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Original article

PERSONAL AND PROFESSIONAL FOREIGN LANGUAGE COMPETENCE FORMATION AMONG FUTURE TEACHING STAFF IN THE E-LEARNING CONTEXT

S.S. Mirontseva, V.A. Baiko, Yu.P. Spirina

Background. *The article discusses the benefits of online education in the university environment. The demand for e-learning is due to the formation of the intellectual and creative potential of the individual for creative activity in the professional field.*

Purpose. *The purpose of this study is to present the experience of implementation the electronic training course “Foreign Language in Education” for students in the field of training 44.03.05 Pedagogical Education.*

Materials and methods. *The article considers the results of the pilot work on the introduction of the electronic educational course “Foreign Language in Education” into the educational process of the university for students in the field of training 44.03.05 Pedagogical education. The authors present the dynamics of changes in the levels of personal and professional foreign language competence formation of future teachers at various stages of the experiment. This study required the use of a set of complementary research methods: theoretical - study and analysis of pedagogical and scientific-methodical literature; Federal State Educational Standard of Higher Education; generalization, comparison; empirical - study and generalization of pedagogical experience, pedagogical experiment, statistical processing of the experimental results.*

Results. *The pedagogical experiment was conducted in several stages: motivational and familiarization, communicative and productive, professional and reflective. The experiment involved 270 second-year students of*

the Humanitarian and Pedagogical Institute of Sevastopol State University. Positive dynamics of changes in the levels of personal and professional foreign language competence formation of future teaching staff in the context of e-learning at various stages of the experiment are observed. The results obtained during the experiment demonstrate a significant increase in the level of formation of personal and professional foreign language competence of future teaching staff of the experimental group.

Keywords: *competence-based approach; e-learning; pedagogical experiment; personal and professional foreign language competence; professional foreign language training*

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Научная статья

ФОРМИРОВАНИЕ ЛИЧНОСТНО-ПРОФЕССИОНАЛЬНОЙ ИНОЯЗЫЧНОЙ КОМПЕТЕНЦИИ У БУДУЩИХ ПЕДАГОГОВ В УСЛОВИЯХ ЭЛЕКТРОННОГО ОБУЧЕНИЯ

С.С. Миронцева, В.А. Байко, Ю.П. Спирина

Обоснование. *В статье обсуждаются преимущества электронного образования в университетской среде. Востребованность электронного обучения обуславливается формированием интеллектуального и творческого потенциала личности для созидательной деятельности в профессиональной сфере.*

Цель. *Целью данного исследования является представление опыта внедрения электронного учебного курса «Foreign Language in Education» для обучающихся по направлению подготовки 44.03.05 Педагогическое образование.*

Материалы и методы. В статье рассмотрены результаты опытно-экспериментальной работы по внедрению в учебный процесс вуза электронного учебного курса «Foreign Language in Education» для обучающихся по направлению подготовки 44.03.05 Педагогическое образование. Авторами представлена динамика изменения уровней сформированности личностно-профессиональной иноязычной компетенции будущих педагогов на различных этапах эксперимента. Данное исследование потребовало использование комплекса взаимодополняющих методов исследования: теоретических – изучение и анализ педагогической и научно-методической литературы; ФГОС ВО; обобщение, сравнение; эмпирических – изучение и обобщение педагогического опыта, педагогический эксперимент, статистическая обработка результатов эксперимента.

Результаты. Педагогический эксперимент проводился в несколько этапов: мотивационно-ознакомительный, коммуникативно-продуктивный, профессионально-рефлексивный. В эксперименте приняли участие 270 студентов второго курса Гуманитарно-педагогического института Севастопольского государственного университета. Наблюдается положительная динамика изменения уровней сформированности компонентов личностно-профессиональной иноязычной компетенции у студентов на различных этапах эксперимента. Результаты, полученные в ходе эксперимента, демонстрируют значительное повышение уровня сформированности личностно-профессиональной иноязычной компетенции у будущих педагогов экспериментальной группы.

Ключевые слова: компетентностный подход; электронное обучение; педагогический эксперимент; личностно-профессиональная иноязычная компетенция; профессиональная иноязычная подготовка

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Introduction

The current focus on Russian economic development, global integration, international relations, and increased international interactions highlights the need to modernize higher education in Russia. Prioritizing the training of skilled teaching staff who can adapt to current conditions, apply effectively knowledge, skills, and acquired experience in their professional roles, and engage in intercultural interactions is becoming a key focus for education and science development in the new socio-economic context. The Federal State Educational Standard (FSES) 3++ for undergraduate programs includes Cross Functional Skill-4, which emphasizes the ability to conduct business communication in both the state language of the Russian Federation and foreign languages [17].

