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**COMPARATIVE ANALYSIS OF MODERN PEDAGOGICAL
TECHNOLOGIES IN THE PRACTICE OF VOCATIONAL TRAINING
IN LANGUAGE INSTITUTIONS OF HIGHER EDUCATION**

**ПОРІВНЯЛЬНИЙ АНАЛІЗ СУЧАСНИХ ПЕДАГОГІЧНИХ
ТЕХНОЛОГІЙ У ПРАКТИЦІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ
У МОВНИХ ЗВО**

**СРАВНИТЕЛЬНЫЙ АНАЛИЗ СОВРЕМЕННЫХ ПЕДАГОГИЧЕСКИХ
ТЕХНОЛОГИЙ В ПРАКТИКЕ ПРОФЕССИОНАЛЬНОЙ
ПОДГОТОВКИ В ЯЗЫКОВЫХ ВУЗАХ**

In the article we consider the main approaches to understanding pedagogical technology as a concept: scientific interpretation, instrumental approach, organizational concept. We analyze different pedagogical technologies aimed at forming the professional competence of future philologists (problem and task solving technologies, imitation-modeling technology, role-play, technology of creative projects). It also identifies the main characteristics of the set of certain pedagogical technologies and the principles of their implementation into the educational process.

In our opinion, the effectiveness of combination of pedagogical technologies is that it enables flexible management of the process of professional competence formation, as it involves three interrelated stages: motivation for mastering professional competence, organizing the activity of future philologists in its formation and monitoring the results. The advantage of combining pedagogical technologies is that the control results influence the content of the organizational stage - allowing it to be modified and modified according to the needs. The combination of pedagogical technologies, based on the systematic principle, creates the relationship of structure, content, and means of organizing the educational process, goals with the results of diagnosis, which is manifested in a harmonious combination of all elements of the pedagogical system. An integral feature of the combination of pedagogical technologies is the personal and creative aspects of organizing the learning process and defining the goal. The effectiveness of the combination of pedagogical technologies allows to structure the teaching material in such a way as to involve future philologists in the active process of cognition and to influence the value-motivational, cognitive, operational-activity, personal, behavioral components of professional competence and to improve its level.

Keywords: pedagogical technologies, educational process, problematic, problematic, imitation-modeling, imitation-game technology, technology of creative projects, professional competence of future philologist.

Розглянуто основні підходи до розуміння педагогічної технології як поняття: науковідповідне тлумачення, інструментальний підхід, організаційна концепція. Нами проаналізовано різні педагогічні технології, спрямовані на формування професійної компетентності майбутніх філологів (проблемна, задачна, імітаційно-модельююча, імітаційно-ігрова, технологія творчих проєктів). Також виокремлено основні характерні ознаки, притаманні сукупності визначених педагогічних технологій, та принципи їх впровадження в освітній процес.

На нашу думку, ефективність поєднання педагогічних технологій полягає в тому, що вона надає можливість гнучкого управління процесом формування професійної

компетентності, оскільки включає три взаємопов'язані етапи: мотивування на оволодіння професійною компетентністю, організацію діяльності майбутніх філологів щодо її формування та контроль за результатами. Перевага поєднання педагогічних технологій полягає в тому, що результати контролю впливають на зміст організаційного етапу – дають змогу змінювати та модифікувати його згідно з потребами. Поєднання педагогічних технологій, базуючись на принципі системності, створює взаємозв'язок структури, змісту, засобів організації навчально-виховного процесу, цілей із результатами діагностики, що виявляється в гармонійному поєднанні всіх елементів педагогічної системи. Невід'ємною ознакою поєднання педагогічних технологій є особистісний та творчий аспекти організації навчального процесу та визначення мети. Дієвість поєднання педагогічних технологій дозволяє структурувати навчальний матеріал таким чином, щоб включити майбутніх філологів в активний процес пізнання та впливати на ціннісно-мотиваційний, когнітивний, операційно-діяльнісний, особистісний, поведінковий компоненти професійної компетентності та забезпечувати підвищення її рівня.

