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**THE STRATEGIES OF IMPROVING THE PRACTICAL PREPARATION  
THE TEACHERS OF FOREIGN LANGUAGES AT THE UNIVERSITIES  
OF UKRAINE (on Canadian experience)**

The article is devoted to the problem of improving practical preparation of future teachers of foreign languages in Ukraine using the Canadian experience. The importance of developing and improving practical preparation in the universities of Ukraine for successful teaching is substantiated; the most significant factors affecting the improving practical preparation the teachers of foreign language are indicated; several effective ways of improving practical preparation are proposed in the article.

*Key words:* practical preparation, development and improving, communicative approach, effective ways, future teacher of foreign language.

**Problem setting**

The strategic course of our country is to integrate into the European and the world cultural, educational, and economic space inevitably affects the educational sphere, the current priority direction of which is to form a new generation of teachers, particularly their practical preparation. As each modern teacher of a foreign language, one of the urgent tasks of a high linguistic institution is to optimize the professional practical training of future teachers who are able to form their practical preparation not only outside the institution but also inside it, according to the schedule existed.

In other words, the main aim and strategy of the practical foreign language teacher's preparation are developing and improving. Future Ukrainian teachers have to acquire the ability to be practically targeted at a governmental, economical and educational levels, which will give them the possibility not to be just theoretically prepared and not to waste time for searching the ways to improve themselves in this field. Moreover, the issential problem existed nowadays is to provide them with effective functioning in academic and professional environment as well as mobility and competitiveness at the global labour market.

## **Last scientific researches and publications analysis**

The question how to approach the teaching of speaking skills best has long been the focus of methodological debates. It has become a subject of investigation of many native and foreign researchers.

Different aspects of the practical preparation the future teacher of foreign language have been investigated so far: the issue of improving the practical training and its place in the system of continuous professional education the subject of many scientific works of Ukrainian and foreign scientists-teachers were studied by: V. Andrushchenko, J. Behan, I. Zyazyuna, N. Nychkalo, S. Goncharenko, GA Kozlakova, S. Maksimenko O. Pyehota; teacher education as a higher education activity were under the research of Sybil Wilson, Terrance Boak; multicultural education Gill, J. R., Mock, K.R., Masemann V.L; practical teaching solving problems Cooper, James M.

### **Formulation of the article's purpose**

While analysing the recent publications, it was found out that the problem of improving the practical preparation of future teachers of foreign languages is topical and it has been studied by a great deal of linguists and methodologists. It was investigated that improving the teachers' practical preparation at the Canadian universities depends on the governmental decisions towards the problem and the each province's political actions to solve it in order to make the future professionals practically strong and the country to be the leader in practice preparation, moreover, the atmosphere in the auditorium, technically equipped and prepared to study at, modern methods, forms, tasks and schedules made by the universities' authorities for their students etc.

However, despite the number of investigations which contain recommendations on how to choose the best way to make the practical studying better, this important aspect is paid of little attention by our country on not just educational level of importance but also on financial one and needs further development.

The aim of the article is to overview the ways of creating the new strategies in practical preparation and improving the already existed in order to make future teachers's of foreign languages preparation more modern, well-equipped and popular for the person to get job abroad and be at the same time well-estimated; to work out practical recommendations on improvement of abovementioned needs which institutions and establishmentt of high educational preparation can use in their practice.

### **The statement of basic material of investigation**

Theoretical preparation the teachers of foreign languages is vital, but practical one is, to our mind, the most difficult part in the aspect of any sphere, not just a foreign language because it involves the manifestation either of the personal peculiarities to be well-prepared or the possibility to get high practical preparation in other university abroad. To form strategies on preparing the new schedules to change the persentages of theoretical to practical aspect to:

- make the studing more productive in oredor to remember and practice what was learnt at theoretical courses;
- use the worlds's – European or Canadian experience to make the programmes be better applied to study the foreign language;
- select disciplines according to the proper social setting, audience, situation, and subject matter;
- organize the classes according to theoretical lectures in a meaningful and logical sequence;
- support rooms with technical equipment and the Internet for the students to prepare for their classes and to get acquainted with a new lecture that is sent by a teacher;
- use university studying platform to get in touch with its members and be ready to solve problems in a fast [1,2,7].

