



MODERN TEACHING TECHNOLOGIES СУЧАСНІ ПЕДАГОГІЧНІ ТЕХНОЛОГІЇ

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TRAINING OF FUTURE PHILOLOGISTS USING MODERN INFORMATION TECHNOLOGIES: CONCEPTUAL FUNDAMENTALS OF THE PROBLEM RESEARCH

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The article substantiates the conceptual foundations of the problem of forming the professional competence of future philologists by means of modern information and communication technologies. Based on the analysis of the notion of the concept, its main features are defined (presence of a goal, a leading idea, the programmatic nature of the concept, prognostic essence). It has been proven that for the formation of the concept of professional training of future philologists by means of modern information and communication technologies, modern theoretical developments in the field of pedagogics are of great importance (the concept of "Language as unity", the concept of "productive pedagogics" by M. Lipman, the pedagogics of multiliteracies, the concept of digitalization). The main characteristics of the pedagogical concept are defined as: subject relationships in the educational process; development of the educational environment of the institution of higher education and its external relations; development of a set of innovative pedagogical technologies of higher education institutions; development of the society of continuous education. The components of the concept of professional competence formation for future philologists by means of information and communication technologies are substantiated – relevance, purpose, contradictions, mechanism of implementation and assessment of the effectiveness of ICT in the pedagogical process. The leading idea of the research has been formulated: the formation of professional competence of future philologists (as specialists who implement native language and foreign language communicative processes in further professional activity) is determined by level, content, types and techniques of implementation of the resource of modern information technologies, combined into a complete scientific and methodological system, which is created, developed, and implemented in the informational educational environment of the higher education institution, taking into account the principles of its functioning in the post-postmodern society with the corresponding social order for a highly qualified specialist-philologist, and in the conditions of the crisis organization of the information space due to the risks and challenges of the last decade.

Keywords: professional training, philologists, information technologies, pedagogical concept, foreign-language communication processes, modern information technologies.

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ПІДГОТОВКА МАЙБУТНІХ ФІЛОЛОГІВ ЗАСОБАМИ СУЧАСНИХ ІНФОРМАЦІЙНИХ ТЕХНОЛОГІЙ: КОНЦЕПТУАЛЬНІ ЗАСАДИ ДОСЛІДЖЕННЯ ПРОБЛЕМИ

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У статті обґрунтовані концептуальні засади проблеми формування професійної компетентності майбутніх філологів засобами сучасних інформаційно-комунікаційних технологій. На підставі аналізу поняття концепції визначено її основні характерні риси (наявність мети, провідної ідеї, програмний характер концепції, прогностична сутність). Доведено, що для формування концепції професійної підготовки майбутніх філологів засобами сучасних інформаційно-комунікаційних технологій важливе значення мають сучасні теоретичні розробки в галузі педагогіки (концепція "Мова як єдність", концепція "продуктивної педагогіки" М. Ліпмана, педагогіка мультиграмотності, концепція цифровізації). Основними характеристиками педагогічної концепції визначено: суб'єктні взаємозв'язки в навчальному процесі; розвиток освітнього середовища закладу вищої освіти та його зовнішніх зв'язків; розробка сукупності інноваційних педагогічних технологій ЗВО; розвиток суспільства неперервної освіти. Обґрунтовано компоненти концепції формування професійної компетентності майбутніх філологів засобами інформаційно-комунікаційних технологій – актуальність, мету, суперечності, механізм реалізації та оцінку ефективності ІКТ в педагогічному процесі. Сформульовано провідну ідею дослідження: формування професійної компетентності майбутніх філологів (як фахівців, що реалізують рідномовні й іношомовні комунікативні процеси в подальшій професійній діяльності) визначається рівнем, змістом, видами й техніками реалізації ресурсу сучасних інформаційних технологій, об'єднаних в цілісну науково-методичну систему, що створюється, розвивається й реалізується в інформаційному освітньому середовищі закладу вищої освіти з урахуванням принципів його функціонування в постпостмодерному суспільстві з відповідним соціальним замовленням на висококваліфікованого фахівця-філолога, та в умовах кризової організації інформаційного простору внаслідок ризиків та викликів останнього десятиліття.

