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**REALIZATION OF THE CONTROL FUNCTION IN THE  
STRUCTURE OF TEXTBOOKS AND TEACHING AIDS IN THE  
PROCESS OF FUTURE FOREIGN LANGUAGE TEACHERS TRAINING  
AT THE TURN OF THE XXI CENTURY**

***Abstract.** The article concerns the elements of control in the structure and content of textbooks and teaching aids in the context of their use in the process of future foreign language teachers training. There have been analyzed the types and forms of control measures envisaged by the authors of foreign and domestic publications aimed at evaluating learning outcomes of future foreign language teachers during the researched period. There has been emphasized the special role of test technologies in checking the level of educational material mastering by students at the present stage.*

***Key words:** educational and methodological support; textbook; educational and methodical tutorial; types of control; forms of control; learning outcomes; pedagogical institution of higher education; future foreign language teachers.*

**Introduction.** The purpose of reforming the educational system in Ukraine is to develop a modern system of acquiring education in accordance with the individual characteristics and demands of students, as well as the real needs of the labour market. In recent years, there have been significant changes in the field of higher education: the formation of a single education area has begun, unified approaches to the content of curricula and the quality of educational services have been defined, the framework of international cooperation and exchange in the field of higher education and science has considerably expanded.

The introduction of a competency approach in Ukrainian higher educational establishments requires improving the diagnostic system for students' progress, the change in the evaluation technology, the strengthening of self-analysis skills in relation to the results of their own learning activities. Therefore, the problem of improving the control system for students' learning outcomes is becoming urgent.

**Analysis of the recent researches and publications.** The problem of the control activities in the course of the educational process was researched by K. Ushynskiy, A. Disterveh, P. Kaptieriev, B. Ananiev, V. Bespalko, Yu. Babanskyi, V. Zahviazynskiy, V. Tiunin, P. Pidkasystyi, H. Shchukina and others studied the functions of control procedures. Historical and pedagogical aspects of organizing control for students' educational and cognitive activities are reflected in the works by N. Demianenko, O. Osova, I. Pietukhova, A. Predyk, O. Ptashnyi, I. Repko, S. Rukasova, O. Cherednyk, O. Yankovych, etc.

However, in spite of numerous scientific researches in the field of evaluation of students' progress, the peculiarities of the implementation of the control component in the structure of textbooks and teaching aids in the process of training future teachers of foreign languages have not been considered in detail and require, in our opinion, a separate study.

**The purpose of the article** is to determine and analyze the role of textbooks and teaching aids as an important component of the teaching and methodological support for organizing the control of educational activities of future foreign language teachers in Ukrainian higher pedagogical educational institutions at the turn of the XX - XXI centuries.

**The main part.** In the process of training future foreign language teachers in the 1980s a lot of attention was devoted to improving methods, techniques and forms of training and control, and further increasing their effectiveness. They were supposed to promote a solid, conscious and thorough acquiring of knowledge, developing the ability to apply this knowledge in practice, at school. Fundamental works and tutorials were created to help future teachers, in which, both in the general and methodological terms, the issue of rationalizing teaching and control methods and techniques in accordance with the new tasks of the school was highlighted: «to form high moral and political qualities of the staff, adherence to the party's principles, deep communist beliefs, a class approach to the assessment of events and phenomena of social life ... » [12, p. 18].

The scientists of higher pedagogical education were engaged in determining the direction and content of pedagogical disciplines in the faculties of foreign languages, studying the experience of their implementation, developing effective forms and methods of control. There were determined the foundations of scientific setting the norms of pedagogical work in high school, conditions for increasing productivity with the use of new curricula and programs, creation of textbooks and teaching aids on pedagogy, foreign language for faculties of foreign languages [17; 18; 19; 20]. The country attaches great importance to the training of future foreign language teachers, their ideological hardening, and the creation of favourable conditions for their training to work with younger generations.

