

Contemporary Foreign Language Teacher's Training

Olga A. Moiseenko¹, Inna B. Akinshina¹, Natalia V. Zimovets¹, Elena V. Shemaeva¹ & Alexander V. Markov¹

¹Belgorod State University, Russia, 308015, Belgorod, Pobeda st., 85.

Correspondence: Olga A. Moiseenko, Belgorod State University, Russia, 308015, Belgorod, Pobeda st., 85. E-mail: Moiseenko@bsu.edu.ru

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Abstract

The article deals with contemporary foreign language teacher's training. Based on experience it is analyzed foreign language teacher's training system in Russia and noted specific tendencies in teacher's training and his/her personal qualities. The authors consider innovative approaches directed to contemporary teacher of the 21-st century who is a central facilitator of a foreign language educational process. It is emphasized that methodology level development nowadays should have professionally oriented innovative nature and be aimed at the formation of a competence modeling pedagogical activity system and structure. The research that has been implemented in the pedagogical Institute of Belgorod State National Research University at the faculty of foreign languages has been focused on learning techniques development for formation of methodological thinking and teacher's personal qualities. Special supplementary materials in «Methods of First Foreign Language Teaching» lessons (in both lectures and practical studies) were used for students going to get Bachelor's degree in Education. Due to the research there were established the most effective learning techniques for development of teacher's methodological thinking and his/her personal qualities formation (communication skills, empathy, creativity, reflexivity etc.).

Keywords: contemporary foreign language teacher's training, teacher's methodological thinking, teacher's personal qualities, learning techniques

1. Introduction

Russian contemporary educational system considers learning foreign languages as one of the most important components. Foreign language education enriches view of world and communication skills experience.

The main trend in foreign language learning is it using as a means of cross-cultural communication, which develops both the ability to create a positive microclimate in communication and tolerance, without showing superiority. This is fully acceptable in the development of native language communication skills as well.

The central facilitator of a foreign language educational process could be a contemporary teacher of the 21-st century, whose list of tasks and competencies has dramatically changed in contrast to the previous instructions. «Foreign language teacher needs to be up-to-date to cope with the advanced and progressive nature of language teaching» (Borg, 2006). «Foreign language teacher knows about the target culture as a part of subject-matter knowledge» (Arkan, 2010). Teacher's personality includes «...friendliness, humanism, tolerance, fairness, open-mindedness, intelligence, enthusiasm, creativity, sense of humor and forgiveness» (Brosh, 1996).

Innovative theories and conceptions for the contemporary generation and educational conditions have been introduced. Professional and methodological contemporary foreign language teacher's training is filled with innovative content and correlated with such concepts as a multitasking personality, a multilingual teacher, bi-cultural identity, cross-cultural education, education in a self-organized environment, independent study, a certain level of reflection development, etc. Therefore, the importance and relevance of contemporary foreign language teacher's training research is evident.

At the same time, because of democratization in the sphere of education and declaring the main goal of foreign language education as the formation of foreign language communicative competence, there have been major changes in the foreign language teacher's training, namely: (1) reducing terms for foreign language teacher's training; (2) changing teacher's status (bachelor of education, bachelor of linguistics); (3) reducing of teaching hours for learning foreign languages; (4) reducing of terms for teaching practice; (5) simplification of teaching practice content, etc.

(Baryshnikov, 2018). All these changes should be taken into accounts when training foreign language teachers for schools nowadays.

2. Theoretical Background and Literature Review

Many scientists in different periods have been discussed foreign language teacher's training (Arkan, 2010; Baryshnikov, 2018; De Boer et al., 2016; Borg, 2006; Brosh, 1996; Brown, 1978; Bukharkina, 2008; Claessens et al., 2015; Coenders & Terlouw, 2015; Isaev, 2004; Kim, 2010; Luft et al., 2011; Mohammadi & Moradi, 2017; Moiseenko, 2017; Okeke & Mtyuda, 2017; Passov, 1993; Passov, 2010; Passov, 2017; Polat & Buharkina, 2007; Shatilov et al., 1985; Rogova, 1991; Umerenkov, 2016; Visser et al., 2010; Wichadee, 2010; Yazykova, 1977).