Ключові слова: професійна підготовка, філологи, інформаційні технології, педагогічна концепція, іношомовні комунікативні процеси, сучасні інформаційні технології.

Introduction of the issue. Formation of the scientific and pedagogical research concept is a necessary and integral component of the theoretical and methodological segment of scientific work. In the "Encyclopaedia of Modern Ukraine" the concept is defined as "a system of views, concepts about certain phenomena or processes, a way of understanding and interpreting them" [1]. We consider the important conclusion of this encyclopaedic publication to be the statement that "in the humanities, concepts can be programs, projects, which in one case represent the goal, plan and forecasts of certain political actions, and in the other case they are advertising acts, image repertoires, etc. Concepts in educational practices are of great importance. Here, they are called upon to form holistic ideas about the object of study and to

reveal the meanings of natural, technical and humanitarian knowledge" [1]. The following can be considered *special features of the pedagogical concept*:

- The presence of a goal that has a pedagogical content;
- Designing the basic pedagogical idea that reflects the stated goal;
- Programmatic nature of the declared pedagogical concept;
- The prognostic essence of the concept, which reflects the principles of its implementation in educational practice

Current state of the issue. In the conditions of a modern university, the methodological principles of training specialists are presented in scientific works of M. Bakhtin, O. Vozniuk, O. Dubaseniuk, M. Ikonnikova, J. Kaming, and T. Yanitskyi (2020), Y. Krayka (2012), E. Haievska, M. Sova

(2015), and others. I. Barbash (2014), O. Bihych (2004), N. Zinukova (2009), V. Koval (2013), O. Semenov (2005), and others develop the content and basic models of training philologists at higher education institutions. In the last decade, scientific research in the field of using ICT as a powerful tool and methodological guideline for the professional training of philological specialists has gained special relevance J. Yong (2020), M. Scaldone, A. Connolly (2020), which significantly affects the general methodological picture taking into account the classical scientific developments of foreign scientists (Brazilian scientist P. Freire, British – B. Bernstein, American – J. Bruner, etc.), modern pedagogical concepts acquire important substantive changes, taking into account the social order for a graduate of a general educational institution, an institution of higher or vocational education. The concept of professional development of a specialist in the process of studying at a higher education institution is a subjective, integrative phenomenon built on the basis of post-postmodern philosophy.

Outline of unresolved issues brought up in the article. It should be noted that the functioning of higher education institutions, first in the conditions of lockdown, and then in the conditions of full-scale Russian aggression, in a special way raised the issue of the regulatory provision of professional training of specialists at higher education institutions and the corresponding information and technological support (organizational and management, scientific and methodological, personnel) of this process in crisis conditions. Therefore, the development of the research concept of the problem of the formation of future philologists' professional competence by means of modern information technologies is relevant, especially considering the fact that the following remain *out of the attention of scientists*:

1) The issue of correlation of the content and volume of the ICT resource with the content of the professional

training of a modern philologist-specialist;

2) Problems of taking into account the processes of digitization of higher education institutions educational environment in the context of the formation of professional competence of future philologists;

3) Possibilities of development and training philologists' practice application of author's information resources, taking into account the specifics of the specialty (Ukrainian or foreign languages).

Based on the mentioned above, the **aim of the research** is to substantiate the conceptual foundations of the formation of future philologists' professional competence by means of modern information technologies.

Results and discussion. We believe that for the formation of the concept of professional training of future philologists by means of modern information and communication technologies, modern theoretical developments in the field of pedagogics are of great importance, for example:

1. *The concept of "Language as a unity"*, which we outline as the most significant for the analysis of the problem of our research; within this concept, a foreign language is studied on the basis of dialogue, humanistic subject-subject communications, equal partnership; each subject of the educational process is independent and active in its cognitive activity.

