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**EUROPEAN EXPERIENCE OF TRAINING  
OF FUTURE TEACHERS OF FOREIGN LANGUAGES:  
FINDINGS AND PROSPECTS FOR UKRAINE**

**Abstract.** The aim of the paper is to analyze the peculiarities of training of future foreign languages teachers of some European countries and generalize the useful European experience, which can be recommended as prospects for improving the training of future foreign languages teachers in Ukrainian higher educational establishments. The study was conducted using methods of analysis, synthesis, generalization, comparative analysis and predictive methods.

The main focus of this study is on the analysis of the experience of training future teachers of foreign languages in higher educational institutions in the following European countries: Germany, France, Poland, Switzerland, Italy, the Czech Republic, Hungary, Finland, Estonia. A comparative analysis of the system of foreign language education in European countries allowed the authors to identify general and specific features of the training of future teachers of foreign languages in European countries, as well as highlight the models in the structure of training of future teachers of foreign languages: Bachelor-teacher, Bachelor-linguist, Master, which indicates the wide variability and dynamism of the development of the training system of future teachers of foreign languages in Europe. The generalization of the European experience in the training of future teachers of foreign languages gave the authors the opportunity, to find out fundamentally important directions, to formulate the main recommendations as the prospects for improving the training of future teachers of foreign languages at Ukrainian higher educational establishments at the level of educational policy of Ukraine.

**Key words:** training, future teachers of foreign languages, European countries, foreign language education, higher educational establishments.

**Introduction.** Structural changes in the socio-economic life in the majority of countries put forward new requirements for the organization of educational process in higher education. Integration of the Ukrainian education system into European space, accession to the Bologna Declaration, implementation of a competency approach have led to radical changes in the educational process of future foreign language teachers, which include the emphasis from theoretical training to practical one; formation of cultural, socio-cultural and instructive competences of a future foreign language teacher; transformation of methodology into a complex, multidimensional and interdisciplinary science; expanding the national and cultural aspects of future teacher training; the use of information and communication technologies for studying a foreign language; introduction of innovative pedagogical technologies in the educational process of universities.

However, Ukrainian higher educational establishments face a range of challenges: decrease in the number of academic hours in the professional training cycle, slow development of international academic mobility of students from foreign language faculties, insufficient cooperation of universities with internship bases; unreadiness of supervisors to work in the aspect of competency assessment (in some cases, the school administration appoints practically inexperienced teachers as heads of internship); low salary of English teachers (Bezliudna, 2016). At present, new understanding of the directions of professional training in the pedagogical university is required, ensuring the quality of pedagogical training

of the students from the point of view of requirements for future professional activity (Drobotenko, Duka, Kurdumanova, Chekaleva, Sharov, & Dyrka, 2019).

That is why, comprehension of the structure, content and organizational features of foreign language education system of European countries is of great importance for Ukraine. In this regard, the study and generalization of European experience is being updated.

**The aim** of the paper is to analyze the peculiarities of training of future foreign languages teachers of some European countries and generalize the useful European experience, which can be recommended as the prospects for improving the training of future foreign languages teachers in Ukrainian higher educational establishments.

**Research methods.** To reach the aim of the research, the following methods were used: a) theoretical methods: analysis; synthesis; generalization of theoretical bases (for clarifying peculiarities and specificities of training future teachers of foreign languages of some European countries); b) comparative analysis (for the possibility of comparing the organization, functioning, development of foreign language education system in the European countries); c) predictive methods (for accentuation of fundamentally important directions as prospects for improving the training of future foreign languages teachers in Ukrainian higher educational establishments).

**Discussion.** About 75 per cent of the world's population speak, in one level or another, two or more languages (multilingualism, bilingualism). About one-quarter of the countries on the Earth officially recognize two languages as state ones, a few countries – three or more languages and the actual number of coexisting languages in many countries is much more significant (Vasic, Kussanova, Summers, Maydangaliyeva, 2012). In view of this, training of future teachers of foreign languages (FTFLs) for professional activity is one of the most important function of the majority European higher educational establishments (HEEs) in this regard. The main types of educational establishments in the countries under the study are: general higher schools, higher pedagogical schools, specialized colleges (Germany), universities, Grand schools (France), universities, state universities (Switzerland), teacher training institutes, institutes, universities (Hungary), universities, teacher training colleges (Austria), collegiums, higher professional schools, academies (Poland), universities (the Czech Republic). The training in different countries has its own peculiarities and specificity.

