

UDC 378.1:373.623

LOGICAL AND DIDACTIC STRUCTURE OF INFORMAL METHODS OF EDUCATION IN THE TRAINING OF FUTURE TEACHERS OF THE ENGLISH LANGUAGE

Olena Iaburova

Associate Professor, PhD in Pedagogy,
Associate Professor of the Department of Theory and Practice of Primary Education
SHEI “Donbas State Pedagogical University”
Dnipro, Ukraine

ORCID ID 0009-0007-6495-8233

primetime3311@gmail.com

Abstract. World globalization significantly impacts the requirements for intercultural and sociocultural transformation of the role of the teacher in a modern educational space. International cooperation in the field of higher education modernizes the national system of education in terms of new academic mobility opportunities for Ukrainian students. The structure of the training of specialists with the current and prospective needs of the labor market should be focused on the formation of their intercultural competence, including the use of innovative means of informal educational activities, in particular in the conditions of pedagogical universities, institutions of postgraduate pedagogical education, centers for professional development and career development of various forms of ownership.

The purpose of the article is to underline the effectiveness of implementing informal means of education in training the future teachers of English as the means of enhancing the level of their professional and social preparation and define the logical and didactic structure of the informal mean proposed. Implementation of means and techniques of informal education in the process of professional training of foreign language teachers contributes to the quality of assimilation of methods and didactics of foreign languages, activates the creative potential of specialists in the field of pedagogy, provides high-quality practical and organizational training and allows to achieve self-realization in further professional activity.

Among the leading means of modern informal educational provision of professional training of a foreign language teacher, the author enumerates such methods as brain-storming, “American mosaic”, reflection, discussions, debates, business games, dialogical learning, clustering, context learning, expert learning, case methods, language animation, cross-learning, visualization, vitagenic training, synectics, interactive learning, forum theatre, inversion, hyperbolisation. The strategy of active implementation of the interactive method in the learning process changes the professional position of the future teacher of foreign languages, who now act as an organizers, facilitators and moderators of the learning process.

Accordingly, the cultural and moral development of future teachers of English, the success of their professional self-determination and professional activity, promotion of educational innovations based on digital and electronic learning, implementation of the guiding principles of the competence approach in education and upbringing, improvement of environmental and sanitary culture, are among the main tasks of informal education.

Key words: informal education; future teachers; methods and strategies of informal education; competence in teaching English; life-long learning.

Statement of the problem in general. Modern processes of world globalization, which are manifested in various spheres of society, significantly affect the unification of requirements for upbringing and education throughout the world. The main trend that is starting to prevail in the modern educational space under the influence of intercultural and sociocultural transformations is the transformation of the teacher's functions (as a result of changes in the conditions of the labor market, the demands of society, etc.) (2018). The current terms of the Association Agreement between Ukraine and the European Union foresee the need for international cooperation in the field of higher education, which enables the modernization of the national education system, promotes reapprochement in the field of higher education, increases the quality and importance of higher education, deepen interaction between higher education institutions and expands their international opportunities, activates the academic mobility of students and teachers (2012).

At the same time, "Strategy for the development of higher education in Ukraine for 2021-2031" notes the inconsistency of the structure of the training of specialists with the current and prospective needs of the labor market (overcoming this trend is considered possible only if the state priorities for the development of the economy are determined and the introduction of state support for the relevant areas of higher education) and the inconsistency of the skills of graduates with the urgent needs of employers, the weak connection of higher education institutions with science and by business (2020).

In this case, the attention of modern scientists dealing with the problems of foreign language training and retraining of foreign language teachers should be focused on the problems and prospects of the formation of their intercultural competence, including the use of innovative means of informal educational activities, in particular in the conditions of pedagogical universities, institutions of postgraduate pedagogical education, centers for professional development and career development of various forms of ownership.

Analyzing the latest research and publications. Non-formal education today is one of the forms of acquiring education, which is enshrined in the Law of Ukraine "On Education", and is defined as follows: "...education, which is obtained, as a rule, according to educational programs and does not provide the awarding of state-recognized educational qualifications by education level, but may end with the awarding of professional and/or the awarding of partial educational qualifications" (2017).