Ключові слова: педагогічні технології, освітній процес, проблемна, задачна, імітаційно-модельююча, імітаційно-ігрова технологія, технологія творчих проєктів, професійна компетентність майбутніх філологів.

Рассмотрены основные подходы к пониманию педагогической технологии как понятия: научное толкование, инструментальный подход, организационная концепция. Нами проанализированы различные педагогические технологии, направленные на формирование профессиональной компетентности будущих филологов (проблемная, задачная, имитационно-моделирующая, имитационно-игровая, технология творческих проектов). Также выделены основные характерные признаки, присущие совокупности определенных педагогических технологий, и принципы их внедрения в образовательный процесс.

По нашему мнению, эффективность сочетания педагогических технологий заключается в том, что она предоставляет возможность гибкого управления процессом формирования профессиональной компетентности, поскольку включает три взаимосвязанных этапа: мотивации на овладение профессиональной компетентностью, организацию деятельности будущих филологов по ее формированию и контроль результатов. Преимущество сочетания педагогических технологий заключается в том, что результаты контроля влияют на содержание организационного этапа – позволяют изменять и модифицировать его согласно потребностям. Сочетание педагогических технологий, основываясь на принципе системности, создает взаимосвязь структуры, содержания, средств организации учебно-воспитательного процесса, целей с результатами диагностики, оказывается в гармоничном сочетании всех элементов педагогической системы. Неотъемлемым признаком сочетания педагогических технологий является личностный и творческий аспекты организации учебного процесса и целеполагания. Действенность сочетания педагогических технологий позволяет структурировать учебный материал таким образом, чтобы включить будущих филологов в активный процесс познания и влиять на ценностно-мотивационный, когнитивный, операционно-деятельностный, личностный, поведенческий компоненты профессиональной компетентности и обеспечивать повышение ее уровня.

Ключевые слова: педагогические технологии, образовательный процесс, проблемная, задачная, имитационно-моделирующая, имитационно-игровая технология, технология творческих проєктів, профессиональная компетентность будущих филологов.

Introduction. Nowadays pedagogical technologies have long ceased to be just a domain of the technical sphere and are firmly entrenched in applied pedagogical science. Modern didactics suggests various technologies to ensure the achievement of specific training objectives, to improve the efficiency of the educational process and to develop creative personality of students.

Pedagogical technologies play a critical role in addressing the issue of professional training. The efficiency of the pedagogical technologies applied in the system of higher learning of future philologists determines by clear learning goals and means of their achievement, the algorithmic process and easiness of the educational management.

The psychological and pedagogical literature recognizes the importance of pedagogical technology (from the Greek *techne* – art, science, *logos* – concepts, teachings) for the organization of the educational and pedagogical process. It is now well established from a variety of studies, that there are three approaches to its definition.

– scientific interpretation: pedagogical technology is understood as a part of pedagogical science that studies and develops goals, content and methods of teaching (V. Zagvyazinsky, G. Selevko, V. Yudin);

– organizational concept: pedagogical technology is considered as a way of organization, a model of the educational process that guarantees the planned result (O. Bugriy, O. Moroz, O. Pavlyk, A. Faktorovich, M. Choshanov);

– instrumental approach: pedagogical technology is defined as a toolkit of the educational process, as a system of guidelines to ensure the effectiveness and efficiency of learning (N. Basova, V. Bezrukova, V. Bezpalko, V. Guzeev).

a) Literature Review. A large number of domestic and foreign researchers have been involved in the development and implementation of various pedagogical technologies at different times, among which we can mention L. Andersen, B. Bloom, V. Bezpalko, A. Kapska, J. Carroll, M. Clarin, P. Kreitsberg, B. Evdokimov, P. Podkasisty, I. Prokopenko, P. Samoilenko, S. Sysoeva, D. Chernilevsky and others.

