

ТЕОРЕТИЧНІ ОСНОВИ СУЧАСНОЇ ПЕДАГОГІКИ ТА ОСВІТИ

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PECULIARITIES OF FUTURE TEACHERS PROFESSIONAL TRAINING FOR A MODERN MULTILINGUAL SCHOOL

The article highlights one of the urgent problems of preparing future teachers in high school by Content and Language Integrated Learning method. The main focus is on the theoretical and methodological principles of training future teachers for a multilingual school. The aims, principles, structural components of CLIL methodology and peculiarities of its implementation in high school are highlighted. In particular, the essence of such concepts as integration, integrated learning, foreign language learning environment, teacher's value orientations are revealed. In the most simplified way we research opportunities for creating general linguistic support to help students master special subjects simultaneously with a foreign language, which would become a reliable basis for their future professional activity in a multilingual school. The development and coordination of educational and subject programs, harmonization of their content by different departments, the subsequent correction of the whole integrated learning process, taking into account the results of students' pedagogical practice, can significantly improve the efficiency of future specialists' professional training in high school. On the basis of the analysis of psychological and pedagogical literature the possibilities for introducing this method to teach different specialties in high school are grounded. It is also noted that the concept of research is ensured by the unity of methodological, theoretical and practical aspects. The successful development of integrated learning subject and language method should also take into account not only psychics peculiarities of students but also there is an urgent need for further studies of pedagogical and psychological characteristics of the cooperation process among teachers of different specialties (subjects).

Key words: interdisciplinary integration, content and language integrated teaching, psychology of cooperation among teachers, foreign language teaching environment.

General statement of the problem. In the difficult wartime conditions achieving language proficiency level for modern multilingual school remains a major problem in the teachers training process. As a rule, the level of language proficiency of a teacher is not controlled, though, Council of Europe indicates the low level of modern teachers language proficiency and the need to correct the existing situation. In some universities in Europe, there are requirements for proficiency in even three languages, for example, students of the University of Bolzano (Northern Italy) must master Italian, German and English at level B2, and in the case of admission to a master's degree – one of the specified languages at level C1, and the others at level B2 [6, p. 59]. Putting aside the negative political context, we note that a similar approach also existed in the east of Ukraine before the invasion, when Ukrainian, Russian and English were studied in multilingual educational institutions.

It is worth noting that certain world transformations (wars, heavy casualties, numerous refugees) make the professional training issue particularly important. Lots of Ukrainian teachers continue their professional activities teaching their students online from abroad while numerous Ukrainian students should adapt to another foreign language learning environment. So it is quite obvious that modern European high schools should try to facilitate the students' adaptation process and form a system of universal value orientations in an integrated manner using pedagogy, methodology, philosophy, psychology and foreign languages. According to the CLIL (Content and Language Integrated Learning) methodology, learning foreign languages should not be a final goal in itself. The qualifications of the future profession, being trained systematically through a foreign language, encourage actions and become the main guideline in choosing the goal of educational activity. The efficiency of

such educational activity depends on the successful cooperation of foreign language teachers and subject teachers so that a foreign language helps students study subjects, and subjects help them master the foreign language. The focus of teaching in various specialties should constantly be both the subject and the language being studied. In our opinion, modern high schools should introduce CLIL methodology for training future specialists in exactly this context.

All of the above determines the relevance of studying the features of training future teachers for a multilingual school and indicates the need to increase the effectiveness of modern higher pedagogical education.

Analysis of recent research and publications.

The problems of integrated learning in high schools, which are currently being studied by a number of scientists, cover the fundamental provisions of pedagogical, psychological and methodological sciences, namely: prospects for the development of professional education and training of new generation teachers (I. A. Zyazyun, N. G. Nychkalo, O. I. Shcherbak); principles of organizing professionally-oriented foreign language teaching in high school (O. B. Tarnopolsky); integrated approach to teaching a foreign language (N. O. Morska); conceptual principles of individualization of foreign language learning (S. Yu. Nikolaeva); the concept of the integrated learning model and the technology of its implementation in higher education (L. M. Chernovaty). The theoretical provisions of the methodology of integrated subject and language teaching in high school were studied by famous foreign scientists D. Marsh, F. Hood, D. Coyle, I. McKenzie, M. Rannut, K. Raik.