The experience of training of FTFLs in **Germany** arouses the considerable interest in these areas. Such training is carried out in 51 HEEs, among which 6 pedagogical universities in the cities of Freiburg, Heidelberg, Karlsruhe, Ludwigsburg, Schwebisch Gmund and Weingarten. The most common foreign language is English, while French is studied in 42 educational institutions, Spanish – in 36, Italian – in 26, Greek – in 24, Russian – in 21. Only in some HEEs students study Polish, Czech, Danish, Turkish, Norwegian, Dutch and Swedish (Bazova, 2011).

The multi-level system of the training of FTFLs provides passing three stages of study: *the undergraduate stage* covers 6 semesters and aims to study two main subjects, as well as elective subjects. At this stage, students intensively study the didactics of the subjects they selected at the beginning of their training, and practice in school; *Master's stage* covers 4 semesters and ends with a state exam and writing a master's paper; at the *stage of advanced training* the teacher is obliged to carry out throughout students' professional activities in order to update and expand their competencies. Future foreign languages teachers usually master two specialties, not necessarily related, combining the study of two foreign languages; other combinations are also possible, for example, mother tongue and foreign language, foreign language and non-philological specialty – mathematics, biology, economics, etc. Students study the disciplines of the scientific and professional direction, namely: Linguistics, Literature and Literary Criticism, Language Practice and Local History (Kolesnichenko, 2013). The teaching process requires the obligatory practical activities of future teachers at school (conducting practical classes, internship). Therefore, training of FTFLs is inextricably linked to the acquisition of competencies and knowledge: thorough knowledge of foreign languages, the processes of teaching and learning foreign languages; knowledge of socio-linguistic and pragmalinguistic aspects of the language and methods of their application; knowledge of the history, geography and culture of the language they study. It should be noted that training of FTFLs in Germany is mainly focused on the linguistic component in teaching students; an undoubted advantage of such training is a developed system of internships.

Today, **France** holds the world record for the number of FTFLs. Government of the country considers a teacher of foreign language to be a guarantor of spreading foreign language and culture

abroad. Future foreign language teachers are being trained at universities and pedagogical institutes. Students pass several levels of training: university, methodical, pedagogical and professionally-competent one. The analysis of these levels shows that the professional-competent approach is the most effective among them, it combines academic, pedagogical and methodological training.

In France, there is no significant boundary between secondary and higher education; a characteristic feature of the French higher education system (any post-secondary education is based on a Bachelor's level) is the diversity of higher education institutions. They are mainly divided into two types: universities and Grand schools (Sysoyeva, 2012 : 163–164). Grand schools (Grandes écoles) are elite, usually commercial, higher education institutions with limited admission. After receiving a Bachelor's degree and after studying in two-year "preparatory classes" (classes préparatoires aux Grandes écoles), a student has the opportunity to study after passing a serious competition. The duration of study is 3-5 years. After graduating from the High School, the student receives a Master's degree.

The professional development of a FTFLs is largely facilitated by the variety of forms and methods of teaching, the predominance of practical classes over lectures, the use of innovative and information technologies in teaching, the undertaking a foreign internship (Gordiyenko, 2009). Academic mobility is of particular importance for future professionals in the field as one of the main components of professionalism, opening unlimited opportunities in building their own educational path. In France, the training of FTFLs is determined by the basic training which encompass a thorough knowledge of communication and technical skills, knowledge of the cognition process, knowledge of general psychology and age psychology, cultural studies, theory of pedagogy, knowledge of national education system, humanities disciplines and knowledge of several foreign characteristics (Holotiuk, 2009). In general, the formation of FTFLs is largely facilitated by innovative approaches to the organization of the educational process (the predominance of practical classes over lectures, a large number of modules aimed at the development of creative personality abilities, online conferences, academic mobility, pedagogical training).

