

*qualifying stage allowed to reveal the dynamics of the growth of levels of students' readiness. It was found that in the experimental group the proportion of students with high (10,7 %), sufficient (by 13 %) and average (by 1,5 %) levels of readiness was increased, while there was a decrease in the proportion of students with low level of readiness by 23,2 %.*

**Originality.** *The revealed results of experimental and experimental work confirmed the decision of the set goal, and also allowed to prove the effectiveness of organizational and pedagogical conditions, content, forms and methods of forming the readiness of future social educators in the process of their professional training. At the same time, further theoretical and experimental researches require forms and methods of work that will allow to increase the level of formation of the organizational and activity component of the readiness of future social educators to harmonize the gender relations in the youth environment: volunteer activity and organization of production practice.*

**Conclusion.** *The article describes the effectiveness of organizational and pedagogical conditions for the preparation of future social educators for harmonization of gender relations in the youth environment is proved: integration of gender knowledge into the process of professional training; use of innovative interactive pedagogical technologies of gender-based learning; attracting students to active public and project activities in the field of gender education at a higher education institution.*

**Key words:** *sociological field; gender relations; future social educators; gender approach; vocational training; components of readiness; experimental and experimental work; organizational and pedagogical conditions; self-esteem and professional skills.*

*Одержано редакцією 04.09.2017  
Прийнято до публікації 11.09.2017*

**УДК 378.096:81(045)**

**BAKHMAT Liudmyla,**

*Candidate of Sciences, Associate Professor of the Foreign Philology Department Municipal Establishment «Kharkiv Humanitarian-Pedagogical Academy» of Kharkiv Regional Council, Ukraine;*

**BEL'MAZ Yaroslava,**

*Doctor of Pedagogical Sciences, Professor, Academician of International Academy of Pedagogical Science, Head of the Foreign Language Department of the Municipal Establishment «Kharkiv Humanitarian-Pedagogical Academy» of Kharkiv Regional Council, Ukraine*

## **HISTORICAL ASPECT OF TRAINING FOREIGN LANGUAGE TEACHERS IN HIGHER EDUCATIONAL ESTABLISHMENTS OF UKRAINE IN THE 20<sup>TH</sup> CENTURY**

**Анотація.** *Розглянуто проблему підготовки вчителів іноземних мов в Україні ХХ сторіччя. Проаналізовано концепти «професійна підготовка» і «підготовка вчителів іноземних мов» з акцентом на праці українських учених. Доведено важливість використання таких традиційних елементів системи підготовки вчителів іноземних мов, як педагогічна практика, необхідність організації навчального процесу, важливість професійної самоосвіти і саморозвитку протягом життя, збалансоване співвідношення між загальноосвітніми, філологічними і методичними циклами підготовки, що починаються з теоретичних і поступово переходять до практичних дисциплін.*

**Ключові слова:** *учителі іноземних мов; професійна підготовка; підготовка вчителів іноземних мов; вищі педагогічні заклади; навчальні плани; навчальний процес; цикли навчальних дисциплін; історичний аспект.*

**Introduction.** Nowadays, Ukraine is approaching serious milestones on the threshold of joining the European Union. The country is undergoing a mass of necessary reforms and general changes. A great many spheres of social, political and economic life have already been taken to a new level. One of the most crucial sectors is education because capable professionals are empowered to develop the country. The educational issue is not new for higher establishments of Ukraine. So far, a myriad of improvements have been introduced. To be exact, the Bologna system is commonly used in Ukrainian universities. Moreover, there is a clear tendency of increasing the amount of time for self-work. 2017 was the final year of awarding Specialist Diplomas to graduates. In prospect, more innovations are to be made in secondary and higher education.

In a modern society, the main source of transformations is teachers – in kindergartens and schools, in colleges and universities. Pointing a way ahead as in the famous quote of George Bernard Shaw «I'm not a teacher: only a fellow-traveler of whom you asked the way. I pointed ahead – ahead of myself as well as you» is incredibly relevant in the epoch of changes.