Highlighting previously unresolved parts of the general problem. Achieving professional excellence makes obvious the need to apply integrated teaching methods for training future teachers i.e. coordination between special disciplines and practical classes in foreign language, where the acquired pedagogical and special knowledge must be adapted within the given limits of a specific foreign language communicative competence. Today, in many cases, the high school educational process corresponds to the principle: you study it now, you will use it later. On the contrary, a characteristic feature of integrated CLIL method means integrating subjects and language, simultaneous content-based, communicative approach and functional language learning. Materials that are systematically studied in the native language in special subjects are systematically repeated in foreign language texts and additional tasks at foreign language classes. A foreign language teacher, in cooperation with subject teachers, uses terminology and authentic foreign language texts of special disciplines in his classes, emphasizing foreign language speech components.

In turn, subject teachers can also successfully use additional simple fragments of authentic foreign sources in their lectures (seminars) in the most simplified form, for example, advertising information, tables or graphs of specific industries development algorithm. Such approach corresponds to the principle: you study it while using, and use it while studying. Authenticity becomes an important feature of the process: articles, texts and tasks are real, the language is connected with real professional situations and goals. It is worth noting that today, teachers of special subjects in high schools must have foreign language communicative competence at least at level B2 (which is confirmed by their diplomas and specific grades (scores) in the subject «Foreign Language»).

As a rule, planning of specialty subjects and foreign language classes is not discussed or negotiated and then accepted by all participants of the educational process. It takes place at separate chairs (departments) and is not agreed upon by teachers of special subjects and a foreign language. It is implemented without making a comparative analysis of the number of modules (classes), topics, lexical component, repetition algorithms, etc. In most departments there are no general requirements or recommendations for their teaching staff and students for organizing integrated teaching of subjects and foreign language. Some non-linguistic departments grant the right to teach the subject in a foreign language to their subject teachers who have a professional-oriented foreign language, but do not have necessary qualifications in the theory and methods of teaching foreign languages. Such subject teachers can conduct an interesting lecture course in a foreign language for senior students, which may probably be useful for the development of their listening skills. However, an integrated approach is considered as the one aimed at the development of language components (lexics, grammar) and speech components (skills in listening, speaking, reading and writing). This form of integrated foreign language learning involves a gradual transition from speech warm-up to the subsequent performance of exercises and tasks of organizing a group discussion. Language learning occurs much better and faster if teachers correctly apply the appropriate techniques of modern foreign language teaching methods. The ideal integrated learning process includes stages when students actively express their thoughts, when reading and writing do not turn into a silent process, but involve interactive activities, professional group discussion, search and exchange of linguistic, social and cultural content [2, p. 59]. It is worth noting that the theory and methodology of foreign language teaching are taught (studied) as a science at the faculties of foreign philology, after which students undergo pedagogical practice and gain professional

experience by working as teachers of at least two foreign languages in multilingual schools.

Another problem is that teachers of special subjects are not familiar neither with the foreign language syllabus, nor with the foreign language teaching materials used for integrated learning. As a rule, teachers of subjects do not always actively cooperate with foreign language teachers and do not very often maintain the content of their subject classes with authentic foreign language material in the form of advertising, instructions, tables, graphs, etc. This means that students of non-language specialties have limited opportunities not only to use the acquired foreign language skills and abilities in specialty classes, but also to get acquainted with authentic foreign sources which contain updated information on professional problems. In the most simplified form, the ideal state of things can be presented as follows: subjects should involve language learning, and the material learned in subjects should be used in language classes (English for special purposes). That is why teachers of special subjects should expand the foreign language content of their classes, just as teachers of a foreign language in the process of teaching a language should fill their content with the issues of special subjects [1, p. 111].

