



THE DIGITALIZATION OF THE
EDUCATIONAL PROCESS AS A QUALITATIVE
CHARACTERISTIC OF THE
INDIVIDUALIZATION OF A FUTURE
TEACHER OF FOREIGN LANGUAGES'
PROFESSIONAL TRAINING

doi: 10.34142/astreae.2020.1.1.03



CHERNIONKOV Yaroslav

PhD in Education, Associate Professor,
Deputy Dean,
Department of Linguodidactics and Foreign Languages,
Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Ukraine,
25006, Kropyvnytskyi, Shevchenko Street 1, Ukraine
E-mail: yarcher78professor@gmail.com
<https://orcid.org/0000-0001-6598-1581>

ABSTRACT

This study was conducted to determine, outline the main characteristics, improve psychological-pedagogical basis of the concepts of “individualization”, “individualization of professional training”, “digitalization”, “digitalization of studying foreign languages” at higher educational institutions. The author investigated, analyzed the leading role and conceptual impact of the digital direction of education in the training of future highly qualified professionals in the field of pedagogical education.

It was noted that digital textbooks, exam software, computerized systems for full implementation of educational management processes, educational material platforms and educational support will continue to change the organization of the learning process (eventually facilitating it). In certain areas, this will lead to new knowledge.

“The individualization of professional training of a future foreign language teacher” has been defined as a complex, multidimensional, multicomponent and multilevel concept that we consider from the perspectives of the educational triad: pedagogy, psychology and foreign language. It is characterized by a specially created environment with appropriate conditions and is based on specific approaches.

The author described the “digitalization of teaching foreign languages” as a process of transformation of all the processes of teaching and studying foreign languages into the mainstream of digital implementation of educational processes: e-learning guides, e-educational manuals, e-methods and foreign language learning tools, DVD-materials, audio materials, electronic vocabularies and the creation of a university network in the future.

Key words: digitalization, digitalization of studying foreign languages, electronic means of learning and teaching, future teacher of foreign languages, individualization of the professional training, informatization of the educational process, optimal conditions for student’s development, practical approach.

АНОТАЦІЯ

Діджиталізація освітнього процесу як якісна характеристика індивідуалізації професійної підготовки майбутнього вчителя іноземних мов

Це дослідження проводилось з метою визначення, окреслення основних характеристик, удосконалення психолого-педагогічної основи понять «індивідуалізація», «індивідуалізація професійної підготовки», «діджиталізація», «діджиталізація вивчення іноземних мов» у вищих навчальних закладах. Автор дослідив, проаналізував провідну роль та концептуальний вплив цифрового напрямку освіти на підготовку майбутніх висококваліфікованих фахівців у галузі педагогічної освіти.

Автор охарактеризував "діджиталізацію викладання іноземних мов" як процес перетворення всіх процесів навчання та вивчення іноземних мов на основний потік цифрової реалізації навчальних процесів: посібники з електронного навчання, е-навчальні посібники, е-методи та інструменти для вивчення іноземних мов, DVD-матеріали, аудіоматеріали, електронні словники та створення університетської мережі в майбутньому.

«Індивідуалізація професійної підготовки майбутнього вчителя іноземної мови» була визначена як складна, багатовимірна, багатокомпонентна та багаторівнева концепція, яку ми розглядаємо з позицій освітньої тріади: педагогіка, психологія та іноземна мова. Вона характеризується спеціально створеним середовищем з відповідними умовами і базується на конкретних підходах.

Ключові слова: діджиталізація, діджиталізація вивчення іноземних мов, електронні засоби навчання та навчання, майбутній вчитель іноземних мов, індивідуалізація професійної підготовки, інформатизація навчального процесу, оптимальні умови для розвитку студента, практичний підхід.

INTRODUCTION

In Ukraine, professional training of foreign languages teachers is regulated in the Concept of Language Education in Ukraine (2011), the National Strategy for the Development of Education in Ukraine for 2012–2021 (2012), the Branch Concept for the Development of Continuing Teacher Education, the Project “New Generation School Teacher” (2013), Law of Ukraine “On Higher Education” (2014), Decree of the President of Ukraine “On Announcement of the Year 2016 of the English Language in Ukraine” (2015), the Project of Improving the Professional Skills of English Teachers “Postgraduate Pedagogical Education of Foreign Languages Teachers” (2016), Concepts of “New Ukrainian School” (2016), “On Education” (2017), aimed at improving foreign language education in Ukraine, providing quality training for future foreign language teachers capable of professional self-improvement.

