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INNOVATIVE CHARACTERISTICS OF INDIVIDUALIZATION OF PROFESSIONAL TRAINING OF THE FOREIGN LANGUAGES AT THE HIGH SCHOOL

В даній статті аналізуються деякі інноваційні характеристики індивідуалізації професійної підготовки майбутнього вчителя іноземної мови у вищих педагогічних навчальних закладах (на основі Кіровоградського державного педагогічного університету імені Володимира Винниченка та Черкаського національного педагогічного університету імені Богдана Хмельницького).

Ключові слова: індивідуалізація, професійна підготовка, інноваційні характеристики, експериментальне дослідження, майбутній вчитель іноземних мов, мотиваційний аспект, когнітивний аспект, процесуальний аспект.

This article analyzes some innovative features of individualized training of the future teachers of foreign languages at the higher educational institutions (based on Kirovograd State Pedagogical University named after Volodymyr Vynnychenko and Cherkassy National Pedagogical University named after Bogdan Khmelnytskyi).

Key words: individualization, professional training, innovative features, experimental study, future teacher of foreign languages, the motivational aspect, the cognitive aspect, the procedural aspect.

Definition of the problem and the analysis of the last researches and publications.

Transformation of the national education system to European socio-cultural space requires a technological upgrading of organizational models of modern educational process. Under these conditions, there is an objective need for a didactic technologies that meet the diverse educational and professional needs of each individual and intensify the educational process. An important part of educational process is self-oriented interaction between the teacher and the student.

The democratization of higher education and its entry into the world of cultural and educational space that at the present stage is characterized by the active implementation of the learning process credit-module system, which is based on a combination of modular structuring the content of educational material accumulation and evaluation of teaching and learning of students, cause the relevance of the research.

Analysis of the scientific literature suggests that the problem of individualization is not new in pedagogical science, and allows us to highlight different aspects of the research. As the means of improving the efficiency of education in general the individualization was considered by A. M. Aleksyuk, V. I. Bondar, V. I. Gladkyh, O. G. Moroz, I. E. Unt, P. A. . Yutsyavichene and others; in the context of cognitive activity and its independence it was revealed by V. M. Galuzynskyi, V. I. Zagvyazinskyi, A. O. Kirsanov, G. I. Kobernik, V. O. Molyako, T. M. Nikolaeva, E.S. Rabunskyi, T. I. Shamova and others; as the motives that encourage students to study and promote the formation of cognitive interests, by L. I. Bozhovych, T. B. Grebenyuk, N. G. Morozova, G.I. Shchukina and others. As the means of frontal, group and individual work of students the individualization was investigated by T. V. Vassilieva, V. O. Vyhrushch, Yu. M. Kulyutkin, M.S. Leites and others; as the means of developing specific skills – V. A. Krutetskyi, V.O. Sukhomlynskyi, B. M. Teplov, P. M. Yakobson and others. The individualization in the process of prevention and elimination of failure of students was reflected in the works of V. M. Makhmutova, N.A. Menchynskoyi and others. Yu. K. Babanskyi, V. M. Volod'ko, Yu. Z. Hil'buh, P. M. Gusak, V.O. Onischuk, V. F. Palamarchuk, O. M. Pehota investigated individualization through determination of levels, forms and types of differentiation in order to develop the teaching of the educational process.

Recently, a number of researches were devoted to the methodical preparation of foreign language teachers to teach integrated courses (O. B. Bigych, S.V. Ivashnyova, O. O. Kovalenko, V. G. Redko, Yu. S. Styrkina), the conducted series of dissertations was dedicated to multi-level pedagogical education (V.I. Krutiy, O. I. Ponomarvova), to the theoretical and methodological fundamentals of training future teachers (T. F. Alekseenko, A. M. Zubko, A. F. Lynenko, S. M. Martynenko, L. O. Mil'to, L.O. Khomych, L. L. Khoruzha), to the use of role-play in preparing the students for the foreign language communication (V. M. Bazurina, V. G. Red'ko), to the formation of the professional competence and professional pedagogical orientation of future teachers in the process of learning a foreign language (V. O. Kalinin, N. Ye. Lobanov, N. V. Mykhailova, O. V. Ovcharuk, A. V. Shyshko), to the content analysis of the components of foreign language teaching (I. L. Bim, N. D. Galskova, O.O. Kolominova, R. Yu. Martynov, S. Yu. Nikolaeva, V. M. Plakhotnik, G. V. Rogova).