The significance of the study is aimed at the students' personal and professional foreign language competence formation in the university electronic educational environment. Results of the future teaching staff' practical training indicate that the insufficient level of formation of personal and professional foreign language communicative skills makes difficult for them to conduct international professional occupation, exchange experience, and participate in international scientific and practical conferences and symposiums. Consequently, universities run up against the task of ensuring a high level of personal and professional foreign language competence formation of graduates as one of the key constructs in future teaching staff' general professional training.

The main educational programme of higher education majoring in 44.03.05 Pedagogical Education was implemented in the Federal State Autonomous Educational Institution of Higher Education «Sevastopol State University» that indicates the research object. The professionally-oriented foreign language course consists of two blocks (block 1. Language for Special Purposes and block 2. Professional Language), including language for special purposes, academic and professional vocabulary. The main accents of these blocks are focused on mastering the skills of professional (mastery of terminology and terminology of the academic and professional vocabulary) and practice-oriented content (mastery of terminology in the scope of study, professional presen-

tation skills, conference applications, etc., conducting research, initial skills of scientific publication in a foreign language). During the course, students also complete online course (MOOC) each semester on recommended platforms in English, and the course's results will count towards the assessment [18].

Russian and foreign researchers N.I. Almazova [1], A.S. Belyaeva [2], Galskova [3], M.V. Lyakhovitsky [10], P.I. Obraztsov [12] and others study foreign language education in the focus of pedagogical education.

N.I. Almazova underlines that foreign language competence is «knowledge, skills and abilities, contributes to the formation of communicative competence» [1; 17]. Foreign language teaching consists of «its integration with special disciplines to obtain additional professional knowledge and form professionally significant personality traits» by P.I. Obraztsov [12, p. 4].

The development of personal and professional competence of the future teachers in the context of e-learning is a relevant topic that has recently attracted the attention of both Russian and foreign researchers. In the conditions when educational programmes are implemented using e-learning education technologies, the competences provided by educational programmes should be formed by means of electronic educational environment of the university.

The studies reveal various aspects of the problem of formation of personal and professional foreign language competence by L.K. Geikhman [5], E.N. Grom [6], Z.I. Konnova [9], N.E. Kuzovleva and E.I. Passov [13], S.S. Mirontseva [11], N.S. Sakharova [16], A.V. Khutorskoy [18] and others.

According to the Z.I. Konnova definition professional foreign language competence determines as a system of qualitative characteristics defined by «a broad cultural outlook, high productivity of foreign language activities and a sufficient set of knowledge in the language area that contributes to self-development in foreign language professional communication» [9, p. 72]. According to Russian scientists N.E. Kuzovlev and E.I. Passov, the educational process should be based on basic principles that reproduce the tasks, content and organisation of real

communicative activity «learning conditions should be adequate to the conditions of real communication» [13, p. 51]. S.S. Mirontseva considers professional foreign language competence as an integral characteristic of business and personal qualities as well as the ability and readiness to carry out effective foreign language professional communication [11]. The formation of this competence is facilitated by a number of pedagogical conditions, as well as motivation to language learning and foreign language communication, foreign language communication, a purposeful process of organising students' activities on formation of personal and professional foreign language competence, dominance of active and interactive methods in the learning process, as well as innovative methods in the learning process and systematic monitoring and self-control of the level of personal and professional foreign language competence formation.

The issues of e-learning implementation into the educational process are studied by A.D. Gartsov [4], R. Andrews [22], S. Babić [23], A. Sangrà [24], M. Aivazidi and C. Michalakelis [21].

S. Babić comparing traditional learning and e-learning reveals the main differences, taking the traditional learning system and electronic information and educational environment as the object of study [23]. A.D. Gartsov considers the concept of e-learning as an integrated system of approaches: communicative-activity, person-centred, cognitive, systemic, object-oriented and productive methods that activate students' independent work, the process of acquiring language knowledge, as well as control and self-control. A.D. Gartsov refers to such methods as the project method, the method of activating speech capabilities, etc. [4]. A. Sangrà's point of view highlights e-learning as a natural evolution of distance learning and defines it as 'an approach based on the use of digital resources and other electronic media as tools for online learning, communication and interaction, ensuring full participation in the learning process' [24]. According to R. Andrews, a new concept of learning needs to be created for e-learning. While adhering to the traditional learning system, R. Andrews emphasises that e-learning gradually forms a new learning theory [22]. The problem of school readiness for e-learning

ing has been studied by such foreign scientists as M. Aivazidi and K. Michalakelis [21].