Undoubtedly, the methodological context of future teachers integrated training should take into account the principle of determining the content of training based on the primary study of the future professional activity (content-based approach), which provides the priority of the subject component over the language component. Compliance with this principle in teaching foreign languages contributes to the effective selection of the lexical and grammatical foreign language minimum, which may be sufficient for communication in appropriate professional situations, creating favorable opportunities for achieving a practical goal in a relatively short period of time. In foreign language classes, the teacher must use the language in the target context (special terminology, texts), help students master knowledge of a specific specialty using foreign language. Having a number of advantages, integrated language training allows to combine thematic and non-thematic (not united by one topic) algorithm for conducting classes and cyclic repetitions. The selected topic should be professionally oriented, informative, interesting for students, and also provide a large number of special vocabulary and foreign language forms. An integrated approach, which naturally includes a humanistic approach to learning, allows to create a positive emotional atmosphere in a friendly professional environment. Such favorable factors created at the lesson should be combined with professional and socio-cultural information and correspond to the topic being studied [9, p. 232].

It is also worth noting that in senior years, the number of special subjects taught in a foreign language is increasing, where the integration of special subject knowledge and the targeted use of foreign language skills takes place. For instance, students begin the fourth academic year with the six weeks school practice when they conduct the first lessons in their professional life. Only under this condition can the basic principle of integrated learning be implemented: study and use simultaneously. An important factor is also the availability of appropriate authentic educational material, and texts and tasks should be related to specific professional goals and real communicative situations [6, p. 14].

The purpose of the article is to highlight the peculiarities of future teachers professional training for a modern multilingual school using the methodology of integrated subject and language teaching.

Presentation of the main material. The idea of integrated subject and language learning can be interpreted as the selection and combination of educational material of different subjects for the purpose of holistic, systematic, versatile study of the specialty; as the creation of such an integrated content of professional training that combines knowledge of different subjects into a single holistic multilateral focus. In the most simplified form this article considers the possibilities of creating general foreign language support for the simultaneous mastery of special subjects and a foreign language, which becomes a reliable basis for foreign language professional competence.

In modern higher education, the improvement of the educational process at a qualitatively new level can occur provided that the educational process develops from the usual statement of the existence of an interdisciplinary connection to the level of real interdisciplinary integration. Among the main principles of such integrated learning, the following can be distinguished: integrity, systematicity, structurality, multilevelness, compliance of the didactic system with the social and cultural spheres of public life. The implementation of these principles allows optimizing the educational process as functioning of the integrated didactic system can take place at the level of a unit; at the level of a module; at the level of a subject; at the level of the systemic integrity of educational cycles [4, p. 11].

Each curriculum consists of modules, which in their turn include educational subjects. Different universities establish their own forms of curriculum and subject programs. Today, more than ever, joint work of different subjects teachers (curriculum designers) is needed to coordinate the topics of the educational material in order to create a multifaceted focus of the specialty. Such a multifaceted focus includes thematic content of different subjects of a particular specialty, discussed and agreed upon by all

teachers in the most logical thematic sequence which will take into account the content of the subjects and aspects of the foreign language in the most logical way. The development of curricula requires constant cooperation and ongoing monitoring of the effectiveness of learning outcomes throughout the entire training course until state exams, when it becomes clear what future foreign language teachers know and are able to perform. After this, a new correction of the integrated learning process should take place, coordination of the content of curriculum and subject programs. In European higher education institutions, special curriculum councils are created, which are responsible for its analysis and development. The structure of such a curriculum council includes the program manager, teachers, students, graduates and their employers [6, p. 46].

Planning of specialty subjects and foreign language classes requires the establishment and maintenance of close contact and mutual understanding between language teachers and teachers of specialty subjects (philosophy, psychology, history, literature, etc.). In many countries, there is a tendency for a future teacher to receive training in several subjects, which later guarantees a stable workload in small general education institutions. In such cases, as a rule, subjects close in content are combined with each other, for example, physics and mathematics, biology and geography, languages and world literature. As for the number of subjects selected for the creation of curricula, as a rule, they try different combinations like close natural sciences and humanities; various natural sciences; theoretical (fundamental) and applied sciences; natural and social sciences; foreign languages and cultural environment [5, p. 54]. Therefore, it is necessary to understand the complexity of the entire integrated process, which involves not only high school teachers but also secondary school teachers because finally students join (integrate into) new school teams and receive grades for completing pedagogical practice. To gain pedagogical experience and improve the level of professional competence the students undergo pedagogical practice in secondary schools. There they should conduct foreign language lessons, develop extracurricular educational activities and perform some other transformational tasks of a psychological nature, for example, organizing team and group learning, creating strong foreign language learning environment in a group of students, which helps to test general speech competence, associative memory, and inductive speech abilities. It is worth noting that the pedagogical practice of future teachers becomes a kind of a business card of the university, an indicator of the university training level, and therefore its results can positively or negatively affect the partnership between universities and secondary schools of the city (region) which directly relates to the problems of regional educational policy.