The training of FTFLs in **Italy** is distinguished by raising the level of language competence of professionals to the threshold level (B1), as well as learning the methodology of language teaching. One of the key aspects of the content training of specialists in the field is the correlation of linguistic and methodological blocks, which implies the possession of linguistic, methodological, psychological and intercultural competences. The use of traditional forms of education and modern interactive technologies contribute to the development of critical thinking of students, research competence, motivation for self-improvement in the professional field (Calabrese, & Dawes, 2008: 38). Besides, in Italy significant experience has been gained in the implementation of international educational projects that open the prospects for cooperation between Italian and other European universities and create favourable conditions for the mobility of students and teachers (Shuinshina, Zhakupov, Burunbetova, & Dogru, 2018). Thus, in Italy, the training of FTFLs is characterized by the integration of linguistic and methodological blocks, academic mobility, as well as a focus on improving the qualifications of teachers in the pre-service system.

The training of FTFLs in **Switzerland** takes place in state universities, including the classical cantonal universities in Basel, Berne, Fribourg, Geneva, Lausanne, Neuchâtel, Zurich and 2 small cantonal universities of St. Gallen. Higher school consists of two sectors – university sector and professional one. The non-university type is narrow-specialized and closely related to professional activities. This is generally a four-year study program, which can last six years, depending on the faculty.

Those holders of Bachelor's degree, who have English language proficiency at level C1 and C2 of the CEFR (Common European Framework of Reference for languages), are enrolled to Swiss universities, indicating the orientation of the language policy of the country to European standards and the usage of competency-based approach. These individuals successfully mastered all courses of bachelor program and defended their theses or fulfilled other prescribed requirements for certification. Training of Masters in English language and literature at universities in Switzerland has been founded and proved on structural, organizational and content levels. It was formed in consideration of following concepts: international and intranational document base of higher education organisation in the country; cooperation between higher education institutions; admission peculiarities to higher education institutions; Master training programs on the base of Bachelor's degree. Master training of English philologists at these universities is characterized by the formation of students plurilingual competence including knowledge mastering in the

field of linguistics, assimilation of culture, experience acquirement in listening through comparative phonetic analysis of languages, mastering of interactivity means, constant dialogue with language speaker and creating awareness in second language acquisition (Zasluzhena, 2016). The system of organization of teaching practice belongs to the advantages of training of FTFLs in the country, it is characterized by a gradual complication of the tasks and maintaining continuity between the individual stages. The acquisition of practical skills is supported by theoretical training, which is realized through attending seminars. Practical training includes introductory practice in the first semester, practical lectures during the second and third semesters, conducting practical classes in the fourth semester and mutual visits throughout all semesters (Markheva, 2015: 258).

In **Hungary**, the training of FTFLs is carried out on the basis of pedagogical institutes, institutes and universities. The country has introduced a system of unified requirements for discipline-specific standards for higher pedagogical education. Training of FTFLs in Hungary is distinguished by the fact that considerable attention is paid to career guidance work with young people. The problem of professional suitability diagnosing and professional selection of FTFLs in Hungary has found a solution by passing an entrance exam to a magistracy, the main purpose of which is to check the motivation of FTFLs and identify the value orientations which guide applicants choosing one or another specialty (Kozubovska, Levrints, 2011: 130). Career guidance work with students of the faculties of foreign languages takes place in the process of studying practically oriented courses of teaching foreign languages, psychology and pedagogy, which are designed to form the motivation of future teachers. In Hungary, foreign language philologists at the Bachelor's level study according to a unified curriculum (with the exception of courses in teaching foreign languages, psychology and pedagogy), so the professional selection at the end of the bachelor's program is quite timely due to the fact that the main professional-pedagogical, methodological and practical training of FTFLs takes place in the magistracy.

An important achievement of the Hungarian teacher education system is the student portfolio that includes a variety of authentic materials collected during pedagogical practice and seminars in professional disciplines, the purpose of which is to demonstrate the development of professional and pedagogical competencies by FTFLs. The formation of students' high-level speech and communicative competence has a prominent place during studying in the faculties of foreign languages. In particular, students are intensively trained for the language exam at the "C" level (advanced level) at the practical courses of foreign languages during the first year of study in the HEEs. Students who fail the exam after the first year of training cannot continue their studies (Kozubovska, & Levrints, 2011: 131). Those students of foreign languages faculties who have consciously chosen the pedagogical direction of education when entering the magistracy have the possibility to attend pedagogical practice. It helps to improve the quality of vocational education and the formation of motivation for pedagogical activity. So, the positive aspect of training of FTFLs in Hungary is career guidance work with young people, the purpose of which is to diagnose the professional suitability of future teachers.

