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THE CONTENT OF TRAINING OF DUAL-PROFILE FOREIGN LANGUAGE TEACHERS IN UKRAINE

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The article deals with the problem of training dual-profile foreign language teachers in Ukraine with a focus on modern requirements for the professional activity of teachers. The purpose of the article is to reveal the content of training teachers of Ukrainian Language and Literature and Foreign Literature, primary school teachers and kindergarten teachers with an additional speciality in a foreign language. The author analyzes the regulatory and legal documents, including educational and professional programmes and curricula, which regulate the educational training of such specialists. The necessity of integrating interdisciplinary knowledge in the training of dual-profile foreign language teachers is emphasized. The compulsory and elective disciplines that provide foreign language training for future specialists are considered. Particular attention is paid to the issue of international academic mobility as a trend in the development of modern higher education and the possibility of re-profiling foreign language teachers with dual qualifications. The challenges associated with ensuring a proper level of teacher training for the implementation of dual-profile programmes are identified, and recommendations on the use of previous experience of such training are given. The article substantiates the expediency of improving the methodological training of dual-profile foreign language teachers, achieving close integration of all components of the professional training system and strengthening its cultural component. The article suggests the importance of increasing the practical orientation of professional language acquisition as a means of intercultural communication. The necessity of increasing the role of independent work of a future dual-profile foreign language teacher in the modern conditions of education development, when a significant part of the educational material is presented for independent study, and the teacher becomes a facilitator of cognitive activity for the student, is proved.

Keywords: dual-profile foreign language teachers, educational programmes, academic disciplines, professional training, dual qualification, international academic mobility, teaching and learning materials.

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ЗМІСТ ПІДГОТОВКИ ВЧИТЕЛІВ ІНОЗЕМНОЇ МОВИ ПОДВІЙНОГО ПРОФІЛЮ В УКРАЇНІ

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У статті порушується проблема підготовки вчителів іноземної мови подвійного профілю в Україні з акцентуванням уваги на сучасних вимогах до професійної діяльності педагогів. Мета статті полягає в розкритті змісту підготовки вчителів української мови і літератури та зарубіжної літератури, учителів початкових класів та вихователів дитячих садків з додатковою спеціальністю "Іноземна мова". Проаналізовано нормативно-правові документи, зокрема освітньо-професійні програми і навчальні плани, які регулюють освітню підготовку таких фахівців. Підкреслено необхідність інтегрування міждисциплінарних знань у підготовці вчителів іноземної мови подвійного профілю. Розглянуто обов'язкові і вибіркові навчальні дисципліни, що передбачають іномовну підготовку майбутніх фахівців. Окрему увагу приділено питанню міжнародної академічної мобільності як тенденції розвитку сучасної вищої освіти та можливості перепрофілізації вчителів іноземної мови з подвійною кваліфікацією. Визначено виклики, пов'язані із забезпеченням належного рівня підготовки викладачів для реалізації програм подвійного профілю, а також наведено рекомендації щодо використання попереднього досвіду такої підготовки. У статті обґрунтовано доцільність покращення методичної підготовки вчителя іноземної мови подвійного профілю, досягнення тісної інтеграції всіх компонентів системи професійної підготовки і посилення її культурологічної складової. Висловлено думку про важливість підвищення практичної спрямованості професійного оволодіння мовою як засобом міжкультурної комунікації. Доведено необхідність збільшення ролі самостійної роботи майбутнього вчителя іноземної мови подвійного профілю в сучасних умовах розвитку освіти, коли значна частина навчального матеріалу виноситься на самостійне опрацювання, а вчитель стає для учня фасилітатором пізнавальної діяльності.

Ключові слова: вчителі іноземної мови подвійного профілю, освітні програми, навчальні дисципліни, професійна підготовка, подвійна кваліфікація, міжнародна академічна мобільність, навчально-методичне забезпечення.