In the period under study, professional requirements are set to textbooks on the professional methodology of teaching foreign languages and on pedagogy as one of the important components of teaching and methodological provision of disciplines in pedagogical institutes and universities. The textbook «Fundamentals of high school pedagogy» (Leningrad, 1972) was professionally outdated and lagged behind the requirements of time. The composite author of the Department of Pedagogy of Kyiv University prepared the textbook «Pedagogy» edited by A. Aleksyuk [10], which revealed methodological and theoretical foundations of effective organization of education and upbringing. It corresponded to the program of pedagogy for students of all specializations in universities and institutes. The textbook dealt with a number of issues that had not been previously covered in pedagogical literature, developed and deepened the idea of individual education, the formation of personality as a citizen by means of educational disciplines. A lot of attention was devoted to the analysis of pedagogical categories «education and training», «teaching», «learning», «knowledge», «skills», etc.

There appeared one more innovative textbook «Pedagogy» edited by M. Yarmachenko, which highlighted the interrelation of development, formation and education of the individual [11]. Particular attention was paid to the formation of the individual (as an object and subject of education), taking into account the age and individual characteristics. In the chapters that revealed the problems of the

theory of education and training, the subject of didactics was clearly defined, and the preconditions of the educational goals were shown. The textbook described the main types of training, focusing on their capabilities to solve the tasks set before the modern school.

The authors of the textbooks addressed the problem of students' knowledge control in a non-traditional way. They offered not just a list of questions, but a list of debatable issues that required a deep study to be solved. Such tasks tested not only the acquired information, but the ability to defend students' own point of view, backed by solid arguments and facts.

In accordance with the requirements to the development of certain branches of pedagogical science and the tasks of developing the most important issues of education and upbringing of the younger generation, the researchers improved programs and textbooks on the basis of analysis and annual mass testing of knowledge, skills and abilities, systematic long-term observation of learning processes in experimental and mass educational institutions, generalization of advanced pedagogical experience, critical analysis of curricula, textbooks, teaching aids. During the 1980s the programs in the Ukrainian SSR were improved to relieve them from excessive complex material, time was provided for revision and consolidation of the studied, self work, secondary material was substantially reduced, in particular, worldview and educational aspects were strengthened, clear instructions were made on the implementation of interdisciplinary connections [22].

Implementation of advanced programs and textbooks at the faculties of foreign languages in higher pedagogical educational institutions took place in close connection with the development of rational methods for controlling educational activities, bringing them in line with the new content of education, developing didactic foundations of methodology and pedagogy, applying modern learning tools in the educational process (educational films, television, radio), creating various didactic materials for the organization of students' independent cognitive activity and its systematic verification.

The analysis of certain teaching aids on the methodology of teaching foreign languages [1; 2; 7; 8; 23], which were used in the educational process during the studied period, allows us to claim that in the process of training future foreign language teachers both analytical and synthetic, and new control tasks were used with the aim to obtain solid knowledge and ability to work independently with the book.

But at the same time, there was a problem concerning the lack of methodological recommendations for writing course papers and diploma papers, which at that time were one of the most common means to control students' self-work and research activities. This, in turn, required the development of appropriate methodological support for controlling students' individual work.

In the early 1990s a transition to communicatively directed lessons with a high percentage of spontaneous speaking took place. The new tendency of this period was the fact that the teachers of the departments began to develop their own methodological aids for teaching foreign languages, methodical recommendations for the organization of current knowledge control, control of students' individual work, etc. [9, sheet 39].

In 1994, new special courses of the English-language cycle appeared. The weight of the theoretical courses also increased. In IV year of studying the theoretical phonetics, theoretical grammar, and in the II-III years history of English literature were introduced. For the first time, students wrote a course paper on the methodology of teaching foreign languages [14; 16]. The list of those term papers on methodology of teaching foreign languages conformed to the topics suggested by the relevant departments [16, sheet 3].

At the end of the XX century foreign language teachers in higher pedagogical educational institutions faced such tasks as providing teaching of new theoretical disciplines – stylistics, lexicology – with the necessary educational methodological literature; developing methodological recommendations for organizing and conducting pedagogical practice in the English language for the V-year students, preparing laboratory works on the practice of oral speech for III-V-

year students, stocking of the testing materials for intermediate and final control [15].