Thus, the forming and developing of practical preraration the teachers of foreign languages should be the priority area in the universities of Ukraine. We are sure that one of the best ways of improving the aspect of practice is to start

creating the programmes related and specified starting with the first year of studying where students are inspired and encouraged to practice with entering the university. It is possible to use the approach of using the informational technologies as well. As we know, practical approach to studying a foreign language teaching is not just an environment in which students are have to be offered to study, but directly the involvement of students into activities in the proposed conditions. When students are involved in practice starting with the first year, their natural strategies for language acquisition start to be used, and this allow them to learn how not just to use the language, and thus to develop their practical skills in order to teach them in future.

It's a common knowledge, that producing spoken or practical skills has often meant a difficulty and an obstacle for English learners. There are many reasons of it: speaking fears, as a personal factor based on the historical background of a country or a particular family, uncertainty in the knowledge gained or misunderstanding in a sphere, lack of motivation from childhood and exactly at an educational establishment, frightening atmosphere in the auditorium because of the authoritarian teacher, rooms that are not equipped well to be given practical classes, and the most significant is the absence of schedules, programmes for disciplines with a practical aspect and a practice itself starting with the beginning of entering the university or institute etc. Therefore, according to the practice given in Canadian universities, the main task is to help students overcome the difficulties which arise in practice, because it is the way to become a true professional and practitioner. In other words, they have to create comfortable environment in auditorium, to organize work in right curricular and technical way, to activate the development of practical skills by making practice. This goal can be successfully achieved through three steps, which are:

- reducing psychological and personal fear;
- maximizing time spending working on the platform with teacher and tasks given;
- spending time practicing the language starting with the first course.

As it was mentioned by Rusova Y.V. students often hesitate to speak because they are afraid of pronouncing foreign words incorrectly or feel really shy about talking in the presence of other students [6]. So, communicating with your foreign language teacher online the educational platform can help to reduce this fear, as we think, by maintaining a friendly atmosphere and psychological comfort. Scientist admits that students feel a sense of support from their teacher and peers, it is likely that they will be more willing to speak the target language[6]. It is considered that to make the practical studying more useful is important to:

- encourage to the practice, as the objective is to make students speak fluently;
- communicate with students online as well as in live form in order to get rid of fears and different stresses;
- create places for practicing on the territory of the universities not outside in order to see other students' practice also and discuss it together to get an important experience;
- encourage students to do scientific researches to accelerate their studying and development;
- pay attention to their self work to investigate what is to be done to reduce time for making mistakes;
- differentiate disciplines and let students to choose the period to pass the module and then semester exam to choose the priorities;
- let students pass the exams later at disciplines that they are not well prepared for in a term to be finished till their graduation.

As a Canadian researcher Sybil Wilson mentions the situations should also be avoided which make students anxious such as enlarging the amount of tasks given for the exam and minimizing the time to prepare, calling on students at random, and calling on students without allowing them to prepare for the lesson and without controlling them online. In this way future teacher of foreign language will definitely be reduced of fears and raise general motivation making personal practice interesting and useful for future career [8].

Maximizing the percentage of a programme to contain more time for practice and practical disciplines is as important as starting a career straightly graduating without learning how to do it later. Therefore, practical classes and theoretical should be well organized together, students have to be allowed to have practice exactly after the lecture period and before the semester to finish. Foreign language practical classes should include lots of pair and practice work that will help reduce time to learn where to find a place to practice later. During practice student should concentrate on the process of work not on the process to be ready to pass exam or make papers ready till credit term. A student has to prepare scientific papers while studying paying into attention the interest of work that is done in order for their research to be helpful in future career.

At the end of practical term a student at the universities of Canada are proposed to perform the scientific analyses of the work which is done and in case of a satisfactory mark, a student is given a period to get ready for passing the practical and theoretical exam [8].

We would like to point out that taking into account the Canadian experience its important to mention that future teacher of foreign languages should be provided to use a lot of different activities to promote practice. With the help of the strict and exact system of practical preparation it is simpler to find a better decision according to each student. In any Canadian there exist a lot of strategies and systems varying from province to province, but here we will mention only the most popular and effective of them.