Much attention is paid to reforming education processes in higher pedagogical establishments. Taking into account the growing importance of foreign languages, it is language teachers on whom the most emphasis is put. Generally, English is the most popular and most taught among foreign languages in Ukraine. In 2017, over 83,000 school graduates registered for English External Testing, while other foreign languages got only about 7,000 applicants [17].

Educating competent language teachers is a total necessity of the twenty-first century both in Ukraine and in the EU (The State Education Standard of a Foreign Language (1998), The Concepts of Pedagogical Education (1999), The Program «Teacher» (2002), The National Doctrine of Education Development (2002), The Guide for the Development of Language Education Policies in Europe (2003) [6]).

A lot of Ukrainian researchers studied various aspects of training language teachers around the world. H. Yaremko insists on the importance of considering Australian experience [18], Ya. Belmaz believes the US and Great Britain to be worthy examples [2]. China is also facing a transitional period of reforms. Xingyue Hao & Zhiping Yin study college English teaching in China where there are disputes over content-based or skill-driven strategies [7, p. 84]. Mapopa Sanga from the Department of Excellence in Teaching and Learning, Southwestern Oklahoma State University, USA describes a Framework for Teaching L2 English in Malawi. The Framework is expected to be used as a guideline «to train pre-service teachers from the perspective of what would be happening in the secondary school English classroom. It delineates templates that show exactly what a teacher-in-training would be required to do in a classroom situation including roles that students would also be required to perform» [13, p. 68]. University English methodology practitioners in Malawi will improve the strategies of training English teachers with the new pedagogy.

Training highly-qualified English teachers by implementing traditional and innovative methods is an ideal solution. Despite the stress researchers lay on borrowing international language teaching experience, traditional Ukrainian results should be seriously considered in order to get the best of it. The historical aspect of training foreign language teachers was of great interest to N. Hupan, O. Korsakova, P. Lyneiko, T. Lytniova, O. Stoyan and others.

**Purpose.** The aim of the article is to analyze and structure information on teaching foreign languages in Ukraine from the beginning of the twentieth century till the present time. The following objectives are set: to study university programs, to analyze courses and scheduled hours. Practical training (school practice) is another important issue worth consideration.

**Main material.** The key research concept is professional training of a foreign language teacher. The term has been widely used in Ukrainian research papers. O. Misechko defines it as a complex, dynamic pedagogical system which is functionally active and

combines contents, aims as well as methods. Self-development professional skills and creative thinking are imperative. [8, p. 16]. In O. Shmyrko's opinion, professional training of a foreign language teacher is a channeled process of gaining knowledge and skills to guarantee high-quality teaching [16]. L. Vygotsky, D. El'konin, S. Rubinstein and others emphasize the inter-dependence of «I-concept» and professional growth.

As for professionalism, O. Shenderuk viewed it in several contexts: in philosophic – professional culture, in psychological – honing values, ideals of professional culture, in social – personal traits, in pedagogical – a high level of profession acquisition, combining all of the above mentioned competencies in the term [15, p. 10]. Besides, studying the period of the second half of the twentieth century, the researcher pointed out several stages of foreign teacher professionalism development: a) from the late 1950s till the middle of the 1980s scientific and practical views on professionalism were formed; b) till 1991 the term «professionalism» became wide-spread while general education welcomed democracy and humanism; c) the first decade of the independent Ukraine was known for a national education paradigm with implementing numerous methods to guarantee professionalism.

The term was used in accordance with changing conditions of the political atmosphere in the country which was more Soviet at first, but later was transformed into a national democratic notion. Analyzing foreign research materials, numerous interpretations were found. Day and Sachs are sure that non-stop professional development of teachers is a must [3, p. 4], while Grundy and Robinson stress on development as key component of teaching [5].

The issue of studying an anthropologic aspect of professional training of foreign language teachers was examined in recent theses by Ukrainian researchers. S. Dolapchy paid special attention to gymnasium education of foreign language teachers at the beginning of the twentieth century. N. Borisova was interested in theoretic and practical aspects of teaching foreign languages as school in 1917-1933 years. O. Okolovych took interest in the same phenomenon though the time frame was the end of the twentieth and the beginning of the twenty-first century. A. Zinchenko studied the history of professional training of a foreign language teacher in Ukraine.

