

Intersubjective Connections in the Process of Training the Future Teacher of Foreign Languages

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Abstract: This research have been done as a very important step of the author's doctor dissertation. Intersubjective connections in the process of the professional training the future teacher of foreign languages are very important because such subjects as pedagogics, psychology, foreign language are the basic components of it. The given article deals with such aspects as the individualization and differentiation of training the future teacher of foreign languages. The author shows the results of the pedagogical experiment of the interaction of some subjects as the main instrument of the professional training of the future teacher of foreign languages at the higher educational institutions (based on Kirovograd State Pedagogical University named after Volodymyr Vynnychenko, Cherkassy National Pedagogical University named after Bogdan Khmelnytskyi, Odessa National University named after I.I. Mechnikov).

Keywords: special-courses; individual work; special-organized pedagogical environment; experimental researches

1. Defining of the Problem and the Analysis of the Last Researches and Publications

In the development of education in every stage of history the problems of society have been reflected so the educational system must take into account both the intensity and the needs of human life. However, the education has tended to lag behind the innovation processes in the society and at present it does not guarantee the creation of adequate conditions for the development of each student's creative thinking, a new vision of life content. Therefore, one of the important areas of education reform in Ukraine is to create the conditions for training on (according new techniques, programs, plans) an educated, creative individuality. When the whole process of training is focused on the individuality of the student on the base of his individual characteristics and indicators.

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Today, at the beginning of the third millennium, the problems of personality-oriented training are being researched by the psychologists and educators, including G. O. Ball, I. D. Beh, O. V. Bondarevska, S. V. Kulnevych, O. M. Pyehota, S. I. Podmazin, V. V. Rybalka, V. V. Syerykov, A. V. Hutorskyy, I. S. Yakymanska and others. Student-oriented training establishes the conditions under which the educational process is for the student personally meaningful. It is clear that individualized training needs reorientation: from focus on memorization of knowledge to the creation of personal formation; from the ability of the creative study and the preparation, from working out scientific knowledge and social experience in relation to the needs of practice.

Problems of professional-pedagogical training of future teachers are studied by O. A. Abdullina, A. M. Aleksyuk, I. A. Zyazyun, G. O. Ball, N. V. Kychuk, N. V. Kuzmina, D. F. Nikolenko, N. G. Nychkalo, L. P. Puhovska, V. O. Semychenko, S. O. Sysoyeva, A. I. Shcherban'. The doctoral dissertations of K. M. Durai - Novakova, A.Y. Kaps' ka, L. V. Kondrashova, K. M. Linenko, O. G. Moroz were devoted to the analysis of this issue.

In determining the category of personality the psychologists can allot some general features which largely correspond to its unique methodological and dialectical materialist principles, namely: the formation of the personality in the emergence of consciousness and self-awareness, the recognition of the individuality as a subject of social relations, creative, productive activities. This trend is inherent for the views on personality of K. A. Abulhanova - Slavska, O. G. Asmolov, G. O. Ball, I. D. Beh, L. I. Bozhovych, V. V. Davydov, I. O. Zymnya, I. A. Zazyun, G. S. Kostyuk, O. M. Leontyev, A. Maslow, V. F. Morhun, N. G. Nychkalo, S. I. Podmazin, V. V. Rybalka, S. O. Sysoyeva, V. V. Stolin, I. S. Yakymanska.

The preparation of the teacher investigated (K. M Durai-Novakova, M. V. Kuz' min, V. O. Slastyonin, O. I. Shcherbakov); studied the ways and best practices for professional development of teachers in a high school (I. A. Zyazyun, Z. N. Kurlyand, G. O. Nagorna, R. I. Hmelyuk); researched the theoretical and methodological foundations of teacher training in a logic of continuous pedagogical education of the personality (N. V. Voskresens' ka, N. B. Maksymenko, B. M. Shiyan); solved the problems of improving the content of education of the students of pedagogical institutions (T. M. Baybara, G. V. Kovalchuk, O. Ya. Savchenko); developed the educational technologies aimed at updating the professional interests of future specialist in step of the university education (S. M. Nikolayenko, T. M. Solodka, O. M. Piehota, N. M. Tarasovych.).

The problem of studying the organization of the studying-subjective environment, the creation of learning tools and technologies of their usage, developed N. V. Alishev, M. V. Antropova, A. I. Volovychenko, I. Ya. Lerner, T. S. Nazarova, V. P. Nesterenko, S. O. Skydan, A. A. Slobodanyuk.