In a situation of comprehensive development in **Poland**, the knowledge of foreign languages, mainly English, has become an important component of the professional activity of Poles. The training of FTFLs in Poland is provided by pedagogical colleges of foreign languages (including collegiums of the English language), higher professional schools, universities, academies and polytechnic schools (Derkach, 2011). A positive phenomenon is the introduction of three-level system of education at universities. First level studies – four-year engineer programmes or three-year bachelor programmes – are focused on preparing graduates for a particular profession. The essential element of these programmes is 15-week practice. The graduates are entitled to continue education at supplementary two or two-and-a-half-year *master's* courses. Teacher training also takes place at *tertiary* level and can be considered as a vocational one (Vocational education and training in Poland, 2011: 33). The normative document "Standard for the Professional Training of Foreign Language Teachers" (2006) defines the minimum requirements for the content, scope, competences and level of a foreign language teacher training which is adapted to European requirements and includes six parameters: 1) general requirements; 2) characteristics of a graduate; 3) competences of a foreign language teacher; 4) groups of subjects; 5) the content of educational disciplines; 6) goals and requirements for the implementation of psychological and pedagogical practice in school.

In order to improve the training of FTFLs in accordance with European standards, mandatory basic general foreign language examinations at B2 level were introduced at the first stage of study, criteria for

assessing the quality of the foreign language learning process, the procedure for training and production practice of students were developed (Zahoruiko, 2015). Teacher training for the profession takes place in three directions: 1) scientific – in the context of the content of training; 2) pedagogically methodical – in the context of forms, methods and means of labour; 3) methodological – relates to innovative and research functions that make up a complementary integrity (Shemprukh, 2001). Graduates from foreign language teacher training colleges obtain qualifications entitling them to teach a foreign language in primary, lower and upper secondary schools. Other teacher colleges prepare teachers for kindergartens, primary schools and other educational establishments, over three years (Vocational education and training in Poland, 2011: 33).

So, foreign-language education in Polish HEEs expands the professional capabilities of future foreign languages teachers and serves to increase the effectiveness of their professional activities, providing such properties of the learning process as the intensification and optimization of students' studying educational material.

Another European country, which experience of training of FTFLs is worth studying is **the Czech Republic**. The peculiarity of the FLTT programs in the country is the implementation of the "European Dimension", based on defining the study of European specificity in the content of individual disciplines of the curriculum; recognizing the need to ensure the implementation of the Bologna Process and relevant quality standards for education; the development of training courses enabling teachers to be qualified in several countries; participation in European projects and student mobility; establishing interstate and inter-university agreements (Kuznetsova, 2009: 67). The theoretical component of teacher education includes the study of pedagogy, general educational psychology and sociology. The common practice is to specialize students in two subjects and one foreign language in combination with any other discipline (it can be second foreign language). Czech universities encourage students to learn second foreign language, believing that it provides opportunities for future teachers to avoid difficulties in working with students. However, there are some limitations in choosing foreign languages to study. If a student chooses to study a less-commonly taught language, the second one provided in the curriculum is English, French or German.

In accordance with European requirements, three-tier model of training of FTFLs has been introduced in Czech higher education institutions. Education of the first level of higher education refers to Bachelor's degree (3 years), the second level refers to magistrate (2 years) and the third one refers to doctoral studies (3-5 years). All students take courses in history, literature and culture of the language they study. A compulsory component of training of FTFLs is the grammar study. The content of the training includes courses in linguistics, sociolinguistics, psycholinguistics. Students acquire knowledge of foreign language teaching methods; the term and extent of such training varies, but it is focused on the teacher's preparations to the pupil's learning process and implementing a communicative approach to foreign language learning (Antonenko, 2015: 74).

