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EKSPERYMENTALNA WERYFIKACJA EFEKTYWNOŚCI METODY KSZTAŁCENIA PRZYSZŁYCH NAUCZYCIELI SZKÓŁ PODSTAWOWYCH W ZAKRESIE ANGLOJĘZYCZNYCH KOMPETENCJI EDUKACYJNYCH I STRATEGICZNYCH

Olena Konotop

*Kandydat nauk pedagogicznych, profesor nadzwyczajny,
profesor nadzwyczajny katedry języków i metod ich nauczania
Czerńiowski Collegium Narodowy Uniwersytet im. T.G. Szewczenko (Czerńiów, Ukraina)
ORCID ID: 0000-0002-8451-357X
o.s.konotop@gmail.com*

Adnotacja. W opracowaniu podkreślono zasadność i wagę kształtowania kompetencji edukacyjnych i strategicznych w zakresie języka angielskiego u przyszłych nauczycieli szkół podstawowych. Podstawą metodologiczną artykułu są teorie i przepisy psychologiczno-pedagogiczne i metodyczne, które ujawniają koncepcyjne podejścia do badanej problematyki. W artykule opisano eksperymentalną weryfikację skuteczności metody kształtowania kompetencji edukacyjnych i strategicznych języka angielskiego u przyszłych nauczycieli szkół podstawowych. Zaproponowano dwa modele uczenia się: model 1 oferuje sekwencyjne uczenie się strategii (bezpośrednie i pośrednie), model 2 oferuje uczenie się równoległe. Wyniki przeprowadzonego treningu eksperymentalnego potwierdziły skuteczność modelu 2. Uzyskane wyniki zweryfikowano metodami statystyki matematycznej. Perspektywę dalszych badań widzimy w formułowaniu zaleceń metodologicznych dotyczących kształtowania kompetencji edukacyjnych i strategicznych języków obcych w oparciu o uzyskane wyniki eksperymentalne.

Słowa kluczowe: weryfikacja eksperymentalna, kompetencje pedagogiczne i strategiczne, nauczyciel szkoły podstawowej, język obcy, rozwój kompetencji strategicznych, studia licencjackie.

EXPERIMENTAL VERIFICATION OF THE EFFECTIVENESS OF THE FORMATION OF STRATEGIC COMPETENCE FOR FUTURE PRIMARY SCHOOL TEACHERS

Olena Konotop

*Ph.D. in Pedagogical Sciences, Associate Professor,
Associate Professor at the Department of Languages and Methods of Teaching Faculty of Preschool,
Primary Education and Arts
T.H. Shevchenko National University «Chernihiv Colehium» (Chernihiv, Ukraine)
ORCID ID: 0000-0002-8451-357X
o.s.konotop@gmail.com*

Abstract. The study emphasizes on the relevance and importance of the formation of English strategic competence for future primary school teachers. The methodological basis of the article is psychological-pedagogical and methodical theories that reveal conceptual approaches to the researched issues. The article describes an experimental verification of the effectiveness of the method of forming English strategic competence for future primary school teachers. Two learning models were proposed: model 1 offers sequential learning of strategies (direct and indirect), model 2 offers parallel learning. The results of the conducted experimental training proved the effectiveness of model 2. The obtained results were checked by the methods of mathematical statistics. We see the prospect of further research in the formation of methodological recommendations for the formation of foreign language strategic competence based on the obtained experimental results.

Key words: experimental verification, strategic competence, primary school teachers, foreign language, formation of strategic competence, bachelor.

ЕКСПЕРИМЕНТАЛЬНА ПЕРЕВІРКА ЕФЕКТИВНОСТІ МЕТОДИКИ ФОРМУВАННЯ У МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ АНГЛІЙСЬКОМОВНОЇ НАВЧАЛЬНО-СТРАТЕГІЧНОЇ КОМПЕТЕНТНОСТІ

Олена Конотоп

*кандидат педагогічних наук, доцент,
доцент кафедри мов і методики їх викладання*

Національного університету «Чернігівський колегіум» імені Т.Г. Шевченка (Чернігів, Україна)

