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METHODOLOGICAL FEATURES OF USING THE ELECTRONIC LINGUOMETHODOLOGICAL TOOLS IN FUTURE PRIMARY SCHOOL TEACHER PROFESSIONAL TRAINING

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Abstract. The article is devoted to the relevant issues of electronic linguomethodology, which is an innovative methodological branch of science that has started its active development in the mid-twentieth century within the linguistic and pedagogical sciences, exploring the theoretical and practical aspects of the use of electronic tools in language learning and teaching methods, prompting the laws of creation and application of these tools in the learning process, summarizing the typical shortcomings and suggesting ways to prevent and solve them.

The purpose of the article is to analyse the leading methodological features that reflect the changes that should be made by the use of electronic linguomethodological tools in the professional training of a future primary school teacher. The authors emphasize that the modern professional linguomethodological training requires the introduction of the content module "Means of Electronic Linguomethodology for Primary School" for undergraduate students and the discipline "Electronic Linguomethodology for HEI" for Master students; integration of the courses in methodological and basic disciplines; creation of distance learning courses, electronic textbooks and manuals on linguomethogology to enhance the learning process visualization. The role of students' independent and self-activities with the use of electronic linguomethodiological tools, which develop teaching and research qualities of future primary school teachers, is emphasized. Different classifications of

teaching methods of language and linguomethodological disciplines are analysed and the optimal ones are determined. According to the authors, for teaching linguomethodology, it is advisable to apply a classification that includes both traditional methods (lecture, problem, research, discussion) and innovative, in particular, interactive, project, as well as e-learning methods. It is noted that the use of distance learning elements in teaching linguomethodology should be a system, in which self-study dominates, but "one to one", "one to many", "many to many" methods are also important.

Key words: professional training; electronic linguomethodology; distance course; teaching methods; independent work; primary school teachers.

Statement of the problem in general. Electronic linguomethodology is an innovative branch of methodological science that has emerged in the mid-twentieth century and is actively developing within the linguistic and pedagogical sciences, exploring the theoretical and practical aspects of the use of electronic tools in the process of language teaching and teaching methods, outlining the patterns of creation and use of these tools in the educational process, generalizing common shortcomings and offering the ways to prevent and solve them.

One of the five key lessons learned in the computer assisted language learning (CALL) from the 1980s and to this day, and which will remain relevant in the future, Ph. Hubbard (2019) noted the need for appropriate teacher training: "teachers must be trained to develop their technological and pedagogical knowledge and skills. An important part of professional training is the preparation for a professional activity with constant technological changes" (Hubbard, 2019). L. K. L. Compton (2009) emphasized this point, pointing to a lack of resources to prepare teachers for the use of electronic linguomethodology, in particular for developing the skills needed to work in a new educational environment (Compton, 2009).

Ukrainian researchers similarly assert that a prerequisite for the development and implementation of new teaching forms and technologies in educational institutions is the willingness of teachers to work in a new information environment (Hurevych & Kademiia & Koziar, 2012). The importance of the problem is also reflected in the leading educational documents: "Conceptual foundations for the development of pedagogical education of Ukraine and its integration into the European educational space", "Conceptual foundations and directions for the development of higher education in Ukraine", "National strategy for the development of education in Ukraine until 2021", Law of Ukraine "On Higher Education", Concept "New Ukrainian School", "Concept of Development of Continuing Teacher Education", "Regulations on Electronic Learning Resources" and others. They orient higher education institutions to the training of a new type of educator who has a sufficient level of general and professional competences, including in the field of creation and use of electronic learning resources.

Analysing the latest researches and publications. Since its inception, electronic linguomethodics has attracted the attention of researchers around the world: in the United States (M. Butler-Pasco, J. Egbert, S. Moras, J. Payne, M. Pennington, B. Porto, H. Reinders, P. Whitney, et al.), the UK (K. Beatty, J. Plass, L. Jones, J. Pelletier, Ph. Hubbard, et al.), Central European countries (J. Androutsopoulos, A. Bolton, J. White, G. Dalarna, et al.), Middle East countries (I. Bart, Khalid Al Seghayer, D. Hampusayen, K. Hitzaki, et al.), Australia (T. Leuven, Y. Wang, et al.), China (J. Yegu, Xian Chin Liu, M. Liang, B. Zou, Feng Jia, Chi-Feng Chen, et al.), Malaysia (Thang C Yu Ming et al.), India (R. Viswanathan et al.), Japan (T. Kavahara, N. Minematsu H. Obarzym, G. Stokvell et al.) and others.

