

UDC 378.147

N. V. Voinarovska,PhD in Education, Associate Professor
natievoinarov@gmail.com
ORCID: 0000-0002-6142-3862**I. V. Tkachuk,**Lecturer of the Department of Foreign Philology and Translation,
(Vinnytsia Institute of Trade and Economics
of Kyiv National University of Trade and Economics)
tkachuk19irina82@gmail.com
ORCID: 0000-0001-9639-8153**BENEFITS AND DRAWBACKS OF APPLYING INNOVATIVE TEACHING TECHNIQUES OF ED TPA FOR TRAINING TOURISM SPECIALISTS IN ENGLISH**

Current paper analyzes positive foreign experience of practical usage of one of the modern teaching developments, such as Ed TPA products, in the process of foreign language training of Bachelors of Tourism in domestic higher educational institutions. Particular attention have been paid to the organizational issues and planning segment of the Ed TPA structure as being decisive for further successful implementation. Recent segment is remarkable for its providing updated background for literacy development through language, as well as standard frameworks, authentic for both: well-experienced educators and beginning instructors. Within this practice, importance of the connection between student's previous level of knowledge and new learnings has been proved. Illustrations of rubricating and differentiation of levels, corresponding to students' learning orientation, have been evaluated as productive outcomes. Besides, general benefits and drawbacks of applying technologies within foreign language teaching have been studied. In particular, it has been verified that synchronous and asynchronous communication between students and teachers provides definite positive impact on students' motivation, comprehensive activity and encourages them for constant, everlasting learning process. Consequently, innovative educational techniques and technological applications achieve a number of positive goals, although some structural shortcomings (such as lack of explanation and concretization) still takes place, as well as lack of control over online students' performance and content representing is obvious.

Key words: *teaching techniques, foreign languages training, innovative technologies, teaching rubrics, educational differentiation, higher education, teaching process planning.*

Problem definition. Demand for modern, adequate teaching techniques is becoming very urgent nowadays. The combination of instructional methods and innovative technologies should support contemporary students with needed updated materials and create the comfortable, creative environment for learning. Ed TPA products, created by Stanford Center for Assessment, Learning, and Equity (SCALE) are highly stimulating and lead to organizational changes of the courses. Besides, Ed TPA provides technical assistance and consulting to educational institutions in different locations across the countries. Ed TPA is convenient for the beginning instructors, while it helps to activate students and teaches them how to gain new knowledge concerning their former levels. Simultaneously, Ed TPA settles differentiation and individualization of the instructional process. Planning segment is the crucial prior step for any teacher because it identifies the best ways of reaching educational goals of the teaching process within the system of practical classes, dedicated to one certain subject.

Currently, informational competence has become the guarantee for positive social and economic changes, whereas fast development of informational technologies does not only provide the remarkable eliminating of time and space barriers but also discovers new perspectives in educational branch. Modern world is characterized by the tendency of combining educational and informational technologies, which leads to the formation of entirely new integrated teaching technologies based upon global net application within the teaching process. Using technological components transforms teacher's duties as far as it creates unique, flexible and dynamic learning environment, capable for adaptation to individual demands and releasing new educational areas for students.

Analysis of recent research. Issues about teaching informational technologies have already attracted attention of numerous researchers. Therefore, K. Green investigated WebCT technology application in the process of Economics training in some US Universities, where students were able to work inside the net and to learn the material inside interactive environment online. J. Kemp, G. Morrison and S. Ross studied the possibilities of using online teaching technologies as the additional element to traditional teaching. P. Shotsberger underlined that further penetration of informational technologies into the teaching process would enable gaining very high results, priory achievable only by the means of the most efficient teaching methods such as corporate and active learning.

The goal of the article is to analyze educational practice of applying updated teaching techniques of Ed TPA, developed by American instructors; identify advantageous trends of teaching foreign languages to "Tourism"

specialists by means of the current methods and to find out drawbacks; characterize general experience of involving innovative technologies in education.