In the scientific space of Ukraine, the concept of "informal education" is quite new, as is the actual phenomenon as well, however, in foreign scientific and

pedagogical tradition and practice, the concept is actively used. In the materials contained in the International Standard Classification of Education (ISC, 2011), which was developed and implemented with the active participation of UNESCO institutions, non-formal education is interpreted as a form and type of education that is institutionalized, targeted and planned by an individual or organization that provides various educational services. The European Commission, together with the Council of Europe, within the framework of the implementation of the project “The EU-CoE youth partnership”, consider informal learning as purposeful and voluntary learning that takes place in various situations and circumstances when training and retraining future specialists as the only or leading type of activity (2017).

In view of the educational and philosophical concept of the Ukrainian scientist, V. Andrushchenko (2013), the development of state educational policy should be conditioned by the sense of responsibility of the individual for his own education and cultural development, and informal education as a tendency of the formation and development of a continuous of adult education in Ukraine occupies a worthy position.

Analyzing the group form of educational work of student youth in the system of informal education, T. Krystopchuk (2013) singles out such forms and methods of group work as field meetings, international and local history and culture expeditions, creative projects, etc. It is emphasized that under the condition of proper legislative consolidation, active cooperation between the sectors of modern education and the real economy, state support for programs and projects of non-formal education in Ukraine, it can serve as an important addition to the existing system of traditional, formal education.

Analyzing informal education as a state of interpretation of the category of continuous education, which is designed to resolve contradictions between the satisfaction of individual and social needs, N. Pavlyk (2016) singles out the following prerequisites for its development: acceleration of the rate of obsolescence of knowledge, desire to increase one's professional and social status, accessibility for different categories of the population, development modern information and communication technologies, transformation and modernization of forms and methods of education, changes in the requirements of the modern labor market regarding employee competencies.

The aim of the research is to underline the effectiveness of implementing informal means of education in training the future teachers of English as the means of enhancing the level of their professional and social preparation.

The result of the study. The results of the study on the influence of non-formal education on the process of professional, social and personal development of a

specialist are based on the scientific works of outstanding scientists in the sphere of non-formal and life-learning education as an effective innovation for professional training and retraining. Professional training of a foreign language teacher is a flexible and adaptive process that must be quickly and clearly changed according to the conditions of today's instability and the challenges of a crisis situation. Implementation of means and techniques of non-formal education in the process of professional training of foreign language teachers which is held on a regular basis makes it possible to achieve an atmosphere of cooperation in the process of joint non-formal educational activities, contributes to the quality of assimilation of methods and didactics of foreign languages, activates the creative potential of specialists in the field of pedagogy, provides high-quality practical and organizational training and allows to achieve self-realization in further professional activity.

Among the leading means of modern non-formal educational provision of professional training of a foreign language teacher, it is appropriate to single out a number of methods and techniques that create the necessary conditions for effective cooperation, a sense of self-actualization and intellectual flexibility.

Method name	Method content
	Communicative methods
Brain Storming	Organizing cognitive activities, practice of communication technologies.
“American mosaic”	Assimilating and analyzing provided information, its correct reproduction and improvement.
Reflection	Developing effective subject-subject relationships, rethinking and choosing self-directed development, willingness and ability to cooperate.
Discussion	Developing the issue of the discussion, evaluation and analysis of the content of the discussion, production of affirmative or negative arguments.
Debates	Adapting to mobile self-realization, expansion of horizons, development of teamwork skills, performance of educational development and socializing functions.
Business games	Reproducing pedagogical situations, simulating decision-making, receiving feedback through discussion, providing rational information and critically evaluating errors.

“Open Space”	Generating the mutual ideas for discussion, receiving a large number of proposals at the same time, forming a package solution to the proposed problem.
Dialogical Learning	Reproducing dialogues from the disciplines of the professional and social-humanitarian cycle, improvement of knowledge and didactics, development or interactive speech.
	Content methods
Clustering	Processing information content with the aim of extracting necessary and relevant information.
OSEE	Forming one’s own relationship to other participants or phenomena of professional or social communication before the beginning of the communication process itself.
Business Incubator	Creating a treasury of ideas, forming a team of professionals, finding promising ways to solve problems during cooperation.
Context Learning	Problem solving necessity, learning in different situations and environments, focusing on self-regulation of one’s own learning, using autonomous learning.
Expert Learning	Using individual expert assessment on adaptability, experience and intuition.
Case method	Using specific situations(cases) of a problematic nature for joint analysis, discussion or development of solutions.
	Methods of professional development
“Three of professional development”	Self-analyzing and observing the changes in the array of knowledge, abilities and skills.
Language animation	Removing the language barrier, developing a deep interest in other cultures, improving the level of communicative competence, emotional openness and team-building.
Visualisation	Understanding and assimilation of information in a better way, support of interest and motivation, ensuring sustainable development of participants.
Cross-Learning	Transferring the process of foreign language teacher training to informal settings in order to identify topics for discussion and research in practice.