Much attention is paid to the use of a comprehensive individualization of teaching foreign language of pupils and students at higher education institutions (N. E. Zherenko, V. M. Zhukovsky, T.P. Lysiychuk, O. B. Metolkina, N. A. Nekrasov, L. Y. Obratsova, O. P. Petrashchuk, N.D. Solovyov). At various times, various scientists conducted studies of the problem:

- *psychological theory of personality and its development in the process of activity* B. G. Ananiev, L. I. Bozovic, L. S. Vygotsky, V. V. Davydov);
- *the concept of personality-oriented pedagogy* I. D. Bech, S. U. Goncharenko, I. A. Zyazyun, V.G. Kremen, V. V. Rybalka;
- *research implementation, determining the effectiveness of educational technology in school and higher education* V. P. Bespalko, V. I. Yevdokimov, I. F. Prokopenko);
- *training teachers to implement innovative technologies* O. M. Pehota.

At the present stage of pedagogic the problem of innovation is being investigated by: Serbian scientist K. Anhelovsky and British and American outstanding scientists J. Barnet., D. Hamilton., W. Kingston., M. Miles. The interest in teaching global citizenship innovation is the creation of Information Services (Research Center of innovation in education under the auspices of UNESCO, the Asian Centre for Education Innovation Education Development) program's inception implementation of educational innovations, holding international conferences. In particular, the International Bureau of Education (Paris, France) publishes such periodicals as "pedagogical innovation", Information & Innovation in Education (R. Arends, S. Sheeran, G. Sturtridge and others).

But the problem of innovation of the individualization of the professional preparation of future teachers of foreign languages in higher educational institutions is sufficiently developed at the theoretical and practical levels, and the need for its development exists due to changes in modern society and the system of training future teachers in particular. It should be noted that in modern professional education a number of discrepancies is accumulated, which reduce the effectiveness of teaching the foreign language of the students - future teachers, namely:

- Between the need for training of future specialists in the sphere of the pedagogical work which are able to master a sufficient level of the foreign language, and the failure of modern higher education to provide such training;
- Between awareness of the need to ensure the quality of higher education and professional mobility of graduates by expanding opportunities for higher education through individual lending and inappropriate level of development the problems of individualization process of training future teachers of foreign languages;
- Between recognition as the leading personalization requirements for the preparation of future teachers of foreign languages professionally directed and the lack of scientific and methodological materials on appropriate methods and forms of work with students in the learning process;
- Between the classical scheme of training future teachers of foreign languages in high school and new innovative scheme (professionally oriented, individual).

The purpose of writing the article. The purpose of writing this article is - to consider, identify and analyze some of the innovative aspects of individualization in the system of training teachers of foreign languages in today's education and commitment to implementation of the experiment and their participation in it. **The tasks** of this research are the analysis and synthesis of problems of the innovation of individualized training of the future teacher of foreign languages in a specially created environment and readiness of the students to the professional training on the basis of two pedagogical universities (Kirovograd and Cherkassy).

The main material. We conduct observation and analysis of the development and self-development of students in a specially created developmental environment as the part of the program of experimental study (doctoral dissertation) process of individualization of training the future teacher of foreign languages in higher educational establishments. Through the prism of this experiment, we investigate and analyze the process of adaptation of the students in this environment, the process of readiness the future teacher of foreign languages to participate in the experiment, the process of understanding them essence of this problem.

As the analysis of scientific sources testified, domestic and Russian scientists developed the fundamental scientific and theoretical and methodological foundations, innovative models of formation and development of university education (V. P. Andrushchenko, I. A. Zyazyun, V. G. Kremen, V.O. Ognev 'yuk, V. O. Slastonin, V. D. Shadrykov). The scientists N. V. Guzii, L. V. Kondrashova, S.A. Sysoyeva, N. V. Skrypchuk considered the problem of pedagogical skills and teaching creativity.