ORCID ID: 0000-0002-8451-357X

o.s.konotop@gmail.com

Анотація. Дослідження наголошує на актуальності й важливості формування у майбутніх учителів початкової школи англійської мовної навчально-стратегічної компетентності. Методологічною основою статті є психолого-педагогічні та методичні теорії та положення, що розкривають концептуальні підходи до досліджуваної проблематики. У статті описано експериментальну перевірку методики ефективності формування у майбутніх учителів початкової школи англійської мовної навчально-стратегічної компетентності. Було запропоновано дві моделі навчання: варіант моделі 1 пропонує послідовне опанування стратегій (прямих і непрямих), варіант моделі 2 – паралельне. Результати проведеного експериментального навчання засвідчили ефективність моделі 2. Отримані результати було перевірено методами математичної статистики. Перспективою подальших досліджень вбачаємо у формуванні методичних рекомендацій щодо формування іноземної мовної навчально-стратегічної компетентності на основі отриманих експериментальних результатів.

Ключові слова: експериментальна перевірка, навчально-стратегічна компетентність, учитель початкової школи, іноземна мова, розвиток стратегічної компетентності, бакалавр.

Introduction. Ukrainian education system are being reformed, which is determined not only by the objective requirements of the time, but also by the state of the education system itself. The integration of Ukrainian higher education into the European educational space determines the competitiveness of education in the modern information society and requires its significant modernization. There is a problem of the demand for specialists who speak English at a high level, and therefore the formation of strategic competence, which accelerates the formation of foreign language communicative competence, is relevant and important (Конотоп, 2018; Конотоп, 2020а; Конотоп, 2020b).

The purpose of the article. The purpose of the article is to highlight the results of the experimental verification of the effectiveness of the method of forming English strategic competence for future primary school teachers.

Materials and research methods. The methodological basis of the article is psychological, pedagogical and methodical theories that reveal conceptual approaches to the researched issues.

Results. The experiment makes it possible to more accurately and deeply investigate the phenomenon and introduce new elements into the educational process of a foreign language, to improve and create new practices, to simulate the main parameters of such a process (Дмітренко, 2021:379). The procedure for the implementation of our experiment corresponded to the main provisions of the theory of methodical experiment and took into account the conceptual provisions of research on the methodology of forming strategic competence at the university (Гудима, 2018; Дмітренко, 2021), which proves the scientificity and theoretical validity of our research.

The experiment was educational, natural, vertical-horizontal. The educational nature of the experiment is determined by the program topic, before and after the training, control of the level of strategic competence formation was carried out. The natural nature of the experiment was that the composition of student groups did not change and no special selection was carried out; the class took place in the same classrooms as before the experimental study. The vertical character made it possible to check the overall effectiveness of the developed method of forming strategic competence among future primary school teachers in the aspect of intercultural communication – to compare the level of formation of strategic competence of the participants of the experiment before and after the experimental training. The horizontal nature is aimed at determining the effectiveness of using the sets of exercises developed by us, and the naturalness of the experiment was that experimental learning was integrated into the foreign language learning process. The experiment was carried out in the 2019-2020, 2020-2021 academic years at the Faculty of Preschool, Primary Education and Arts of the T.H. Shevchenko National University «Chernihiv Colehium» in the 1st year in the 1st semester.

The purpose of the experiment was to determine the effectiveness of the developed models (model 1 and model 2) of the forming strategic competence for future primary school teachers in the aspect of intercultural communication.

The hypothesis of the study was: 1) taking into account the stages of the formation of strategic competence as a whole, the use of appropriate training tools based on the developed system of exercises at all stages of the formation of the communicative competence in the aspect of intercultural communication; 2) determination of the optimal sequence of teaching groups of strategies (indirect and direct); 3) rational approaches to the ratio of the sequence of familiarization and the organization of simultaneous training of students in the use of groups of strategies.

The varied condition of the experiment was a sequence of learning strategies (direct and indirect) with the aim of forming strategic competence for future primary school teachers at all stages of the formation of foreign language communicative competence in the aspect of intercultural communication: model variant 1 offers sequential mastering of strategies (direct and indirect), model variant 2 – parallel.

Achieving the specified goal required solving the following tasks: formulate a working hypothesis of the experiment; determine the target audience of the experiment; develop training classes within the limits of the proposed models; describe evaluation criteria and scales in accordance with the goals and nature of the experiment; form experimental groups; prepare, organize and analyze the results obtained during the pre-experimental / post-experimental stages of determining the level of formation of strategic competence for future primary school teachers; conduct experimental training within the framework of the developed models; calculate and check the reliability of the obtained experimental data using mathematical statistics methods; analyze and compare and analyze the results obtained during the pre- and post-experimental sections; statistically process and interpret the obtained results; formulate conclusions regarding the effectiveness of our proposed methodology and establish the optimal option for training organization.