Situational modelling	Creating situations close to the conditions of real professional activity in order to model the learning process on the basis of empathic and synergistic approaches.
Vitagenic training	Actualization of life experience and psychological potential of participants in the educational process.
Project work	Interrelated events that are aimed at achieving an original result in a limited period of time.
Mobile Learning	Learning using mobile devices with access to educational resources in synchronous and asynchronous mode.
Method of cooperative learning	The educational process aimed at the interaction of all participants in order to check and improve the level of theoretical knowledge and practical skills.
	Methods of personal development
“Six caps” method	Using the concept of parallel thinking, where participants relate different ideas in order to develop flexibility of mind, creative search and improve critical thinking.
Synectics	Uniting representatives of various specialties to find innovative ideas and solve non-standard situations.
Interactive Learning	Dialogic learning, which assumes the values of each participants’ opinion and the absence of dominance or leadership.
	Methods of creativity development
Forum Theatre	Interactive method for solving personal, social and professional problems of the teacher.
Designing	Creating fundamentally new product based on the results of the works of professional groups.
Inversion	The search for non-standard, fundamentally opposite ideas based on the principles of dualism, critical thinking and dialectic unity.
Empathy (personal association)	Establishing an association between the personal experience of the teacher on the principle of substitution and the object of research during solving practical tasks.
Hyperbolisation	Modelling educational situations in order to increase or decrease the properties of the learning object.

The strategy of active implementation of the interactive method in the learning process changes the professional position of the future teacher of foreign languages. Modern teachers stop tying the educational process to their experience and knowledge, but only act as an organizer (determines the strategy and stages of the lesson, monitors

the progress of the process, defines roles, motivates students to cooperate, advises in case of complications, analyzes feedback, summaries).

In order to ensure the creative development of the personality of the future teacher of a foreign language as part of his professional training, the current state of the development of didactics and methods complements the traditional methods of teaching with creative techniques and means that prepare all the participants of the learning process for independent problem solving, creating a personal learning map, bringing the learning process closer to needs and properties of the individual. The above-mentioned methods can become an integral part of the teachers' training process and find their implementation in the following forms:

- Generation, development and presentation of non-standard ideas when solving problem situations;
- Teacher's portfolio, which includes a description of professional duties, a study of the experience of leading foreign language teachers, mutual analysis and self-analysis of professional activity;
- Trainings, seminars in the format of a business game for the comprehensive and step-by-step solution of controversial methodological issues;
- Workshops on reproducing dialogues according to the model (dialogue-agreement, dialogue-exchange of opinions, dialogue-discussion), teaching replication and functional style of dialogical speech;
- A training seminar aimed at observing verbal and non-verbal behaviour of communication participants, objective assessment of realities, finding cause-and-effect relationships, making correct decisions;
- An information platform with an individual trajectory of teachers' development, which would act as an educational environment with the mission of forming a new culture, changing stereotypes, and using the scientific and creative potential of future teachers;
- Interviews, expert evaluations, script writing including time coordinates, corrective work, main factors influencing the educational situation, formulation of criteria for evaluating positive and negative changes;
- Diagnostic project aimed at stimulating the desire for independent work, activation of creative potential, expansion of worldview;
- Dialogue performances based on personal stories followed by discussion and suggestions;
- Diagnostics of the intellectual potential of the community, an unfinished work or an idea aimed at actualizing creative potential, synchronous tables, open discussions ("If I were ...,"), didactic materials, an ideal educational model;

- Group work using the technology of cooperation of knowledge, experience and ideas of a large number of teachers at the same time;
- Various types of cases: case-case, case-exercise, case-situation for illustrating ideas, acquiring the necessary skills in practice, finding common solutions.