Defining the breaking point of educating language teachers professionally is quite difficult. Dating back the origins of teaching English in higher educational establishments, T. Petrenko considers the Imperial Kharkiv University along with Kyiv-Mohyla Academy the birthplaces. In the nineteenth century, it was a common practice to hire foreigners there. D. Shmerfeld, Williamson, N. Struve, R. Denet, H. Dauns, R. Sherzl, Iu. Furber and other foreign lecturers worked in Kharkiv. Analyzing the popularity of foreign language in the early 1900s, T. Petrenko mentions that despite the fact that English was taught in the Kharkiv Collegium, the number of people knowing German and French was still dominating. In the Lviv University, Yu. Shelest [14] emphasizes that German was a teaching language. Foreign language courses were planned for the first years of university studies. All in all, foreign languages were widely used in the pre-revolutionary era.

N. Bavykina and A. Zinchenko prove that professional training of foreign language teachers was established at the threshold of the twentieth century [1]. Outlining the system stages of professional training of a foreign language teacher, O. Misechko [8] points out the initial ones. The researcher studied the period of 1900-1960 in the thesis. The first stage was 1900-1917 years when the origins of training professionals to teach German, French and English were placed. The second was devoted to creating a general base for professional pedagogical education. The organization of linguistic education (foreign languages) establishments dates back to the third stage (the 1930s-1940s), while the years from 1941 till 1964 were about completing the creation of system traits of professional training of a foreign language teacher.

In the Soviet universities, achievements of the Imperial epoch were often neglected. The Soviet higher education was being built. Analyzing higher educational establishments, the cradles of foreign language spreading were the Kyiv and Kharkiv universities where

Romano-Germanic departments were opened. The compulsory subjects were two foreign languages along with two classic ones (Greek and Roman) and history-related courses. The main accent was on theoretic subjects where lectures and practice classes were most often. Later writing subject and scientific seminar papers were introduced. Generally, communicative methods were often implemented to forward speaking skills.

At the beginning of the twentieth century, women higher educational courses were opened in several regions. They made a significant contribution as graduates were highly trained specialists. In the 1920s, Institutes of Folk Education became popular due to the introduction of practical training. Unfortunately, the tendencies weren't widely supported in the post-revolution time. Instead, studying Bolshevik courses was made necessary at the expense of languages.

In 1930, the Ukrainian Institute of Linguistic Education together with language training schools focused on pedagogical, translational and scientific skills of graduates. Language courses were taught in a foreign language. To fill in the practice gap, lesson observations and discussions were used; students taught practical lessons at school, studied school language books and education methods for different age groups.

During the 1950s – 1960s there was a sudden increase in the number of students at philological departments. The most popular language was English – over 60 %, French – about 30 %, German and Spanish shared the left 10 % [9].

From the end of the 1950s, the system of professional training of a foreign language teacher became better structured than before, with individual work and more activities, including speaking, writing, analytical and home reading. Special language courses were in the center of attention getting more hours at the expense of non-specialized ones. This was the time when teaching methods were improved by adding various types of translation, abstracting of schemes and texts, making reports.

In the 1960s, the Drohobych Pedagogical Institute opened English, German and later French specializations. Besides, chairs of teaching methods were established in many Ukrainian universities. The main innovation was about introducing philological courses and teaching practices in the process of training language teachers. History of Language, Theoretic and Normative Grammar, Theoretic Phonetics, Lexicology, Latin and Foreign Language Literature/Geography/Culture were made mandatory in 1963. Consequently, special literature for professional language training of university students was published. Lecture courses got 20-50 academic hours, while practical – much more, i.e. the Practical Course of English – 2000 [9].

In 1963, the training period for foreign teachers was changed from 4 to 5 years. As a result, there was a slight increase in academic hours of the following courses: the main foreign language (36 academic hours) and methods of teaching a foreign language (20 academic hours). The course «Text Interpretation» (24 academic hours) was a novelty. Naturally, more courses were added, e.g. Second Foreign Language, Stylistics, General Linguistics, etc. In the third year, a term project was to be created which could be further developed into a diploma instead of taking state exams in the fourth year. Then, the system for professional training of foreign language teachers was finally formed and systemized. With minor changes, it was widely used. The 1970s brought out technological breakthroughs which went on growing ever after.