The use of active forms and methods of teaching, designing and modeling studies was covered in the works of O. A. Komar, V. I. Krutii, L. M. Parkhomenko, O. I. Pometun. The methodological basis of the content and nature of the learning process is important in the modern educational system (Yu. K. Babanskyi, V. I. Bondar, I. Ya. Lerner, O. Ya. Savchenko, A. V. Khutorskyi), which allows to determine the technology of its modeling. A method of modeling knowledge is most often used in pedagogy (V. O. Shtoff), as the method for designing pedagogical situations (O. S. Bereziuk, Yu. M. Kulyutkin), as the simulation game (V. M. Kartashov, V. P. Kuzovlyev), as the modeling of the professional activity (V. O. Adolph, I. S. Stepanova). However, the problem of modeling the pedagogical training of future foreign language teachers remains understudied. A detailed study of domestic and foreign scientific sources revealed that teacher modeling as an effective method of updating the content, forms and methods of training future teachers is not fully used. The current system of training requires a radical upgrade, widely used pedagogical modeling, which significantly improves the training, forms a readiness to the practical activity. The analysis of sources and scientific researches confirmed that the pedagogical modeling training future teacher of foreign languages in previous studies have not an integrated image.

The consideration of pedagogical concepts allow us to distinguish and to characterize several areas for the definition and the correlation of the concepts of "individual approach", "individualization", "differentiation." The problem of the individual approach developed sequentially from the development of the principle of individual approach, the principle of individualization to developing a holistic pedagogical concept of individualization. Investigating the individualization, that is being carried out in teaching science in the context of the overall objectives of training, education and personal development, led to the conclusion that the scientists use this category in the theory and practice, using different approaches, for characterizing as a goal, means, methods, principles and the result of training and upbringing. Based on the reviewed definitions of various scientists the individualization of the learning process in the higher educational institution is defined as an organization of the educational process within which the individual characteristics of students (developing the ability to self-actualization, self-realization, self-learning, self-control), regulated means, methods, techniques and pace study (carried engaging students in active cognitive activity maintained a steady interest in the study), the conditions for professional and personal development of future teachers shall be take into account [2: 5-10].

In order to standardize the levels of knowledge of foreign languages, to raise the motivation to studying of the students, to stimulate self-education and self-estimation in the process of mastering foreign languages The Council of Europe recommends the use of the European Language Portfolio (ELP), based on European guidelines on language education. This document is determined by the Council of Europe as a package in which its owners reflect their achievements and experiences in learning foreign languages, collect examples of doing the work, and the received certificates. ELP provides students with an opportunity to track progress in the study of languages, to inform about the acquisition of language qualifications and content of language courses and plan targets for further study [3: 83].

We examine the first stage of training future teachers of foreign languages in the process of innovation, because we believe that the innovative potential of teachers reveals only during studying at the university, the development of which is the basic of the condition for innovation. In our opinion, the potential is the notion of multidimensional and broad character, and the term "source" is a narrower and can act only as a system component of the innovation potential. So, we understand innovative potential as a feature of individual consciousness of the teacher, his openness to accept new, the independence from stereotypes and patterns.

In our experimental study, we use the experience of N. I. Klokar in the area of preparedness of teachers to innovational activity, which is structured into three components, namely:

1) motivational	– the motivation of innovation;
2) cognitive	– knowledge about the subject and ways of working;
3) procedural	– professional skills that define readiness as an integral sustainable education and direct mobilizing force of personality to capture the activities of a clearly defined direction [1: 30-100].

This division, in our opinion, is the most successful and appropriate for use in constructing a regional model of training teachers to the innovative activity in the system of methodical work of various levels.

The structure of readiness to innovative activity can be represented as a set of the following **components:**

- 1) professional skills;
- 2) professional preparedness;
- 3) personal characteristics of the teacher;
- 4) professional competence of the teacher [4: 22-23].

Our research takes place within the experimental part of our doctoral dissertation. We conducted several studies in Kirovograd Pedagogical University named after Volodymyr Vynnychenko, Cherkassy National Pedagogical University named after Bogdan Khmelnytsky during the 2009-2012 academic year according to the problem of the experiment. They were directed to identify and analyze some of the characteristics of structural components of the individualization of the professional training of the future teacher of foreign languages (innovation characteristics).

An experimental study was conducted in three areas:

1. **Motivational** - (professional competence, professional preparedness). We studied the interest and the readiness of students for the introducing a new training individualization means of innovative technologies;

2. **Cognitive** - (professional competence of the teacher). We determined students' understanding of the essence of the phenomenon of "individualization of professional training of the future teacher of foreign languages" by means of innovation.