Noteworthy is the fact that the program of training of FTFLs in higher educational establishments of the Czech Republic in the last decade has significantly changed in the direction of emphasis on methodological and didactic disciplines, especially Special and Social Pedagogy. A new structure of pedagogical practice was introduced to deepen professional and teaching skills for undergraduate students. It should be noted that the student, in addition to teaching at school, becomes an assistant of the teacher and helps him in the preparation of lesson plans, tutorials, excursions, projects, participates in teacher-parent conference and duty shifts in the school. The student becomes fully involved in the school work, daily activities of the teacher, administrative work, etc. After completing the practice, students submit a report and discuss current issues at the tutorial seminar with University teachers and a specialist in didactics (or psychology). Thus, globalization and European integration processes have contributed to the improvement of the curricula of training of FTFLs in HEEs in the Czech Republic.

The experience of training of FTFLs in **Austria** is also valuable for our study. The Austrian Government was one of the first to develop a program of training of FTFLs based on a competency-based approach. The decision to use the curriculum based on a competency-based approach in Austrian universities is aimed at achieving professional competency that includes discursive, linguistic, socio-cultural and strategic competencies. It should be noted that Austrian universities and pedagogical colleges offer studying courses in 30 foreign languages. Teaching in English, German and French is of great priority while Spanish, Italian, and Russian are less popular languages (Teacher Education Policy in Europe, 2008: 15). In addition, universities offer the widest range of languages for the teaching less-

commonly taught languages, but the demand for these languages is low due to the fact that not all countries offer their studying in the school system.

The peculiarity of teacher training in Austria lies, first and foremost, in the “academic freedom” of the student, which is manifested in the fact that not only universities or colleges are autonomous entities, but each student is given freedom and autonomy. It is not obligatory for FTFLs to attend classes with their classmates, they may choose the relevant curriculum and organize their studying and free time according to general requirements. After enrolment, students themselves make plans for their work during the studying period, independently plan their academic life, and choose the disciplines they study, the exam subjects and term of study. Students have the right to attend lectures, seminars, do an internship at convenient time, as well as to have a side job. Foreign students and migrants can change their curriculum. The curricula of Austrian universities and pedagogical colleges contain a very small number of compulsory subjects, it allows students to work individually most of the time. Along with the required courses, approximately 40 per cent of courses are special and optional ones. Much attention is also paid to practical classes and independent work of students. In particular, each in-class hour is supplemented by 2–5 hours of independent work. The types of independent work include writing abstracts, free topic essays, creative comparative tasks, critical analysis of articles, implementation of individual and group research projects (Byndas, 2016: 119-121).

The specificity of training of FTFLs is that in addition to traditional types of practical training (pedagogical practice at school, practice at summer or language camps, educational and industrial practice) graduates of Austrian HEEs have an “internship teaching” at school. During this period, a graduate is called an intern. Such internship teaching is defined as the process, when future educators receive support in demonstrating their skills and abilities during the first year of teaching. This educational model is positioned as a model for providing a higher level of teacher training that stipulates pedagogical support and improvement of teachers' skills. In addition, Austrian higher educational establishments pay great attention to the academic mobility formation of future teachers. This process is purposeful, managed and systematic, including a step-by-step introduction to the social phenomenon of academic mobility; acquiring knowledge and skills; acquisition of foreign language activities. Academic mobility of Austrian students is ensured by the possibilities of choosing a specialty (specialization) within one direction of specialists' training; individual formation of training programs through the choice of subjects that relate to elective disciplines; simultaneous (parallel) training in different programs (Byndas, 2016: 142).

Special attention is paid to the training of FTFLs for primary school in the Scandinavian countries (Finland) and the Baltic countries (Estonia). The last few years the education system in **Finland** is constantly at the centre of international attention due to the excellent results that Finnish schoolchildren demonstrated in the “Programme for International Student Assessment” (PISA). Finland not only headed the list, it became the only European country among the world leaders (Shuinshina, Zhakupov, Burunbetova, & Dogru, 2018: 119). The Federation of Foreign Language Teachers of Finland recommends a foreign languages teacher to be involved in the work with children (grades 1–6) from the freshman year (Kantelinen & Pollari, 2008: 20). This phenomenon is explained by the high requirements for students' foreign language skills at different levels of education. The content of training of FTFLs is represented by theoretical and practically oriented disciplines. In particular, the Master's degree program in Early Childhood Language Education and Intercultural Communication includes such subjects as Mastering a Foreign Language, European Language Portfolio for Children, Theory and Practice of Early Foreign Language Learning, Research on Foreign Language Teaching and others. The training of FTFLs for a primary school in Finland is characterized by a special approach to curriculum development in a multi-level education system, high qualification requirements for a future specialist, practice orientation and ability to insert foreign languages subjects in the school integrated educational environment.