2. *The concept of productive pedagogics* [2], which is formed of 20 components in four groups of characteristics of the educational process; despite the fact that this concept is aimed, first of all, at institutions of general secondary education, the specified characteristics are also important for the professional training of specialists. The named four groups include components important for our research, such as high-level thinking skills, substantive conversation, metalanguage, inclusion in the learning process, knowledge of different cultures, connection with the world, and others.

3. *Pedagogics of multiliteracies* [3], the foundations of which actually come from the theory of information and communication technologies, which provided basic foreign languages (first of all, English) with exceptional communication value. The named British scientists advocate the need for communication with representatives of different cultures and languages using multimedia resources – both readily available from the Internet and their own, author's, created by teachers and students in the process of professional training.

4. *The concept of digitalization* [4], which provides for the transformation of the leading spheres of human activity due to their saturation with electronic and digital devices and systems, as well as the establishment of electronic and communicative exchange between them.

In our opinion, the above-mentioned pedagogical concepts have different orientations and different content potential. However, within the scope of the problem of our research, they play a conceptual role in view of their proximity to the issues of professional training of future philologists with the involvement of modern information and communication technologies. This definitely affects the actualization of the development of our own concept of professional training of philologists, taking into account the existing conceptual models and technologies belonging to other scientists.

Among the main characteristics of modern pedagogical concepts, we note several (based on the scientific conclusions of O. Kuzmenko [5]):

- Subject relationships in the educational process (first of all, between the main stakeholders of the professional training of specialists);
- Development of the educational environment of the higher education institution and the scientific and pedagogical community of the university, capable of realizing the strategic goals of professional training (in the form of formation of professional competence,

readiness for future professional activity, set of professional competences, etc.);

- Creation of a system of stable external relations of the institution of higher education with other social institutions and institutes interested in the declared level of preparedness of graduates of higher education institutions;

- Development of a set of innovative pedagogical technologies, including on the basis of modern information and technological resources available at higher education institutions of Ukraine;

- Formation of the ability of each subject of professional training of specialists to constantly update knowledge, skills and abilities;

- Development of a society of continuous education with appropriate information and technological support.

So, based on the traditional structure of the pedagogical concept, outlined in numerous scientific sources analysed by us, [6: 5], etc.) we should outline its following **components**:

1. *Relevance* of the main idea of scientific research presented in the concept.

2. *Purpose* of development and training future philologists' practice application of using modern information and communication technologies.

3. The main *contradictions* that need to be resolved, as well as the *principles* of realization of the above-outlined goal of scientific and research activity.

4. *Mechanism of application* of the developed concept to the practice of professional training of future philologists.

5. *Evaluation of the efficiency* of the use of modern information and communication technologies as the basic idea of the developed concept.

The *relevance* of the concept of professional training of future philologists at higher education institutions using modern ICT means, first of all, involves the development of the **main idea of scientific research, which is formulated by us in the following form**: the formation of professional competence of future

philologists (as specialists who implement native and foreign language communicative processes in further professional activity) is determined the level, content, types and techniques of implementation of the resource of modern information technologies, combined into an integral scientific and methodical system, which is created, developed and implemented in the informational educational environment of the institution of higher education, taking into account the principles of its functioning in the post-postmodern society with the corresponding social order for a highly qualified philologist specialist, and in the conditions of the crisis organization of the information space as a result of the risks and challenges of the last decade.

The basic idea of our concept outlined above is in a certain way included in the already developed and projected **regulatory documents in the field of education**, among which, in our opinion, the Law of Ukraine "On Higher Education" (2014) occupies a prominent place, which declared "the creation of an educational environment focused on meeting the needs and interests of higher education seekers to the role of autonomous and responsible subjects of the educational process" [7].

