

THE IMPORTANCE OF FOREIGN FOREIGN LANGUAGE EDUCATION IN MODERN SPACE

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Introductions. In the context of the globalization of international contacts, the study of a foreign language, which is an important means of communication, is becoming increasingly important. The problem of values remains topical, and it is the subject of constant attention by domestic and foreign philosophers, sociologists, psychologists, and teachers.

The strategy for modernizing education defines innovative development, the humanization of teaching, and the orientation of its content to the values of human value.

Aim. Considering modern approaches to the teaching of a foreign language, the orientation of its content to the values of personal development and humanism, study the position of scientists on linguistic distinctiveness.

Materials and methods. Many studies deal with the problem of the development of values among students, high school students; this issue is considered in the context of the foreign language, history and social studies (G. Vaskovskaya, M.Gež, I. Winter, S. Kosyanchuk, Y. Passov, E. Pomtun, V. Redko). Modern approaches to foreign language training are of interest to many scientists (A. Bigić, I. Bim, V. Burenko, N. Gerenko, A. Kovalenko, A. Metelkina, S. Nikolayeva, V. Redko, L. Sachko, M. Suhlyzka, V. Chernyš, L. Shaverneva, A. Shalenko.) [2].

The main purpose of a foreign language is to help young people acquire the skills and skills to communicate orally and in writing, in accordance with the motives, objectives and social norms of speech behavior in typical areas and

situations, with a view to the study of European studios on development of the humanities.

The main purpose of foreign language training is to develop communicative skills, which are based on communicative skills based on linguistic knowledge and skills. The development of communicative competence depends on sociocultural and sociolinguistic knowledge, skills and skills that ensure the integration of an individual into another society and contribute to its socialization in a new society.

In order to ensure an integrated educational process in Ukraine, it is necessary to use a competent approach which, in general, envisages motivational, reflexive, cognitive, operational and technological and other components of learning outcomes, reflects the addition not only of knowledge, skills, and skills but also of experience in emotional value. Pedagogical sciences: theory, history, innovative technologies, directing the educational process to the European and world educational space, seem to be of undeniable relevance to the increased attention to language education, in particular its foreign-language dimension, as a special area of cultural life [1].

Foreign-language education is important, considering not only the preservation and reproduction of cultural values, values, models and direct determinants of human behaviour but also the laying of the foundations for the future of the nation and the formation of sociocultural values and abilities, The Office of the United Nations High Commissioner for Human Rights is responsible for the implementation of the Programme of Action.

One of the most important tasks of the Ukrainian education system at the beginning of the 21st century is to improve the quality of professional training of future teachers of foreign languages.

The educational sector in Ukraine is marked by intensive processes of globalization and integration and by the participation of higher educational institutions in the creation of a single world and educational space. One of the areas of State educational policy is the training of future teachers of foreign languages in higher educational establishments, the quality of which depends on the quality of

teaching of foreign languages to pupils in basic and specialized schools, effectiveness of international professional communication [3].

Priority is given to the training of future teachers of foreign languages at the State level, namely in the Concept of Language Education in Ukraine (2011) and the National Strategy for the Development of Education in Ukraine 2012-2021 (2012) Sector concept for the development of continuous pedagogical education, project «New Generation School Teacher »(2013), Law of Ukraine On Higher Education »(2014), Decree of the President of Ukraine On the Declaration of the 2016 Year of English Language in Ukraine »(2015), the project to improve the professional skills of English language teachers K Postgraduate Pedagogical Education of Foreign Language Teachers »(2016), Concepts of New Ukrainian School »(2016), K About Education »(2017) aimed at improving foreign-language education in Ukraine, ensuring quality training for future foreign-language teachers capable of professional self-improvement.

The development of standards for the training of teachers is reflected in a number of international instruments, such as the recommendations of UNESCO and ILO (International Labour Organization) «On the situation and status of teachers» (1996), «European Charter for Regional or Minority Languages Manifesto of the Council of Europe» (1996), «On the Way to Europe of Knowledge» (1997), «Continuous education in XXI at:: Changing the roles of pedagogical staff» (2000) and «European competence in a foreign language: study, teaching, evaluation» (Strasbourg, 2002).

In the context of the educational reforms taking place in Ukraine in recent decades, the focus is on education in general and the training of future teachers of foreign languages in particular, It is of the utmost importance to draw on the historical experience of the past, the study, analysis and generalization of which can be an important factor in its further development and in the search for effective ways to improve the training of teaching staff in the current context [1].

The effective implementation of such tasks depends on the further development of theoretical and practical material accumulated in the historical heritage of socio-

political and pedagogical thought, In particular, through the comprehensive training of future teachers of foreign languages.

Consistency with general trends in history during the period covered by the study, the study of the problem of the professional training of future teachers in the higher educational establishments of Ukraine includes consideration of the main stages and patterns of its establishment and development, and the disclosure of the specifics of the content; Methods and means of teaching a foreign language, the objectives and the nature of the teaching material which has been obtainable during the claimed period.

The introduction of important transformative processes in the field of training of future foreign language teachers, including education in general, has determined the significance not only for the development of foreign language theory and practice and teaching methods but also Ukrainian [2].

Ukraine's attainment of State independence and its integration into the European educational space has led to the intensification of the processes of reforming foreign-language education and the development of a conceptually new approach to its implementation. A historical review of the literature on the training of future teachers of foreign languages has highlighted, through systematic and chronological approaches, its main works.

The problem of training a future teacher in the face of transformational changes in higher education has been a subject of scientific interest for national and foreign scientists.

Comparative pedagogical studies describing the various aspects of such training in foreign countries are important for the training of future foreign language teachers in Ukraine (S. Amelina, A. Bindas, V. Gamanyuk, T. Tykvi, A. Golotyuk, A. Goncharova, N. Gordienko, L. Gulpa, I. Kozubovsky, L. Movchan, M. Tedeeva, S. Shandruk, N. Sheveren, etc.) [1].

Despite the considerable experience in pedagogical science which can be applied to the current practice of training future teachers of foreign languages, A historical review of the sources leads to the conclusion that there is no comprehensive

study of the problem of the theory and practice of vocational training of future foreign language teachers in the higher educational establishments of Ukraine.

By analyzing the degree of scientific development of the history of the professional training of future teachers of foreign languages and of current pedagogical practices, the objective contradictions inherent in this process between the necessity and the need for educational practices have been identified in scientific historical and pedagogical understanding are identified.

Results and discussion. The training of future teachers of foreign languages in higher educational establishments in Ukraine is a requirement of the State and society. It is necessary to recognize the special role of a foreign language as a means of international communication and cross-cultural interaction and to develop the normative, legal, organizational, and methodological support for higher education.

Conclusions. The contradictions revealed update the scientific and theoretical aspect of the problem of research - the need for theoretical generalization of the integrity of scientific knowledge about the professional training of future teachers of foreign languages in Ukrainian history and historical, pedagogical and modern practices; practical aspect - The need for critical analysis and objective evaluation of the historical pedagogical experience of the professional training of future teachers of foreign languages in higher educational establishments from the perspective of modern scientific knowledge.

Lterature

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