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Task-based approach in the pedagogical practice
of future foreign language

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Abstract

Background. The relevance of the problem and the research topic at the socio-pedagogical level is determined by the discrepancies between the new understanding of the social mission of education in a world where the key role is assigned to the personality of the teacher-educator, mentor, and researcher, and the actual potential of the majority of teachers.

The outflow of the most capable teachers from schools to other sectors is particularly pronounced in the language education system. However, the unsatisfactory number of young recruits, where only a third of graduates from foreign language faculties and institutes begin working in their profession, represents just one aspect of the teaching staff issue, which necessitates the involvement of material incentives for resolution.

The **purpose** of this study is to analyze this problem within the broader context of the notions of the personal orientation and the sources of professional development. The research also seeks to develop, methodologically justify, and test a system of the tasks for the pedagogical practice, structured around a task-based approach to foster the professional orientation of the future foreign language teachers.

At the scientific and methodological level, the relevance of the research arises from the need to seek forms, means, and conditions for developing the professional orientation of the future foreign language teachers during their training in teacher education institutions.

Materials and methods. The work involved historical and logical analysis.

Results. The article analyzes the use of the task-based approach during the pedagogical practice of future English teachers. After analyzing the works of N.E. Burlakova, A.A. Verbinsky, and T.N. Yablonskaya, we concluded that the task-based approach, despite being a new method in pedagogical practice, allows students not only to devel-

op the skill of independent information search, but also to work in a team, listen to the opinions of their classmates, and participate in discussions.

Keywords: pedagogical practice; task-based approach; foreign language; professional orientation; independent professional activity; practical implementation; pedagogical concept

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«Задачный подход» в подготовке будущих учителей иностранного языка

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Аннотация

Обоснование. Актуальность проблемы и темы исследования на социально-педагогическом уровне определяется несоответствием между новым пониманием социальной миссии образования в мире, где ключевая роль отводится личности педагога-воспитателя, наставника и исследователя, и реальным потенциалом большинства педагогов.

Отток наиболее способных педагогов из школ в другие сферы особенно ярко проявляется в системе языкового образования. Однако неудовлетворительное количество молодых специалистов – лишь треть выпускников факультетов и институтов иностранных языков начинают работать по специальности – представляет собой лишь один аспект кадрового вопроса, решение которого требует привлечения материальных стимулов.

Цель исследования – проанализировать эту проблему в более широком контексте понятий личностной направленности и источников профессионального развития, разработка, методическое обоснование и апробация системы заданий для педагогической практики, структурированной на основе «задачного подхода» для формирования профессиональной направленности будущих учителей иностранного языка.

В научно-методическом плане актуальность исследования обусловлена необходимостью поиска форм, средств и условий формирования профессиональной направленности будущих учителей иностранного языка в процессе их обучения в педагогических вузах.

Материалы и методы. В работе были применены исторический и логический анализ.

Результаты. В статье анализируется использование задачного подхода в ходе педагогической практики будущих учителей английского языка. Проанализировав работы Н.Е. Бурлаковой, А.А. Вербинского и Т.Н. Яблонской, мы пришли к выводу, что задачный подход, несмотря на то что является новым методом в педагогической практике, позволяет студентам не только развивать навык самостоятельного поиска информации, но и работать в команде, прислушиваться к мнениям своих одноклассников и участвовать в дискуссиях.

Ключевые слова: педагогическая практика; «задачный подход»; иностранный язык; профессиональная направленность; самостоятельная профессиональная деятельность; практическая реализация; педагогическая концепция

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Introduction

Methodological explorations concerning the education of prospective foreign language instructors often focus on the substance of hands-on teaching experience. This practical training aims to hone vital pedagogical capabilities, equipping trainees with essential methodologies for instructing in their chosen subjects. A budding foreign language teacher must cultivate diverse competencies to effectively manage educational duties, frequently encountered within schools. Official higher education standards stipulate that practical training should occur in secondary educational settings. Consequently, state authorities emphasize that direct employers should tailor the education of would-be foreign language teachers to meet the specific needs of secondary schools. Discontent with the preparedness of trainees is frequently voiced by educational institutions. Furthermore, not every secondary school utilized for internships fulfills the stringent requirements stipulated for such placements [9]. It is clear that internships must be conducted in exemplar schools, boasting highly qualified foreign language instructors, advanced teaching methodologies, exceptional educational programs, and robust material and technical resources. Generally, this functionality is achievable through close collaboration with educational institutions.