The formulated hypothesis was tested during experimental training. Four groups of 1st-year students, 68 people, took part in the experiment: in the 2019–2020 academic year, 38 people from the Faculty of Preschool, Primary Education and Arts of the T. H. Shevchenko National University «Chernihiv Colehium» took part: two groups (group 11–19 students; group 12–19 students); in the 2020–2021 academic year – 30 people: two groups (group 11–15 students; group 12–15 students). As a result of a number of objective factors, 12 students missed several classes, therefore the ascertainment and interpretation of the results was carried out without taking into account their indicators, but only taking into account the results of 56 students: in the 2019–2020 academic year 28 people: EG 1 – group 11–14 students; EG 2 – group of 12–14 students; in the 2020–2021 academic year – 28 people: EG 3 – group 11–14 students; EG 4 – group of 12–14 students). Students worked on the same materials, were evaluated according to the same criteria.

The unvaried conditions of the experiment included: the same number of classes in the module – 60 hours (30 hours of classroom work, 30 hours of independent work); one module and educational material – printed texts, phonogram, video phonogram; content. The structure of experimental learning is given below in tabl. 1.

Table 1

The structure of experimental learning

Stages	Period	Time	Task
<i>pre-experimental</i>	September, 2019; September, 2020	3	determine the ascending level of strategic competence
<i>experimental</i>	September – December, 2019; September – December, 2020	30	to check the effectiveness of two variants of training models
<i>post-experimental</i>	December, 2019; December, 2020	3	determine the acquired level of strategic competence

At the beginning of the experimental training, a pre-experimental step was conducted to identify the initial level of formation of future primary school teachers in all types of speech activity. Diagnostics of primary levels was carried out in September 2019–2020, 2020–2021 academic years. It involved checking the level of formation of foreign language communicative competence in listening, reading, speaking and writing, as well as conducting questionnaires and testing to determine the level of formation of strategic competence of future primary school teachers. Data collection was conducted in accordance with general standards of research ethics. Before the experimental training, students of EG1, EG2, EG3, EG4 were informed about the goals, tasks and nature of the experimental training, data confidentiality, the right to get acquainted with the results, and permission to publish the results was requested. It was emphasized that the results are not an assessment of individual ability and the data will not affect academic performance. The questionnaire, to which the consent forms were attached, did not contain any identifying information. All students involved in this study gave their informed consent to participate in the study and were informed of their right to withdraw at any time.

Also, before the experimental training, we conducted a questionnaire among students in order to determine their strengths and weaknesses, inclinations and individual characteristics of their personality in order to use their advantages as effectively as possible and achieve success in the educational process of a foreign language at the university.

The materials were tests for determining the type of intelligence Multiple Intelligences according to D.J. Connell (2005) and Learning Style Survey: Assessing Your Own Learning Styles according to A.D. Cohen, R.L. Oxford, J.C. Chi (2001). The SILL R. Oxford version 7.0 test was used to determine the level of awareness of foreign language learning strategies.

After the mathematical processing of the results and their analysis, the students were introduced to the results of the conducted questionnaires and recommendations were given to improve the study of foreign language, taking into account the individual factors of each individual.

The results of testing students according to SILL R. Oxford version 7.0 did not show significant differences with the research conducted by N. Dmitrenko (Дмитренко, 2018:390-391): the lowest indicator was found in the categories of emotion management strategies and organization and evaluation of learning; the highest – mastery of compensatory strategies and cooperative learning strategies. A high level of mastery of strategies according to the test is 5.0–3.5; average – 3.4–1.5; low – 1.4–1.0.

To check the level of formation of foreign language communicative competence, the task of the standardized PET test was used, the results of which correspond to level B1. To check the level of formation of professionally oriented foreign language communicative competence after the experimental training, we used the original international FCE test, the results of which correspond to level B2.

The analysis of the results of the post-experimental section proved the formation of foreign language communicative competence (69.64% of all students who participated in the experimental study reached B2) and demonstrated a significant increase in knowledge, skills and abilities of strategic competence and confirms the working hypothesis of experimental training formulated by us and, accordingly, the effectiveness of the method developed by us according to option 2.

Conclusions. Further directions of research consist in the analysis and interpretation of the obtained results and the preparation of methodical recommendations based on the conducted experimental training.

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