Modern trends in higher education in Ukraine include creating positive conditions for the harmonious development of the individual student's personality and the realization of its socio-cultural, scientific and technological capabilities in different spheres of life. Priority of the personal development is mainly determined by the principles of student-centered training, manifested in the creation of psychological comfort in the preparation, development of cognitive abilities of the individuality, subject-subject (dialogical) character of the pedagogical interaction, acquiring the knowledge through personal experience of the subject of the studying, satisfying the needs of the intellectual, cultural, artistic capabilities of the individuality. Today, the obtaining of higher education by the students of many specialties should not be limited only by mastering the certain professional knowledge and skills, it is necessary to develop social and cultural qualities.

Currently the relevance of intersubjective connections in learning a foreign language is caused by the peculiarities of personality-oriented adaptation technologies and methods of individualization of training the future teachers; by the overcoming the contradiction between the growing needs in the creative initiative of individuals and current practice of teaching; by the classical scheme of training future teachers of foreign languages in high school and new innovative scheme (professionally oriented, individual), based mainly on three principal subjects (pedagogics, psychology, foreign language).

2. The Purpose of Writing the Article

The purpose of writing this article is – to identify and analyze some of the innovative aspects of individualization in the system of training teachers of foreign languages (based on three main subjects: pedagogics, psychology, foreign language). **The task** of this research is the analysis of the results of the pedagogical experiment (using special courses) in a specially created pedagogical environment of three pedagogical universities (Kirovograd, Cherkassy and Odessa).

The main material. As part of the experimental research (doctoral dissertation) 2009 - 2013 of the problem of interdisciplinary connections in the preparation of the future teachers of foreign languages in higher educational institutions we have created a pedagogical environment (control and experimental groups, new techniques and methods, individual sessions, individual training program). During our research, the main bearing was made on the “three pillars”: pedagogy, psychology, foreign language. We have analyzed a lot of information of different composition and character. Based on this analysis, we have entrusted with the idea of preparing future teachers of foreign languages individually (alone or in small groups (2-3 persons)).

To carry out vocational and educational training in high school, this provision is of particular importance because the individual teacher has been one of the factors

behind its success. In fact, during the 5-year high school course of study must fulfill for future teachers twofold: to help himself in the personal formation and growth and to prepare him to exercise such care of his disciples. Solving these problems is possible only active in the educational process of a number of factors that contribute to intensify students' processes of self that develop in specific professional direction, as is proved that a person cannot be exclusively subject to education (Shtepa, 2007).

Given the above, it is necessary to recognize the subjectivity in the process of developing the student's self-development, not only of learning and the formation of skills, so for optimal implementation of a student-centered approach in teaching and learning of foreign languages we have to create the pedagogical conditions with regard to subjectivity of the student as a manifestation of the capacity for transformation and self-improvement in training and further professional activities (Derkach, 2010).

In order to create an effective system of individualization process of training students of foreign language we have developed and introduced a technology focused on the individualization of training, which included the implementation of dedicated and theoretically grounded pedagogical conditions:

- diagnosing individual psychological characteristics of students;
- involving students in active learning of (individual tasks in the vocational-oriented training, the use of gaming activities in preparation, provision of individual counseling, the individual educational and research objectives;
- interactive learning to read in vocational and educational direction through individual exercises (Blokhin, 1997);
- teaching practice during all years of study at the university;
- developing a special educational environment;
- using for vocational and educational training today, modular training, ratings of knowledge, research, technology, design and create a situation of success;
- implementation of advanced special courses in basic sciences;
- individual approach in preparing each student;
- student's self-development, self-improvement, self-education, self-study;
- integration the interaction of the training of future teachers of foreign languages in the area of pedagogy, psychology, foreign languages.

The basis of the proposed program is grounded on the idea of integrating educational courses which is created on the systematic and activity approaches. Consistency means only the logic of constructing pedagogical content courses, their interconnectedness and continuity, ensuring the integrity of the educational preparation of future teachers.