Engaging in practical teaching necessitates that students adopt suitable strategies for a task-based approach, viewing each task as a fundamental component of the overall educational journey [10, p. 81].

Our investigation brought to light underlying conflicts:

- Contemporary society needs foreign language instructors adept at pedagogical activities, yet there's a notable absence of actively involving students in addressing the real-world pedagogical challenges presented by foreign language education at the university level.
- Pedagogical practice presents valuable opportunities for quasi-professional learning, shaping the career path of aspiring foreign language teachers and leveraging its potential to refine their preparation.

These areas of conflict highlight the central issue of our research: exploring the potential of a task-oriented approach within pedagogical practice to cultivate professional dedication among aspiring language teachers. This approach emerges as a potent tool for shaping their professional trajectory.

Pedagogical practice relies on a structured system of assignments:

- Strategic integration is vital; tasks should be designed tactically to address specific professional-pedagogical problems in diverse language scenarios during teaching practice [2].
- Core tasks are presented within a fixed framework, aimed at fostering the necessary professional skills in future language teachers. The adaptable part necessitates the growth of all facets of the teachers' professional focus (cognitive, value-based, and motivational) [5].
- Higher education language instructors should carefully select meaningful tasks that align with both the professional aspirations and individual preferences of students, thereby setting clear objectives for future educators.

Accordingly, our research seeks to develop, theoretically support, and validate a task-based assignment system for pedagogical practice, intended to nurture the professional direction of future foreign language educators. Research also considers the framework, types of orientation, display methods in teaching activities, and stages of nurturing professional orientation in educators within higher education [12].

This study seeks to:

Examine relevant psychological and pedagogical literature to define the meaning of professional orientation of future language teachers.

Use historical and logical analysis to determine the forms, types, and content of practical training for foreign language instructors, drawing on both domestic and international examples.

Refine the understanding of the task-based approach and pinpoint its possible uses in planning the activities of future teachers during practical training.

Design tasks that optimally tackle specific professional-pedagogical challenges and scenarios encountered during pedagogical practice.

Empirically assess the effectiveness and efficiency of methodological tasks in pedagogical practice to support forming the professional orientation of future language teachers.

Effective foreign language communication skills are essential for a foreign language teacher; thus, pedagogical training is closely related to the culture of communication. This requires mastering the norms and rules of verbal behavior both in the teacher's native language and in the foreign language. The two are interrelated, building the knowledge, skills, and competences needed to be a teacher [6].

During pedagogical practice, emphasis should be placed on the teacher's communication. Professional-pedagogical orientation is closely related to values that motivate actions in the professional role, demonstrated through how a teacher relates to teaching and guides personal drive. The components of professional orientation include intellectual appreciation, ethically-based values, and individual drives [7].

On the foundation of personal values, individual perceptions form about the professional activity. Intrinsic drives shape the objectives achieved through individual actions. However, the content of these components varies based on the individual's progression of development. All this shows the special possibilities of a pedagogical practice, a final preparation stage for a future language educator [9]. The pedagogical practice at the Philology Institute of Yelets State Bunin University helps to develop professional orientation.

Materials and methods

Using historical and logical analysis reveals today's models of pedagogical practice. Practice is professional-pedagogical training, historically always being part of the curriculum. Though the exact role changes over

time, it has always been a professional activity and a major function of teacher training [1].

Across Russia, different methods of field experience are used by pedagogical universities. This training can be done as a series of short blocks or as a continuous path.

A discrete approach involves 20 weeks of teaching, as per the State Standard of Higher Education. During this practice, the students aim to learn all the competences simultaneously. Students develop and maintain a sustained interest in working as a teacher. All of this has major effects on a teacher's style and performance.