Till the middle of the 1980s, communist tendencies were quite strong in education. Nevertheless, individual work prospered in form of after-class courses and linguistic clubs, at the same time life-long education concept was popularized. Teaching practice was in the center of attention. The tendency of two-profile specializations was also recovered in 1984-1985. To be exact, History and Foreign language was opened in the Voroshylovhrad and the Mykolayiv Pedagogical Institutes while the Kherson institute was enriched with the English and German specialization.

The «Poltava» plan was brought out to strengthen links between schools and higher pedagogical establishments. Combining theoretical and practical aspects, students were to apply gained knowledge to accumulate real-life skills to work at schools of various types.

The dawn of the education revolution was at the end of the 1980s when creative approaches in theoretical and practical courses were welcomed stimulating interest of students. In the late 1990s, a level system of higher educational establishments was offered. Universities became independent to decide on curricula. General psychological and pedagogical courses were introduced as well as new philological courses, e.g. English Phraseology. Moral aspects of human's personality were widely discussed [4, p. 28].

At the same time, language courses got more academic hours. There, innovative technologies were in demand, i.e. audio and video materials. As for the practical aspect, future foreign language teachers had to write numerous lesson plans for school to successfully complete the training.

At the beginning of the twenty-first century, first Masters of Teaching foreign languages graduated. They attended theoretical courses such as Literature Text Analysis and improved knowledge of a second foreign language.

Analyzing methodology for training foreign language teachers, a clear change from «the natural method» – resembles learning a native language by a child – at the beginning of the twentieth century to the competence-based approach in the new millennium is traced. The later consists of information, communication, personal, special, multicultural and social competencies. Naturally, computer technologies have grown in popularity becoming a 100 % must of the twenty-first century.

The main teaching methods of proved effectiveness are problem-solve studying, dialogs, success situations, etc. Getting down to pedagogical activities, lectures, seminars and practical classes are key forms. Group work has been in wide use in English classrooms for a long time. Now, a lot of stress is made on individualization of educational process. Hue You from Shandong University of Finance and Economics, China, who studies personalized English teaching in college points out that «teachers need to take students' individualization into consideration, and improve their efficiency and quality in lesson preparation and lesson giving, avoid repetition work, and finally improve the level of college English teaching and better guarantee the teaching quality» [19, p. 43].

Studying university curricula of higher educational establishments for foreign language teachers, there has been a variety of transformations over the last century. The accent has been on language-centered courses at first, though later the pedagogical training which is of utmost importance for successful pupils' teaching has been closely considered. New courses oriented towards professional expertise have been added, e.g. Innovative Methods of Foreign Language Teaching, etc. O. Piehota stresses on the importance of pedagogical subject cycles and pedagogical training via an activity approach to educate a self-responsible and reflexive specialist [11, p. 3]. The researcher also notes that it is essential to be knowledgeable about the development of educational systems in the home countries of a to-be-taught language as well as to study the following courses Basics of Pedagogical Expertise, Educational Technologies, Teacher's Individuality: Theory and Practice.

Importantly, the course «Methods of Teaching a Foreign Language» has been vital for training specialists. It has been number one issue for Publishing houses and Methodological organizations. For several decades now, great support to English-teaching staff has been providing the British Council. The organization offers workshops, conferences and methodological literature. In 2016, the program «English teachers- change agents» was launched together with GoGlobal. The main aim is to create a community of English trainers in several regional centers. The first stage was about introducing new methodologies of teaching English, while the second was centered on sharing received knowledge at local regional workshops.

What is more, the British Council takes active part in the program introduced together with the Ministry of Education and Science «New Generation School Teachers». According to the analysis of university programs for English-teachers, about 4 % of study time was devoted to methodological training [12, p. 19] and the teaching language is mostly Ukrainian. Therefore, a new program was developed focusing on critical thinking, English speaking and skills to study. Due to the changes, now the methodological courses are to last 660 academic hours and teaching practice is to be its inseparable part. At first, it is guided observation. Then teacher assistance practice is on. The finishing touch is work as an assistant teacher. The 21 modules correspond with European education standards. They are taught in English and include an essential IT component. Later, the program components are to be implemented in training teachers of other foreign languages. Consequently, methods of foreign language teaching with innovative technologies are worth closer consideration as well having the innovated courses not only of a theoretical but mainly practical basis in curricula.