The retrospective analysis within the problem showed, that the rapid flourishing of methodological foreign language teacher's training in Russia refers to the second half of the 20th century. The initiation of Professiogram of Foreign Language Teachers in 1977, developed under the leadership of S.F. Shatilov, gave a powerful impetus to methodological and pedagogical audience. Professiogram emphasis focused on an ideal teacher's model. It included (1) basic pedagogical teacher's functions, (2) personal teacher's qualities, (3) general pedagogical, vocational and methodological teacher's skills, ensuring implementation of those functions.

The two main components of a teacher's career namely his/her mastery and personality were introduced in E.I. Passov's work «Foreign language teacher: mastery and personality» (1993). Its key statements are: (1) the teacher's training should be engaged in a pedagogical higher educational establishment, (2) it is necessary to use the best and relevant methods for a teacher's training, and (3) the teacher himself/herself should strive for self-improvement. Besides, the role and place of a foreign language in human communication was being discussed (Passov, 2010).

E.I. Passov was the first who introduced such methodological terms as «foreign language culture» and «a teacher of foreign language culture». These ideas are presented in the conception of contemporary education and being actualized in an educational environment nowadays (Passov, 2017; Sohrabi, 2017).

Methodology foundations give us an opportunity to identify originally three basic aspects of teacher's professionalism, namely: (1) language skills, which implies future teacher foreign language knowledge, that is level C2 (professional) according to contemporary European scale of assessment; (2) psychological and pedagogical aspect, considering the teacher's general pedagogical, psychological and methodological skills; (3) general and humanitarian aspect, that is future teacher's worldview skills. Information computer technology introduction into the educational process has given rise to the fourth aspect of a foreign language teacher's professionalism, namely: (4) future teacher's computer literacy (Passov, 2017).

Permanent discussions on foreign language teacher's professional training problem have become a tradition at major scientific conferences and symposia, which have been always held in Russian pedagogical universities where the training of future foreign language teachers is being carried.

The 21st century, declared by UNESCO as the century of multilingual personalities and the century of polyglots, has placed its emphasis on the problem of a foreign language teacher's training. In this regard, there are new challenges, namely: (1) development of the basic statements of multilingualism didactics, (2) formation of multilingual communicative competence, (3) development of professional and methodological skills of multilingualism teacher's conception, etc.

Russian educational conception (by E.I. Passov) presents an innovative view on methodological science of modernity. The methodology is considered as a means of creating an integrative system of foreign language education. The author describes the distinctive features of a new methodology. They are as follows: (1) methodology is having a new object of research which is education; (2) methodology is considered as a theory and technology of education linking with subjects, describing human activity (physiology, psychology, psycholinguistics); (3) contemporary methodology is having a new subject of research which are laws of functioning of foreign language educational process at all levels and in all its aspects; (4) new methodology creates a four-dimensional educational environment, including educational, developmental, cognitive and educational aspects (Passov, 2010; Wyrasti et al, 2019).

A distinctive feature of a new methodology is the fact that «...communication skills are considered not only as a goal, but also as a mechanism of an educational process» (Passov, 1993). Therefore, if the main purpose of a modern methodology is teaching communication skills, then it is an extremely important purpose in contemporary foreign language teacher's training.

New generation teacher's preparation requires fundamentally new methodological foundations. E.I. Passov states, that a new level of methodology development (1) should have professionally-oriented innovative nature; (2) should be aimed at the formation of an ability modeling pedagogical activity system and structure, since high rates of progress require changes in working methods, which the development of creative abilities of people depends on (Passov, 2010).

In this connection, N.V. Baryshnikov has developed an innovative approach (Baryshnikov, 2018) which is to radically update the content of professional and methodological foreign language teacher's training of a new format based on the philosophy of pluralism. Such kind of philosophy provides professional and methodological freedom to a teacher, who is guided in educational activities solely by his/her professionalism. The realization of teacher's potential is based (1) on the choice of the only correct methodological solution from existed ones; (2) do not follow the only training action (Baryshnikov, 2018).

