



**UDC 378.147:81'243:373.5
DOI10.35433/pedagogy.1(120).2025.6**

FUTURE FOREIGN LANGUAGE TEACHERS' PROFESSIONAL READINESS FOR SECONDARY EDUCATION REFORMS: KEY CHALLENGES

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The article examines the professional readiness of future foreign language teachers to implement reforms in secondary education institutions, emphasizing the importance of continuous pedagogical practice in their professional training.

The research examines the role of continuous pedagogical practice in the professional training of future foreign language teachers, focusing on its significance in the context of the New Ukrainian School reform. The study analyzes existing data on teacher preparation, highlighting the integration of practice-based learning within university curricula.

A particular focus is placed on the types of pedagogical practice, their objectives and their functions in shaping future educators. The authors explore the challenges of aligning theoretical knowledge with real-life teaching experience, addressing issues such as the need for innovative methodologies, digitalization and multilingual education.

Through an in-depth analysis of pedagogical tendencies and international trends, the article identifies best practices that enhance the effectiveness of FL teacher professional training. The study advocates for a systematic revision of teacher education study programs to ensure that continuous pedagogical practice effectively prepares future teachers for modern educational challenges.

Based on the example of the Zhytomyr Ivan Franko State University, the study identifies several types of preparatory and independent teaching practice at general secondary education institutions. Preparatory practice includes guided observation practice, teacher assistantship and linguistic-methodological practice, while independent teaching practice involves summer language camps practice and teaching (pedagogical) practice.

The authors analyze the significant role of higher education institutions in fostering the social and professional identity of foreign language teachers, which continues to develop throughout their professional careers. It calls for a more structured, practice-oriented and adaptive approach to FL teacher training, aligned with international best practices and the dynamic needs of contemporary language education.

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Keywords: professional readiness, continuous pedagogical practice, future FL teacher, professional competence, higher education institution, general secondary education institution, preparatory and independent teaching practice.

ПРОФЕСІЙНА ГОТОВНІСТЬ МАЙБУТНЬОГО ВЧИТЕЛЯ ІНОЗЕМНОЇ МОВИ ДО РЕАЛІЗАЦІЇ РЕФОРМ ЗЗСО: ПРОБЛЕМНЕ ПОЛЕ

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У статті розглядається професійна готовність майбутніх учителів іноземної мови до реалізації реформ у закладах загальної середньої освіти, з акцентом на ключові виклики та методичні аспекти їхньої практичної підготовки.

Стаття досліджує роль наскрізної педагогічної практики у професійній підготовці майбутніх учителів іноземної мови, підкреслюючи її значення в контексті реформ Нової української школи. Дослідження аналізує наявні дані щодо підготовки вчителів, висвітлюючи інтеграцію практико-орієнтованого навчання в університетські освітні програми.

Особливу увагу приділено видам педагогічної практики, їхнім цілям та функціям у процесі професійного становлення майбутнього вчителя іноземної мови. Автори досліджують виклики, пов'язані з узгодженням теоретичних знань із реальним педагогічним досвідом, зокрема необхідність впровадження інноваційних методів, цифровізації та полікультурної освіти.

На основі ґрунтовного аналізу міжнародних освітніх тенденцій та практик у статті визначено дієві підходи до покращення якості професійної підготовки майбутніх учителів іноземної мови. Дослідження обґрунтовує необхідність системного перегляду освітніх програм підготовки вчителів, щоб забезпечити ефективність усіх видів наскрізної педагогічної практики та відповідність сучасним освітнім викликам.

На прикладі Житомирського державного університету імені Івана Франка у дослідженні виокремлено кілька видів навчальної та виробничої практики в закладі загальної середньої освіти. Навчальна практика охоплює практику спостереження під керівництвом ментора, асистентську практику вчителя та мовно-методичну практику, тоді як виробничі практики включають практику в літніх мовних таборах та педагогічну практику.

Автори аналізують значущу роль закладів вищої освіти у формуванні соціальної та професійної ідентичності вчителів іноземних мов, що продовжує розвиватися протягом усієї їхньої професійної кар'єри. Стаття наголошує на необхідності більш структурованого, практико-орієнтованого та адаптивного підходу до професійної підготовки вчителів іноземних мов, який відповідає міжнародним стандартам і сучасним потребам освіти.

