

IMPLEMENTATION OF TEACHING FOREIGN LANGUAGE

PRINCIPLES FOR FUTURE PRIMARY SCHOOL TEACHERS

The article is devoted to the implementation of general educational and didactic principles of foreign language teaching in the educational process of higher education institutions in the context of training future foreign language teachers. Foreign language training is an important component of the professional training of future specialists. The aim of foreign language disciplines is to develop foreign language competence, improve students' oral and written communication skills within a specific subject area, and develop skills.

General educational principles that shape the characteristics of foreign language learning in the context of the sociocultural paradigm of education are highlighted: the principle of balance between the necessity and sufficiency of learning activity, the principle of the level of assimilation and accessibility of content and format of learning, the principle of professional and everyday orientation of the learning process. The possibilities for implementing didactic principles of foreign language teaching in the context of professional training of future primary school teachers are analyzed. Didactic principles of a general pedagogical nature, which are implemented in the educational process during foreign language training, require the structuring of teaching materials in accordance with the purpose of their use. Important aspects of foreign language teaching are highlighted, the consideration of which will contribute to improving the effectiveness of foreign language training for future specialists based on modern foreign language teaching technologies.

It should be noted that the reorientation from the content-based nature of education to a human-oriented dimension has led to fundamental changes in the teaching and methodological cluster of foreign language teacher training. The advanced and optional levels opened up new perspectives for teachers, as they could independently choose the proportion of teaching material, which expanded the potential for learning activity. Gaining a certain degree of autonomy in the organization of the educational process allowed teachers to diversify their foreign language teaching. In other words, knowledge of a foreign language retained the fundamental characteristics of teacher competence, while the organization of the educational process provided for the application of pedagogical flexibility and diversity.

Key words: *principles, teaching, foreign language, primary school teacher, education, foreign language proficiency.*

Стаття присвячена питанню реалізації загальноосвітніх та дидактичних принципів навчання іноземних мов в освітньому процесі закладів вищої освіти у контексті підготовки майбутніх учителів іноземних мов. Іношомовна підготовка є важливим складником професійної підготовки майбутніх фахівців. метою навчальних дисциплін іношомовного блоку є формування іношомовної мовленнєвої компетентності, удосконалення умінь усного і писемного спілкування студентів в межах визначеної тематики; формування умінь.

Виокремлено загальноосвітні принципи, що формують характеристики вивчення іноземних у контексті соціокультурної парадигми освіти: принцип балансу необхідності й достатності навчальної активності, принцип рівня засвоєння й доступності змісту та формату навчання, принцип професійного й повсякденного спрямування навчального процесу. Проаналізовано можливості реалізації дидактичних принципів навчання іноземних мов у контексті професійної підготовки майбутніх учителів початкової школи. Дидактичні принципи загального педагогічного характеру, які реалізуються в освітньому процесі під час іношомовної підготовки, вимагають структурування навчально-методичних матеріалів відповідно до мети їх використання. Виокремлено важливі аспекти навчання іноземних мов, врахування яких сприятиме підвищенню ефективності іношомовної підготовки майбутніх фахівців на основі сучасних технологій іношомовного навчання.

Варто зазначити, що переорієнтація від змістового характеру освіти до людиноорієнтованого виміру зумовила кардинальні зрушення в навчально-методичному кластері підготовки вчителя іноземної мови. Поглиблений та факультативний рівень відкрили перед педагогом нові перспективи, оскільки вчитель міг самостійно обирати частку навчального матеріалу, що розширювало потенціал навчальної активності. Набуття певної автономності в організації навчального процесу дозволило вчителю урізноманітнити викладання іноземної мови. Тобто, знання іноземної мови зберігало фундаментальні характеристики компетентностей вчителя, а організація навчального процесу передбачала застосування педагогічної гнучкості та різноманітності.