In accordance with all normative documents, modern requirements of European education and the state of teaching of foreign languages in our country, the Ministry of Education and Science of Ukraine has created a system of professional training of teachers, which provides for updating the content of teaching, shifting the emphasis from theoretical to practical training and formation of competencies of the future English teacher:

- speech competence;
- sociocultural competence;
- linguistic competence;
- country-specific competence;
- educational competence;
- strategic competence.

On the basis of these competences, which students form over all years of studying at higher institution, a profile of a future foreign language teacher is compiled. It contains the following components: “Understanding the students”, “Planning lessons and studying courses”, “Organization of the lesson”, “Assessing the students’ academic achievements”, “Knowledge of the subject” English language”, “Knowledge of the subject “Methods of teaching a foreign language”, “Management of own professional development”. The most important thing is that there is no imperative in the profile – “The Teacher Must”. The teacher’s profile is based on such reflections as “I can”, “I know”, “I do”, “I know my students”, “I know and can plan lessons and training courses”, “I know and I effectively organize classroom work”, “I know and can evaluate students’ learning achievements”, “I speak English and I know the methods of teaching English”, “I know the ways of professional development”. These descriptors are embedded in the profile of a future next generation English teacher. The content modules of the teacher training program provide for the formation of subject and life competencies in the students themselves so that they come to school and are able to pass it on to their students.

In particular, the ability to think critically, communicate in English and the ability to learn (*Rozpochynaietsia pidhotovka*, 2016).

In order to successfully perform the above functions, the teacher must first master the course “Methods of Teaching Foreign Languages”. Methodological training is considered to be a system-forming factor for the future teacher’s professional training. At the same time it is a relatively independent system with its own content, structure and functions. It is ensured by studying the cycle of disciplines of foreign language teaching methods, special courses and special seminars; students’ participation in scientific research work, scientific-methodological work and pedagogical practice at school.

The formation and improvement of methodological competence is the main purpose of the training courses, the basis of which is the knowledge of methodological and theoretical principles of the methodology of language teaching, conceptual foundations, structure and content of teaching aids (textbooks, tutorials, etc.), the ability to apply the knowledge of language in pedagogical activity, to perform basic professional and methodological functions (communicative-educational, developmental, gnostic, etc.) (Panova, Andriyko, & Tezikova, 2010).

Graduates of the Faculty of Philology of Pedagogical Universities should be able to navigate the space of main tendencies that determine the current state of linguistic education at state secondary schools. This applies, in particular, to the extension of the content of the educational material to include subjects such as language culture, stylistics, rhetoric, or elements thereof; strengthening the principles of integrativeness, cross-curricular interaction, reliance on the history of language.

Continuation of methodological training lasts at the level of magistracy. Masters training is implemented through the introduction of integrated training courses that provide systematic mastery of educational disciplines, which, again, contributes to the avoidance of repetition of educational material, improving the organization of the educational process, as well as the introduction of the latest technologies of the modern language (Makhreva, 2011).

The typical program of the course “Methods of Foreign Language Teaching” is completely innovative. So far, this course has been taught differently depending on the educational institution: one or two semesters. Course duration changed: it will start from the second year of study, after the basic training course, and will be taught for 3 years – up to the final certification. With regard to the number of hours allocated to teaching, it is proposed to change this pathetic figure of 4%, which in academic hours ranged from 54 to 108. 660 hours will be devoted to the preparation of a foreign language teacher, who will solely focus on methodology. A pre-project study showed that most universities had a predominantly Ukrainian language of instruction. The new program provides English-only teaching, so we will develop our first competence – communication in a foreign language. “Methods of Foreign Language Teaching” will no longer be a purely theoretical discipline. It is

now focused on developing English language teaching skills, and school practice becomes fully integrated into the methodology course (*Rozpochynaietsia pidhotovka*, 2016).

Therefore, the training of highly qualified professionals, competitive in the labor market, and capable of competent, responsible and effective activity in their own field is impossible without the implementation of theoretical and practical training of future foreign language teachers.