Таким чином, у статті доводиться, що забезпечення належного рівня професійної готовності майбутніх учителів іноземної мови є важливою передумовою успішного впровадження реформ загальної середньої освіти.

Ключові слова: професійна готовність, наскрізна педагогічна практика, майбутній учитель іноземної мови, професійна компетентність, заклад вищої освіти, заклад загальної середньої освіти, навчальна та виробнича практика.

Introduction of the issue. Political, economic and informational transformations across various spheres of life, including education, necessitate a shift in its contemporary paradigm. Today, humanity is advancing towards a new quality of social development – a *knowledgeable society*, in which the decisive factor is an *innovative personality* capable of acting on the basis of acquired knowledge, applying it practically and creatively in diverse real-life situations,

critically evaluating its effectiveness and making rapid and independent decisions.

The fast development of the above mentioned processes indicates that previously acquired pedagogical education can no longer guarantee the effectiveness of professional's future pedagogical work without continuous personal self-improvement and lifelong learning. Practical experience demonstrates that it is impossible to conceive of a highly qualified specialist in the 21st century without:

- constant renewal of previously acquired knowledge and professionally significant skills;
- study of pedagogical innovations;
- familiarity with reforms in general secondary education institutions (GSEIs) and higher education institutions (HEIs);
- analysis of legislative and regulatory documents governing pedagogical activities in general and the professional training of young specialists in particular.

Modern schools require **a foreign language (FL) teacher of a new generation** – a highly qualified professional and an observant psychologist capable of fulfilling the objectives of the New Ukrainian School (NUS). The requirements to contemporary educators, as outlined in the State National Program "Education" (Ukraine of the 21st Century), the Law of Ukraine "On Education", the National Doctrine for the Development of Education in Ukraine in the 21st Century, the State Program "Teacher" and the new State Standard for Specialized Secondary Education, demand not only mastery of modern informational and pedagogical technologies, but also lifelong learning, continuous knowledge renewal and enhancement of professionally significant competences and skills.

Furthermore, the integration of Ukraine into the European educational and scientific space presupposes teachers' exhibition of professional engagement aimed at integrating innovative experiences from scholars, methodologists and educators from various countries, as well as readiness to implement these experiences in their professional activities within Ukrainian schools.

The **"Atlas of Professions"** discusses changes in education and the teaching profession, emphasizing that *"a modern educator must demonstrate, in addition to a high level of general and professional competences, the ability to design educational trajectories, support students with individualized learning paths, create online courses, develop and manage online platforms, utilize game-based learning*

tools and methodologies or gamified environments and design training or recertification programs for adults, among other responsibilities" [1].

Undoubtedly, all these competences will not only enable teachers to navigate freely within the new informational and multicultural space, advancing their own goals and objectives, but also position them as *transmitters of foreign cultures* to students, *facilitators* in shaping innovative, competitive and self-sufficient individuals, as well as *mentors* fostering independent, responsible, critically thinking, open-minded and eager-to-learn students. These qualities empower young Ukrainian citizens to achieve success in life.

Higher education institutions, responsible for the preparation of professionals in specific fields, are tasked with instilling the desire to become next-generation professionals, cultivating the need for continuous self-development and equipping future teachers with the ability to critically assess the advantages and disadvantages of their profession from within. Unfortunately, the practical aspects of methodological training for future foreign language teachers remain one of the weakest links in their overall professional training within HEIs.

Current state of the issue. Although the professional training of foreign language teachers has been the subject of numerous studies conducted by both Ukrainian (O. Bigych, N. Borysko, S. Nikolaieva, V. Redko, L. Kalinina, V. Chernysh, O. Tarnopolskyi) and foreign researchers (S. Thornbury, M. Williams, S. Mercer, S. Ryan, J. Harmer, M. Wallace), the foundational study of the "New Generation School Teacher" joint project by the Ministry of Education and Science of Ukraine (MESU) and the British Council in Ukraine has highlighted the urgent need for changes in the professional training of future teachers. These changes involve updating its content and structure to align with contemporary challenges and implementing effective methodological training approaches for future foreign language educators [4].