The primary task of teaching foreign languages was the formation of communicative skills, but today the goal is to acquire cultural competence on the basis of the formed communicative skills. The foreign language program for pedagogical universities states that «the acquisition and learning foreign languages includes three interrelated components: language use, awareness of the nature of the language, understanding of the foreign language and native culture», but at the time of its publication (2001) the formation of culturological competence was not treated as a primary task [13]. Consequently, there appeared a necessity to change the programs on foreign languages, as well as to identify new pedagogical approaches that would promote formation of the skills, abilities and competences required for the professional training of future teachers.

Introduction of the newest pedagogical technologies, modern technical means into the educational process makes applying traditional methods irrational. Therefore, the textbooks and tutorials that were used at the pedagogical higher educational institutions at that time (G. Verba, L. Verba «The Guide to English grammar», S. Zaitseva «Early Britain», V. Arakin «Practical Course of the English Language», N. Raevsckaya «Theoretical Grammar of the Modern English Language (Syntax)», I. Krylova «Collection of Exercises on English Grammar», T. Barabash «English Grammar», I. Krutikov «Exercises on Modern English Grammar») went out of date because of their non-communicative character; there were no problem-based activities; teaching reading and translating prevailed; little attention was paid to the development of dialogical speech skills; there were not any exercises to practice listening skills; illustrations were insufficient, with limited use of their functions: photos, drawings, charts, diagrams, illustrating the sociocultural context of situations were available in small numbers or absent at all, the tasks for controlling knowledge were monotonous and of reproductive nature.

The conducted research allows asserting that at the beginning of the XXI century faculties of foreign languages of Ukrainian higher pedagogical

educational institutions widely used textbooks by the British (Pearson, Longman, MacMillan, Express Publishing, Oxford University Press, etc.), German (Hueber, Langenscheidt, Cornelsen, Klett, etc.), French (Cle International, Hachette etc.) publishing houses of educational literature, aimed at forming students' foreign language communicative / foreign language professional competency in the course of the educational process.

Having analysed the textbooks and tutorials by the British, American and German authors published abroad, we can conclude that they enjoy more popularity than the textbooks by the domestic authors as they present a modular organization of educational material; the list of topics in the modules meets the requirements of the educational program; reading texts contain interesting information that motivates students to study; there prevail communicative-oriented approach, communicative strategies, focus on the use of active and interactive teaching methods, which greatly enhances students' motivation; the use of a large number of language and speech patterns characteristic of everyday communication; the availability of the teacher's book offering methodological support for each lesson; availability of audio- and in most cases video materials to each module topic, which enables developing students' listening skills; the availability of a set of methodological aids that makes it possible to perform all types of educational activities with students: reading, listening, speaking, writing and forming all of the components of foreign language communication and foreign language professional competences and competencies.

In the context of our study, the main advantage of these educational and methodological publications was the availability of modular and intermediate tests. This greatly facilitated teachers' work, since there was no need to compile their own tests. The test tasks offered in the educational-methodical complexes allow ensuring objectivity and fairness of knowledge assessment; lack of emotional stress and overload, psychological impact on students; transparency and publicity of the results of control; development of individually differentiated work of students; the possibility of simultaneous control of a large audience in a relatively

small amount of time spent on testing. In addition, test control allows you to check the knowledge and quality of training at all stages of the learning process, that is, to conduct initial, ongoing and final control. And, very importantly, this method makes it possible to successfully automate educational process in the whole as well as its controlling using computer technologies. It is also essential that these test assignments correspond to the exam requirements of modern model programs [4], made in accordance with The Common European Framework of Reference for Languages.