The problem of professional training of teachers was investigated in various aspects in the writings of G. Aseev, V. Bepal'ko, A. Horbatiuk, I. Kostikova, O. Malykhin, O. Meshcheriakov, V. Palamarchuk, O. Paliy, O. Piehota, I. Prokopenko, I. Sinelnyk, P. Stefanenko, T. Cheprasova, S. Shevchenko and others.

Issues of individualization of education were covered by leading scholars such as: D. El'konin, O. Zaporozhets, G. Kostyuk, V. Kotyrlo, G. Lublinska, V. Miasyshchev, D. Nikolenko, L. Prokolienko, and P. Chamata.

By individualization, foreign scientists understand any form and method of taking into account individual features in teaching. From these standpoints, D. El'konin, "individualization" is not a concept, as viewed by national science, but a system of individualized system of studying (Smalko, 2008, p. 3–15).

As stated in the Ukrainian Pedagogical Dictionary by S. Honcharenko, "Individualization of the learning process" is the organization of the educational process in which the choice of methods, techniques and pace of study takes into account the individual differences of students and the level of development of their learning abilities. The purpose of individualizing the learning process is to ensure the maximum productive work of all students and should be carried out at all stages of learning. Individual education in the modern school is used mainly in the form of consultations, temporary individual work (Honcharenko, 1997).

Individualization of teacher's professional training is regarded as a purely didactic principle, which necessitates the need to see each student in the training process. Individualizing the Teacher Training Process in pedagogical university is considered as an organization of educational activities, which takes into account the individual differences of students, the level of development of their ability to study. Like the essence of individualization of the learning process, the essence of the concept of individual approach is determined. The leading principle of individual development is the principle of individual approach, the essence of which is to take into account and study the individual differences of students.

According to O. Piehota, "the process of individualization of teacher's pedagogical training" is the student's work on an individual educational program, drawing up a professional self-portrait, learning to formulate and provide a personal pedagogical concept and determine the strategy of professional life. The existing system of professional training in a pedagogical university is largely aimed at theoretical understanding of the essence of the educational process of the secondary school. As

experience shows, due attention is not always paid to the formation of a complex of professionally significant personality traits that provide a high level of future teacher's professionalism in the specific conditions of the modern pedagogical process (Piekhota, 2003, p. 50–100).

We see a solution to this problem in organizing the process of individualizing teacher's training (in our case, a foreign language teacher) on the basis of subjects "Pedagogy", "Psychology", "Foreign language". We believe that this process, at the stage of studying at the university, is more effective if the unity of theoretical and methodical (practical) training is achieved, professionally significant personality qualities are formed, and organizational psychological-pedagogical conditions for its realization are created. We distinguish a number of psychological-pedagogical conditions:

- Change of priorities in defining the concept of general pedagogical training in the modern university, its humanization, technologicalization and personalization;
- Enriching the goals, objectives, changing the structure of general pedagogical and professional training at a university focused on civilizational values and the European standard of pedagogical education;
- Improving the content of courses in "History of Pedagogy", "Pedagogy of the School", "Higher Education Pedagogy";
- Reorientation of the content of courses in "Teaching Methods", "Educational Work Methods" to the study of modern domestic and foreign techniques and technologies;
- Restructuring of the pedagogical practice system;
- Introducing the principles of individualization and differentiation of teachers' training and organization of the educational process into teaching activity.

Teacher's professional training can be more fully realized if its main purpose is to create organizational and pedagogical conditions for the teacher's professional and personal development, expressed in his/her ability to constantly enrich his/her own spiritual and professional cultures. The process of teachers' training will be carried out with taking into account the main stages of becoming a person as a subject of activity (adaptation of students to new socio-pedagogical conditions of learning, becoming active student, self-determination, through the saturation of the content of traditional courses of pedagogical disciplines).

Thus, in our opinion, the process of teachers' training at a higher pedagogical institution is a process of complex organized development and individual self-improvement of the student's personality and should be carried out in the process of individualization and on the basis of a personality-oriented approach. In addition, the boundaries of this process must be flexible and dynamic so as not to diminish the individual needs and interests of the individual. This is the basic essence and complexity of individualization of the teacher's professional training: the harmonious

combination of the individuality's flourishing of each student in all its peculiarity with the flowering of the active content of the collective life.