Our experience in the future foreign language teachers' professional competence formation has demonstrated that the foundations for mastering the chosen profession should be laid immediately after the first adaptive year of study at an HEI. By this stage, former school students have already familiarized themselves with the teaching methodology of higher education institutions and acquired essential universal learning skills. Moreover, practical experience confirms that entry into the teaching profession should not be purely theoretical, involving passive absorption of ready-made knowledge. The three-year (2017-2019) piloting of the "New Generation School Teacher" joint project by MESU and the British Council in Ukraine at numerous higher education institutions, as well as our own nearly decade-long experience, have proven the inadequacy of such an approach.

In this context, a crucial role in preparing 21st-century educators belongs to **continuous pedagogical practice**, which serves as a key component in equipping future teachers with professional competences and skills.

In scientific literature, the concept of "**practice**" is interpreted as *"material, sensory-objective, goal-oriented human activity and a criterion for the validity of cognitive outcomes"*.

In the Law of Ukraine "On Higher Education", pedagogical practice is considered a *"continuation of theoretical learning"* [6]. Therefore, scholars in the field of teaching methodology regard pedagogical practice as a connecting link between students' theoretical training at higher education institutions and their future work in schools. It is viewed as *"a core component of the personal and professional development of future specialists, ensuring the formation of their professional competence through mastering various types of activities, leading to professional self-improvement and self-awareness in different professional fields under real conditions of a general secondary school"* [2].

According to the "Regulations on the Organization of Student Internships in

Higher Education Institutions of Ukraine" (1994), the purpose of pedagogical practice is *"to equip students with modern methods, organizational forms, and tools of professional activity, to develop their professional skills and competences based on the knowledge acquired at higher education institutions, enabling them to make independent decisions in real-life contexts and production conditions, as well as to foster the need for continuous knowledge renewal and its creative application in practical activities"* [8].

The "Recommendations on the Organization of Student Internships in Higher Education Institutions of Ukraine" (2013) specify the objectives of pedagogical practice in accordance with contemporary needs: *"to develop students' professional ability to make independent decisions in real-life professional environments, master modern methods, organizational forms and professional tools in different fields"* [9].

Outline of unresolved issues brought up in the article. However, the challenges of the past decade, such as the COVID-19 pandemic, rapid digitalization across all sectors of modern life, the expansion of multicultural societies and the emergence of the "Postmethod Era" in foreign language teaching, have necessitated significant changes in the practical professional training of future teachers, including *pedagogical practice*.

Our teaching experience at a linguistic higher education institution has demonstrated that pedagogical practice significantly enhances and enriches students' theoretical training. It provides opportunities to improve acquired knowledge and apply theoretical principles of methodology to solve practical problems in specific real-life situations.

Moreover, pedagogical practice fosters the integration of social, psychological, pedagogical and specialized knowledge, as well as the best practices of both Ukrainian and foreign scholars. This, in turn, helps form a comprehensive understanding of the educational process and pedagogical phenomena while also developing a system of professionally

relevant knowledge, skills and competences necessary for future practical work.

The professional competence of a future foreign language (FL) teacher implies the presence of professionally significant motivation, a positive interest in the profession and an intrinsic motivation to perform professional tasks at a sufficient level. These tasks contribute to the teacher's professional self-expression. Pedagogical practice plays a crucial role in future educators' pedagogical orientation reinforcement, as it stimulates interest in teaching activities within new educational contexts.

However, in order to establish a foundation for the development of essential professional skills and competences of a 21st-century FL teacher, to prepare students for the use of innovative technologies, methods and tools in foreign language teaching, as well as to ensure a sufficient level of theoretical knowledge along with the ability to integrate it into real-life teaching contexts, pedagogical practice must be continuous, uninterrupted and sequential. This will provide an adequate amount of professional knowledge, skills and competences corresponding to various educational and qualification levels.

Aim of the research. The aim of this article is to analyze the significance of continuous pedagogical practice in the process of future foreign language teachers' professional competence formation. The study seeks to identify gaps in FL teacher training, as well as highlight the objectives and functions of continuous pedagogical practice in FL teacher professional training.

Results and discussion. A comparative analysis of curricula and study programs for pedagogical practice conducted during the above mentioned baseline research revealed the similarity of approaches among many higher education institutions (HEIs) in Ukraine regarding the organization of this activity. Particularly, it demonstrated that pedagogical practice was predominantly focused on psychological and pedagogical

aspects and did not always consider the specific professional needs of future FL teachers [4].