However, despite the fact that authentic textbooks and tutorials on foreign languages are communicatively oriented educational materials, covering all types of speech activities, are properly illustrated, as a rule,, have a wide range of innovative methods for controlling learning activities, they do not take into account the specificity of the conditions for teaching foreign languages in Ukrainian pedagogical higher educational institutions, do not take into consideration the difficulty of studying foreign languages on the basis of Ukrainian, present only the general culture of the second language country. Therefore, at the beginning of the XXI century learning and teaching peculiarities called for development of textbooks and teaching aids that would take into account the above-mentioned aspects.

It should be noted that under the conditions of the credit-based modular learning special attention has been paid to the training of future foreign language teachers with a dominant role of the individual work. Consequently, teachers of pedagogical higher educational institutions have been actively working on the development of methodological materials, recommendations and instructions on the organization of individual work, which also include questions for self-control. The main aim of self-control is to determine how students themselves evaluate the quality of the acquired learning material on a particular discipline (content module, topic (educational element)).

In addition, teachers have been actively engaged in the development of methodical publications on test control issues. As the conducted research shows,



this work is carried out in two directions: compiling methodological recommendations on the development of students' skills to solve test tasks and the provision of methodological materials to assist teachers in appropriate presentation of testing materials and the organization of educational process using test technologies. For example, teachers of the Poltava V. G. Korolenko National Pedagogical University O. O Kopach and V. O Lapochka developed tests for modular control on the material of the textbook edited by prof. V. D. Arakin [5; 6]. Treating the training of future foreign language teachers for self-education as a guided process, modern educators point out that a university teacher should have a good command of measuring knowledge methods, which include: oral and written forms of knowledge testing; interviews; testing, etc. The method of written knowledge assessment in the form of translation, essay, composition gives positive results in terms of objectivity criterion, and testing allows to ensure the objectivity of the process of measurement, processing of data and their interpretation, satisfies the validity criteria. Knowledge can be estimated by volume and completeness, their consistency, generalization and mobility. Current module control is carried out in the form of testing, which is typical of the credit-based module learning system, and gives the opportunity to fully verify the level of students' learning load. The complementary traditional and non-traditional forms and methods of organizing self-education enable the formation of a professionally competent foreign language teacher [21]. One of the vivid examples of a teaching and methodical publication for teachers, which will help to correctly submit the test materials and organize the educational process using test technologies, is the educational and methodological tutorial by D. M. Bodnenko, L. O. Varchenko and O. B. Zhiltsov [3].

**Conclusion.** Consequently, in the structure of textbooks and teaching aids as elements of teaching and methodological support for controlling activities in the process of future foreign language teachers training at the end of the twentieth century there was a tendency to develop new and improve existing methods and means of controlling students' learning activities in general and students – future

foreign language teachers in particular. Implementation of advanced programs and textbooks at the faculties of foreign languages in higher educational institutions happened in accordance with the Bologna agreements and was closely connected to the application of rational methods for control of educational activities, bringing them in line with the credit transfer system of education, the development of various didactic aids for the organization of individual cognitive activities of students and their systematic evaluation.

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#### РЕАЛІЗАЦІЯ ФУНКЦІЇ КОНТРОЛЮ У СТРУКТУРІ ПІДРУЧНИКІВ ТА НАВЧАЛЬНИХ ПОСІБНИКІВ У ПРОЦЕСІ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ІНОЗЕМНОЇ МОВИ НА РУБЕЖІ ХХІ СТОЛІТТЯ

**Анотація.** У статті розглянуто елементи контролю у структурі та змісті підручників та навчально-методичних посібників у контексті їх використання в процесі підготовки майбутніх учителів іноземних мов. Проаналізовано види та форми контрольних заходів, передбачених авторами зарубіжних та вітчизняних видань для визначення успішності майбутніх учителів іноземної мови у досліджуваний період. Підкреслено особливу роль тестових технологій у перевірці рівня засвоєння навчального матеріалу студентами на сучасному етапі.

**Ключові слова:** навчально-методичне забезпечення; підручник; навчально-методичний посібник; види контролю; форми контролю; навчальні досягнення; педагогічний заклад вищої освіти; майбутні вчителі іноземних мов.