства освіти і науки України та Британської Ради в Україні.

Для реалізації мети роботи використано комплекс теоретичних й емпіричних методів. Серед теоретичних – це аналітичний метод та вивчення інформаційних джерел, завдяки яким висвітлено досліджувану проблему; порівняльний аналіз дозволив виявити, що запровадження нових інноваційних програм відповідно до проекту "Шкільний вчитель нового покоління" підвищує рівень лінгвометодичної компетентності майбутніх педагогів-філологів у процесі додипломної підготовки. Також використовувався метод опитування – для визначення проблем у професійній підготовці студентів-філологів. Під час дослідження проводилось опитування студентів спеціальності 014.02 "Середня освіта (Мова та література (англійська))" Хмельницької гуманітарно-педагогічної академії протягом 2015–2019 рр.

У процесі проведення наукових пошуків використовувалися емпіричні методи: моніторинг, бесіди, анкетування, спостереження, аналіз документації та продуктів діяльності, опитування для визначення рівня сформованості лінгвометодичної компетентності у процесі підготовки майбутніх учителів-філологів, педагогічний експеримент за інноваційною програмою проекту "Шкільний вчитель нового покоління", а також математико-статистичні методи обчислень.

Враховуючи суперечність між потребою сучасного суспільства у володінні іноземними мовами та необхідності оновлення змісту підготовки майбутнього вчителя-філолога нами визначено мету дослідження, яка полягає у вивченні та аналізі досвіду додипломної підготовки вчителів-філологів, зокрема в Хмельницькій гуманітарно-педагогічній академії під час участі у спільному проекті Британської ради в Україні і Міністерства освіти та науки України за інноваційною програмою проекту "Шкільний вчитель нового покоління".

З'ясовано, що запровадження змін у навчальну програму спеціальності 014.02 "Середня освіта (Мова та література (англійська))" протягом 2015–2019 рр. дозволили підвищити рівень лінгвометодичної компетентності майбутніх учителів-філологів у процесі додипломної підготовки.

Ключові слова: *додипломна підготовка, студент, філолог, англійська мова, лінгвометодична компетентність, проект "Шкільний вчитель нового покоління".*