Speaking about planning section of the Ed TPA Handbook initially, we would like to highlight constructive composition of this process within four parts: what to think about, to do, and to write, and how it will be assessed [1]. Teachers should not only understand teaching content but also be able to provide learning opportunities based on knowledge and demands of their students. The chief element of the training future teachers is instructional planning. Therefore, gradually from thinking to practical assessment a teacher can implement all recommendations suggested in the paragraphs of the planning section of the Ed TPA Handbook.

As far as we are concerned, ideas in the subsection about "Supporting Literacy Development through Language", are efficient and worth using. Basing on students' language assessment, educators list eleven most popular linguistic functions such as analyze, argue, categorize, compare / contrast, describe, explain, interpret, predict, question, retell and summarize. Further, it gives recommendations for performing learning tasks combining additional language demands (written or oral).

As it follows from Ed TPA frameworks, whether it is verbal or written language, it ought to be academic. Such style of communication assists students in improving and expressing content understandings. Academic level shows the subject that students need to learn and use to contribute and involve in clear ways in the content area. There are instructional purposes, which teachers need to deliberate as they intend to support student learning of curricular. They include such linguistic segments: discourse, syntax, vocabulary and language functions.

Speaking about organizational peculiarities, we should underline that this program is also widely used for those who desire to be certified for teaching but have not gained specified subject education in the number of American states. An undergraduate student must have a Bachelor degree from one of the accredited colleges or universities within the required number of Arts Sciences and be able to demonstrate his specific branch of research. For gaining initial certification, candidates should successfully pass his testing in edTPA, as well as EAS (Education of All Students), ALST (Academic Literacy Students' Test), followed by the corresponding CST (Content Specialty Test). In order to get professional certification, a candidate should obtain initial certificate, complete three years of full-time paid practice of official teaching, and undertake one year of directed scientific supervision.

In our opinion, information about writing a lesson plan, suggested in the chapter "What Do I Need to Do?" is helpful for teachers with different length of experience. This section enumerates official documents, which must be obligatory included to the lesson plan, irrespective of teacher's professional level. Among them, there are academic content standards, instructional strategies and learning tasks, instructional resources and materials, and others. Prepared outline of a practical class should be integral part of the whole course, logically and successively built, so that a new teacher could easily find out the current stage of training and follow the course.

While applying edTPA in practice, the question of time management remains crucial for most fruitful effect. Stage of planning should be started as soon as possible, accompanied by steady and regular edTPA. Besides, it is important to save time for revisions and editing.

Next important issue is to consider the variety of learners in your group of students. Obviously, it is necessary to pay more attention to learners who might need different approaches to meet their needs corresponding to the learning content. That is why all students with specific learning needs should be scrutinized separately. EdTPA provides the Context for Learning Information, which can be used for connecting back to the student needs identified before.

Unlike traditional classroom learning, limited in space, online education with global net using transcends these limits and makes learning available from any location. Besides, it has a highly positive impact on students' learning activity, encouraging them for constant, everlasting learning process. As it has been estimated by B. Wilson, who highlighted the benefits of online education, the possibility of synchronous and asynchronous communication between students and teachers is especially involving for students [2: 25–30]. In such conditions, teachers perform the functions of intermediates, providing support and necessary recommendations for students' successful performance.

To our mind, Literacy Planning Rubrics, each of which consists of five levels, deserve positive evaluation. Especially "Rubric 2: Planning to Support Varied Student Learning Needs", while it provides connection of student's previous level of knowledge with new learnings. Besides, five levels inform about the correct way of behavior with five different groups of students with the different learning orientation. Using such rubrics is the bright example of differentiation in education and the importance of its role for diversity. As a result, rubrics of Ed TPA show students' abilities to perform new activities, based on new skills and knowledge.