**Originality.** Among dozens of courses in curricula of higher pedagogical educational establishments, currently it's strong philological training of the communication and competency-based approaches as well as deep understanding of ways to teach that get the most academic hours. In current curricula special attention is to be paid at the methods of using innovative technologies on the basis of strong methodological skills.

**Conclusions.** Today, general economic globalization and internationalization of higher education makes it necessary to optimize the Ukrainian educational system. Following international tendencies is necessary, though customizing the system according to the society needs with implementing national achievements is reasonable.

After analyzing the century of functioning pedagogical educational establishments in various forms – institutes, professional courses, universities, certain traditional aspects of teacher training are worth using in current and future curricula. First of all, it is practical training which in general organized from the third to the eighth terms, including observation, assistant and teaching practices. Most higher pedagogical educational establishments also have summer camp or language camp practices. Secondly, it is proper organization of education process is essential in the scope of philological, methodological, pedagogical, psychological and innovation-technological chairs. Thirdly, it is a balanced ratio between general educational, philological and methodological cycles in curricula. The fourth aspect is initial introduction to theoretical and further following of practical subjects as it was common in Ukrainian pedagogical institutes in the twentieth century. Next, a tendency for professional self-education and self-development as well as life-long education is worth inheriting; it resembles European and world-wide trends.

Updating and reforming the Ukrainian system of higher education, the experience and prior achievements are efficient components of substantial contribution potential in the present and future.

#### Список використаної літератури

1. Бавикіна М. Ю. Історія професійної підготовки вчителя іноземної мови в системі освіти України / М. Бавикіна, А. Зінченко // Вісник Черкаського університету : [зб. наук. ст.] – Вип. 148. Серія «Педагогічні науки». – Черкаси : Видавництво ЧНУ ім. Б. Хмельницького, 2009. – С. 63–97.
2. Бельмаз Я. М. Професійний розвиток викладачів вищої школи у Великій Британії та США : автореф. дис. ... д-ра пед. наук : 13.00.04 / Я. М. Бельмаз ; Східноукраїнський національний університет імені Володимира Даля. – Луганськ, 2011. – 40 с.
3. Day, C., & Sachs, J. (2009). Professionalism, performativity and empowerment: Discourse in the politics, policies and purposes of continuing professional development. In C. Day & J. Sachs (Eds.). *International handbook on the continuing professional development of teachers* (pp. 3–32). Berkshire, England: Open University Press.
4. D'Arms, J., & Jacobson D. (2014). Introduction. *Moral Psychology and Human Agency: Philosophical Essays on the Science of Ethics*. Oxford: Oxford University Press, – P. 1-8. doi: 10.1093/acprof:oso/9780198717812.001.00 01