This circumstance forces us to look differently at the format of the theoretical status of the problem under study of future teaching staff and its significance for specialists of pedagogical education. There are still unresolved differences between:

- the need of the state for highly qualified teaching staff with a developed personal and professional foreign language competence and insufficient readiness of bachelors of pedagogical education for foreign language communication professionally;

- recognition of the importance of the investigated problem in the process of professional training of future pedagogical staff and insufficient development of methodological support of this process in the context of e-learning.

The identified contradictions determine the research problem which is the implementation and approbation of the electronic training course (ETC) «Foreign language in Education» that ensures the effectiveness of personal and professional foreign language competence formation of future teaching staff in the e-learning context.

In response to this problem, it is essential to understand the integration of educational and digital environments and the university contribution to the cultivating of personal and professional foreign language competence of future teaching staff.

Performance review of the problem state of personal and professional foreign language competence formation in theory and practice allows us to say that universities do not have a well-developed system of educational and methodological materials that would take into account the specifics of personal and professional foreign language competence formation.

The study aims to experimentally test the effectiveness of the ETC «Foreign language in Education» for developing personal and professional foreign language competence among future teaching staff in an e-learning context, along with the technology required for its implementation.

Materials and methods

The hypothesis of the study consists in the effectiveness of personal and professional foreign language competence formation of future teaching staff. This will be ensured when:

- of the theoretical and methodological background for personal and professional foreign language competence formation of future teaching staff in the e-learning context;
- development and approbation of the ETC «Foreign language in Education» in the e-learning context.

To test the hypothesis, a set of different methods was used that complemented each other:

- theoretical: study of pedagogical works on the research problem; survey of methodological and educational background; theoretical study of the main conditions of the proposed methodology, on the basis of which the research hypothesis was developed; theoretical explanation the work system of personal and professional foreign language competence formation of future teaching staff in the e-learning context;
- empirical: ascertaining and forming, control pedagogical experiments, questioning, testing, interviews; observations; conversation; analysis of the results of experimental work.

The study was conducted on the basis of the Institute of Education and Humanities of the Federal State Autonomous Educational Institution of Higher Education «Sevastopol State University» (FGAOU VO «SevGU»). SevGU has created the educational and digital environments SevGU.ru (EIEE SevGU.ru) based on the Moodle (Modular Object-Oriented Dynamic Learning Environment) learning management system (LMS). We have developed and successfully implemented the electronic training course «Foreign language in Education» for organization of independent work of 2nd year students majoring in 44.03.05 Pedagogical Education (<https://do.sevsu.ru/course/view.php?id=7630>) [20]. The course is based on the content of the work program of the academic discipline «Foreign Language in Education» and consists of five thematic blocks: block 1 – Education is our Future, block 2 – Online Education, block 3 – Higher Education, block 4 – Teacher Roles, block 5 – Portfolio.

These blocks contain communication-oriented exercises that allow you to simulate real situations of professional intercultural communication reproductive training exercises and creative tasks with methodological recommendations for their implementation. The experiment involved two hundred and seventy students.

The investigation was conducted in four phases: at the first phase the problem of forming personal and professional foreign language competence of future teaching staff in the digital environment was examined and analyzed, rationales and characteristics of personal and professional foreign language competence formation of future teaching staff in the e-learning context were defined, diagnostic techniques were determined to define rationales and characteristics. At the second phase the theoretical concept of the research was specified and made correction, the ETC «Foreign language in Education» and the relevant methodological and didactic support for the process of personal and professional foreign language competence forming of future teaching staff in the e-learning environment were developed. At the third phase a training experiment was conducted, an experimental verification of the ETC «Foreign language in Education» was proceeded. In the fourth phase, the study provided theoretical conceptualization of the experimental findings and their interpretation. The experiment results were formalized, leading to draw the conclusions.