The author of the innovative approach defines the main goal of professional and methodological foreign language teacher's training as «...formation of his/her individual methodological credo», i.e. his personal beliefs. He states, «...credo is acquired while studying linguodidactics course as a theoretical part of language teaching methodology. While studying, the future teacher develops methodological views on the process of foreign language competences formation. They are theoretically meaningful and practically proven as rational learning actions adequate to a specific educational situation» (Baryshnikov, 2018).

Baryshnikov N. V. has put forward and justified the most rational learning techniques for methodological credo of a foreign language teacher's training, among which are (1) development of methodical thinking; (2) development of the ability to adequately assess of pedagogical situation on the results of its blitz analysis; 3) development of personal qualities of a foreign language teacher, namely: (1) communication skills; (2) charisma; (3) empathy; (4) emotionality. Both teacher's methodological credo and personal qualities provides a high level of future teacher's professionalism (Baryshnikov, 2018; Lambert, 2015).

3. Results and Discussion

Solution of above-mentioned problem involves the creation of a flexible, open and variable system of a foreign language education including professional foreign language teacher's training. The principle of variability, proclaimed in the Russian education, gives a chance to higher educational institutions choosing any educational model. Under such conditions, a University teacher is given a certain freedom of creativity, freedom of choice of innovative models and learning technologies that qualitatively convert the contemporary educational process.

The present research within the foreign language teacher's training was being implemented in the pedagogical Institute of Belgorod state national research University at the faculty of foreign languages from September 2017 until December 2018.

In the empirical research the following methods of data collection were used: (1) monitoring; (2) questionnaire; (3) applied implementation of materials in the discipline «Methods of First Foreign Language Teaching». The participants of research were students of the third and fourth university year, who are going to get Bachelor's degree in Education. The total number of participants is equal to 63. The duration of the experiment included three academic semesters of studies.

Table 1. Primary survey results

#	Teacher's skills	Percentage
1	Language skills	54%
2	High level of language proficiency (level C2 – professional)	23%
3	Methodological thinking	46%
4	Conducting a large portion of teacher training in a school setting	50%

Primary questionnaire results show that 54% of respondents attach importance to language skills. 23% of students are focused on obtaining a high level of language proficiency (level C2 – professional). 46 % of students consider it important to develop their methodological thinking in classroom activities in «Methods of First Foreign Language Teaching». 50% of respondents would like to have large portion of teacher training in a school setting.

The survey results on a contemporary foreign language teacher personal quality looks like this:

Table 2. Contemporary foreign language teacher's personal qualities (1)

<i>№</i>	<i>Contemporary foreign language teacher's personal qualities</i>	<i>Percentage %</i>
1	communication skills/ communicability	42%
2	empathy	20%
3	creativity	11%
4	toleration	10,5%
5	charisma	9,5%
6	emotionality	5%
7	reflexivity	2%

Table 2 shows that future teachers have consciously chosen communication skills first in a rating list (42%). Socializing and interaction abilities are necessary for foreign language teachers. Teaching pupils communicating a foreign language is a goal. To do this, the teacher must himself/herself have both communication skills and willingness to communicability.

Empathy as an important personal quality of a future teacher occupies the second line in a rating list (20%). In the process of a foreign language communication, empathy helps contact with children, understand their feelings and emotions, respond adequately to them, in other words to empathize, taking into account the personal characteristics and inclinations of any separate pupil.

Such personal qualities as creativity (11%), tolerance (10.5%) and charisma (9.5%) of the future foreign language teacher differ slightly in percentage, i.e., the future teacher considers all three qualities equally important. The contemporary teacher is an innovative teacher, and innovative activity of the teacher always assumes creativity whose important characteristics are creativity and activeness. These are integrative qualities of an innovative teacher.

The contemporary teacher is a tolerant teacher, who is always more confident, he is aware of personal positions and is open to comparison with other points of view.

The charismatic teacher is an ideal model of a contemporary foreign language teacher because he/she is a bright personality, having emotional expressiveness, who is able to convince, manage and fascinate his/her pupils.