5. Grundy, Sh., & Robinson, J. (2009). Teacher professional development: Themes and trends in the recent Australian experience. In C. Day & J. Sachs (Eds.). (*International handbook on the continuing professional development of teachers*) (pp. 146–166). Berkshire, England: Open University Press.
6. Guide for the Development of Language Education Policies in Europe (2003). Retrieved from [http://www.coe.int/t/dg4/linguistic/Source/FullGuide\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/FullGuide_EN.pdf).
7. Hao, Xingyue, & Zhiping, Yin (2015). College English Teaching Reform in China: An Orientation toward ESP. (*International Journal of English Language Teaching*), vol. 2, No. 2, 77–86. doi: 10.5430/ijelt.v2n2p77
8. Місечко О. Є. Формування системи професійної підготовки вчителя іноземної мови у педагогічних закладах України (1900-1964 pp.) : автореферат дисертації ... доктора педагогічних наук : 13.00.01 / О. Є. Місечко ; Інститут педагогіки НАПН України. – Київ, 2011. – 50 с.
9. Околович О. В. Підготовка вчителя іноземної мови у вищих педагогічних навчальних закладах України (друга половина XX – початок XXI століття) : дисертація ... кандидата педагогічних наук : 13.00.01 / О. В. Околович ; Дрогобицький державний педагогічний університет імені Івана Франка. – Дрогобич, 2014. – 309 с.
10. Панченко В. В. Вимоги до організації контролю навчальної діяльності у вищих педагогічних закладах освіти : матеріали III Міжнародної науково-практичної конференції [«Педагогіка в системі гуманітарного знання»], (м. Одеса, 8-9 вересня 2017 року). – Херсон : Видавничий дім «Гельветика», 2017. – С. 16–18.
11. Пехота О. М. Сучасні підходи до педагогічної підготовки вчителя іноземної мови: концепція, зміст, модель, перспективи розвитку [Електронний ресурс]. – Режим доступу : <http://lib.chdu.edu.ua/pdf/naukpraci/pedagogika/2002/20-7-9.pdf>
12. Програма проведення педагогічного експерименту щодо методичної підготовки майбутніх учителів англійської мови за інноваційною типовою програмою на 2015–2019 роки [Електронний ресурс]. – Режим доступу : <https://vsru.edu.ua/faculty/lingvo/imgLingvo/br3.pdf>.
13. Sanga, Mapora. (2016). Development of a Framework for Teaching L2 English as a Situated Practice in Malawi. (*International Journal of English Language Teaching*), Vol. 3, No. 2, 58–71. doi: 10.5430/ijelt.v3n2p58
14. Шелест Ю. Н. Историко-педагогические основы проблемы изучения иностранных языков в университетах Украины XIX – начала XX века / Ю. Н. Шелест // Вектор науки Тольяттинского Государственного Университета : Серия : Педагогика, психология. – 2013. – № 2 (13).– С. 306–309.
15. Шендерук О. Б. Проблема розвитку професіоналізму майбутніх викладачів іноземної мови у вищих навчальних закладах (друга половина XX – початок XXI століття) : автореферат дисертації ... кандидата педагогічних наук : 13.00.01 / О. Б. Шендерук ; Житомирський державний університет імені Івана Франка. – Житомир, 2017. – 20 с.
16. Шмирко О. С. Педагогічні умови професійного розвитку майбутніх учителів іноземної мови у системі університетської педагогічної освіти : дисертація ... доктора педагогічних наук : 13.00.04 / О. С. Шмирко ; Хмельницький національний університет. – Хмельницький, 2016. – 285 с.
17. Статистичні дані щодо реєстрації учасників основної сесії зовнішнього незалежного оцінювання 2017 року. (2017). [Електронний ресурс]. – Режим доступу : [http://testportal.gov.ua/wp-content/uploads/2017/05/stat\\_register\\_17.pdf](http://testportal.gov.ua/wp-content/uploads/2017/05/stat_register_17.pdf)
18. Яремко Г. В. Професійний розвиток учителів загальноосвітніх шкіл Австралії : дисертація ... кандидата педагогічних наук : 13.00.04 / Г. В. Яремко ; Національний університет «Львівська політехніка». – Львів, 2017. – 280 с.
19. You, Hua. (2015). Personalized College English Teaching Based on Collaboration among Teachers. (*International Journal of English Language Teaching*), Vol. 2, No. 2, 40–44. doi: 10.5430/ijelt.v2n2p40.

#### References

1. Bavykina, N. Yu., & Zinchenko, A. (2009). History of professional training of foreign language teachers in the educational system of Ukraine. *Vysnyk Cherkas'kogo unyversytetu (Cherkasy University Bulletin: Pedagogical Sciences)*, 148, 63 – 97 (in Ukr.)
2. Bel'maz, Ya. M. (2011). *Professional development of Lecturers in Great Britain and the USA*: abstract of the Thesis for Doctor of Pedagogical Science. Luhansk: Volodymyr Dahl East Ukrainian National University (in Ukr.)
3. Day, C., & Sachs, J. (2009). *Professionalism, performativity and empowerment*: Discourse in the politics, policies and purposes of continuing professional development. In C. Day & J. Sachs (Eds.), *International handbook on the continuing professional development of teachers* (pp. 3–32). Berkshire, England: Open University Press (in Engl.)
4. D'Arms, J., & Jacobson D. (2014). *Introduction. Moral Psychology and Human Agency: Philosophical Essays on the Science of Ethics*. Oxford: Oxford Universtiy Press, – P. 1-8. doi: 10.1093/acprof:oso/9780198717812.001.00 01 (in Engl.)

