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FOREIGN EXPERIENCE IN WOULD-BE FOREIGN LANGUAGES TEACHERS TRAINING ON THE BASIS OF ACMEOLOGICAL APPROACH

Abstract. Double attention to a personalized development of would-be foreign languages teachers provides for searching new approaches and effective learning instruments. Proceeding from the above information, it is an acmeological approach that may become one of them. It is based on a complex of principals, modes and methods of a research which promote learning and solving theoretical and practical educational problems. The purpose of the study implies the analysis of the specific features of would-be foreign languages teachers training, English and German in particular, on the basis of acmeological approach in European countries. The article deals with the current issues of vocational education abroad; achievements of pedagogical education of Great Britain of would-be foreign languages teachers training have been described considering the acmeology nature; the attention has been paid to the content, forms and methods for teaching stuff training for scientific and research activity; the specific features of practical pedagogical training of higher education applicants in Western European countries have been outlined. The analysis of the study outcomes of the scientists has proved the similarity of the theoretical component of the courses of vocational training of would-be foreign languages teachers in Great Britain with the content of the corresponding Ukrainian programs, because its structural elements include the courses in Pedagogy, linguistic training, history, literature and culture of the country under studying, linguistic theory, methodology of foreign languages teaching. The difference involves the implementation of the compulsory testing while using ICT as a component of the finals in Great Britain. National systems of higher education applicants training in foreign countries have been analyzed and the key specific features of vocational training of would-be foreign languages teachers have been demonstrated. Based on the analysis of the scientists' studies, more concentration of foreign programs for would-be foreign languages teachers training within the acmeological principals has been stated. It is represented by longer pedagogical practice duration accompanied by a mentor, wide involving higher education participants into self-assessment, intensification of self-study component in the general extension of academic hours.

Keywords: would-be English and German teachers, vocational training, formation of self-study competence, acmeological approach, individual educational trajectory, Internet resources, mentor, foreign experience.

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ЗАРУБІЖНИЙ ДОСВІД ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ІНОЗЕМНИХ МОВ НА ОСНОВІ АКМЕОЛОГІЧНОГО ПІДХОДУ

Анотація. Посилення уваги до особистісного розвитку майбутніх учителів

іноземних мов сприяє пошуку новітніх підходів та ефективних засобів навчання. У світлі означеного, акмеологічний підхід, що ґрунтується на сукупності принципів, прийомів та методів наукового дослідження, які дозволяють вивчати й вирішувати теоретичні та практичні освітні проблеми, може стати одним із них. Мета дослідження – проаналізувати особливості підготовки майбутніх учителів іноземних мов, зокрема англійської та німецької, на основі акмеологічного підходу у європейських країнах. У статті розглянуто актуальні питання професійної освіти зарубіжжя, представлено надбання педагогічної освіти Великої Британії у галузі підготовки майбутніх учителів іноземних мов із урахуванням сутності акмеології, закцентовано увагу на змісті, формах і методах підготовки педагогічних кадрів до науково-дослідницької діяльності й висвітлено особливості практичної педагогічної підготовки здобувачів вищої освіти у країнах Західної Європи. Аналіз результатів досліджень науковців засвідчив подібність теоретичного складника курсів професійної підготовки майбутніх учителів іноземних мов Великої Британії зі змістом аналогічних українських програм, оскільки його структурними елементами є курси з педагогіки, мовної підготовки, історії, літератури й культури країни, мова якої вивчається, лінгвістичної теорії, методики викладання іноземних мов. Відмінність полягає у запровадженні обов'язкового тестування із використання ІКТ як компонента випускних екзаменів у Великій Британії. Проаналізовано національні системи підготовки здобувачів вищої освіти у зарубіжних країнах та представлено ключові особливості професійної підготовки майбутніх учителів іноземних мов. На основі аналізу досліджень науковців репрезентовано більшу сконцентрованість зарубіжних програм підготовки майбутніх учителів іноземних мов на акмеологічних принципах, що відображається у більшій тривалості педагогічної практики та її супроводу ментором, широкому залученні здобувачів вищої освіти до самооцінювання, посиленні складника самостійної роботи в загальному обсязі навчального навантаження.