Introduction of the issue. In the current context of education reform in Ukraine, the training of teachers capable of working in a multifunctional and multicultural educational environment is of particular importance. One of the key aspects of this training is their ability to teach several subjects, which meets the needs of the modern labour market. The problem of training dual-profile foreign language teachers capable of integrating interdisciplinary knowledge and being more flexible to the challenges of modern education is relevant in view of the processes of globalization, Ukraine's integration into the world educational space and the development of modern teaching technologies. In this context there is a need to study the content of training of such specialists in Ukraine in order to scientifically substantiate and practically address a number of challenges.

Current state of the issue. In the national and foreign scientific literature

the issue of training dual-profile foreign language teachers is considered through the prism of several main aspects. In particular, some problems of linguistic, literary and methodological training of a teacher-philologist are substantiated (O. Bihych, N. Borysko, I. Volotivska, N. Voloshyna, O. Misechko, L. Morska, S. Nikolaieva, Ye. Pasichnyk, O. Semenoh); the historical experience of training a teacher-philologist of a double profile is revealed (I. Haidai, I. Sokolova); the importance of integrating a foreign language with other disciplines for the formation of multicultural competence of future teachers is emphasized (R. Belanova, O. Hryniova, O. Kaniuk, I. Halimon); the experience of EU countries in implementing dual-profile programmes is analyzed (M. Celce-Murcia, Ch. Green, I. Leki). In general, the studies emphasize the need to take into account such modern challenges as the requirements for professional mobility of teachers, the importance of proficiency

in several foreign languages, and interdisciplinarity as a key component of the training of new generation teachers.

The aim of the research is to reveal the content of training teachers of Ukrainian Language and Literature and Foreign Literature, primary school teachers and kindergarten teachers with an additional speciality in a foreign language.

Results and discussion. The training of dual-profile teachers was introduced in Ukraine in 1956. This need for a teacher to combine teaching several school disciplines arose due to the difficult historical conditions of the post-war shortage of teaching staff. As a result combinations of school subjects that could be taught by one teacher emerged. They are Mother tongue and Foreign language, Mathematics and Foreign language, Physics and Foreign language, Biology and Foreign language, Geography and Foreign language, etc. Accordingly, pedagogical institutes trained future teachers to teach both Physics and Foreign language. In addition, such teachers could teach Physics, Mathematics, Biology, Geography and other subjects in a foreign language. The need to train such specialists has long been driven by a number of reasons. One of them was the decline in the number of students in schools in rural areas. Another reason was the expansion of the range of subjects in the philological cycle and the lack of teachers who could quickly change their profiles or teach several subjects full-time. In addition, it was necessary to ensure that the subjects of the variable component of the secondary education curriculum were taught by qualified teachers. In the context of Ukraine's European integration, this form of teacher training in higher education institutions has been preserved. However, it concerns the combination of only related specialities and specializations, which, as O. Misechko emphasizes, will allow avoiding such "heterogeneous" combinations as History and Foreign Language, Biology and Foreign Language, etc. at the level of basic higher education,

without, however, limiting such variability at the level of postgraduate teacher education [4: 368].

Today in Ukraine the educational programmes "The Ukrainian Language and Literature, the English Language in Educational Institutions", "Primary Education and the English Language", "Pre-school Education and the English Language" are aimed at master's training of specialists capable of performing professional duties as English teachers in general secondary education institutions and leaders of English language clubs in pre-school education institutions. At the bachelor's level, students receive a professional qualification in only one speciality: teacher of the Ukrainian Language and Literature, primary school teacher and preschool teacher. And at the master's level, they can qualify in two specialities.

The training programme for such specialists for all four years of study at the bachelor's level includes disciplines that provide for in-depth study of English ("Practical English Language Course", "Foreign Language for Professional Purposes", "Practice of English Language Communication"). Master's degree programmes lasting 1.5 years are complemented by the study of "Methods of Teaching English", "Methods of Teaching English in Primary Schools", "Methods of Forming Foreign Language Competence in Preschool Children" in the second semester and internships in the third semester. It is compulsory to pass the English language certification exam at the end of the course. The main goal of the current training of foreign language teachers with a double qualification in Ukraine is to increase their competitiveness and mobility in the labour market in the context of European integration processes and the implementation of the Bologna Education Convention.