Continuous practice encompasses all stages of students' training. It may include familiarization, education, trial lessons, teaching practice, and internships.

The main goal with a task-based approach is to set up a methodological system of tasks for pedagogical practice.

Focusing on professional-pedagogical problems and different practice situations enables outcomes to:

- Stimulate knowledge by involving students in the educational process more (students become as active as the teacher, and vice versa).
- Teach students the expectations of and values systems of future teachers.
- Enable students to reflect completely on problems and practice.
- Empower trainees such that they are ready, motivated, emotional, and creative during their activities.

In this way, the task-based approach organizes with clear methods and goals. By solving problems in quasi-professional setting, it develops professional orientation for how one might later teach [13].

Discussion

The task-based approach teaching method has only recently been introduced into educational practice. In the 1970s, L.F. Spirin, M.L. Frumkin, and P.V. Konanykhin became the pioneers of this method. They identified the conditions for successfully implementing pedagogical problems in university teaching.

The research helped test that using structured tasks as part of pedagogical tasks can allow teacher candidates to start building the values of a future foreign language teacher.

To see if tasks worked, we had the following sub-aims (Fig. 1.):

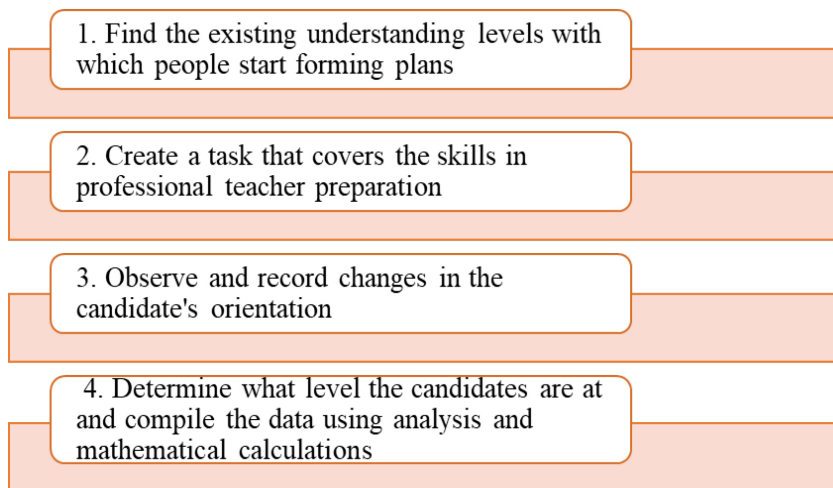


Fig. 1.

There are three phases to the study:

1. In the establishment phase, initial understanding of practice and changes in understanding must be followed.
2. In the formative phase, there are specific teaching and knowledge goals. Using the methodological system, trainees practice and build these skills.
3. The final step is using the final outcomes to study levels and changes in professional orientation. In this work, the existing structure and content must be evaluated.

In this work, the existing structure and content must be evaluated.

In order to set up and conduct the initial stage of the work, a student's initial understanding must be known before the practice begins. We considered communication, worthiness, and motivation as part of finding these components based on works by N.V. Kuzmina [7], L.A. Litvinov [8], and V.B. Uspensky [11].

N.A. Yablonskaya examines the need to apply a task-based approach to the pedagogical training of future foreign language teachers.

In her research, she emphasizes the importance of creating a creative atmosphere and psychological comfort in foreign language classes. These two components of a task-based approach can positively influence students' intellectual development by activating their cognitive function, which is responsible for their interest in foreign languages.