In our study, we use the courses as our own tried and tested and already tested by other researchers. Here is the list:

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- Integrated course “*Pedagogy*” - “*Pedagogy of School*” - “*Methodology of educational work*” - “*History of Education*” - “*Fundamentals of educational excellence.*” This chain of courses in pedagogy uses in his practice O. Blokhin (Blokhin, 1997);
 - Discipline “*Pedagogical Deontology (ethics)*” provides theoretical and practical mastery of the basics of teaching future teachers of culture, development of personality of the teacher, the understanding of its moral status. **Pedagogical Deontology** (ethics) develops rules and standards of conducting the teacher in his career. Displaying regulatory requirements, professional standards in the mind allows the teacher more thoroughly and to perceive the reality of teaching, focus on it, work out a strategy and tactics, goals and plans for educational activities (Horuzha, 2003).
 - Special course “*Personally-oriented teaching*”. Special course that is introduced at the undergraduate level. The aim of the course - the integration of professional and pedagogical knowledge on this subject on the basis of a systematic synthesis of theoretical material and practical experience. At the first stage (I-II study), the study of language courses at the organization of the educational process is based on the principles of personal and technological approaches offer the experience of “living” students as learners in this process, as well as the experience of the subject. At the second stage (III-IV) after the assimilation of knowledge on the subject «Methods of teaching the foreign languagei»,»Teaching Technologies» and during pedagogical practices emerging semantic components and operational readiness of technological approach (Piehota, 2003);
 - “*Development of creative abilities of students and pupils*” (Konoval’chuk M. V.);
 - “*Psychology of Success*” (Brovchenko Ya. V.);
 - *Various psychological mini-trainings and trainings.*

We propose to use in the preparation of teachers of foreign languages the following courses:

- “*Professional culture of future teacher of foreign languages*” (special course was preceded by an introductory lecture “Principles and purposes of professional development of future teachers of foreign languages”, we suggest reading at the beginning of the first course of lectures instead of the introductory);
- “*Self-education and self-organization of teacher of foreign languages*”.

Future methods of preparing future teachers of foreign languages in high school we see in its integration of developmental psychology and pedagogy, with linguo-countrystudying and foreign literature, the use of computer tutorials and video courses.

We use the method of psychological testing to determine the level of independence (the ability to self-actualization, self-realization, self-learning, self-improvement) students. Based on these results, we have selected experimental and control groups. In general, about 500 people took part in the experiment. We consider the experimental group (10 persons) and control group (100 persons).

The main point of monitoring is to diagnose the dynamics of individual students, making adjustments to the process of vocational and educational training that includes diagnostic monitoring, forecasting and analysis of individual personality development in the vocational and educational training. Monitoring is possible in three ways: starting diagnosis, current diagnosis, final diagnosis. Consistent monitoring allows for the integration of individual personality traits, vocational and educational training and interaction of students and teachers. Thus, we can say that the essence of monitoring individual development is systematic information on the progress of the student in the learning process and the realization of their potential psychological and personality features. This allows us to consider the learning process is not as massive as well as an individual process of education.

Experimental study took place in three stages (2009-2011-2013). We investigated future teachers of foreign languages in the process of training (based on classical systems and + special-courses) on the following factors:

- **action-reflective** (indicators: ability to choose and implement adequate content and methods of forming students' level of self-training (self-esteem, self-organization, self-control), the level of educational abilities of students, students' ability to self-reflection);
- **cognitive-oriented** (indicators: awareness of students on the theoretical foundations of the process of individualization of training as educational system, knowledge of students about the content of pedagogical interaction "teacher-student, student-student");
- **control-prognostic** (indicators: the level of performance and productivity of the process of individualization of training, the vector direction of individualization of training future teachers of foreign languages in high school).

Also, our study was concerned on the analysis of the following criteria in the process of teaching practice: **objectivity (the results), integrity (the content), uniqueness (in the choice of means) perspective (for motivation).**

Having analyzed the education and training of future teachers from three universities should be noted that the gradual introduction of courses in the experimental group had positive results from the first steps.

At the end of the first year (2011) the signs of the individual style of learning activities in the experimental group started to manifest clearly. They are characterized by the following features:

1. almost verbatim the text of lectures fixation (85%)
2. ability to independently adopt the necessary scientific information (75%);
3. restrained attitude to the statements of others (68%);
4. organization of discussions, debates (52%).

Students liked the extra classes, they were free to select the appropriate methods of training and looked for the psychological and pedagogical literature on individual style by themselves.

Students in the control group summarized lectures by using abbreviations marks - 90%; self-development, self-involving was not very active - 40%.

Our study is based on all structural components of the preparation of future teachers at the high school (learning process-the process of preparing-teaching practice + special courses).