We have identified four criteria (motivational, cognitive, operational and technological, reflective) including indicators for evaluating the level of personal and professional foreign language competence formation of future teaching staff in the e-learning context:

- motivational (sustained motivation and the formation of a persistent interest in the professional career of a teacher and the conduct of effective communication in a foreign language);
- cognitive (the ability of verbal and written communication in English and the use of professionally oriented lexical units);
- operational and technological (availability of skills to work in the educational and digital environments of the university);
- reflective (the ability to introspect the level of practical knowledge of a foreign language as a means of communication).

The technology for implementing the ETC «Foreign Language in Education» was carried out in stages:

1. The purpose of introductory stage was to increase the motivation of future teaching staff for foreign language professional training at the EIEE «SevGU.ru» using the LMS Moodle where electronic training courses (ETC) were created to support self-study students' work. During practical online work, future teachers were introduced to the potential of Web 4.0 technologies, Mindmaps, educational blogs, podcasts, and Internet services like Quizlet. They also familiarized themselves with the functionality of the Learning Management System (LMS) Moodle, which incorporates innovative technologies such as virtual reality (VR) in education.

2. The subsequent stage aimed to cultivate in-depth knowledge and practical skills essential for professional activities, utilizing the ETC «Foreign Language in Education». The ETC is aimed not only at self-consolidation of the course educational material, but also at the development of reading, listening, speaking and writing. The Moodle platform was used as an electronic platform for extracurricular self-study work as well as for homework. On this platform students were offered exercises aimed at developing lexical and grammatical skills, listening skills, as well as test-type tasks and midterm assessment tests. The increase of professional vocabulary, the improvement of the business style and writing skills of the future teaching staff was carried out with a help of the course book «Foreign language in Education» which was published by the authors of the article. The second stage results are achieved. The level of the foreign language knowledge in oral and written communication that meets the requirements of the actual educational standard is increased.

3. The professional and activity stage was aimed at further development of professional competencies and professionally significant personality traits demonstrating personal and professional foreign language competence formation among future teaching staff. The expected result of the professional activity stage was the use of a foreign language in professional activities.

4. The reflexive stage is to organize self-assessment of one's own achievements, the results of personal and professional foreign language

competence formation of future teaching staff in the course of creating their own educational and creative projects and testing in order to monitor educational activities. The final stage of the experiment was to test the effectiveness of the developed the ETC «Foreign language in Education» in the e-learning context.

According to the identified criteria and indicators, the levels of personal and professional foreign language competence formation of future teaching staff in the e-learning context are characterized as low, medium and high.

The low level is presented by an insufficient level of special disciplines knowledge. The future teachers show low skills of practical activity in a foreign language environment. They do not realize the significance of personal and professional foreign language competence formation. Additionally, such students have no desire to improve themselves professionally. Future teaching staff lack the motivation to learn. Students have no desire to cooperate with foreign partners for the purpose of professional exchange and improvement of foreign language interaction skills (0 to 60 points).

The intermediate level assumes certain special disciplines knowledge and the ability to improve foreign language communication skills. The future teachers communicate with foreign partners in professional exchange, but do not understand the technologies for implementing this type of cooperation. They understand the significance of developing personal and professional foreign language competence, theoretical and practical knowledge should be improved (60 to 89 points).

The high level is marked by the students' focus on achieving high results in personal and professional foreign language competence formation, a high level of reflection, criticality analysing the results of their own activities. Future teaching staff have formed the communicative interactive skills in a foreign language environment. They show creativity and professional self-improvement. Future teaching staff are aware of the functioning of international exchange programs. They have a high level of motivation for professional activities and career growth in the professional field (90 to 100 points for completing all tasks).

Results and discussion

To assess the effectiveness of the implementation of the ETC «Foreign Language in Education» for students in the field of training 44.03.05 Pedagogical education, diagnostics were organized. The results of the third and fourth stages are described below. Second-year students of Sevastopol State University took part in the diagnostics: control group (CG); experimental group (EG).

The experimental work results (Table 1) presented increasing the level of teaching staff' personal and professional foreign language competence formation in the EG.

Table 1.