Despite wartime conditions lifelong study process should accompany specialists throughout their professional career. Today a few foreign language teachers have completed internships abroad and improved their level of proficiency in the language they are supposed to teach. In many universities of developed countries students participating in teacher training programs undergo internships abroad for one semester in order to better understand the psychology of multilingualism and different cultures. Psychological thinking occupies a leading place in the structure of a specialist's professional thinking, therefore a future foreign language teacher must anticipate the main difficulties of a linguistic and psychological nature that may arise in classes in various communicative situations. Another social factor imposed by the war is the obvious gender imbalance in pedagogical faculties resulting in dramatic disproportion of male and female teachers in secondary schools. It is worth noting that insufficient number of male teachers in modern schools does not help to create either harmonious social environment or fruitful cooperation in pedagogical teams. That is why the domestic system of pedagogical education should be guided by the best examples of world experience and develop qualitatively new strategies for the professional training of future teachers for a modern multilingual school [3, p. 73; 7, p. 2].

Conclusions. The general pedagogical strategy for the professional training of future teachers for a multilingual school requires strict adherence to the principles of the methodology of integrated subject and language teaching, which will maximally contribute to the effective mastery of the future teacher profession.

The process of holistic, systematic, versatile professional training involves the transition from teaching a specialty and a foreign language as separate subjects to real inter-subject integration. The introduction of the methodology of integrated subject and language teaching in high schools requires the organization of active cooperation between subject teachers of different specialties and foreign language teachers. The development and coordination of educational and subject programs, the coordination of their content in the process of cooperation between different departments, the subsequent correction of the entire process of integrated training taking into account the results of students' pedagogical practice can significantly increase the effectiveness of the professional training process of future specialists. Equally important for higher education should be pedagogical, psychological, and social features that are necessary for the integration of subject and language learning within the framework of methodological, pedagogical, and psychological sciences.

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Александров В. М., Александрова О. Ф. Особливості професійної підготовки майбутніх вчителів для сучасної багатомовної школи

Стаття висвітлює одну з актуальних проблем підготовки майбутніх учителів засобами інтегрованого навчання предмету та мови. Основну увагу зосереджено на теоретико-методичних засадах професійної підготовки майбутніх вчителів для багатомовної школи. Висвітлюються цілі, принципи, структурні компоненти методики CLIL та особливості її впровадження у вищій школі.

Розкрито сутність таких понять як міжпредметна інтеграція, інтегроване навчання, іншомовне навчальне середовище.

У статті розглянуто перспективи застосування інтегрованого навчання фахових дисциплін та іноземної мови у закладах вищої освіти, що ґрунтується на поетапному переході від використання окремих міжпредметних елементів до повноцінного синтезу змісту навчальних курсів. Розкрито можливості створення загальної іншомовної підтримки для одночасного засвоєння спеціальних предметів і оволодіння іноземною мовою, що має стати надійною основою для майбутньої професійної діяльності в багатомовній школі. Розробка та координація освітніх та предметних програм, гармонізація їх змісту різними кафедрами, подальша корекція всього інтегрованого освітнього процесу з урахуванням результатів педагогічної практики студентів можуть суттєво підвищити ефективність професійної підготовки майбутніх спеціалістів у старшій школі.

На основі аналізу психолого-педагогічної літератури обґрунтовуються можливості застосування даної методики для навчання різних спеціальностей у вищій школі. Зазначено, що концепція дослідження забезпечується єдністю методологічного, теоретичного та практичного аспектів, тому організація процесу системного інтегрованого навчання предметів та іноземної мови вимагає подальшого вивчення багатьох методичних, педагогічних та психологічних аспектів співпраці викладачів вищої школи.

Ключові слова: міжпредметна інтеграція, інтегроване навчання предмету та мови, психологія процесу співпраці викладачів, іншомовне навчальне середовище.