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**CHALLENGES of FOREIGN LANGUAGE PRACTICAL TRAINING
OF FUTURE PRIMARY SCHOOL TEACHERS****OLENA KONOTOP****T. H. Shevchenko National University "Chernihiv Colehium", Chernihiv, Ukraine**

The article emphasizes on the importance of foreign language practical training of future primary school teachers. An analytical review of requirements for foreign language practical training are made. The current problems of foreign language practical training of future primary school teachers in Ukrainian higher education institutions are outlined.

In the context of Ukraine's integration into the international scientific and educational space, studying of foreign languages is becoming one of the key factors to increasing the competitiveness of graduates in the European and world labor markets. One of the important tasks of modern higher education institutions is to train competent professionals in accordance with the levels of world standards, socially and professionally mobile. Due to the spread of the international contacts and professional cooperation, there is an urgent need for a new generation of teachers with a broad interdisciplinary education. Today, 48 Ukrainian educational institutions train students in the educational and professional program 01 Education / Pedagogy, specialty 013 Primary education, which allows us to draw conclusions about the popularity of this area among Ukrainian youth.

We define foreign language practical training of future primary school teachers as a set of the special professional knowledge, skills, abilities, strategies and tactics of behavior that provide an opportunity for teachers to perform effectively their functional responsibilities in the professional sphere and informal communication using a foreign language; the process of foreign language practical training of future primary school teachers is primarily carried out within the discipline "Foreign language" (the name may vary within different universities of Ukraine) [2].

Our theoretical analysis of scientific research and the study of practical experience in teaching foreign languages in Ukrainian higher institutions reveal a number of contradictions that are objectively present in the educational process in non-language Ukrainian higher institutions. In this thesis we want to outline and emphasize on the most important problems that exist in foreign language practical training of future teachers of primary school: determining the entry/ graduation level of mastery of foreign language by future teachers of primary school in accordance with applicable regulations; the students' real level of foreign language and critical thinking as the basis of educational activities of the future teacher of primary school; the required number of hours to achieve the target level of foreign language mastery by future primary school teachers in accordance with modern international documents; the state of the process of foreign language practical training of future teachers of primary school in accordance with Ukrainian educational and professional programs [2, 3, 4].

The current program for non-linguistic Ukrainian universities (2005) does not provide specific data on the introductory and final level of foreign languages of future teachers of primary school, and only certain limits are indicated [5]. An analytical review of the program requirements, legal documents and international requirements for foreign language practical training of future teachers of primary school allowed us to conclude that in accordance with the training of students in the specialty 013 Primary Education, there should be the following educational levels – the first (bachelor's), entrance level should be equal to B1, and final – B2; when entering the educational degree "master" – B2, and graduation – B2 + [3].

In order to determine the real level of foreign language of future primary teachers in 2017-2020 academic years we conducted testing of full-time first-year students with a bachelor's degree, studying in the educational-professional program field of knowledge 01 Education / Pedagogy, specialty 013 Education.

The test material was a standardized copy of the Preliminary Simple Paper 6 PET (Preliminary English Test) (2015) from <https://www.cambridgeenglish.org/>. The test results, unfortunately, revealed a low level of foreign language communicative competence of students, because of the 78 tested students, only 5 students (6.41%) reached the expected level of B1 [4], which is declared as an entry level of foreign languages for non-linguistic universities of Ukraine (2005) [8]. Over the years, the dynamics of indicators remained almost unchanged: in the 2017-2018 academic year, 59.25% (absolute success) and 11.11% (quality of knowledge); in the 2018-2019 academic year – 52% (absolute success) and 4% (quality of knowledge); in the 2019-2020 academic year – 53.84% (absolute success) and 3.84% (quality of knowledge) [1].

During the studying of foreign languages the development of students' critical thinking is important, which together with the strategic thinking is the key to successful learning process of the modern student. Testing the

level of critical thinking of 82 students in the 2018-2019 academic year showed that the majority of the students (92.7% 76 students) are at the average level; 4.9% (4 students) have low development and only 2.4% (2 students) showed a high level of development of critical thinking [1].

We tried to determine the required number of hours to achieve the target level of foreign languages by future primary school teachers in accordance with current international instruments. International practice of teaching foreign languages shows that the transition from one target level of foreign languages to another requires approximately 200 hours of classroom hours under the guidance of a teacher, "approximately" means that sometimes more hours (or less) are required, depending on the following factors: previous language experience; intensity of classes; age; in particular, the transition from B1 to B2 requires from 200 to 270 hours of classroom work under the guidance of a teacher.

Foreign language is a mandatory discipline in European universities with a recommended 240-270 hours of classroom work for "bachelor" [2, 4]. Studying of international experience has shown that in order to achieve certain levels of foreign language, the number of managed classroom hours devoted to foreign language training of future primary teachers in the non-linguistic universities of Ukraine should be significantly increased, as shown by the results of analysis of education professional programs below. It should also be mentioned that students enter the non-linguistic universities of Ukraine not only with different levels of proficiency in foreign languages, but with the previously different learnt languages at school – French or German [2, 4].

We also made the attempt to determine the current state of the process of foreign language practical training of future primary school teachers in accordance with the Ukrainian education professional programs. In 2020, we analyzed 34 professional education programs for pedagogical educational institutions of Ukraine, which prepare students in the field of knowledge 01 Education / Pedagogy, specialty 013 Primary education, which are posted on the official websites of the relevant educational institutions. All analyzed professional education programs are valid because they were approved in the interval 2016-2019 and valid for the period 2019-2020 academic year (full-time) and gave the following results: the subject "Foreign Language" (the name of the subject may vary depending on different Ukrainian universities) is referred to various educational cycles of training of specialists – in most Ukrainian universities the subject is referred to the cycle of normative (obligatory) general training; allocation of different number of credits for the studying of foreign language, most non-linguistic universities of Ukraine have a range of 4-5-6 credits, the minimum number of credits for one subject – 3 credits and the maximum – 11 credits; lack of unification of the name of the subject and the tendency to use such names as (names are given in order of frequency of use in professional education programs) "Foreign language", "Foreign language (for professional communication)", "Practice of oral and written communication (foreign language)", "Foreign language with teaching methods", there are integrated courses, which are integrated with practical foreign language training and combines theoretical and methodological aspects; the presence in the education professional programs of a different number of subjects that provide practical foreign language training for future professionals; the form of final control of the discipline in all Ukrainian universities is an exam; the language of teaching, which is indicated in all professional education programs, is Ukrainian, but the course is conducted in English [2, 4].

Thus, we emphasize on the importance of foreign language practical training of future primary school teachers. An analytical review of requirements for foreign language practical training are made. The current problems of foreign language practical training of future primary school teachers in Ukrainian higher education institutions are outlined.

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