The educational goal in **Estonia** is to train a foreign languages teacher, who can use language as a means of children development. The program of early language learning in this country is implemented as a part of training of elementary and pre-school teachers at Bachelor's degree. In humanitarian course students are offered to choose specialties “Teacher of English in primary school” or “Teacher of English at preschool institution” depending on their primary speciality (Raud, 2008). The content of the educational program includes courses of linguistic disciplines and general teaching methods (Practical Phonetics,

Lexicology, Academic Writing, etc.). The main emphasis is done on the individual-creative orientation of studying; the educational process is designed so that students are engaged in research most of the time. The specialty practice within the curricula is an integral part of the future teacher's professional training, during which students go through several stages from observing the learning process to active teaching activities in a team with a mentor teacher. So, the training of FTFLs in Estonia is characterized by: the inclusion of the elective courses of the special module in the Bachelor's educational program with particular emphasis on linguistic and methodological training.

On the whole, the content of the training of FTFLs in all countries is characterized by a combination of theoretical and practical blocks of pedagogical, linguistic and methodological directions. The amount of special disciplines in the blocks varies. In a number of countries students have school practice at the final stage of study (Austria, Germany, France, the Czech Republic, Hungary); in other countries students are gradually involved in teaching at all stages of the educational program (Finland).

**Findings.** Generalization of European experience of training of FTFLs allows us to distinguish *models* (figure 1) in the structure of training of FTFLs:

- Bachelor-teacher (with additional knowledge of foreign language). The model is especially prevalent in Austria, Finland, Germany, Hungary, Estonia, Poland.
- Bachelor-linguist (with additional qualification in education). The model is vividly represented in the Czech Republic, Italy, Switzerland.
- Master. The model is especially developed in Poland, Hungary, the Czech Republic, Finland, France, Switzerland.

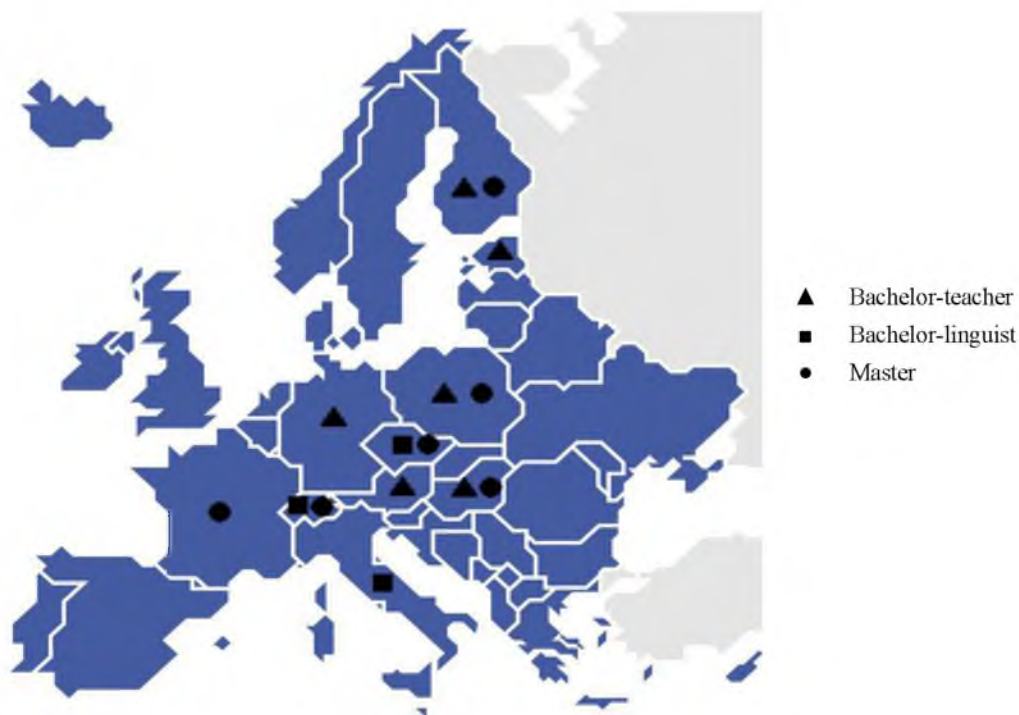


Figure 1 – Models of training of FTFLs in European countries.