Ключові слова: майбутні учителі англійської та німецької мов, професійна підготовка, формування самоосвітньої компетентності, акмеологічний підхід, індивідуальна освітня траєкторія, Інтернет-ресурси, ментор, зарубіжний досвід.

Problem statement. Integration into the European and world community put the issue of speaking a foreign language at the present stage especially sharply. The possibility to communicate with the representatives of the other national and cultural community completely depends on foreign languages skills, those which are legally determined as the languages of foreign communication and the official languages of the European Union.

We stated that the need formation to learn a foreign language in the current higher education applicants is often caused by the outside social phenomena. One of the most spread is for obtaining foreign language skills on the level that may be sufficient to provide a successful realization of professional activity and professional tasks solving. Moreover, it is important to represent different trends and approaches in foreign languages teaching, their advantages and disadvantages; the specific features of vocational training of would-be foreign languages teachers at higher education establishments.

The development trends of the society at the current stage of its globalization and technologizing provoke moving away from traditional systems of a foreign education and searching for new approaches and effective teaching instruments. Proceeding from the concentration of the attention on a personalized development of would-be specialists, acmeological approach may satisfy the demand, as it is based on the complex of principals and methods of scientific research which provide for studying and solving theoretical and practical problems. A personal apply to oneself, necessity in professional self-realization, obtaining

professional experience are urgent and characterize social needs.

Analysis of recent research and publications. A number of publications is devoted to would-be foreign languages teachers training in Great Britain, Germany, France, Canada, Turkey, Finland, Denmark and others (N. Avsheniuk, V. Bazurina, O. Chorna, L. Diachenko, O. Khyzhniak, K. Kotun, I. Kozachenko, M. Marusynets, O. Ohienko, N. Postryhach, I. Samoiliukevych, O. Sulyma, I. Zadorozhna and others).

Developing the issue of acmeological approach applying in educational process, researchers in Pedagogy rely on the works of the psychologists who studied a person's achievements in an individual personalized and professional development ("acme"), – A. Maslow, K. Rodgers and others. Specific issues of teachers vocational training using acmeological approach were studied by N. Nychkalo, A. Rean, I. Ziaziun and others.

In the study, a team of authors (N. Avsheniuk, L. Diachenko, K. Kotun, M. Marusynets, O. Ohienko, N. Postryhach, O. Sulyma) describes national systems of would-be teachers training in foreign countries and states the following key specific features of vocational training:

–extension of the component of pedagogical practice of would-be foreign languages teachers training (through workshops and increasing hours for the training);

–development of the programs for internship;

–variating from university programs (of Bachelor's, Master's degree) till pedagogical courses;

–involving the best graduates of institutions of higher education into professional activity, tightening recruiting rules for employment in pedagogical specialties;

–formation of the system of continuous professional development starting from studying at a higher educational establishment up to ending the professional career as a priority task;

–transferring professional development programs to the institutions of general secondary education implies a systemic cooperation of the educational process participants.

The purpose of the article is to analyze specific features of would-be foreign languages teachers training on the basis of acmeological approach in European countries.

Summary of the main research material. Since, studying foreign experience promotes new possibilities for the development of continuous pedagogical education in Ukraine, we support the idea to view the current urgent issues of vocational education in Great Britain. The latter is very important for the study because the country has made a significant contribution to improving mechanisms for methodological training at pedagogical institutions of higher education in Ukraine by realizing the project "School Teacher of a New Generation" initiated by the British Council in Ukraine and the Ministry of Education and Science of Ukraine in March, 2013.

Having inspected the studying material of I. Samoiliukevych, we stress on the theoretical component of the courses of vocational training of would-be foreign languages teachers in Great Britain mostly to be similar to the content of the corresponding Ukrainian programs. It is sure to include the courses in Pedagogy, lingual training, history, literature and culture of the country under studying, linguistic theory (Comparative Linguistics, Social Linguistics, Psycho Linguistics), foreign languages teaching methodologies. However, unlike the Ukrainian institutions of higher education, British universities both teach higher education applicants to use ICT in educational purposes and introduce a compulsory testing these skills as a component of the finals.