The general level of teaching staff' personal and professional foreign language competence formation in the EG and CG

category	experimental group			control group		
	high	middle	low	high	middle	low
block 1	7,9	62,3	29,8	7,6	64,5	27,9
block 2	9,6	69,3	21,1	7,0	63,0	30,0
block 3	96,7	1,8	1,5	95,1	3,8	1,1
block 4	22,2	64,5	13,3	8,0	62,7	29,3
block 5	7,2	64,3	28,5	4,2	47,3	48,5

The results of this study suggest that the high level of respondents in the EG is 7.9% in the first block, in the CG is 7.6% (Fig. 1 and Fig. 2). The average level in the EG is 62.3% of the subjects, the CG shows 64.5% of future teaching staff. The EG presents 29.8% of respondents, and 27.9% of students in the CG are at a low level. The second block shows a high level of 9.6% in the EG of future teaching staff, the CG is 7.0% of respondents. The average level in the EG shows 69.3% of the students, the CG is 63.0% of future teaching staff. 21.1% of the EG respondents is at a low level and 30.0% of students is in the CG. The respondents' answers in the third block show that the high level is 96.7% in the EG of future teaching staff, in the CG – 95.1% of respondents. The average level in the EG shows 1.8% of the students and in the CG is 3.8% of future teaching staff. The obtained data from the low level in the third block shows 1.5% in the

EG of respondents and 1.1% in the CG of students. The students' answers from the high level in the fourth block are 22.2% in the EG of future teaching staff and 8.0% of respondents is in the CG. The average level presents 64.5% of the students in the EG and 62.7% is in the CG of future teaching staff. There are 13.3% of respondents in the EG and 29.3% in the CG at a low level. The respondents' answers obtained in the fifth block show that a high level is 7.2% in the EG of future teaching staff and 4.2% is in the CG of respondents. The average level in the EG is 64.3% of the students and 47.3% is in the CG of future teaching staff. 28.5% is in the EG of respondents and 48.5% is in the CG of students at a low level.

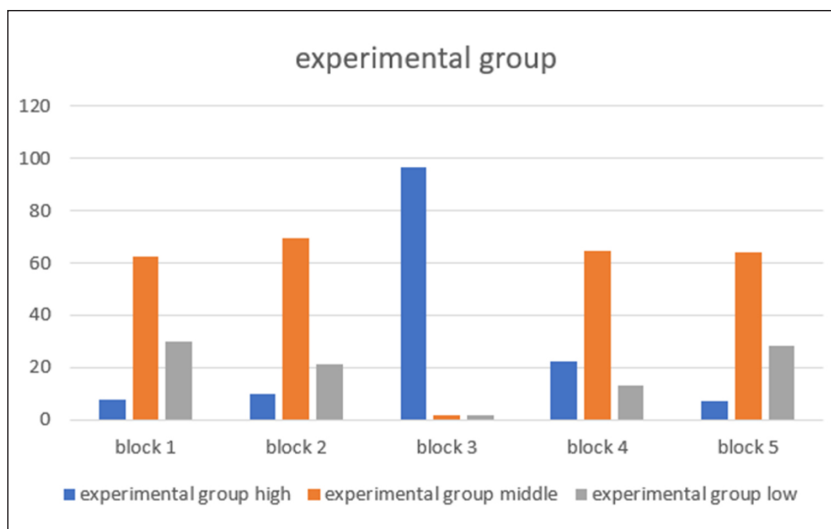


Fig. 1. Experimental group

Qualitative analysis of the results of experimental research using the ETC «Foreign Language in Education» testifies to the positive dynamics in the development of personal and professional foreign language competence in the process of professionally oriented education of students. The growth dynamics of personal and professional foreign language competence during the experiment is obvious.

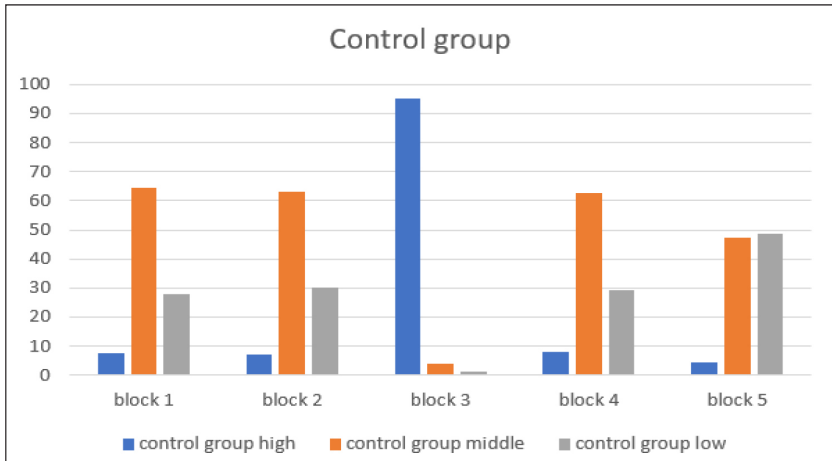


Fig. 2. Control group

There are also positive changes in the CG, although less significant (Fig. 3). The number of the respondents with high and medium levels of personal and professional foreign language competence formation has increased. The number of the students who have a low level ascertained during the control examination has slightly decreased.