Let's consider the Master's Educational and Professional Programme "The Ukrainian Language and Literature, the English Language in Educational Institutions" of the Zhytomyr Ivan Franko State University. It is focused on the

professional training of a teacher, namely, a teacher of Ukrainian Language and Literature and English Language and Foreign Literature. In accordance with the working curriculum for the academic year 2023-2024, the disciplines of the educational programme are divided into:

- 1) compulsory;
- 2) elective.

The compulsory academic disciplines that provide foreign language training for 1st year students include: "Practical English Language Course" (150 hours, 5 credits), "Methods of Teaching English" (120 hours, 4 credits) and "Educational Practice in English Language and Foreign Literature" (90 hours, 3 credits). The 2nd year of study includes Industrial Practice in Secondary Education Institutions (135 hours, 4.5 credits) and the Certification Examination in English and Foreign Literature with Teaching Methods.

Elective courses in the 1st year of study include: "Comparative Typology of the Ukrainian and English Languages" (120 hours, 4 credits), "Academic Writing (Translation)" (150 hours, 5 credits). 2nd year masters continue to study "Comparative Typology of The Ukrainian and English Languages" (120 hours, 4 credits) and also take an elective component "Topical Issues in English Language Theory and History" (90 hours, 3 credits).

Under the international academic mobility programmes, applicants for the second (master's) level of higher education of the educational and professional programme "The Ukrainian Language and Literature, the English Language in Educational Institutions" have the opportunity to study at foreign universities: University of Warsaw (Poland), Pomeranian Academy in Słupsk (Poland), Higher School of Economics in Bydgoszcz (Poland), Palacky University in Olomouc (Czech Republic).

The following master's degree programme "Primary Education and the English Language" is aimed at training specialists who can teach English in primary school, conduct clubs, electives and elective courses.

The compulsory subjects that provide foreign language training for 1st year students of this educational programme are: "Fundamentals of Professional Communication in a Foreign Language" (120 hours, 4 credits), "Methods of Teaching English in Primary Schools" (135 hours, 4.5 credits), "Theory and Practice of Teaching a Foreign Language with the Use of Information and Communication Technologies" (90 hours, 3 credits), "Educational Practice in the Theory and Methods of Teaching in Primary School" (90 hours, 3 credits). Masters of the 2nd year of study complete the Industrial Practice in General Secondary Education Institutions (135 hours, 4.5 credits) and pass the Certification Exam in English with Methods of Teaching in Primary Schools.

The 1st year elective is "Theory of Modern English" (120 hours, 4 credits), and during the 2nd year of study such elective disciplines are taught as "Subject and Language Integrated Teaching of English" (105 hours, 3.5 credits), "English Language Practice and Children's Literature" (150 hours, 5 credits).

Within the framework of international academic mobility, applicants for the second (master's) level of higher education in the educational and professional programme "Primary Education and the English Language" participate in the double degree programme, studying in foreign higher education institutions: University of Warsaw (Poland), Pomeranian Academy in Słupsk (Poland), John Paul II University of Lublin (Poland), University of Parma (Italy).

The Master's degree programme "Pre-school Education and the English Language" is aimed at training teachers of pre-school education institutions and leaders of English language clubs.

The compulsory disciplines that provide foreign language training for 1st year students include: "Fundamentals of Professional Communication in a Foreign Language" (120 hours, 4 credits), "English Language Practice" (105 hours, 3.5 credits), "Methods of Forming Foreign Language Competence in Preschool

Children" (120 hours, 4 credits). The 2nd year of study includes Practical Training in Methodological Centres and Pre-school Education Institutions (135 hours, 4.5 credits), and the Certification Exam in English and Methods of Forming Foreign Language Competence in Preschool Children.