Generalizations on the development and basic theoretical foundations of the Ukrainian electronic linguomethodology as a branch of methodological science are represented in the studies of V. Bader, O. Bihych, L. Bidenko, O. Ishutina, L. Kartashova, I. Kostikova, L. Morska, O. Semenoh, I. Khyzhniak, Yu. Shepetko and others. Determining the urgent needs of modern electronic linguomethodology, most Ukrainian researchers agree that it requires a transition from the descriptive and theoretical nature of the benefits and capabilities of using electronic linguomethodological tools to their practical and common use in the professional teacher training. However, the current scientific researches regarding changes, including teaching methods for future primary school teachers, are not sufficient to solve this problem in practice.

Formulation of the goals of the article. Based on the urgency of the chosen problem and its insufficient solution in theoretical and practical terms, the article is aimed at highlighting the main methodological features that reflect the changes which should be made by the use of electronic linguomethodological tools in the professional training of a future primary school teacher.

The results of the study. The main tasks of methodological science traditionally include the definition of the content, forms, methods, techniques and teaching aids. There is a need to consider changes in these components of the educational process in the context of using electronic linguomethodological tools in future primary school teacher professional training.

Summarizing the main directions of changes in the content of education related to the use of electronic educational resources, I. Bohdanova pointed in particular to the following:

- extension of the theoretical foundations of training courses;
- deepening of basic knowledge thorough study of the relevant subject area;

    − additional capabilities for designing integrated courses,

    − enhancing cross-curricular links;

    − possibility to study real vocational and social situations;

    − redistribution by meaning of the content components of training courses;

    − enhance learning efficiency through extensive graphic capabilities of new information technologies;

    − changes in the ratio of different organizational forms of learning activity (Bohdanova, 2003).

The implementation of the mentioned directions in the professional linguomethodological training of future primary school teachers requires corresponding substantive changes, in particular, such as: introduction of the content module "Electronic Linguomethodology for Primary School" to one of the leading courses of the Bachelor students professional training "Methods of Ukrainian Language Teaching", as well as a separate discipline "Electronic Linguomethodology for HEI" for students of Master program; integration of the courses in methodological or basic disciplines, for example, "Children's Literature with Methods of Literary Reading Teaching", "Modern Ukrainian Language with Speech Culture", etc.; creation of distance learning courses, electronic textbooks and manuals on linguomethodology to enhance the visualization of linguistic and methodological things.

Speaking about changes in the ratio of the forms of future primary school teachers' education, caused by the use of electronic linguomethodological tools in this process, we note that the potential of both forms of teaching – classroom (contact) and independent (distance) – should be used completely, but using e-linguomethodological tools stands more common for independent work of students, because in the classroom, the instructor can use only certain types of tools (presentations, electronic teaching and methodological complexes, electronic tests, simulators, etc.), while the student to work independently can involve remote, cloud, and web resources in all kinds of electronic linguomethodological tools.

Exploring the methodological aspects of the use of educational web resources in the classroom, H. Tkachuk noted that they are most often used at the stage of practical tasks, and the presentation of new (theoretical) material using the educational web resources is rarely found. According to the scientist, it is caused by the teachers' unpreparedness to use existing web technologies when submitting theoretical material, and a small amount of quality web resources adapted for effective systematic use in learning and teaching activities (Tkachuk, 2011). R. Hurevych, M. Kademiia, and M. Koziar also asserted that e-learning tools are best suited to the specifics of

independent work, all their types can be used for extracurricular work, and most of them are designed for student independent work with a computer (Hurevych & Kademiia & Koziar, 2012).

Therefore, an important field of application of electronic linguomethodological tools in the future primary school teacher professional education is independent work – an integral part of the organization of the educational process in higher education, which covers a greater or lesser share of the educational course and should include various types of students' learning activities.

Reducing the amount of time spent in class and increasing the role of independent work in the educational process of the university leads to the need for its effective organization based on advanced pedagogical methods with the use of electronic learning, where the development of a student's personality, which involves improving of his/her ability to self-education, self-study, and the reflection of his/her own activity, is the main priority. At the same time, within the classroom, these qualities may not always be formed, so an important element of pedagogical activity in the higher education institutions is the "teaching a student to learn", which is necessary for the effective organization of his/her independent and extracurricular work (Hurevych & Kademiia & Koziar, 2012; Semenoh, 2018; Viktorenko, 2016; Viktorenko, 2016).