Speaking about rubrics, it is essential to remember that composing instructions for a written task, you should be mindful that all papers reflects personal way thinking and professionalism level. The following guidelines can be essential for correct commentaries composing and publishing:

- follow the recommendations of the edTPA Professional Standards and Submission Requirements (make sure that various aspects of edTPA connect with each other and to your preparation coursework and field

experience). Naturally, all writings should be original, detected of plagiarism by edTPA software. Further, it is important to explain in your Context for Learning segment your placement setting and any features that influence your planning process. Besides, all commentaries for every written task must provide your personal justification for planning decisions and revisions of teaching practice and students' comprehension;

- give feedback to commentary prompts in either written or oral form (although, mind the possibility of answering a prompt in one or two sentences might not guarantee a reviewer's understanding of your intentions);
- a detailed reply to all parts of every prompt is vital, considering small particles, such as conjunctions ("and", "or"), and addressing each separate point;
- special attention should be paid to the verbs in the prompts of the edTPA descriptions: recommendation to "describe" means to tell about what is planned or has been done; a prompt to "explain" expects more details and features for your attempts; a direction to "justify" means reviews and explanations of your actions as well as reasons for it, including evidence with supporting details.

Practice of applying rubrics is evaluated and perceived by all educationists variously. Principally, each part of edTPA assignment contains 5 rubrics, each of which is composed of 5 levels of evaluation. While preparing recommendations to the commentary prompts of the rubrics, it is reasonable to consider the associated rubrics and reread them for a couple of times within the practice process. Again, it is very important to pay attention to the conjunctions and particles.

Therefore, online education's efficiency for the development of students' professional skills and competence has been proved. M. Zapalska, I. Shao and D. Shao (Professors from Huntington University, West Virginia) although evaluated consuming innovating teaching technologies as a highly positive tool but, at the same time, owning definite drawbacks [3: 45–63]. Mostly it deals with the fact that some students have not been trained enough for dynamic online work, which could be easily eliminated by providing required instructions beforehand. The research, mentioned above, also evidenced that in the process of online learning students considerably improve their skills of generalization and analyzing materials, as well as better organizing their own time and job. And finally, the dominant advantage of online education has been identified – the possibility to combine various communicational trends, as well as active and passive learning, individual and group experience while being available even for physically disable students or geographically separated.

EdTPA materials are normally composed and implemented under the supervision of program leaders. Here, collaborative co-teaching is possible, releasing incorporate help from other personnel during a learning segment, whereas a leader-teacher directs strategic decisions and communicates it in commentaries.

We consider that all documents in the planning section of the Ed TPA Handbook are necessary and promising, but we suppose something is still missing. In fact, while investigating the second part of this outlined planning strategy, we came across the recommendation to include explanations or rationale for decisions to the Literacy Planning Commentary. The current handbook has Literacy Planning Commentary, which is composed of central focus, knowledge of students to inform teaching, supporting students' literacy learning, supporting literacy development through language and monitoring student learning. Probably, a sample of possible constructive organizing one extra part named "Explanations or Rationale for Decisions" is worth adding to the commentary.

One more complain about online education is considered the assumption that providing information to students doesn't mean providing complete education and does not guarantee students' mastering this information and using it correctly, as W. Massy and R. Zemsky indicated [4: 14]. Besides, lack of control over online presented staff is obvious, which frequently demonstrates some subjective points of view and can result in wrong informing.

Teachers' training specialists go on commenting Ed PTA practice, as far as the potentials of education are powerful. According to the reports, covering innovation and inequality in education, higher Ed TPA scores correlate with higher student reading scores, although good results on the Ed TPA didn't correlate with better math scores [5]. Teachers all over the USA separated in their responses to Ed TPA, with Washington teachers more positive about their experience. Although, over half of the candidates in a research said they thought the exam was corresponding their ideas of successful instruction. In addition to it, plenty of the material in the Ed TPA is respectable and the only hardship, which arises, is using assessment as the policy tool.