The 1st year elective is "Theory of Modern English" (120 hours, 4 credits). Masters of the 2nd year of study choose the following elective disciplines: "Subject and Language Integrated Teaching of English" (120 hours, 4 credits), "English Language Practice and Children's Literature" (120 hours, 4 credits), "Theory and Practice of Teaching English with the Use of Information and Communication Technologies" (90 hours, 3 credits), "Theory of Modern English" (90 hours, 3 credits).

Under the international academic mobility programmes, applicants for the second (master's) level of higher education in the educational and professional programme "Pre-school Education and the English Language" have the opportunity to study at foreign universities: University of Warsaw (Poland), Pomeranian Academy in Słupsk (Poland), Higher School of Economics in Bydgoszcz (Poland), Jan Długosz Academy in Częstochowa (Poland), International Academy of Applied Sciences in Łomża (Poland), University of Parma (Italy).

Nowadays professional and academic mobility as a trend in the development of modern higher education and the possibility of re-profiling foreign language teachers with double qualifications is gaining great importance. It contributes to:

1. Expanding professional competence: Teachers learn from the experience of using modern teaching methods, the latest educational technologies and approaches to learning that are practiced abroad. This allows them to effectively implement the knowledge gained in their own teaching practice.

2. Deepening knowledge in two areas: Mobility allows not only to improve language competences, but also to

acquire new knowledge in a related field, which enhances the teacher's ability to work in two profiles.

3. Intercultural enrichment: The experience of being in a foreign language environment contributes to the development of intercultural competence, which is important for teachers working with different audiences. This is especially important for dual-profile foreign language teachers.

4. Increasing competitiveness: Acquiring new knowledge and skills abroad opens up career prospects and promotes professional development, which allows you to adapt to the current needs of the labour market.

5. Integration into the international educational space: Participation in academic mobility programmes helps teachers to gain experience in teaching according to international standards, which increases their readiness to work not only in their native country but also in foreign educational institutions.

Thus, international academic mobility becomes a platform for improving double qualifications, opens up new horizons for professional growth and creates conditions for flexible adaptation to changes in the education system. Ensuring conditions for expanding mobility is one of the most important tasks of Ukraine's integration into the Bologna process.

At the same time, the system of training dual-profile teachers, as noted by contemporary modern researchers, has certain challenges: overloading with subjects of the first speciality, a limited list of disciplines of the second speciality, reduced hours for their study, lack of a state standard of education for combined specialities and scientifically based principles for training a teacher in the second speciality, which negatively affects the level of professional competence of future foreign language specialists [6: 382]. Therefore, there is a problem of finding effective ways to overcome the negative consequences of combining specialities.

In order to improve the effectiveness of modern dual language teacher training in

Ukraine, it is worth drawing on the previous experience of such training [1]:

1. Improving the methodological training of a dual-profile foreign language teacher. In modern pedagogical science, there are few studies analysing the methodological foundations of teacher training in two specialities. In order to ensure the quality of knowledge, due attention should be paid to the study of a foreign language as a second speciality, which is allocated less study time. In this regard Yu. Kazhan defines special methodological principles of teaching a second foreign language: the principle of cognitive learning; reliance on context for understanding texts; focus on certain topics; reliance on texts; effective organization of the learning process by saving time and activating students [2].

2. Achieving close integration of all components of the system of professional training of a dual-profile foreign language teacher: educational and cognitive, scientific and research, educational and practice subsystems. The interaction of all these components should lead to a positive result – to prepare a dual-profile foreign language teacher who is able to work equally well in both of his/her qualifications. For equivalent teacher training in both specialities, it is necessary to achieve a balanced ratio of professional cycle disciplines in all specialities that are part of the training of a dual-profile foreign language teacher. For this purpose it is necessary to expand the range of disciplines of professional fundamental training, as well as to unify the disciplines of theoretical and practical training (especially the disciplines of the first and second specialities).