The aspects of the professional training of future teachers can be outlined by the development of new educational strategies, the joint search for solutions to increase the effectiveness of education, the formation of collective experience and the exchange of professional achievements. These informal methods have several advantages and prospects for use: they allow to combine specialists from different branches and different levels of experience, focus on different aspects of one problem or even several different problem situations at the same time, divide the solution of global problems into small issues, manage the degree of spontaneity discussion, involve experts and changes the roles of all the group participants.

The conclusions and perspectives of further research. The main goal of non-formal education throughout the world is to create free and equal opportunities for professionals to consciously choose a flexible and optimal trajectory of personal self-development that optimally meets their individual psychological and educational needs, enables the formation of a stable, conscious personal need for knowledge and creativity, maximizes self-actualization and self-realization, personal and professional self-determination. Accordingly, the cultural and moral development of future teachers of English, the success of their professional self-determination and professional activity, promotion of educational innovations based on digital and electronic learning, implementation of the guiding principles of the competence approach in education and upbringing, improvement of environmental and sanitary culture, are among the main tasks of non-formal education. Non-formal education leads to popularization of a healthy lifestyle, implementation of the main postulates of lifelong education and adult education, expansion of opportunities for language education and intercultural communication.

In developed countries, non-formal education is an established and usual form of functioning of the educational environment, which attracts the attention of the state, undergoes legal, methodical, financial and economic support, and promotes further recognition and development. In Ukraine, unfortunately, non-formal education is not yet fully recognized, although it is very popular among certain segments of the population (especially young people and economically active middle-aged people), its legal and organizational status is still unclear, financial support from the state is practically absent, methodological and methodical support from the governing bodies of education is too weak.

REFERENCES

1. Andrushchenko, V. (2013). Philosophy of non-formal education: problems and prospects of development. *Higher education of Ukraine*, 4, 5–9.
2. Informal education: concept, essence, principles (note to the reader). *Virtual bibliographer: website*. URL: <https://biblio.lib.kherson.ua/neformalna-osvita.html> (access date: 06/25/2020).
3. Krystopchuk, T. E. (2013). Formal, non-formal and informal education in the countries of the European Union. *Pedagogical process: theory and practice*, 5, 123–127.
4. Pavlyk, N. (2016). Development of the informal segment in the continuing education system. *Continuing professional education: theory and practice*. 1/2, 7–12.
5. On Education. The law of Ukraine from 05.09.2017 No 2145-VIII. URL: <http://zakon3.rada.gov.ua/laws/show/2145-19> (access date: 11.11.2023).
6. Recommendations of the Council of the EU of December 20, 2012 regarding the recognition of non-formal and informal education. URL: http://ipq.org.ua/upload/files/files/06_Biblioteka/01_Normativna_baza/01_V_iznznyia_neformalnogo_navchannya/01_Mignarodni_dokumenty/council_recommendations_20_dec_2012_ukr.pdf (access date: 21.11.2023).
7. Strategy of the development of higher education in Ukraine. Kyiv. 2020. URL: <https://mon.gov.ua/storage/app/media/rizne/2020/09/25/rozvitku-vishchoi-osviti-v-ukraini-02-10-2020.pdf>
8. Commission Staff Working Document. Accompanying the document : Proposal for a Council Recommendation on Key Competences for LifeLong Learning. URL: <https://eur-lex.europa.eu/legalcontent/EN/TXT/PDF/?uri=CELEX:52018SC0014&from=EN> (access date: 18.11.2023).

ЛОГІКО-ДИДАКТИЧНА СТРУКТУРА НЕФОРМАЛЬНИХ МЕТОДІВ НАВЧАННЯ У ПІДГОТОВЦІ МАЙБУТНІХ ВЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ

Олена Ябурова

кандидат педагогічних наук, доцент кафедри
теорії і практики початкової освіти
ДВНЗ «Донбаський державний педагогічний університет»
м. Слов'янськ, Україна
ORCID ID 0009-0007-6495-8233
primetime3311@gmail.com

Анотація. Світова глобалізація суттєво впливає на вимоги міжкультурної та соціокультурної трансформації ролі вчителя в сучасному освітньому просторі. Міжнародна співпраця у сфері вищої освіти модернізує національну систему освіти в частині нових можливостей академічної мобільності для українських студентів. Структура підготовки фахівців з урахуванням актуальних та перспективних потреб ринку праці має бути орієнтована на формування їхньої міжкультурної компетентності, у тому числі, з використанням інноваційних засобів неформальної освітньої діяльності, зокрема, в умовах педагогічних університетів, закладів післядипломної педагогічної освіти, центри підвищення кваліфікації та розвитку кар'єри різних форм власності.