During this period we have carried out a number of studies, surveys, observations, questionnaires of understanding, preparedness and improvement of the preparation of future teachers of foreign languages. Here is an example of some of them:

Dear students! This survey is conducted to assess and improve teaching conditions and structural components of the preparation of future teachers of foreign languages at the university based on three major disciplines (pedagogy, psychology, foreign language). Answer the question:

1. Which strategies will be implemented in the area of the researched topic:

The first strategy - using of ready-made teaching tools;

The second - development and usage of teaching materials according to their own goals and capabilities of the process of individualization;

The third - development and implementation of teaching structures (training scenarios, their local techniques, specific topics);

The fourth strategy - designing and choosing of methods of individualization of training future teachers of foreign languages and creating your own appropriate application of this technique.

Here is an analysis of students' answers:

3. The Comparative Table of the Results of Students in Both Groups over the Period 2011-2013

Table 1

Experimental				Control			
2011		2013		2011		2013	
the first 80%	80%	the first 80%	10%	the first 80%	90%	the first 80%	80%
the second	40%	the second	65%	the second	35%	the second	45%
the third	50%	the third	55%	the third	35%	the third	20%
the fourth	35%	the fourth	85%	the fourth	50%	the fourth	55%

After analyzing the results, we should note that the experimental group in 2011 focused on the perception of finished media (mostly). These are 80% of the first strategy and 35% of the fourth strategy. After training in the pedagogical environment created by us for two years (2013) the results changed towards creativity, independence and individuality. This is evidenced of 85% of the fourth strategy and 65% of the second strategy. Students of the control group in 2011 as such in 2013 focused on the spontaneous perception of the finished material. This is indicated by the high percentage of the first strategy in both years. 55% of the fourth strategy shows us that there are positive changes toward individual and personal in this group.

The presented results indicate that the experimental group experience the result of our experiment and have positive results.

2. Emphasize that, in your opinion, is a forming aspects of the researched technology (select four major items): motivational aspect, reflective, didactic, the aspect of formation of mental activity, an aspect of information and communication literacy, information and cognitive aspects, individual approach, personal influence, self-organization.

Here is an analysis of students' answers:

4. The Comparative Table of the Results of Students in Both Groups over the Period 2011 - 2013

Table 2

Experimental				Control			
2011		2013		2011		2013	
Didactic	70%	Individual approach	90%	Didactic	80%	Didactic	75%
Individual approach	60%	Motivati onal	80%	Personal influence	80%	Self-organization	60%
Self-organization	50%	Self-organization	80%	Information-cognitive impact	60%	Personal influence	50%
Motivati onal	30%	Didactic	50%	Self-organization	40%	Individual approach	30%

After analyzing the results, we have to emphasize that the responses and the results of both groups almost identically the same. In 2011, students in both groups had the same didactic orientation (that is indicated by high percentage rates). These activities should wear personal and individual character consciously aware students in both groups (60% of the experimental group and 80% of control group). The importance of self-organization is considered as an important factor in training 50% of the experimental group and 40% of the control. Psychological motivation understands as the structural component of the formation only 30% of the experimental group and did not consider the students of the control group. Feeling the effects of educational environment in 2013, the experimental group had very different results. Since, the individual approach, motivation and self-organization aspect are considered as the basic by 80% of the surveyed students. Didactic aspect didn't already rank the first place in these students (50%) but the students understand the importance of it quite deliberately. Students of the control group in 2013 still see didactic orientation as the main aspect of their training (75%). Yet the positive training of this group we see in the high percentage of self-organization (60%) and personal influence (50%). A large number of students of the group started to consider individual approach of their training. This shows self-improvement, self-development, self-upbringing which they have not been characterized at the beginning of the experiment.

At the end it must be noted that the experimental group have more positive results which tend to improve faster. A control group of students have not a high level of motivation for self-improvement through our experiment. So they follow the

classical training of future teachers of foreign languages in higher education pedagogical institution.

4. Conclusions

Theoretically, individualized professional training of the future teacher of foreign languages and its benefits which is popularized both foreign and native pedagogues and psychologists is very important, however, there are still some contradictions and problems in its practical implementation in the educational process of higher education caused by a partial incompatibility teaching of technology of individualization of the training, mixing ideas person-centered approach (separation abilities of students based on the criteria of individualization and differentiation), psychological reluctance of some lecturers (the embodiment of ideas of this approach requires constant self-improvement and professional development of creative abilities of the teacher as well as a time to prepare lessons which is planned for the appropriate conditions and technologies of practical implementation of this approach)? We understand that our observations are only the part of the created program of our research of this problem. Further studies we see in the creation and the analysis of the innovative methodology of the process of the individualization of the professional training of the teacher.

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