3. **Procedural** - (personal characteristics of teachers). We asked students: 1). Rate your level of preparation and readiness for the introduction of a new system of training and 2). Create a complex outline of the program of the individualized training of the future teacher of foreign languages in universities by means of innovative technologies.

It was noted after analyzing the responses of future teachers (we interviewed 100 students in both universities):

At the first motivational stage the students were asked to answer the following questions (to estimate):

A). Rate your level of readiness to the process of individualization of your training by means of innovative technologies:

- high - medium - low.

Results: 50% - high, 40% - medium, 9% - poor and 1% - no answer.

B). This test is performed to study the attitude of future specialists to the individualization of training of the teacher of foreign languages by means of innovative technologies. Give affirmative or negative responses:

- Configured positively to the process of individualization of training by means of the innovation.

Results: Yes - 55% ; No - 45%;

- Convinced of the irreversibility of the process of development of the informational society, and therefore the application of new technologies and approaches in the preparation of future teachers.

Results: Yes - 30%; No - 70%;

- Understand the systematic process of professionalization of students to the creative direction of activity. Results: Yes - 50% ; No - 50%;

- Want to learn effective methods and ways of self-diagnosis phases of development of the future specialist in the field of foreign languages. Results: Yes - 60%; No - 40%;

- Convinced that the creation of specific psychological-pedagogical environment will increase the level of readiness to master the latest technology of training at the faculty and at the university. Results: Yes - 80%; No - 20%;

- Sure, that supplying of educational process by the new material base, the ability to work remotely, implementation of informational and communicative technologies and the innovative teaching technologies will revive the higher efficiency of training. Results: Yes - 90% ; No - 10%;

- No answer (2% of students).

Analyzing the students' answers, we have to emphasize that low readiness of students to the new information in the modern educational world disturbs us much.

At the second cognitive direction the analyzed students' answers show the following results. "Individualization of the professional training of the future teacher of foreign languages" by means of innovation - is:

- The process of transferring of the personality to self-determination (10%);

- The isolating of individual features from the initial indifference (5%);
- The process and result of a combination of social demands, expectations, norms and values to the specific needs, characteristics and styles of activities of the personalities (20%);
- The selection of one person by its characteristic properties, taking into account the characteristics of each unit (55%);
- The need to be different from others in some respects, not to be or not to feel exactly like them (8%);
- No answer (2%).

After analyzing the results of the students we have to stress that high activity on the theoretical direction indicates their high theoretical preparedness and self-development.

At the third procedural direction the results of the students' answers are as follows:

1). Does the level of your current preparation allow you to create your own program of training the specialist in the field of foreign languages by means of innovative technologies?

- Yes (20%) - No (70%) -I do not know (10%).

2). Create the outline of your own program of individualization of the professional training of the future teacher of foreign languages at the universities by means of innovative technologies:

➤ An approximate outline of own program of individualization of the professional training of the future teacher of foreign languages at the university were able to make **only 15% of students**;

➤ The complex outline of own program of individualization of the professional training of the future teacher of foreign languages at the university were able to **make only 20% of students**;

➤ **65% of future teachers** of foreign languages could not answer!!

After analyzing the responses of future teachers of foreign languages we have to note that at this stage the knowledge, skills, activity, motivation, experience of students are still at a low level. So they can not fully make up their own program of individualization of their training at the high school. This proves once again the relevance of our study.

According to the researched directions the general results in percentages are as follows: **1 - 30%; 2 - 50%; 3 - 20%**.

Conclusions. 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 analysis of psychological characteristics of students' readiness for the process of individualization of their professional training.

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ІННОВАЦІЙНІ ТЕХНОЛОГІЇ ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ У СВІТІ НАРОСТАЮЧОЇ СКЛАДНОСТІ

У статті розглядається проблема якості вивчення іноземної мови в Україні з огляду на розвиток світових соціально-економічних та культурно-освітніх перетворень у XXI столітті.

Ключові слова: інноваційні технології вивчення іноземних мов, вища освіта, якість освіти, методологія, 3-Д технологія навчання іноземним мовам.

The paper deals with the problem of the quality of studying foreign language in Ukraine taking into consideration the development of the world socioeconomic, cultural-education transformation in XXI century.