In accordance with the scientist, some British institutions of higher education include the aspects of intercultural and social cultural Pedagogy into vocational training of would-be foreign languages teachers. Studying abroad is an inseparable part of vocational training of British higher education applicants, usually within the projects "Foreign Language Assistant".

The described by I. Samoiliukevych practical studying component deserves attention as well – pedagogical practice. It comprises a long-term training both in the schools of Great Britain and abroad. Especially, undergraduate students should spend two thirds of the academic hours in two different schools, in the classes of different level of education. While school pedagogical practice, higher education applicants cooperate with teacher-mentors who are also involved into planning the programs for would-be teachers training.

It is important to accentuate that the quality evaluating vocational training of foreign languages teachers in Great Britain is held within the standards formulated by the agency of pedagogical education. They imply a peculiar base for the current and final control.

Considering our study, supply the support of the continuous professional development of foreign languages teachers on a state level in Great Britain is very crucial. Within this purpose, there function specific institutions which productivity embraces the three directions:

1) teachers re-training and introducing new ideas and approaches, especially within the use of ICT;

2) teacher's assistance to win the challenges which have appeared in a specific professional context;

3) implementing new strategies developed on the Ministry level.

We consider this systemic organization of continual support for teachers in different aspects of their professional activity indicates the practical realization of acmeological approach.

Another evidence to apply the acmeology sense in foreign language teachers training includes filling their professional portrait. Providing no detailed analysis of its components, here we are to concentrate the attention on one of them – valuables. They include:

– considering the importance of learning and teaching foreign languages for social, political, economic and cultural development of the country and a personality;

– mastering a critical approach to the education which comprises self-estimation, mutual observation, practical and research activity and implementation of pedagogical studies outcomes into the practice of foreign languages teaching;

– considering the necessity of constant professional and personalized self-development, mastering new educating strategies;

– understanding the significance of the cooperation outside the school, mastering the experience of multicultural communication;

– mastering the teaching methods in accordance with professional, social and cultural, and personal needs of their pupils / students [9].

Proceeding from the above information, in the list of teachers' self-estimation, their considering the need for constant professional and personalized self-development, their mastering new educating strategies are the values to determine a personal and professional development of would-be teachers on the basis of acmeological approach.

Acmeological trend is also inherent in professional standards which regulate would-be teachers training in Great Britain. Describing the standards content within the self-study organization of the higher education applicants who master foreign languages teaching profession at British universities, V. Perevozniuk outlines their chapter which include the information on teacher's professional development; here a specific importance is for formatting the following skills and abilities:

–analysis and improvement of their own pedagogical activity, independent determination of the purposes and trends of the further development and self-improvement;

–critical, creative and constructive attitude to innovations and the readiness to implement the most useful of them in their own practice with children.

The scientist stresses, in order to form a self-educational competence of would-be English teachers in Great Britain, there may appear an individual educational trajectory that should promote considering to run a self-study activity, determine personalized and professional needs, improve relationships with the environment, provide for reflexing their own education [8].

In this aspect we may indicate I. Kozachenko who studies the development forms and methods of self-study competence of would-be English teachers. She outlines the British universities where one may identify an increase part of self-study work of higher education applicants [4]. Thus, to conclude, we state that it is the time to study at a university where would-be British teachers master skills, abilities, and especially their own experience to program and run the self-development. The abilities thus acquired may be used during their further professional activity.

Based on the comparative analysis of would-be foreign languages teachers training in Great Britain and Ukraine, I. Kozachenko offers to implement the positive experience of British institutions of higher education within the following changes: increasing attention to recruiting applicants for pedagogical specialties within the aptitude test, introductory practice for would-be educators during the first weeks at a university; increasing academic hours for self-study of higher education applicants; extension of their choice possibility between academic courses according to the applicants interests, extension of the practice period by reducing academic hours for theoretical training and the specific courses integration; introducing educational probation for higher education applicants in the countries of the language studied; professional development with innovational direction for trainee teachers; organizing a flexible course system of post-graduate study, for would-be teachers it may become an effective stimuli to increase their professional level.