According to the Law of Ukraine "On Education" and the requirements of the "New Ukrainian School" reform, the subject "Foreign Language" has become mandatory from the first grade. The reform of general secondary education (GSE) establishes a twelve-year learning system, in which grades 5-6 serve as an **"adaptation cycle"** with an increased level of English proficiency (A2) [3], grades 7-9 aim for a B1 proficiency level, while career-oriented upper secondary education (grades 10-12) includes two paths:

- **an academic path** with an in-depth study of selected subjects, oriented towards further higher education;
- **a vocational path**, aimed at preparing students for the labor market [7].

Based on these provisions, a future foreign language teacher must not only be proficient in teaching students of different age groups, but also understand the subject's particularities across different educational stages. The differences in foreign language instruction across various types of schools are determined by several key factors:

- *specialized foreign language programs;*
- *number of allocated instructional hours;*
- *student group distribution;*
- *teaching methods and approaches;*
- *learning materials and tools, etc.*

Therefore, a future FL teacher must have a clear understanding of the type of school and student population they may work with after completing their studies at a linguistic HEI.

The professional training of undergraduate students based on the "Core Curriculum "English Language Teaching Methodology" Bachelor's Level" provides them with a comprehensive mastery of their profession from the very beginning of their studies [10]. A crucial component of this process is **pedagogical practice**, which is an integral part of future foreign language teachers'

professional-methodological competence. It follows a continuous model and consists of two types: **preparatory** (learning) and **independent teaching** (production) practice.

The Recommendations on the Organization of Student Practice in Higher Education Institutions of Ukraine define the objectives of preparatory practice as *"familiarizing students with the particularities of their future profession, acquiring initial professional skills and competencies in general professional and specialized disciplines"* [9].

The Regulations on the Practices of Higher Education Students at the Zhytomyr Ivan Franko State University state that *"educational practice ensures the development of specific competencies, the acquisition of elementary or initial practical experience in the future profession, and facilitates the transition from theoretical learning to practical activities for higher education students"* [5].

At the Educational and Scientific Institute of Foreign Philology of the Zhytomyr Ivan Franko State University, the continuous pedagogical practice for the first (bachelor's) level of higher education includes the following **types**:

- Guided observation (III-IV semesters);
- Teacher assistantship (V-VII semesters);
- Linguistic-methodological practice (VIII semester).

Additionally, independent teaching practice in summer language camps (VI semester) and teaching (pedagogical) practice (VIII semester) facilitate the consolidation of theoretical knowledge and the development of the ability to apply it in secondary education institutions.

The continuous professional training of future foreign language teachers at the second (master's) and third (educational-scientific) levels of higher education takes place in the III and II semesters, respectively, during the pedagogical practice. These practices are conducted based on specially designed study programs that correspond to the

principles, functions, defined objectives and content selection criteria established in the curriculum for the first (bachelor's) level of higher education.

The conducted analysis has demonstrated that continuous pedagogical practice for students at the first level of higher education contributes to the formation and development of their pedagogical erudition, thinking, intuition and reflection, as well as improvisational ability, creativity and professional optimism. Through a structured and sequential approach to pedagogical practice, key professionally significant **objectives** are accomplished:

- Deepening theoretical knowledge through immersion in the subject area from the early years of study.
- Enhancing essential professional-methodological skills and competences.
- Gradually forming psychological readiness for pedagogical activities in general secondary education institutions of various types.
- Fostering the professional qualities of a teacher: from a bachelor-level teacher to a Doctor of Philosophy in Education.
- Developing a strong interest in and passion for the chosen profession.
- Encouraging lifelong learning, continuous self-improvement and establishing goal-oriented professional aspirations.
- Cultivating a creative, research-oriented approach to pedagogical activities.
- Developing self-analysis and reflective skills to facilitate continuous professional growth and improvement.

Moreover, the continuity and consistency of pedagogical practice enable the utilization of all its inherent **functions**, taking into account the specific characteristics of each type of practice, namely:

Adaptive Function. Students familiarize themselves with various types of GSEI and the teaching of foreign languages to learners of different age groups during *observation practice*. They study the methods and technologies employed by foreign language teachers at the schools where they undergo practice,

analyzing their effectiveness and appropriateness for different classes where they will conduct microteaching (*teacher assistantship practice*).