Ключові слова: *принципи, навчання, іноземна мова, вчитель початкової школи, освіта, іношомовна мовленнєва компетентність.*

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Terletska L.M.,
PhD (Pedagogy),
Senior Lecturer at the Foreign Languages
and Methodology Department
Borys Grinchenko Kyiv Metropolitan
University

General statement of the problem. Foreign language teaching in primary school has always been the focus of the scientific and pedagogical community, as this educational cluster concentrates several important aspects: educational, sociocultural and human-oriented. The segment of foreign language learning is positioned in the educational paradigm as a specific area of educational activity that requires

the synergy of pedagogical, psychological, methodological, organisational and, more recently, information and digital characteristics. Therefore, in the modern educational paradigm, the process of foreign language learning is gradually losing the dominance of the classical foreign language dimension, expanding to include linguistic and sociocultural content. This involves the formation of a flexible component

alongside the fundamental cluster of foreign language knowledge – the use of foreign language competence. It is obvious that such guidelines of the modern model of foreign language teaching require changes in the system of training foreign language teachers at all levels of education. First of all, it is necessary to actualise this issue for future primary school foreign language teachers.

Analysis of recent research and publications.

Foreign language training for future teachers has been and remains a subject of research for scientists, given the need for future specialists to be proficient in a foreign language. In particular, the monograph by Gusak L.E. is devoted to the problem of training future teachers for associative teaching of foreign languages to primary school pupils, taking into account philosophical, psychological, didactic and methodological positions [8]. Vornik M., Binitska K. and Hlushek L. revealed the significance and essence of professional training of future primary school teachers in the context of organising blended learning of English, focusing on revealing the content of the concept of 'blended learning' in the context of formal, non-formal and informal education [4]. Veklych Yu.I. researched the peculiarities of the process of forming linguistic and country studies competence in future primary school teachers, based on modern concepts of its teaching [3]. In his research, Pinchuk Yu. analysed innovative technologies for teaching foreign languages in the process of training future primary school teachers [9]. In his article, G. Boiko examines the formation of professional competence in primary school foreign language teachers [2].

Identification of previously unresolved parts of the general problem. The principles of teaching foreign languages to future primary school teachers have not been the subject of research. Their implementation in the educational process will contribute to the effectiveness of teaching, taking into account current trends in foreign language education in Ukraine.

The purpose of the article is to outline and analyse the principles of teaching foreign languages to future primary school teachers in higher education institutions in Ukraine.

Presentation of the main material. The principles of teaching foreign languages, which are relevant for students of pedagogical specialties, generally correlate with the general paradigm of acquiring foreign language competence in the education system. First of all, it is worth focusing on the general educational principles that contains the characteristics of foreign language learning in the context of the sociocultural paradigm of education:

1) the principle of balance between the necessity and sufficiency of educational activity. The education system is oriented towards the planned nature of foreign language learning and does not provide for the situational nature of the training programme

for specialists. The level of foreign language proficiency is determined by social demand, which is met by the education sector (in accordance with available resources and the specifics of the audience);

2) the principle of the level of assimilation and accessibility of the content and format of education. The education system offers a unified set of educational services, which can be perceived and implemented in different ways in the educational process. For effective foreign language learning, there is an urgent need to balance the educational offer and the ability of students to assimilate it;

3) the principle of professional and everyday orientation of the educational process. The everyday orientation of the educational process naturally prevails in the structure of cognitive activity of students of higher pedagogical education in the context of foreign language learning. There is a need for constant reorientation of foreign language competence towards a professionally oriented direction.

The basic didactic principles of a general pedagogical nature, which are applied in the classical educational process during the teaching of foreign languages, provide for the structuring of teaching materials and their effective use in educational activities. The didactic principles of foreign language teaching can be conditionally divided into several main clusters. One of these segments of didactic activity in foreign language learning is the aspect of taking into account the role and status of key participants in the educational process (the teacher and future primary school teacher, and in the perspective of professional activity – the teacher and primary school pupil).