5. Grundy, Sh., & Robinson, J. (2009). *Teacher professional development: Themes and trends in the recent Australian experience*. In C. Day & J. Sachs (Eds.), *International handbook on the continuing professional development of teachers* (pp. 146–166). Berkshire, England: Open University Press (in Engl.)
6. *Guide for the Development of Language Education Policies in Europe* (2003). Retrieved from [http://www.coe.int/t/dg4/linguistic/Source/FullGuide\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/FullGuide_EN.pdf). (in Engl.)
7. Hao, Xingyue, & Zhiping, Yin (2015). College English Teaching Reform in China: An Orientation toward ESP. (*International Journal of English Language Teaching*), vol. 2, No. 2, 77–86. doi: 10.5430/ijelt.v2n2p77 (in Engl.)
8. Misenchko, O. E. (2011). *Forming the system of professional training of foreign language teachers in higher pedagogical educational establishments of Ukraine (1900-1964)* : Abstract of the Thesis for Doctor of Pedagogical Science. Kyiv: The Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine (in Ukr.)
9. Okolovych, O. V. (2014). *Training foreign language teachers in higher pedagogical educational establishments of Ukraine (the second half of the 20th – the beginning of the 21st century)* : Thesis for Candidate of Pedagogical Science. Drohobych: Drohobych Ivan Franko State Pedagogical University (in Ukr.)
10. Panchenko, V. V. (2017). *Requirements of organizing control of learning activities in higher pedagogical educational establishments*. Pedagogy in the system of humanitarian knowledge. Materials of III scientific-practical conference (Odesa, 8-9 Sept. 2017), p. 16–18 (in Ukr.)
11. Piehota, O. M. (2002). *Modern approaches to pedagogical training of foreign language teacher: concept, contents, model, development prospects*. Retrieved from <http://lib.chdu.edu.ua/pdf/naukpraci/pedagogika/2002/20-7-9.pdf>. (in Ukr.)
12. *Program of conducting a pedagogical experiment on methodological training of future English teachers using the Innovation Program for 2015-2019 years* (2015). Retrieved from <https://vspu.edu.ua/faculty/lingvo/imgLingvo/br3.pdf>. (in Ukr.)
13. Sanga, Mapopa. (2016). Development of a Framework for Teaching L2 English as a Situated Practice in Malawi. (*International Journal of English Language Teaching*), Vol. 3, No. 2, 58–71. doi: 10.5430/ijelt.v3n2p58 (in Engl.)
14. Shelest, Yu. N. (2013). Historical and pedagogical fundamentals of the foreign language learning problem in the universities of Ukraine of XIX – early XX century. *Vektor nauky Tol'yattyskogo Gosudarstvennogo unyversyteta (Vector of Science of TSU. Series: Pedagogy, psychology)*, 2, 306 – 309 (in Russ.)
15. Shenderuk, O.B. (2017). *The issue of professionalism development of future foreign language teachers in higher educational establishments of Ukraine (the second half of the 20th – the beginning of the 21st century)*: Abstract of the Thesis for Candidate of Pedagogical Science. Zhytomyr: Zhytomyr Ivan Franko State University (in Ukr.)
16. Shmyrko, O. S. (2016). *Pedagogical conditions of professional development of future foreign language teachers in the system of University pedagogical education*: Thesis for Doctor of Pedagogical Science. Khmelnytsk: Khmelnytsk National University (in Ukr.)
17. *Statistics for registering participants for the main part of External Testing* (2017). Retrieved from [http://testportal.gov.ua/wp-content/uploads/2017/05/stat\\_register\\_17.pdf](http://testportal.gov.ua/wp-content/uploads/2017/05/stat_register_17.pdf)
18. Yaremko, H. V. (2017). *Professional development of School Teachers in Australia*: Thesis for Doctor of Pedagogical Science. Lviv: Lviv Polytechnic National University (in Ukr.)
19. You, Hua. (2015). Personalized College English Teaching Based on Collaboration among Teachers. (*International Journal of English Language Teaching*), Vol. 2, No. 2, 40–44. doi: 10.5430/ijelt.v2n2p40. (in Engl.)