Мета статті – підкреслити ефективність впровадження неформальних засобів навчання у підготовку майбутніх учителів англійської мови як засобу підвищення рівня їх професійної та соціальної підготовки та визначити логіко-дидактичну структуру запропонованого

неформального засобу. Впровадження засобів і прийомів неформальної освіти у процес професійної підготовки вчителя іноземної мови сприяє якісному засвоєнню методики та дидактики іноземної мови, активізує творчий потенціал фахівців у галузі педагогіки, забезпечує якісне практичне та організаційну підготовку та дозволяє досягти самореалізації в подальшій професійній діяльності.

Серед провідних засобів сучасного неформального освітнього забезпечення професійної підготовки вчителя іноземної мови автор відносить такі методи, як мозковий штурм, «американська мозаїка», рефлексія, дискусії, дебати, ділові ігри, діалогове навчання, кластеризація, контекстне навчання, експертне навчання, кейс-методи, мовна анімація, крос-навчання, візуалізація, вітагенний тренінг, синектика, інтерактивне навчання, форум-театр, інверсія, гіперболізація. Стратегія активного впровадження інтерактивного методу в навчальний процес змінює професійну позицію майбутнього вчителя іноземних мов, який тепер виступає в ролі організатора, фасилітатора та модератора навчального процесу.

Культурно-моральний розвиток майбутніх вчителів англійської мови, успішність їх професійного самовизначення та професійної діяльності, сприяння освітнім інноваціям на основі цифрового та електронного навчання, впровадження провідних засад компетентнісного підходу в освіті та вихованні, сприяння розвитку освітніх інновацій на засадах цифрового та електронного навчання, підвищення екологічної та санітарної культури є одними з основних завдань неформальної освіти.

Ключові слова: неформальна освіта; майбутні вчителі; методи та стратегії неформальної освіти; компетентність у викладанні англійської мови; навчання впродовж життя.

СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

1. Андрущенко, В. (2013). Філософія неформальної освіти : проблеми та перспективи розвитку. *Вища освіта України*, 4, 5–9.
2. Неформальна освіта: поняття, сутність, засади (пам'ятка читачеві). *Віртуальний бібліограф* : вебсайт. URL: <https://biblio.lib.kherson.ua/neformalna-osvita.html> (дата звернення: 21.11.2023).
3. Кристопчук, Т. Є. (2013). Формальна, неформальна та інформальна освіта у країнах Європейського Союзу. *Педагогічний процес : теорія і практика*, 5, 127–137.
4. Павлик, Н. (2016). Розвиток неформального сегмента у системі неперервної освіти. *Неперервна професійна освіта : теорія і практика*, 1/2, 7–9.
5. Про освіту. Закон України від 05.09.2017 No 2145-VIII. URL: <http://zakon3.rada.gov.ua/laws/show/2145-19> (дата звернення: 11.11.2023).
6. Рекомендації Ради ЄС від 20 грудня 2012 р. щодо визнання неформального та інформального навчання. URL: http://ipq.org.ua/upload/files/files/06_Biblioteka/01_Normativna_baza/01_Viznannya_neformalnogo_navchannya/01_Mignarodni_dokumenty/council_recommendations_20_dec_2012_ukr.pdf (дата звернення: 21.11.2023).
7. Стратегія розвитку вищої освіти в Україні. Київ. 2020. URL: <https://mon.gov.ua/storage/app/media/rizne/2020/09/25/rozvitku-vishchoi-osviti-v-ukraini-02-10-2020.pdf>
8. Commission Staff Working Document. Accompanying the document : Proposal for a Council Recommendation on Key Competences for LifeLong Learning. URL: <https://eur-lex.europa.eu/legalcontent/EN/TXT/PDF/?uri=CELEX:52018SC0014&from=EN> (дата звернення: 18.11.2023).

Матеріали надійшли до редакції 24.11.2023 р.