N.A. Yablonskaya identifies four objectives of this approach (Fig. 2):

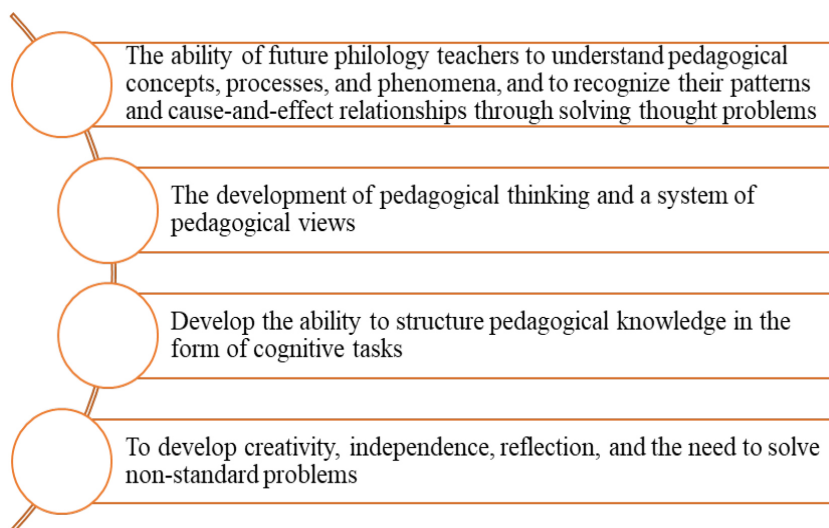


Fig. 2.

Concluding her research on the pedagogical problem of the task-based approach, N.A. Yablonskaya notes: «We see the prospect of further research in identifying the pedagogical conditions for improving the quality of pedagogical training for future foreign language teachers» [13].

A.A. Verbitsky and N.A. Bakshaeva consider the problem under study using a psychological and cognitive approach. In their research, they describe (Fig. 3):

Taking these motivational approaches into account, we were able to create an ideal motivational model for teaching students, which was later used

by modern psychologists and educators as the basis for creating the task-based approach method used in teaching future foreign language teachers.

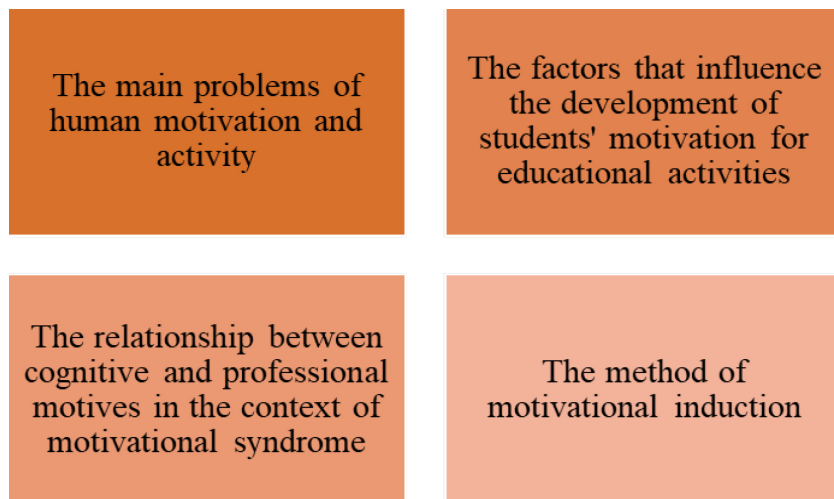


Fig. 3.

Sh.Z. Salieva examines the task-based approach as a tool for developing critical thinking, creativity, and problem-solving skills. The author draws on the works of B. Bloom, D. Dewey, and L. Vygotsky, emphasizing the importance of actively engaging students in the learning process.

Sh. Z. Salieva also cites ways in which the task-based approach can be used in the learning process (Fig. 4):

Let us consider the application of these task-based approaches in the pedagogical practice of future foreign language teachers. By using case methods, future teachers can learn to analyze real-life situations, which will enhance their language competence.

The main advantage of using this form of task-based approach is the development of intercultural understanding and the solution of specific tasks in teaching a foreign language. As a result, future teachers learn not only to teach students, but also to pay attention to the relationship between the student's psychological characteristics and the conditions of the educational institution, which affects the student's willingness to learn the subject.