They also analyze English textbooks to assess whether they contain sufficient materials and exercises to meet the syllabus requirements for foreign language instruction, adapting them within the framework of their own academic research (*linguistic-methodological practice*). Additionally, they get to know the rhythm of the educational process in schools or higher education institutions (HEIs), their technical equipment, as well as the availability of library resources and foreign language classrooms (*independent teaching practice*).

Educational Function. This function involves the activation of theoretical methodological knowledge through the completion of special tasks, critical analysis, and discussion of observed lessons and assignments (*observation practice*). It includes the application of acquired methodological knowledge in microteaching of selected micro-elements of lessons, self-analysis of conducted micro-elements, and the development of strategies for their improvement (*teacher assistantship practice*). Furthermore, students integrate and apply classroom language (metalanguage) in real pedagogical contexts to prevent excessive teacher talk time (TTT) and develop the ability to provide clear task instructions in lessons (*linguistic-methodological practice*). In *independent teaching practice*, students utilize both traditional and innovative technologies for foreign language teaching in real-life professional settings, demonstrating a creative approach to fostering students' foreign language communicative competence based on their linguistic, sociocultural and methodological knowledge acquired in HEIs.

Reflective Function. This function promotes an understanding of the necessity to upgrade one's professional and methodological knowledge, the significance of independent and autonomous learning in mastering the

teaching profession, and the skills of professional self-analysis (*observation practice*). It fosters a positive attitude toward the teaching profession, the perception of oneself not only as a foreign language teacher but also as a cultural mediator representing the countries whose languages students are learning, and the development of an individual teaching style (*teacher assistantship practice*). Furthermore, it helps students comprehend the professional and pedagogical orientation of a future foreign language teacher, which encompasses a high level of foreign language proficiency, well-developed linguistic, sociocultural and methodological competencies and the acquisition of role behavior specific to the teaching profession (*linguistic-methodological practice*). During *independent teaching practice*, students see themselves as independent individuals capable of planning, organizing, implementing, and controlling the foreign language learning process. They are engaged in self-assessment of professionally significant qualities and acknowledge the importance of collaboration with school teachers, HEI lecturers and students for productive professional activity.

Developmental Function. This function facilitates the development of students' pedagogical thinking and their ability to objectively assess the content and means of foreign language and cultural instruction in various educational contexts. It enables them to analyze and generalize best practices while identifying the methodological inefficiency of certain exercises and teaching materials in foreign language instruction (*observation practice*). Furthermore, students develop the capacity to anticipate challenges learners may face in acquiring linguistic material or developing different speech activities, creatively construct instructional stages tailored to learners' age characteristics, and independently select forms and technologies for cultivating productive and receptive speech activities (*teacher assistantship practice*). This function also stimulates the need for scientific inquiry,

fostering a research-oriented approach to pedagogical activities while enhancing future teachers' research skills through acquired linguistic, sociocultural and methodological knowledge. Students engage with both Ukrainian and foreign scientific studies on FL instruction, drawing upon accumulated knowledge and personal teaching experiences (*linguistic-methodological practice*). Lastly, it promotes methodological competence among future teachers, preparing them to effectively plan and execute communicative learning activities while transforming their theoretical knowledge into practical tools for foreign language instruction across diverse age groups in secondary and higher education institutions, considering learners' individual interests and needs (*independent teaching practice*).

Diagnostic Function. In all types of pedagogical practice, this function is aimed at evaluating the personal qualities of future foreign language teachers, their proficiency levels in foreign languages, and their professionally essential knowledge, skills, and abilities. These competences ensure their ability to perform professional teaching functions, indicating their preparedness for

independent creative work in schools and HEIs. Additionally, it assesses their capacity to apply advanced pedagogical practices in diverse contexts and to pursue scientific inquiry into methodological issues of personal interest.

Conclusions and research perspectives. Thus, continuous pedagogical practice fosters the social and professional identity of foreign language teachers, which continues to develop throughout their professional careers. This process reveals their professional-pedagogical orientation, comprising an interest in the teaching profession, professional and pedagogical aspirations, readiness for innovation and creativity, and a commitment to lifelong learning.

Furthermore, the study recognizes the significance of higher education institutions in fostering not only professional competences but also the social and academic identity of future educators. A key perspective for further research lies in the integration of scientific inquiry within the practical training of foreign language teachers through defining and developing their research interests in the course of continuous pedagogical practice.

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Received: February 21, 2025

Accepted: March 11, 2025