3. Improving the practical pedagogical training of future dual-profile foreign language teachers. At present students who go on internships receive assignments in both specialities and, accordingly, have to conduct credit lessons and various types of activities in both specialities. They are assigned to two methodologists, specialists in both disciplines.

4. Strengthening the cultural component in the professional training of

foreign language teachers, i.e. making them more familiar with the culture, literature, history and geography of the countries whose languages they teach. It is important to increase the practical orientation of professional language acquisition as a means of intercultural communication. This conclusion is especially relevant for double specialities that combine language and literature (Ukrainian) and a foreign language. Today the socio-cultural component should take a prominent place in the system of professional training of foreign language teachers who are to become teachers of language and culture.

5. Strengthening the role of independent work of a future dual-profile foreign language teacher in the current conditions of education development, when a significant part of the educational material is presented for independent study, and the teacher becomes a facilitator of cognitive activity for the student. The task of a modern teacher is not to impart a set of knowledge, skills and abilities, but to convey to the pupil or student the idea that the main result of learning is the ability to seek knowledge. The task of the facilitator is to guide the pupil/student in the right direction in order to find the necessary information, facilitate its assimilation, advise, explain, etc.

6. Combining the aspectualization of language learning with a comprehensive (integrative) approach to mastering all language skills. If we compare the training of dual-profile teachers at the beginning of their introduction (since 1956) and today, the disciplines of both the first and second speciality used to be studied in terms of language aspects. Nowadays, only the basics of the second speciality are taught.

7. Improvement of teaching and learning materials for the training of dual-profile foreign language teachers, i.e. creation of a wide range of textbooks and manuals that trace the links between the disciplines of the first and second specialities, development of integrated training courses. At present, scientific and methodological schools of some

universities are actively working in Ukraine to produce methodological literature for foreign language teacher training. Textbooks on foreign languages that can be used for both first and second language learning have begun to appear. Modern textbooks on foreign language teaching methods draw parallels and analogies with other languages, i.e. they take into account the specifics of the professional training of a dual-profile teacher. In addition, a course on the comparative typology of Ukrainian and English is taught, depending on the second speciality. However, unfortunately, Ukrainian higher education institutions do not always have sufficient teaching and learning materials for this discipline.

Due to the fact that Ukraine has not yet developed state standards for the training of dual-profile teachers, in the late 1990s and early 2000s, author's methods of language teaching for the methodological training of future foreign language teachers, including dual-profile teachers, began to appear. These methods were developed with due regard to the Common European Framework of Reference for Languages [7].

According to the Common European Framework of Reference for Languages, philology teachers, including dual-profile foreign language teachers, should develop the following competences in students:

1) general competences, which include declarative knowledge (knowledge of the world, socio-cultural knowledge and intercultural awareness); practical and intercultural skills (social skills, skills of everyday life); "competences of existence" (related to individual peculiarities of behaviour, motivations, values, ideals and personality type); general learning competences (learning skills) that help

students to master strategies of speech activity aimed at solving educational tasks and life problems;

2) communicative competences, which include language (linguistic) competences, including lexical, grammatical, semantic, phonological, spelling and orthoepic competences; speech competences (competences in reception, production, interaction, mediation); sociolinguistic (linguistic markers of social relations, rules of politeness, expressions of folk wisdom, dialect and accent) and pragmatic competences (discourse competences, functional competences) [5: 4].

We share the opinion of modern researchers that one of the most important for a teacher-philologist is communicative competences, which are a part of his/her professional competence [3; 6].

Conclusions and research perspectives. To summarize, dual-profile foreign language teachers have advantages over single-profile teachers and a higher level of professional and academic mobility, as their two profiles of training provide better adaptation to a particular professional environment, in particular, they create the possibility of choosing a subject in their professional activity. In addition, the need to provide teachers with full-time jobs provides an incentive and opportunity to combine teaching several subjects, especially in rural schools.

Prospects for further research on the problem of training dual-profile foreign language teachers in Ukraine include improving educational and professional programmes, studying the experience of European countries to adapt it to the needs of the Ukrainian education system.

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