In addition, the Law "On Higher Education" provides for the international integration of the higher education system of Ukraine into the European educational space (including various opportunities for academic mobility), which can also be carried out with the help of information technologies. Students within the student-centered learning model can study under several educational programs at the same time, can participate in various academic mobility programs, which cannot happen without powerful information and technological support for the rights of education seekers prescribed in this law. It is impossible to carry out fruitful scientific (especially innovative) activities without modern information and communication technologies, which is

also emphasized in the Law "On Higher Education" (Articles 68-69).

The effective implementation of modern ICT into the process of professional training of a philologist is affected by the main risks and challenges of the post-postmodern era, when, according to V. Horbatenko (2010), "a creative person receives unprecedented freedom based on the constructive basis of spirituality" [8]. To the risks caused by modern information technologies in education, scientists (N.P. Dichek, P.Yu. Saukh, M.B. Yevtukh, M.I. Boichenko, N.B. Antonets, A.A. Zagorodnya, S.M. Shevchenko) include, for example: strengthening of cognitive distortions of the personality; decrease in the effectiveness of the educational process due to the impoverishment of traditional forms of interpersonal communication; narrowing of the space for the development of creative abilities; formalization of the sphere of education [9].

In addition to the risks and challenges of a socio-cultural nature inherent to the post-postmodern era, the development of a scientific-methodical system of professional training of a philologist using modern ICT is influenced by leading *contradictions* that need to be resolved in the process of implementing the named system, namely:

- Between the expansion of qualitative and quantitative indicators of digitalisation of the educational environment of life and insufficient consideration of these processes in the professional training of philologists;
- Between the need to introduce modern information technologies in the professional training of future philologists in higher education institutions, and the dominance of traditional forms and methods of implementing humanitarian educational programs;
- Between the need to take into account the individual level of modern ICT proficiency of the entrants of the "Philology" educational program, and the actual impossibility of taking this into account in the conditions of

standardized curricula and programs developed within this or that educational program;

- Between the need for digitalization of the educational environment of higher education institutions in the conditions of modern risks and challenges (the organization of the educational process in the conditions of the lockdown and in the conditions of russian aggression in Ukraine), and the lack of technical, organizational and personnel resources to fulfill the tasks of information and technological support of the process of professional training of philologists.

From a methodological point of view, the concept of the problem we are investigating, in addition to the leading idea, *requires a detailed consideration of basic concepts, notions and definitions* as components of the categorical conceptual field of the problem.

Therefore, within the scope of the concept of our research, we outline the *hierarchy* of its basic concepts, so that it is possible to formulate certain conclusions regarding the essence and content of information and communication technologies in the professional training of philologists at higher education institutions. Based on the topic and problem of the research, we note the need to correlate the main related concepts that determine the core methodological issues of categorical analysis: "professional training of philologists", "information technologies", "information and communication technologies", "digital technologies", "information and technological provision", "scientific and methodical system of information and technological provision".

The mechanism of application of modern information technologies into the practice of professional training of philologists as one of the basic components of the concept of our research is based on a set of basic principles and unfolds on several main levels presented below.

Thus, we singled out the main *principles of professional training of future philologists using modern*

information technologies, which should take into account both basic scientific *approaches* to the research problem, and the expected *result* – a scientific and methodological system for the formation of their professional competence, developed and implemented in the process of training philologists, taking into account the possibilities modern information technologies. We include, first of all, the following principles:

1. The principle of systematicity, according to which the professional training of future philologists with means of modern information technologies has the characteristics of several system formations (modern information technologies as a system product; professional training of philologists as a systemic phenomenon; professional competence as a system with interconnected components; scientific and methodological system of professional training of philologists by means of modern information technologies as a complex system formation).