The principle of visualisation determines the potential for perceiving educational material through the sensory level [7]. The role of the teacher in this process boils down to selecting visual materials on foreign languages and culture that are capable of interesting primary school pupils and ensuring the proper process of assimilating foreign language elements. For students pursuing higher education in pedagogy, it is important to be familiar with potential options for enhancing the visual nature of the educational process, to plan various formats for the use of visual aids, and to determine a model for monitoring the effectiveness of the use of elements of sensory perception in the overall context of pedagogical activity.

The principle of awareness involves selecting teaching methods and formats that are relevant to the educational community and capable of demonstrating effectiveness in the process of teaching foreign languages [7]. It is important for future primary school teachers to constantly analyse and critically reflect on the use of various forms of teaching and to combine methodological approaches. In the general system of training future teachers, it is necessary to develop an algorithm for using educational potential depending on critically important elements: level of

provision, level of perception, level of relevance, level of demand, level of expediency, etc.

The principle of activity ensures the dynamics of the learning process in the context of involving members of the educational community in the issue of foreign language learning [1]. Primary school teachers shape learning activity in terms of constantly updating existing potential and simultaneously consolidating existing knowledge. Therefore, the process of training future primary school teachers emphasises the inadmissibility of conserving knowledge and skills in the course of learning activity, since the acquisition of foreign language competence requires constant dynamic development and expansion of various aspects of foreign language proficiency (grammatical, phonetic, communicative, etc.).

The principle of knowledge retention determines the formation of specific control measures that are provided for in the course of the educational process [1]. From the beginning of the learning process, the primary school teacher must set the pace and maintain the dynamics of educational activity, which involves the continuous accumulation of knowledge and improvement of foreign language competence. To do this, it is necessary to create control points for knowledge and skills, which serve as benchmarks for the mastery of one stage of learning activity and readiness to move on to the next stage. During the training of higher education students in pedagogy, the principle of durability determines the level of ability to record learning achievements and, on this basis, to form further steps in learning a foreign language.

The principle of systematicity and consistency ensures the teaching of foreign languages according to a specific algorithm of mastery [5]. This makes it possible to avoid situations where a certain component of foreign language competence is not sufficiently active in the learning process. This can contribute to a negative distortion of language knowledge, when more attention is paid to a particular segment (for example, learning vocabulary while neglecting grammatical rules). In this case, systematicity involves balancing all components of the language paradigm for a comprehensive command of a foreign language.

The principle of functionality involves understanding the optimal ways of structuring the educational process for future foreign language teachers in primary school [7]. From a functional perspective, a foreign language requires two interpretations of its status: first, as a subject of professional qualities of a teacher who organises the study of a foreign language; second, as a discipline designed to develop foreign language competence in students. Functionality involves the achievement of many functions related to foreign language learning.

The principle of feasibility emphasises the careful selection of elements of educational activity in the process of teaching foreign languages [7]. On the one

hand, a specific educational community of a higher education institution strives to use all advanced and effective teaching methods; on the other hand, it is necessary to soberly analyse the possibilities of a higher education institution to ensure a certain learning activity and the ability of students to fully accept the proposed format. For future primary school foreign language teachers, this principle is reinforced by the need to align the teaching arsenal with the capabilities (individual and collective) of the audience of primary school children.

The principle of scientificity, the main feature of which is the provision of educational resources that are clearly regulated and verified by scientific measurement [5]. For the educational process in higher pedagogical education institutions, the principle of scientificity is decisive, as it effectively embodies the coordination of teaching practice and the scientific paradigm in the field of foreign language teaching. Future primary school teachers position scientific achievements as the main potential of teaching and educational activities.

The principle of oral advancement involves the development of primary school pupils' communication skills in all manifestations of speech activity, with a focus on oral speech. Primary school pupils easily perceive what they hear and, without particular difficulty, learn individual sounds or words and whole speech patterns through imitation (and, in educational communication, sound imitation). It should not be forgotten that in primary school, pupils are actively engaged in the process of mastering their native language, the acquisition of which is predominantly based on oral communication. In turn, the formation of reading and writing skills at this stage can cause difficulties even in the native language, not to mention all the complexities of mastering a foreign language, where additional conditions are needed to understand the meanings of words and memorise their sound images [6].