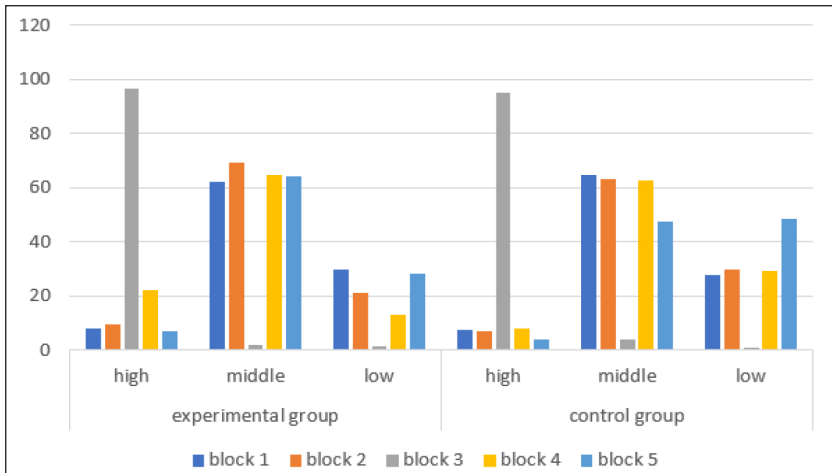


Fig. 3. Comparative results of the experimental work

The data obtained from comparative results of the experimental work (Fig. 3) show that students coped better with all thematic blocks of the course in the EG than in the control group. It should be noted the increase in the tasks completion of the second, the third, the fourth blocks 4 in the experimental group. At the same time, the average values indicate the dynamics of interest. Comparison of mean values showed significant differences in all indicators at each stage of the study.

The results of previous studies that examined the effectiveness of the influence of a set of pedagogical conditions and electronic training courses on the level of formation professional foreign language competence of students of non-linguistic universities in the educational process support the results of the present study. For example, Zh.S. Pustovalova [15] and S.S. Mirontseva [11] found that electronic training courses and vocation-oriented training help to develop the professional foreign language competence of students capable of applying the acquired knowledge and formed skills in modeling situations; able to find solutions to the assigned tasks, which is a significant condition for improving professional competencies.

At the end of the experiment the number of the future teaching staff with a high level of personal and professional foreign language competence formation has increased, the respondents from the EG show motivation in a foreign language educational environment, and increase their level of personal and professional foreign language competence through the knowledge and skills gained during the experiment. These results confirm the effectiveness of the experiment. This is consistent with the findings of previous research on the readiness of university students to use e-learning resources [19].

Positive dynamics regarding the levels of the future teaching staff' personal and professional foreign language competence formation in the experimental and control groups is underlined. Analysis of the results of the experimental work at the ascertaining stage indicates the need to create pedagogical conditions and implementation of the ETC «Foreign Language in Education» in the educational process of the university.

This training contributes to the socialization of students, the development of cognitive processes, presentation and reasoned skills, a tolerant attitude

towards the interlocutor, and the development of emotional stability. The use of the implemented the ETC «Foreign Language in Education» contributes to the development of the pedagogical educational environment.

Conclusion

1. The research on the future teaching staff' personal and professional foreign language competence formation is conducted in four stages (motivational and introductory, communicative and productive, professional and reflexive) and was provided for the gradual acquisition of motivation for foreign language professional training by future teaching staff in the university electronic educational environment and skills of foreign language communicative activity. The experiment involved two hundred and seventy students.

2. The implementation of the ETC «Foreign language in Education» for organization of independent work of students majoring in 44.03.05 Pedagogical Education showed positive dynamics. The students studied five thematic blocks: Education is our Future, Online Education, Higher Education, Teacher Roles, Portfolio. The results of this study confirmed that the high level of teaching staff' personal and professional foreign language competence formation is in the EG.

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