Among the tools of electronic linguomethodology used in independent work, the focus is certainly on working with web resources or resources of the Internet. U. Stickler and R. Hampel see the leading features of online computer study in three of its key differences from the traditional face-to-face educational process:

– physical and, for the most part, time distance in the online environment affects students' overall understanding and success communication;

– the online environment influences the ways used for communication and reflection;

– on the Internet students have a certain degree of independence of cognition, because at their own discretion they use access to various potential communicators with new digital media (Stickler & Hampel, 2019).

Specifying these theoretical generalizations regarding the professional training of teachers, R. Hurevych, M. Kademiia, M. Koziar, and others described the forms of independent work in higher education institutions, the most of them are used in practical activities, including: searching for the necessary information on the Internet; getting prepared for laboratory, practical and seminar classes; getting prepared for testing, classroom assessment, self-testing, etc. Scientists also noted that in many HEIs

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the competitions of various disciplines, competitions of professional skill, conferences on the development and use of ICT in various subject areas, participation in carrying out the research works, work in student design offices, work in training classes, participation in telecommunication projects, etc. are getting popular (Hurevych & Kademiia & Koziar, 2012). It is obvious that the whole spectrum of the considered forms of education and their variants should be fully applied when introducing the tools of electronic linguomethodology into the professional training of primary school teachers.

Modern scholars are paying attention to defining the methods and techniques of using electronic linguomethodological tools in the practice of higher education. Thus, into the classification of methods of teaching by means of electronic linguomethodology I. Kostikova introduces the following methods: lectures of problematic, personal, heuristic, and research type, discussion practical classes, trainings, business and subject games, project lessons aimed at revealing individuality and subjective experience (Kostikova, 2007).

O. Gartsov noted that flexible innovative models of teaching by electronic linguomethodological tools should be based on a system of universal traditional general and part-time teaching methods developed in the language teaching method: work with the text, teacher's narration, conversation, excursion, training exercises, etc. In e-learning, these methods, according to the researcher, are implemented in digital format and have their specific characteristics, they are: work with hypertext, virtual excursion, interactive exercises, use of multimedia to create virtual reality, online consultations, etc. (Gartsov, 2009).

In addition, the scientist paid special attention to the method of projects as those, which allow to create the optimal conditions of activity, as close as possible to the real ones, for the development of the teacher's competences necessary for learning the language using electronic linguomethodological tools, and the method of visual editing required while developing and creating electronic linguomethodological tools. The application of this method, according to O. Gartsov's definition, allows to solve the following problems of electronic linguomethodology: to produce electronic training tools in the required quantity, to create them on the basis of dynamically updated learning materials, to constantly update, to develop analogs and variants, etc. (Gartsov, 2009).

On this occasion I. Viktorenko (2018) notes that the project activity in higher education is an effective means of developing methodological competence of future primary school teachers, during which mastering of professionally important qualities

of a specialist that are in demand by the modern society and the requirements of the New Ukrainian School takes place.

Therefore, the classifications of teaching methods based on the use of electronic tools in the scientific literature currently demonstrate quite diverse approaches, so there is a need to integrate and generalize them to the needs of language teaching and teaching methods by means of electronic linguomethodology. We believe that, depending on the subject of study – linguistics or linguodidactics – in electronic linguomethodology, the classifications of methods and techniques of their acquisition should be differentiated.

Thus, we share O. Gartsov's approach on the necessity of using the system of universal traditional general and partial teaching methods, developed in linguomethodology, for language teaching in higher education institutions. The implementation of the methods specified by the scientist includes working with hypertext, virtual excursion, interactive exercises, the use of multimedia to create virtual reality, online language consultations.

In our opinion, for the teaching of linguomethodology in higher education, I. Kostikova's approach with the allocation of traditional methods of higher education teaching (lecture, problem, research, discussion, practical, interactive, project) is more appropriate. We also consider it necessary to supplement this classification with a significant group of innovative e-learning methods: distance learning courses, educational sites, webinars, web conferences, e-testing, forums, chats, blogs, collaboration in Google learning applications, educational platforms for creating linguistic methods (LearningApps, Easel.ly, Piktochart, GapMinder, Gloster, Thinglink, Padlet, etc.).

A separate issue in the scientific literature is the choice of methods for distance learning, which scientists have classified as follows: methods of teaching through the interaction of the listener with learning resources with minimal involvement of the teacher and the learners (self-study); methods of individualized teaching and learning (one-to-one training); methods based on providing instructors or experts with educational materials when they do not play an active role in communication (one-to-many training); methods characterized by active interaction between all participants in the educational process ("many to many" training) (Bykov & Bohachkov & Kukharenko & Rybalko & Syrotenko, 2008; H. Tkachuk, 2011).