Conclusions. Consequently, we can conclude that online education is a modern tendency of involving innovative technologies into educational process, which can be subdivided into two main categories: access to information and its usage. In addition to it, online education achieves the number of positive goals, such as: activation of students' comprehensive activity, reduction of passive learning portion, providing possibility for personal time planning and choice of learning mode; although skeptic opinion still takes place. Moreover, online education makes it possible to control students' extracurricular learning and opens additional motivational factor for them.

The planning phase of a lesson is primarily footstep of the preparation process, which plays the decisive role for the practical class totally and helps teachers to direct students in mastering new skills through most fruitful methods. The newer teaching methods should be not only intuitively appealing but also resultative and supported

by empirical evidence. Ed TPA developments proved to meet the requirements of the modern methods in education such as continuous, comprehensive evaluation, emphasis on the understanding of concepts, differential learning, differentiated instruction and inquiry-based learning. Components of the Planning section of Ed TPA Handbook relate to learning objectives and chief focus, with attention to characteristics of the entire group, particular individuals, and groups with related requirements.

REFERENCES

1. Ed TPA Handbook / [authored by the Stanford Center for Assessment, Learning and Equity (SCALE) with editorial and design assistance from Evaluation Systems]. – Stanford : SCALE, 2015. – 77 p.
2. Wilson B. Metaphors of instruction : why we talk about the learning environments / B. Wilson // Educational Technology. – 1995. – Volume 35, № 5. – P. 25–30.
3. Zapalska M. Technology Approach to Business Education : Webct Application / M. Zapalska, L. Shao, D. Shao // Journal of Economics and Economic Education Research. – 2003. – Volume 4, № 2. – P. 45–63.
4. Massy W. Using information technology to enhance academic productivity / W. Massy, R. Zemsky – Washington D. C. : Educom, 1995. – 14 p.
5. Garland S. Why don't more teachers like the edTPA? [Electronic Resource] : The Hechinger Report // Covering Innovation & Inequality in Education / S. Garland. – 2016, May. – Access Mode : <http://hechingerreport.org/dont-teachers-like-edtpa/>.

Войнаровская Н. В., Ткачук И. В. Достоинства и недостатки использования инновационных преподавательских техник Ed TPA в англоязычной подготовке специалистов по туризму.

В статье проанализирован положительный иностранный опыт применения современной преподавательской разработки, а именно – методики Ed TPA, в процессе иноязычной подготовки бакалавров "Туризма" в отечественных высших учебных заведениях. Особое внимание посвящено организационным вопросам и сегменту планирования в методике Ed TPA – решающим этапам для дальнейшего внедрения. Доказана целесообразность использования учебных рубрик и дифференцированных уровней. Определены общие достоинства и недостатки вовлечения технологий в процессе преподавания иностранных языков.

Ключевые слова: преподавательские техники, иноязычная подготовка, инновационные технологии, учебные рубрики, образовательная дифференциация, высшее образование, планирование учебного процесса.

Войнаровська Н. В., Ткачук І. В. Переваги та недоліки використання інноваційних викладацьких технік Ed TPA у англomовній підготовці фахівців туристичної галузі.

У статті проаналізовано схвальний іноземний досвід практичного використання сучасних викладацьких розробок, а саме – методики Ed TPA, в процесі ініомовної підготовки бакалаврів "Туризму" у вітчизняних вищих навчальних закладах. Особливу увагу приділено організаційним питанням та сегменту планування у методиці Ed TPA, як вирішальним для подальшого впровадження. Доведено доцільність використання навчальних рубрик та диференційованих рівнів. Виділено загальні переваги та недоліки залучення технологій до процесу викладання іноземних мов.

Ключові слова: викладацькі техніки, ініомовна підготовка, інноваційні технології, навчальні рубрики, освітня диференціація, вища освіта, планування навчального процесу.