The analysis of psychological and pedagogical literature on the problem of pedagogical technologies allows us to draw the following conclusions:

1) The lack of a unified definition of this concept. As O. Bugriy [2, p. 20–25], O. Oliynyk [7, p. 16–18] noted, either pedagogical technology is quite widely identified as a system and is correlated with education in general as a set of psychological and pedagogical attitudes that define a special set and mixture of forms, methods, techniques, teaching methods, educational tools (B. Likhachev, G. Selevko), or narrowly understood as a certain pedagogical tool, system of techniques, pedagogical techniques (V. Guzeev, V. Slastyonin). A. Maslennikov connects the concept of pedagogical technology with its first meaning – *techne* (art, science) and interprets this concept as a kind of art, a skill, a set of methods to change the state. The scholar also considers learning or educational technology as a variable part of pedagogical technology [6, p.52].

2) The uncertainty of the differentiation between the concepts of *pedagogical* and *educational* technology. V. Guzeev suggests considering pedagogical technology as the one that deals exclusively with the problems of upbringing, and educational technology as one that deals exclusively with the educational activities [3, p. 108–109]. V. Zagvyazinsky points out the conventionality of both definitions and proposes the concept of *educational technology* [4, p. 95]. V. Yudin does not consider pedagogical technology as the educational one, but as the concept comprising the actions of the teacher, and educational technology as dealing with the activities of the student [8, p. 42]. O. Oliynyk insists that educational technologies are the strategies for the development of national, state, and regional educational space, while pedagogical technologies reflect the general purpose and content, organizational structures and forms adopted in different countries [7, p. 18].

3) There are many classifications of pedagogical technologies based on different principles (classifications proposed by G. Selevko, V. Bezrukov, V. Zagvyazinsky, V. Bezpalko, V. Guzeev etc.). However, the issue of classification of pedagogical technologies is not the subject of this article.

The analyses of works on the problem of formation of professional competence allowed to find out that in order to implement the competency approach scientists developed the following pedagogical technologies: technology of contextual learning

(O. Larionova), technology of self-regulated learning (V. Adolf, E. Zeer), project technology (Bolotov, V. Serikov), integrated course technology (T. Sorokina), personality-oriented technology (L. Kondrashova, L. Milto), problem-modular learning technology (M. Choshanov).

Among the main pedagogical technologies aimed at the formation of professional competence of philologists and foreign language teachers are: simulation and game technology (A. Morozov, D. Chernylevsky, L. Kondrashova, D. Elkonin, V. Soloviyenko, P. Shcherban), task-based technology (L. Kondrashova, Y. Kulyutkin, G. Sukhobskaya), modular technology (V. Medvedev, G. Melnichenko, M. Choshanov).

b) Indicating a knowledge gap. Regarding the complicated integrative nature of professional competence and its essential features, we believe that none of the existing pedagogical technologies can be universal; correspondingly the process of its formation is not mono-technological. Subsequently, it requires a combination of different pedagogical technologies into educational process. In this respect we agree with L. Kondrashova that only the combination of various technologies in the educational process will ensure the achievement of the goal of higher education in the context of the competency approach, namely: *“training a competitive specialist with a high level of professional competence, who is capable to be a creative professional meeting the world standards, aiming at constant professional growth, social and professional mobility”* [99, p. 379].

c) The article objective. This article aims to analyze the leading modern pedagogical technologies aimed at formation of the professional competence of future philologists and foreign language teachers which have proven their effectiveness.

Results and Discussion. The comparative analysis of the above pedagogical technologies and the results of our research allow to distinguish the combination of the following pedagogical technologies, which we consider to be the most effective in formation of the professional competence of future philologists and foreign language teachers, namely: problem-solving, task-based, simulation-modeling, simulation-game, technology of creative projects.

The main characteristics inherent to the distinguished pedagogical technologies are in the line with the content and structure of the professional competence; therefore, their systematic consistent and phased involvement most adequately meets the goals and objectives of its formation. Among such salient features we can highlight:

- Systematic nature, integrity, and complexity, as a unity based on the integrative quality of a large number of interacting components forms the integrity of the technologies under study.

- Scientific nature, conceptuality, logic, as the studied technologies are based on a scientific system of views and a sound logical hypothesis.

- Algorithmic and reproductive nature, as active interactions between the process participants occur in a certain order or algorithm and can be reproduced.