***Abstract. Bakhmat L., Bel'maz Ya. Historical Aspect of Training Foreign Language Teachers in Higher Educational Establishments of Ukraine in the 20th century***

***Purpose.*** The paper studies the issue of training foreign language teachers in Ukraine of the 20<sup>th</sup> century. The origins of training linguistic professionals for school date back to the early 1900s. Throughout the century, the higher educational system faced a myriad of changes, including curricula (courses, academic hours, teaching practices, etc.) and teaching approaches, falling under the influence of political regimes. Reforming the national educational system nowadays, the main focus is on sharing European practices.

***Methodology.*** The general scientific, chronological, comparative, retrospective and interpretational methods were used in the article.

***Theoretical basis.*** The work presents the definitions of «professional training» and «training foreign language teachers» concepts, as well as offers the overview of pedagogical studies of Ukrainian researchers interested in training foreign language teachers at higher pedagogical



*establishments of Ukraine in the 20<sup>th</sup> century: Olha Misechko (2011), Volodymyr Okolovych (2014), Olena Shmyrko (2016), Olena Shenderuk (2017).*

**Originality.** *Analyzing the changes of curricula for foreign language teachers, the authors note the increasing importance of innovative technologies based on strong methodological skills, deep language knowledge with an accent on communication.*

**Conclusions.** *The authors argue that traditional basics are worth inheriting, including practical training (observation, assistant and teaching practices); proper organization of education process (professional staff of university chairs specializing in philological, methodological, pedagogical, psychological and innovation-technological disciplines); a balanced ratio between general educational, philological and methodological cycles in curricula, initial introduction to theoretical and further following of practical subjects; the growing role of professional life-long self-education and self-development.*

**Key words:** *foreign language teacher; professional training; training of a foreign language teacher; higher pedagogical educational establishments; curricula; learning process; cycles of study disciplines; historical aspect.*

Одержано редакцією 15.08.2017

Прийнято до публікації 29.08.2017

УДК 373.21:159.922.7 (045)

**БОБРО Лілія Вікторівна,**  
аспірантка кафедри педагогіки, Ніжинський  
державний університет імені Миколи Гоголя,  
Україна

### **ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ У СТАРШИХ ДОШКІЛЬНИКІВ УМІННЯ ДОЛАТИ СТРАХ**

**Анотація.** *Визначено й проаналізовано основні педагогічні умови ефективного формування вміння долати страх у дітей старшого дошкільного віку. Здійснено аналіз наукових підходів щодо створення й ефективного впровадження кожної визначеної педагогічної умови. Розглянуто основні установки щодо забезпечення визначених умов формування вміння долати страх у дошкільників. Розкрито принципи, на яких педагогам доцільно будувати виховний процес із формування у старших дошкільників уміння долати страх.*

**Ключові слова:** *страх; уміння долати страх; педагогічні умови; принципи формування вміння долати страх; диференційований підхід; казкотерапія; моделювання ситуації; вправлення; виховання; старші дошкільники.*

**Постановка проблеми.** Сучасне соціальне середовище, у якому відбувається розвиток дитини старшого дошкільного віку, наповнене безліччю ризиків, загроз, небезпек, що спричинені агресивністю суспільства. Дошкільники мають вільний доступ до інформації про військові дії, смерті, поранення, терористичні акти, техногенні катастрофи, стихійні лиха. Герої сучасних мультфільмів і комп'ютерних ігор здебільшого характеризуються зловісним виглядом і жорстокістю. Ускладнює ситуацію надмірне матеріальне розшарування населення, невизначеність перспектив, емоційна напруженість дорослих і дефіцит часу, формалізація стосунків, жорстка регламентація буття, постійний поспіх. Сукупність усіх зазначених причин приводить до виникнення в дітей старшого дошкільного віку страхів, що негативно впливає на становлення особистості в цілому.

**Аналіз останніх досліджень і публікацій.** Особливості формування вміння долати страхи в дітей старшого дошкільного віку знайшли відображення у працях