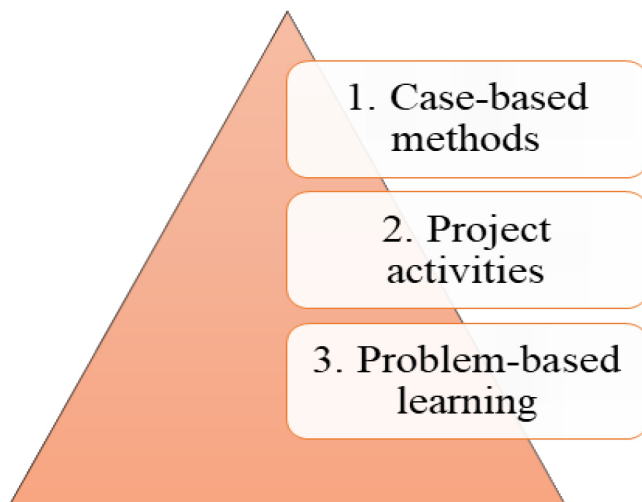


Fig. 4.

The use of project activities allows students to independently search for information and conduct joint research with their classmates. During the project creation process, students develop their social skills, learn to listen to each other's opinions, and distribute responsibilities.

In addition, during the presentation of their projects, students practice public speaking and participate in discussions. Furthermore, during the presentation of their projects, students listen to a lot of information, which ultimately makes the class more informative and useful.

The next method of the task-based approach is problem-based learning. This method presents students with an educational problem that requires a solution using pedagogical and psychological methods. By creating a problematic situation, students learn to independently search for information, analyze the facts they've gathered, and build logical connections.

In most cases, problem-solving requires group discussion, resulting in an exchange of student perspectives and a search for a joint solution.

In addition to finding solutions to the problems posed using their existing knowledge, students develop their creativity as they use unconventional methods and approaches to find solutions.

There are some stages in the pedagogical practice of the future teachers of foreign languages. They can be defined as active, passive, reproductive, and productive ones. In any teaching period, a candidate moves from one level to a higher one to show success and adaptation.

At the start of the research and practice, we found that the students were at the passive and reproductive levels of training. In this case, a value-motivational sphere of professional orientation should be included, as many teaching candidates tend to lack it.

The formative phase of the test was setting common goals and equalizing knowledge between experimental and control groups. During this phase, the task system was tested during full practice.

It considered variant blocks and how future language teachers learned using them. The main intent was to develop more active views toward the students' professional orientation.

At the first design phase, we set goals for practice. The candidates can set tasks in a graded approach using known topics, application of common scenarios, transfer of knowledge, and creative application.

The second phase allowed students full involvement individually with a professional route. In the post-practice analysis, students were encouraged to examine their qualities in practice, thus allowing self-evaluation.

The pilot also included an evaluation of levels during the final phase.

After the initial process, we can show that the teaching candidates moved much more toward professional orientation.

Because of how specific challenges were included in the approach, the candidates learned and moved forward during practice.

Results

Based on the positive changes discussed, it is clear that teaching candidates learn far more as long as they are engaged in practicing. The effective practice, objectively and effectively, led to positive results.

As the results of the study demonstrated that the teaching practice had a formative and developmental impact on students. The task-based model allowed students to organize their activities.

The following list of conclusions can be drawn:

Professional orientation comes from personal values, and thus, motives can be placed on a hierarchical approach. Values and orientations are then taught by that approach.

Teaching experience is valuable for candidates and includes practice. In addition, it could also consider more direct activities with an applied approach.

Teaching candidates should address real challenges using tasks.

Task and training design can convert candidates' passive and reproductive orientation to active and productive methods.

The candidate should learn with a special method how to learn and should improve based on normative-value-based systems in different locations as part of these improvements. All of this helps improve the students as part of their current or future situations that might arise.

Considering the research, a methodological task setting should be created and developed to show improvement for the candidate.

Therefore, the conducted research can inform the teaching training in the future, based on the value system and opening new options for how teachers learn:

- Comprehensive training courses should be available.
- New options can be found for how students training in teaching can improve.
- New training should improve on the existing professional orientation with consideration for current social, economic, and educational environments.

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