- Variability, controllability and situational dependability. The changes in the sequence or cycles of the algorithm may depend on the pedagogical situation, as well as the control over the process (monitoring, diagnoses, planning, prediction) may occur for correction and adaptation.

- Anthropocentrism, focus on the personal development. All the studied technologies aim at continuous development of student personality.

- Strict correlation between the learning objectives and possible results.

We presume that the combination of the pedagogical technologies should be based on the group of principles which may integrate them into the common process of formation of the professional competence. We distinguish the following:

1) The principle of purpose. The observation of this principle provides a clear definition of the full range of aims and goals of the process of formation of professional competence from the general goal (personal development of students and formation of professional competence), practical purpose (formation and development of structural components of professional competence), methodological, psychological, and socio-communicative competencies) to the learning objectives of each lesson.

2) The principle of systematization that involves the systematic development of all structural components of professional competence, and is implemented via systematic combination of pedagogical technologies involved in the process of its formation.

3) The principle of active participation. It implies the intense involvement of students as active participants in the process of formation of their own professional competence.

4) The principle of professional orientation. This principle means the involvement of students in future professionally-oriented activities in the simulated conditions of the most approximate professional situations.

5) The principle of creativity. The fulfillment of the latter involves the maximum use of creative nature and opportunities for creative activity by means of the combination of pedagogical technologies, purposeful identification and development of creative personalities of future philologists and foreign language teachers.

6) The principle of individualization and personal orientation which implies taking into account interests, motives, differences in intellectual, emotional, effective and practical spheres of the students, the stimulation of the abilities and individuality of students by means of pedagogical technologies.

In our opinion, the effectiveness of the combination of pedagogical technologies is explained by the fact that it provides flexible management of the process of formation of professional competence, as it includes three interrelated stages: motivation to master professional competence, organization of the process of its formation and control over results. The advantage of the combination of the studied pedagogical technologies is due to the affect of the results of the permanent the control on the content of the organizational stage. The interstitial results permit to change and modify the training process according to the needs of the students. The combination of pedagogical technologies, based on the principle of systematization, creates interrelationship of goals, structure, content, and means of the educational process organization with the results of the control, which leads to the harmonious combination of all elements of the pedagogical system.

The effectiveness of the combination of pedagogical technologies allows to structure the educational material in such a way as to include future philologist and foreign language teachers in the active process of cognition and to influence the value-motivational, cognitive, operational-activity, personal, behavioral components of professional competence. It is characterized by an active position and a high degree of independence of students, constant internal feedback (self-control, self-correction) [4, p. 96]. Scientists V. Adolf, V. Bolotov, L. Kondrashov, V. Yudin remark that the unity of pedagogical influence and active cognitive activity of students is the basis of a technological approach to learning, aimed at self-development of the future philologist and foreign language teachers.

An integral feature of the combination of pedagogical technologies is the personal and creative aspects of the organization of the educational process, because it is characterized by some uncertainty, as the educational process deals with people. That is why its certain elements cannot be made algorithmic.

One of the essential criteria of the effectiveness of the combination of pedagogical technologies is the setting of the purpose. Goal setting is a crucial element aimed at professional competence formation and personality development of students as students themselves set their learning objectives individually, strive actively to achieve them and are responsible for the obtained results. Therefore, the pedagogical strategies contribute to students' self-management in their own professional development. L. Kondrashova highlighted that self-management as a means of self-organization of students in the educational process involves the development of skills: self-motivational, self-management, self-organization, self-control, self-assessment, self-regulation and self-correction. Acquisition of these skills “*develops students' ability to navigate in the system of professional and moral values, choose professional aims and principles, make objective and correct decisions, be responsible for the results of their own professional actions, be independent, proactive, and creative*” [5, p. 335]. All these qualities characterize the developed professional competence of the future philologist and foreign language teachers.

Conclusions. Overall, the analysis and practice of the pedagogical technologies reviewed in the article show that they may radically change the learning motivation of the students, develop their cognitive activity, independence and creativity, which constitute an important condition for the formation of professional competence. As prospects for further research in this direction, we foresee a systematic analysis of the experience of practical implementation of the outlined pedagogical technologies in the training of future philologist and foreign language teachers.

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