Critical analysis according to the definition of the Bradford University's researches is a very significant approach used in Canadian studies which is:

- 'marked by a tendency to find and call attention to errors and flaws';
- 'characterized by careful evaluation and judgement';
- 'occupied with or skilled in criticism';
- 'involving skillful judgement as to truth, merit, etc.' (note that 'skillful' is an Americanism – in British English, this word is spelt 'skilful');

Analysis as a term is:

- ‘an investigation of the component parts of a whole and their relations in making up the whole’;
- the separating of any material or abstract entity into its constituent elements’;
- ‘this process as a method of studying the nature of something or of determining its essential features and their relations: the grammatical analysis of a sentence’ [9].

As a result critical thinking may be defined as a form of intelligent criticism which helps people to reach independent and justifiable conclusions about their experiences and will help while practical preparation to reach a significant tasks on the way to professional growth.

The second one is an individual creativity techniques by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members, a teacher and a student, or a student and a student. Without a limitation in time students can perform their tasks in a scientific way or practically attending lectures, classes or practice itself. Relying on the researches, both aspects as an individual or critical one are effective and students generate ideas quickly and freely [2,8].

From our point of view, the use of all these recommendations can make the practical preparation more effective, help improve not only their speaking skills but also strengthen theoretical background with practical, and at the same time, make their learning more meaningful for future.

### **Conclusion**

Thus, we are of the opinion that speaking is a crucial part of second language learning and teaching. The ability to be a good practitioner in English, to clear and efficiently enlarge practical skills, contribute teacher’s success in preparation for future practical teaching career at school and success later in their professional and private life depends not only on a personal will to study and improve yourself but also the importance in existing the exact strategy on a governmental level or the possibility of any university to establish and launch such

strategies on their own, as Canadian ones do. Therefore, it should be paid great attention to improving the future teachers' practical skills and abilities by different means, remembering the main factors which affect the future of practical development in our country and particularly each university: comfortable technically equipped environment, the ability to financially enlarge the amount of programmes and strategies, activities and forms of students' work during not just practical classes but also practical terms or semesters which are better to launch with the first course of studying at any university. So, for the future of practical preparation the teachers of foreign languages at Ukrainian universities to be changed on several levels need be done an amount of steps, such as reducing teaching problems in upcoming professional life, maximizing the possibility to make studying more comfortable and also effective, and the usage of different activities to promote the popularity of this profession for next generations.

The next step of our research is to study the problem of using modern informational technologies in the process of mastering foreign language practicing skills as one of very effective way to make the progress to become faster.

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## **СТРАТЕГІЇ ПІДВИЩЕННЯ ПРАКТИЧНОЇ ПІДГОТОВКИ ВЧИТЕЛІВ ІНОЗЕМНИХ МОВ ДЛЯ ВУЗІВ УКРАЇНИ (на канадському досвіді)**

Статтю присвячено проблемі поліпшення практичної підготовки майбутніх вчителів іноземних мов в Україні з використанням канадського досвіду. Обґрунтовано важливість розвитку і вдосконалення практичної підготовки у вищих навчальних закладах України для успішного навчання майбутніх викладачів іноземної філології; найбільш значущі фактори, що впливають на поліпшення практичної підготовки вчителів іноземної мови, досліджено та запропоновано декілька ефективних способів поліпшення практичної підготовки.

**Ключові слова:** практична підготовка, розвиток і вдосконалення, комунікативний підхід, ефективні шляхи, майбутній вчитель іноземної мови.

## **СТРАТЕГИИ ПОВЫШЕНИЯ ПРАКТИЧЕСКОЙ ПОДГОТОВКИ УЧИТЕЛЕЙ ИНОСТРАННЫХ ЯЗЫКОВ ДЛЯ ВУЗОВ УКРАИНЫ (на канадском опыте)**

Статья посвящена проблеме улучшения практической подготовки будущих учителей иностранных языков в Украине с использованием канадского опыта. Обоснованно важность развития и совершенствования практической подготовки в высших учебных заведениях Украины для успешного обучения будущих преподавателей иностранной филологии; наиболее значимые факторы, влияющие на улучшение практической подготовки учителей иностранного языка, исследованы и предложены несколько эффективных способов улучшения практической подготовки.

**Ключевые слова:** практическая подготовка, развитие и совершенствование, коммуникативный подход, эффективные пути, будущий учитель иностранного языка.