*Note:* Compiled by the authors on the basis of the generalized European experience

The variety of models testifies to the wide variability and dynamism of the development of training system of FTFLs in the modern world. Undoubtedly, such international experience is a valuable resource for the amplification and saturation of training of FTFLs in our country.

The analysis of the training of FTFLs in European countries has revealed the general and specific features, presented in figure 2.

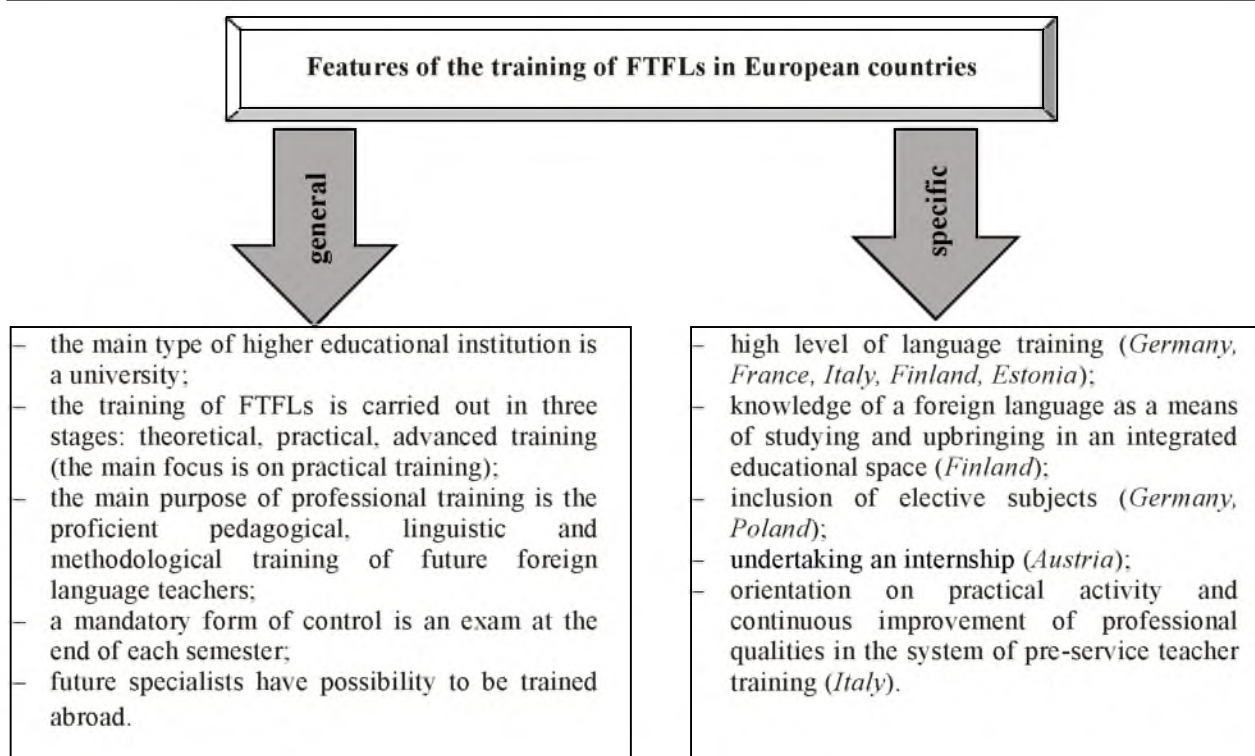


Figure 2 – Features of the training of FTFLs in European countries.  
Note: Compiled by the authors.

**Conclusions.** Comparative analysis of the training of FTFLs in European countries (Germany, France, the Czech Republic, Austria, Hungary, Poland, Finland, Estonia, Italy) gives us a valuable opportunity to accentuate three fundamentally important directions, which we recommend as prospects for improving the training of FTFLs in Ukrainian HEEs.