Proceeding from the above mention list of the proposed changes in would-be foreign languages teachers training, this process requires some improvements in the aspect of its orientation into the standards and recommendations being realized in the European educational community. Therefore, we support her conclusion to be the most important - it is the Europeanisation of language education and getting the status of a priority field for vocational education of a would-be foreign languages teacher that work as main trends to improve Ukrainian educational system [5].

O. Chorna describes the following achievements of pedagogical education of Great Britain in the sphere of teachers-philologists training as useful for Ukraine:

–pedagogical practice, its role, a close bond of an institution of higher education and a school: school influences the content of professional and pedagogical training, school teachers and college / university tutors participate in developing curricula and teachers training programs;

–probation abroad, especially in the country of the studied language;

–teaching a practical course by native speakers at an institution of higher education;

–practical orientation of the training, the theory and practice bond;

–to compare with the Ukrainian reality, the fact that at most institution the curricula are built according to a module principal sounds as a similar; it provides for more flexibility and variability [13].

Studying the content, forms and teaching methods of pedagogical personnel for scientific and research work in Great Britain, I. Kozubovska, I. Popovych and N. Rokosovych accentuate their attention on reflexing during lessons and reflexive practice that includes self-analysis of the performed practical events in order to fix their results, analysis and increasing their further effectiveness. An interesting fact performs that the practice accompanies the whole training process of a would-be teacher, promotes the development of the critical thinking skills and involves higher education applicants into career-oriented activity [6].

Covering the specific features of methodological training of would-be English teachers in Great Britain, I. Zadorozhna states the following aspects of this process possibly to be useful while training would-be German teachers at native institutions of higher education:

–using module technologies;

–considering the interests of higher education applicants while choosing academic courses;

–flexible combination of theoretical and practical components;

–priority for modern theories and approaches;

–practical orientation;

–stress on higher education applicants' self-study work and the development of critical thinking;

–personalized learning.

She determines the next aspects as specific features of the teachers training of English as a foreign language:

–involving non-state institutions of education run by the specific organizations;

–training of British and foreign higher education applicants;

–existing different training levels;

–practical character;

–combination of linguistic and methodological training;

–analysis of some theoretical issues within the practical work with students;

–use of communicative approach;

–wide use of problem learning;

–reflexive direction;

–differentiational approach considering the specific features of further activity in different pedagogical systems [3].

Proceeding from the described specific features, we prove the principals of acmeological approach not to be declared but realized, e.g., in active higher education applicants involving into self-estimation, reflexivity, problem learning, etc.

Acmeological aspiration of would-be foreign languages teachers, including teachers of the English and German languages, may be greatly motivated while pedagogical practice. Many scientists who studied foreign languages teachers training in different countries prove this fact. Thus, Y. Spitsyn and V. Chernysh outline specific features of practical training of would-be foreign languages teachers in Western European countries. We draw your attention on the stated by the scientists, key role of a mentor while pedagogical practice. He is a teacher of the pedagogical personnel of the school which holds the pedagogical practice. Mentor's tasks include methodological help for a practicing student while getting ready and conducting lessons, planning them, supporting while problems solving when a higher education applicant is providing his professional skills. Simultaneously, a mentor evaluates the effective level of a trainee's work as a teacher.

Mentor is responsible for:

–consulting a trainee teacher on guiding the subject of his specialty;

–supporting a higher education applicant to clear the mechanism of considering and teaching children and organize his lessons accordingly;

–advising a higher education applicant in class management, schedule organization, pupils knowledge assessment and setting his own example as well;

–being a member of the school teaching staff and demonstrating a responsibility in the

aspects of pedagogical training which exist at school;

–observing a trainee teacher's professional development, his progress in the subject considering, teaching competences, knowledge mastering and applying, pupils' activity assessing and reporting [11].

Proceeding from the mentor's duties mentioned above, we may conclude it is observation of a trainee teacher's development that may become a motivating factor for the would-be teacher, because simultaneously he gets both qualified advices on the professional activity sense and the support within his achievements and progress evaluation in his specialty.