The use of these distance learning methods in the studying by the future primary school teachers linguomethodological courses should be a system, in which self-study dominates, but other methods play an important role. We believe that nowadays a weak

reflection of methods aimed at active interaction between all participants of the educational process is typical for linguomethodological distance courses, so it is worth paying special attention to the teachers, developers of the distance courses.

The conclusions and the perspectives of further research. The use of electronic linguomethodological tools requires changes in the process of future primary school teachers' professional training, which are implemented through a number of methodological features of the organization of this process:

1. Modern professional linguomethodological training requires the introduction of the content module "Means of Electronic Linguomethodology for Primary School" in the general course of linguomethodology for undergraduate students, as well as a discipline "Electronic Linguomethodology for HEI"; the integration of courses in methodological and basic disciplines; creation of distance learning courses, electronic textbooks and manuals on linguomethogology to enhance the visualization of linguistic and linguomethogological things.

2. In the context of using electronic linguomethodological tools, the potential of both forms of learning should be fully used, but the extracurricular work of the students becomes especially important. In the classroom, presentations, electronic textbooks and manuals, electronic training complexes, electronic tests, simulators are mostly used. Remote, cloud technologies, and web resources are widely involved in students' independent work.

3. Independent and extracurricular work with the use of electronic linguomethodological tools develops students' educational and research qualities. The use of web resources in the following varieties is particularly important: searching for the necessary information on the Internet; preparation for the laboratory, practical and seminar classes; preparation for testing, assessment, self-testing, competitions, web conferences with the use of electronic linguomethodological tools, participation in projects, web quests, collaboration in educational applications, etc.

4. Different approaches to the classification of teaching methods of linguistic and lingomethodological disciplines are applied in the process of the future primary school teachers' professional training by means of electronic linguomethodology. O. Gartsov's classification is used for language teaching: work with hypertext, virtual excursion, interactive exercises, use of multimedia for creation of virtual reality, and online language consultations. For teaching linguomethodology, it is advisable to apply a classification that includes both traditional methods (lecture, problem, research, discussion, practical) and innovative, in particular, interactive, project, as well as e-learning methods.

5. The use of distance learning elements in mastering linguomethodology by future primary school teachers should be a system, in which self-study dominates, but other methods also play an important role: "one to one", "one to many", "many to many".

The prospects for further research are in the study of the issue of future primary school teachers' professional training by means of electronic linguomethodology in both theoretical and practical terms, the creation of electronic linguomethodological tools for students of the specialty "Primary education", experimental teaching by means of electronic linguomethodology, etc.

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МЕТОДИЧНІ ОСОБЛИВОСТІ ЗАСТОСУВАННЯ ЗАСОБІВ ЕЛЕКТРОННОЇ ЛІНГВОМЕТОДИКИ В ПРОЦЕСІ ФАХОВОЇ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ

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Methodological Features of Using the Electronic Linguomethodological Tools in
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Анотація. Статтю присвячено електронній лінгвометодиці, яка є інноваційною галуззю методичної науки, що виникла в середині ХХ ст. і активно розвивається в межах лінгвістичних та педагогічних наук, досліджуючи теоретичні й практичні аспекти застосування електронних засобів у процесі навчання мови й методики її викладання, виводячи закономірності створення й застосування цих засобів у навчальному процесі, узагальнюючи типові недоліки й пропонуючи шляхи їх запобігання та вирішення.

Метою статті є висвітлення провідних методичних особливостей, що відбивають зміни, які має вносити застосування засобів електронної лінгвометодики у фахову підготовку майбутнього вчителя початкової школи. Авторки наголошують, що сучасна фахова лінгвометодична підготовка вимагає введення змістового модуля «Засоби електронної лінгвометодики для початкової школи» до загального курсу лінгвометодики для студентів бакалавріату, а також окремої дисципліни «Електронна лінгвометодика для ЗВО» для студентів магістратури; інтеграції курсів із методичних чи базових дисциплін; створення дистанційних курсів, електронних підручників та посібників із лінгвометодичних дисциплін. Підкреслено роль самостійної та поаудиторної роботи студентів із застосуванням засобів електронної лінгвометодики, що розвиває в майбутніх учителів початкової школи навчальні та науково-дослідницькі якості. Проаналізовано різні класифікації методів навчання мовних і лінгвометодичних дисциплін і визначено найбільш оптимальні.

Ключові слова: професійна підготовка; електронна лінгвометодика; дистанційний курс; методи навчання; самостійна робота; вчителі початкової школи.

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