The accent of education policy should be done on:

- possibility to get several degrees of teacher education, and, accordingly, several diplomas in higher pedagogical education, it will give the school administration an opportunity to differentiate the teaching function of the future teacher, to create natural personnel competition and to select the most qualified professionals;

- activation of practical training of a future teacher up to the referendum system, when obtaining a diploma of education is associated not with passing exams and final research paper defence, but with the successful post-graduate internship at school, where a teacher proves that knowledge and competences obtained are actually applicable and school receives a qualified specialist;

- raising the social status of teaching profession, manifested in the ability to realize career growth through the development of teacher's own (and at his own expense) professional competencies that increase the status of a teacher and his salary, availability of competition in teaching; advanced functions of professional activity of a future teacher (researcher, analyst, diagnostician, educator, psychologist, tutor, project coordinator, social worker, organizer).

Understanding conceptual principles of training of future foreign languages teachers in European countries, selection of the best features of the experience and implementation them into educational system of training of future foreign languages teachers at Ukrainian universities will upgrade the quality of pedagogical training of the students and refine the education system of the country.



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УКРАИНАҒА ҰСЫНЫЛАТЫН НӘТИЖЕ МЕН ПЕРСПЕКТИВА**

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**ЕВРОПЕЙСКИЙ ОПЫТ ОБУЧЕНИЯ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННЫХ ЯЗЫКОВ:  
ИТОГИ И ПЕРСПЕКТИВЫ ДЛЯ УКРАИНЫ**

**Аннотация.** Цель исследования заключается в анализе подготовки будущих учителей иностранных языков в странах Европы для обобщения европейского опыта, который можно рекомендовать в качестве перспектив для улучшения подготовки будущих учителей иностранных языков в высших учебных заведениях Украины. Исследование проведено с использованием методов анализа и обобщения теоретических основ для выяснения особенностей подготовки будущих учителей иностранных языков в европейских странах; метода сравнительного анализа для возможности сравнения организации, функционирования, развития системы обучения иностранных языков в европейских странах; метода прогнозирования для возможности выделить важные направления в качестве перспектив совершенствования подготовки будущих учителей иностранных языков в украинских высших учебных заведениях.

Основное внимание в этом исследовании уделяется анализу опыта подготовки будущих учителей иностранных языков в высших учебных заведениях таких стран, как Германия, Франция, Польша, Швейцария, Италия, Чехия, Венгрия, Финляндия и Эстония. Сравнительный анализ системы иноязычного образования в европейских странах позволил авторам статьи выявить общие и специфические особенности подготовки будущих учителей иностранных языков в европейских странах, а также выделить модели в структуре подготовки будущих учителей иностранных языков: бакалавр-педагог, бакалавр-лингвист, магистр, что свидетельствует о широкой вариативности и динамичности развития системы подготовки будущих учителей иностранных языков в странах Европы. В результате проведенного компаративного анализа сформулирован вывод, что содержание подготовки будущих учителей иностранных языков в вышеупомянутых странах Европы характеризуется сочетанием теоретического и практического блоков педагогической, языковой и методической направленности, а также вариативных дисциплин в составе этих блоков. Обобщение европейского опыта подготовки будущих учителей иностранных языков дал авторам статьи возможность выявить принципиально важные направления такой подготовки и сформулировать основные рекомендации в качестве перспектив для улучшения подготовки будущих учителей иностранных языков в украинских вузах на уровне образовательной политики Украины: возможность многоуровневого педагогического образования, получение нескольких дипломов о высшем педагогическом образовании, которые позволят администрации школы дифференцировать преподавательскую функцию будущего учителя, создавать естественный кадровый конкурс и отбирать наиболее квалифицированных специалистов; активизация практической составляющей подготовки будущего учителя (педагогическая практика), где будущий учитель иностранных языков демонстрирует знания и компетенции, в результате чего школа получает квалифицированного специалиста; повышение социального статуса педагогической профессии, проявляющейся в способности осуществлять карьерный рост за счет развития собственных профессиональных компетенций учителя, повышающих статус учителя и его заработную плату, наличия конкуренции в обучении; расширенные функции профессиональной деятельности будущего учителя.

**Ключевые слова:** подготовка, будущие учителя иностранных языков, страны Европы, иноязычное образование, высшие учебные заведения.

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