Different aspects of would-be German teachers training were key in the studies of both native and foreign scientists. To begin with, the issues of the approaches in vocational training of these specialists were the main. A. Stepanenko stressed on the importance to realize personally oriented learning using the appropriate pedagogical technologies oriented on a person's creative development. According to the scientist, the realization of personally oriented education is possible "… if the pedagogical factors are created; they include a developmental environment as a basis. It is characterized by a new educational sense – educational task is of great importance, and organizational forms, methods, teaching instruments are of subject-subjective nature of pedagogical cooperation" [12].

V. Hamaniuk pays attention to the urgent changes in would-be foreign languages teachers training within the tendency of multilingual education. As for the scientist, there are views on the fact that social and political transformations influence a lingual sphere that leads to its constant transformation. It explains the necessity to revise and analyze the tendencies of vocational training of foreign languages teachers within an active phase of multilingual education development. Most researchers are unanimous in the view to determine the linguistic, methodological, social and cultural, discursive, social and compensative in the structure of professional competences of a foreign language teacher. We share the idea that under the conditions of multilingual education it is "… a teacher's multilingual and intercultural competence that includes both the knowledge of several foreign languages, introducing diverse cultures, tolerant attitude to them, and formed European identity …" are of specific significance [2].

Many scientists have recently accentuated on the practice to implement the Internet resources while training would-be German teachers. It is especially H. Palytsia who explores resource and functional opportunities of the platform derdieDaF in forming professional competence of would-be German teachers. She states the conditions to use this site in the practice of their professional training that include "… compliance with the applicable standards on the professional competence of the German language teacher, adaptation to the pedagogical education content on this specialty, creative combination of the resources and materials within the specific themes of academic courses and subjects, considering the specific features to use them accounting on the diverse forms of educational process organization" [7].

O. Yasko interprets the Internet networks to be reasonably used in order to form communicative culture of would-be foreign languages teachers. Internet resources have become relevant in the present informatization society and an important instrument of vocational training of would-be teachers [14].

We share the idea of I. Sokolova that a vocational training of a would-be teacher-philologist is a social and pedagogical system which is oriented on the formation of a would-be teacher's value views in order for him to perform his professional activity. Supporting the thesis on a systemic competence of the training and its legal continuity in the combination of the general, specific, individual and specifically subject matter, the scientist specifies these aspects. In general, she describes this training as a component of the continuous education that is reasoned by the specific historical conditions of the society development, considers the present tendencies, native

and foreign experience of a step-by-step would-be teachers training at a higher pedagogical institution. When she mentions the specific – the specific features of the professional training of a would-be teacher-philologist are explained. They are caused by the educational sector "Humanities", the training areas of a would-be specialist ("Pedagogical education", "Philology"), Bachelor's and Master's educational degrees. The individual aspect is described as the organization of effective stimuli for professional and personalized development of a would-be teacher-philologist, on a philological faculty. It is realized by implementing the modern pedagogical technologies, pedagogical monitoring the quality of the realization of educational and professional programs on the specialty "Philology" on every stage of a specialist's vocational training at a higher education institution. On the level of specifically subject matter – considering the specific features of the further work of the teacher-philologist of the subject "Foreign language" in the content, forms, methods and pedagogical technologies [10].

Conclusions. Thus, the described works on the foreign experience of would-be foreign languages teachers training have proved the similarity of educational components in the training programs of would-be teachers of the field at Ukrainian and British institutions of higher education. It justifies the courses on pedagogy, psychology, practical course of a foreign language, literature and culture of the country which language is being studied, teaching methodology of foreign languages, etc. At the same time, we state more focus of foreign programs for would-be foreign languages teachers training on the acmeological principals. It is reflected in longer practice hours and its mentor accompany, extent involving higher education applicants into self-estimation, stressing the self-study component in the whole academic hours. The prospects of further research imply studying the issues on the development of facilitating skills of would-be teachers, formation their empathy, the experience to implement innovative educational technologies.

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