Unfortunately, formation of such qualities as emotionality (5%) and especially reflexivity (2%), occupy the final two lines in the rating list. Apparently, students due to the lack of their pedagogical experience (1) do not appreciate the role of feelings, not taking into account that emotions perform a motivating function in communication, (2) do not realize the importance of a teacher's personal example for pupils to follow, who sets in motion the entire emotional mechanism of the process of a foreign language communication, etc .

Reflexivity is very important as it helps a foreign language teacher carry out his/her own methodical thinking control and analysis, as well as evaluate his/her own thoughts from the side with an emphasis on their consistency, logic, validity which leads to transformation of hidden possibilities of the individual into a fruitful sphere. All this happens due to teacher's contact and communication skills.

Supplementary methodological tools were used in the theoretical and practical course in «Methods of First Foreign Language Teaching». The purpose was (1) to develop and renew students' methodical competences including creative and reflective thinking, which would help them in independent activity during teaching practice at school.

The lecture provides the initial level of information acquisition and student's methodical thinking formation. Reception and comprehension are important while listening to lecture. Understanding works like a connecting link to the inclusion of new knowledge in the system of existing knowledge. The emotional state of the student, which, in turn, affects the effectiveness of cognitive activity depends on understanding or misunderstanding. Understanding is a phenomenon by which students comprehend and distinguish teaching techniques. Monitoring has shown that if a lecture is conducted in the form of a talk or discussion, students try to take an active part in it. Students' reasoning while listening a lecture leads to a conscious understanding.

Emotionality and trusting lecturer's tone activate the audience and involves them in a talk or discussion, causing feedback. Thus, as a result of listening to the lecture, the student can learn to distinguish the object of study among others on the basis of its features presented externally. To carry out reflection, analysis and synthesis of the

information received at the lecture, we used *cinquain* (*cinq vein*), brainstorming etc. These are learning techniques which proved its effectiveness.

Practical studies provide the further level of information acquisition and student's methodical thinking formation. This includes lectures processing, work with Internet resources, writing essays and solving elementary methodological problems that require learning and interpretation of educational material close to specific educational situation. Consciousness raising while solving elementary methodological problems is a qualitative change in the students' worldview and forming his/her methodological thinking.

Further methodological thinking formation involves developing and constantly improving the ability of theoretical and practical knowledge application in solving more complicated methodological problems. They include: (1) lesson planning and use of resources for language teaching process; (2) managing the teaching and learning; (3) role-playing technique, when students could act out in a given situation as teachers, pupils or experts.

Role-playing as a learning technique is prepared specifically for learning the situation that could take place in a real educational process. This trait of a role-playing learning technique creates the backgrounds for transferring ways of solving problems in school teaching (Moiseenko, 2017).

During teaching practice at school, young teacher is able to acquire the ability to transform the existing professional skills within the learning conditions so that his/her activities as a teacher-trainee is going to have flexible and search character.

Table 3. Contemporary foreign language teacher's personal qualities (2)

<i>Rating list</i>	<i>Contemporary foreign language teacher's personal qualities</i>	<i>Percentage (before)</i>	<i>Percentage (after)</i>	<i>Rating list</i>
1	communication skills/communicability	42%	43%	1
2	empathy	20%	10%	3
3	creativity	11%	10%	3
4	tolerance	10,5%	8%	4
5	charisma	9,5%	10%	3
6	emotionality	5%	7%	5
7	reflexivity	2%	12%	2

According to the data presented in Table 3, the results differ from those of the Table 2. The use of such methodical tools as (1) reasoning while listening a lecture, (2) consciousness raising while solving elementary and complicated methodological problems, (3) *cinquain*, (4) brain-storming, (5) role-playing as a learning technique etc., positively influenced the student's personal qualities as a future teacher including creative and reflexive thinking formation.

4. Summary and Conclusion

Due to scientific research there were established the most effective learning techniques for development of teacher's methodological thinking and his/her personal qualities formation. They are as follows: (1) student's reasoning while listening a lecture, (2) student's consciousness raising while solving elementary and complicated methodological problems, (3) *cinquain*, (4) brain-storming, (5) role-playing learning technique etc. To sum up the survey, contemporary foreign language teacher is a kind of personality having his personal beliefs, his personal philosophy owning communicability, creativity, empathy, toleration, charisma, emotionality and reflexivity.

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