General didactic principles of foreign language teaching emphasise the systematic nature of the educational paradigm in terms of preparing future primary school teachers to use them. Didactic principles are positioned as universal tools that help create an environment conducive to learning a foreign language. In such an environment, participants in the educational process have the opportunity and ability to master the methodological resources that are necessary and relevant to them.

A separate segment of didactic principles for learning foreign languages is the practical-educational dimension, which determines the characteristics of the involvement of participants in the educational process in methodological diversity [1]. Among the main didactic principles of teaching in this area, the following should be noted:

- the principle of the activity-based nature of teaching;

- the principle of creative learning;
- the principle of autonomous learning;
- the principle of flexible learning;
- the principle of innovative learning.

All of these principles have a clear educational focus and are fundamental components in the formation of skills for students pursuing higher education in pedagogy.

The traditional combination of hard skills and soft skills involves the actualisation of various principles of the organisation of the educational process. It is didactic principles that have a decisive influence on the formation of fundamental and flexible foreign language skills. The principle of linking learning to life deserves special attention in the system of didactic principles of foreign language learning. The specificity of foreign language learning requires taking into account the purpose of this process. A striking example of the difference in understanding the potential practical use of a foreign language is its positioning in the worldview system of society. In particular, during the Soviet-Ukrainian period of the second half of the 20th century, foreign language learning did not envisage the mandatory application of knowledge and skills directly in a foreign language environment. This led to the loss of relevance of certain aspects of language proficiency, such as accuracy of pronunciation, non-alternative terminology, etc.

For the modern paradigm of foreign language learning, it is important to be aware of the practical application of foreign language competence (in a foreign language environment or in communication with native speakers). This necessitates the systematic study of a foreign language, during which all elements must be given equal weight in the learning process. The connection between learning and life highlights the need to use methods that align educational activity with sociocultural realities, so that the knowledge acquired by learners can be fully utilised in their personal and professional lives.

In this context, it is worth noting the principle of organically combining theoretical and practical training for students pursuing higher education in pedagogy [5]. A characteristic feature of the Soviet-Ukrainian education system was the imbalance between theoretical and practical dimensions in the process of teaching foreign languages. The theoretical cluster of foreign language learning actually summarised the level of its mastery. The practical dimension was deprived of its proper significance in the process of language learning and was reduced to reinforcing theoretical training.

A radical change in the relationship between the theoretical and practical dimensions of foreign language learning took place with the formation of the Ukrainian education system after independence. Starting in primary school, practical foreign language skills became as important as theoretical training. This

methodological approach was dictated by the future prospects of using foreign language competence in a foreign language environment (educational, scientific, technological, cultural or professional).

Another didactic principle of foreign language teaching is the principle of emotionality, which is particularly relevant for students of higher pedagogical education who will work with primary school pupils in the future [5]. It is obvious that moral and psychological characteristics play a decisive role in the process of interaction at the teacher-student level and, especially, at the teacher-pupil level.

In the process of foreign language teaching, these factors are of great importance in the context of the correlation between the transmission and perception of foreign language information. Emotionality in this case is a kind of measure:

- the ability of the teacher to initiate the process of effective foreign language acquisition by primary school pupils, which involves appealing to both the rational and emotional levels of perception;
- the interest and motivation of higher education students who will work in primary schools to acquire and continuously improve their foreign language competence.

Conclusions. Didactic principles of foreign language teaching have specific methodological characteristics and are structured according to this criterion. The educational characteristics of foreign language teaching are fundamental in nature and are prioritised in the formation of professional competences of foreign language teachers in primary schools.

The strategy for training teaching professionals who will teach foreign languages to primary school pupils, together with fundamental educational dimensions, must take into account all current trends in socio-cultural life. The status of a foreign language in the educational space is changing from a means of communication to an interdisciplinary activity involving knowledge of the language and its integration into areas of social activity. Therefore, higher education standards for teaching foreign languages in primary schools are being updated and supplemented with new elements and algorithms of pedagogical skill.

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