2. The principle of structural-functional dichotomy [10]. According to this principle, certain methodological oppositions / contradictions are built and resolved; we discussed some of these contradictions above. In addition to the mentioned above, we consider the following to be significant dichotomous provisions:

- *Dichotomy of basic concepts*; we included "information" and "technology" among them. Their dichotomous solution (in the form of a combination) enables the creation of an information and technological resource for the professional training of philologists with the help of modern ICT;

- *Dichotomy of real and virtual* in the structure of the information technology resource; at the same time, we proceed from the fact that the concept of "information technologies" in the context of professional training of philologists unites an infinite number of information resources, including long-known, traditional ones (printed sources and teaching-methodical resources, visual

images, etc.) and more modern and recent ones (electronic and digital textbooks and manuals, mobile applications, computer programs, social networks of educational content, etc.);

- *The dichotomy of theory and practice* in the structure of the scientific-methodical system of professional training of philologists by means of modern information technologies. At the same time, the theoretical construct of this system involves scientific substantiation of its content and structure, and the practical one – content filling with the help of modern informational (including virtual) resources;

- *Dichotomy of target and effective components* in the concept designed by us; thanks to the solution of this dichotomy, there is an opportunity to reflect on the level of effectiveness of the scientific and methodological system of professional training of philologists by means of modern information technologies, and to monitor the level of formation of the level of professional competence of the named specialists.

3. *The principle of synergistic development* of modern information technologies, which are significantly ahead of the official requirements for the technological support of the educational process at higher education institutions. [11; 12] In this way, the implementation of educational programs in the direction of preparation “Philology” does not always require the availability of modern information technologies of the latest generation (such as: immersive learning methods; digital textbooks, etc.). Such information software products are desirable, but not mandatory for the formation of professional competence of future philologists in the process of their training at the university. Thus, there is an accumulation of a certain chaos in the information and technological support of the specified process, which ends with the creation of an orderly system of the latest scientific and methodological support using modern information technologies.

4. *The principle of holism* in the formation of professional competence of future philologists by means of modern information technologies. Through the implementation of this principle, it is possible to achieve integrity in the main processes that ensure the professional training of specialists.

The result of the development and implementation of the concept is the professional competence of future philologists formed with the help of modern ICT. The competence defined is a systemic phenomenon that includes several main components – target, substantive, instrumental, control, and evaluation. Evaluation of the effectiveness of the conducted research is carried out in the process of experimental verification of the effectiveness of the scientific and methodological system and the model of formation of professional competence of future philologists by means of modern information and communication technologies.

Conclusions and research perspectives. Thus, we substantiated the leading principles of the concept of formation of professional competence of future philologists by means of modern information and communication technologies. On the basis of the analysis of the notion of the concept, its main characteristic features are defined (the presence of a goal, a leading idea, the programmatic nature of the concept, prognostic essence). It has been proven that modern theoretical developments in the field of pedagogics (the concept of "Language as unity", the concept of "productive pedagogics" by M. Lipman, the pedagogics of multiliteracies, the concept of digitalization are of great importance for the formation of the concept of professional training of future philologists by means of modern information and communication technologies). The main characteristics of the pedagogical concept are defined as: subject relationships in the educational process; development of the educational environment of the institution of higher education and its external relations;

development of a set of innovative pedagogical technologies of higher education institutions; development of the society of lifelong education. The components of the concept of formation of professional competence of future philologists by means of information and communication technologies are substantiated – relevance, purpose, contradictions, mechanism of implementation, and assessment of the effectiveness of ICT in the pedagogical process. The leading research idea is formulated: the formation of the professional competence of future philologists (as specialists who implement native and foreign language communicative processes in further professional activity) is determined by the level, content, types and techniques of implementation of the resource of modern information technologies,

combined into a holistic scientific and methodological system that is created, developed and is implemented in the informational educational environment of a higher education institution taking into account the principles of its functioning in a post-postmodern society with the corresponding social order for a highly qualified specialist-philologist, and in the conditions of the crisis organization of the information space due to the risks and challenges of the last decade.

Prospects for further research are connected by us with the development and implementation in the process of professional training of philologists of innovative information and communication technological products, in particular, digital educational and methodological support of educational programs in specialty 35 Philology for higher education institutions.

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