Having analyzed all the definitions and researches of leading scientists, we should point out that we see in the term of "individualization" the process of isolation of the individual to obtain the best result in any activity that causes the creation and improvement of individuality (character, type of activity, individualism) and characterized by creativity.

We note that individualization of teachers' training is a complex, multidimensional, multicomponent and multilevel concept that we consider from the perspective of the educational triad: pedagogy, psychology, and foreign language. It is characterized by a specially created environment with appropriate conditions and is based on specific approaches.

AIM OF THE ARTICLE:

- to determine the conceptual role and qualitative impact of digitalization and informatization in the process of individualization of professional training of future teacher of foreign languages at higher education institutions;
- to analyze the essence of the concepts of "digitalization", "digitalization of teaching foreign languages", "individualization", "individualization of professional training";
- to investigate practical conceptual foundations of the studied formation (digitalization) in the conditions of teaching foreign languages to future specialists in the field of education.

The relevance of the study is due to the need to introduce information and telecommunication technologies in the process of individualization of professional training, which ensure high efficiency of acquiring knowledge of foreign languages, as well as increase the interest of students in learning. However, the practical aspects of digitalization of foreign language teaching at higher educational establishments of Ukraine, which would take into account the modern achievements of information and communication technologies in theory and practice, remain undeveloped.

METHODOLOGY

The methods of the context of educational research, data collection, and data analysis and reporting were used.

RESULTS AND DISCUSSION

The relevance of the problem of digitalization of foreign language teaching in the process of future teachers' professional training at the higher educational institutions is conditioned by a number of factors, among which are the following: *general*, related to total informatization, which takes place in Ukraine and requires professionals of any profile to possess modern information technology (IT) for effective use in professional activity, formation and expansion of the world educational space, which envisages implementation of international standards of education and competences of professional training of specialists; as well as *special*

ones due to the necessity of acquiring a foreign language teacher with the most up-to-date scientific and educational information (the volume of which according to known statistics is doubled every one and a half years). Moreover, the use of technical (audio-visual) means, due to the specificity of forming receptive and productive foreign language skills (listening and speaking), spelling and especially phonetic skills IT has a special role in the study of foreign languages, with the ability to accumulate and compact and unlimited in time storage of text, graphics, audio, video or integrated training information with the ability to edit and improve without losing the original quality, significantly more effectively ensure proper technical support of the learning process in foreign languages (Morska, 2008).

Conceptual and ideological positions of informatization of the educational process were considered in the works of foreign scholars (C. Chapelle, G. Davies, E. Gaiek, N. Hativa, M. Wallace, M. Warschauer, etc.). The possibilities of using information and telecommunication technologies in the educational process as a whole and in the teaching of foreign languages in particular were analyzed in scientific publications of Ukrainian (E. Mashbits, N. Morze, I. Pidlasyi, P. Serdiukov) and Russian (V. Bepalko, M. Bovtenko, I. Zakharova, V. Monakhov, O. Smolianinova) scientists.

In the researches of S. Volodko, L. Derkach, L. Kravchenko, Yu. Kravtsova the general characteristics that are important for solving the social and psychological problems of training specialists to use IT in their professional activity were highlighted.

Some issues of teaching different aspects of a foreign language by means of IT are elucidated in the dissertations of E. Azimov, I. Zymnya, O. Paliy, Yu. Hapon, I. Chursina, M. Warschauer and others.

The scientific works of E. Polat, D. Chun, J. Plass, R. Oxford are characterized by a thorough analysis of the possibilities of distance learning of foreign languages and the professional preparation of a future teacher for such learning.

A linguistic and methodological analysis of the existing computer-based language learning software market was the subject of dissertations of R. Hurevych, R. Potapova, M. Peterson, P. Sutherland.

Thorough studies of the digitalization of teaching and learning foreign languages have been developed by such scholars as: T. Gromova, G. Korsun, I. Kostikova, L. Mors'ka, O. Synekop, A. Benedek, S. Brennen, M. Kaku, G. Molnar, N. Navare, J. Stommel, N. Wurffel.

“Digitalization” broadly means the transition of the information field to digital, that is, what is happening now. It is sometimes used to refer to a specific act of translating certain information from analog to digital for easy later use on modern electronic devices.

Appealing to the Oxford English Dictionary, researchers claim that *digitization* means “the act or process of 182 digitizing; conversion of analogue data (images,

video and text material) to digital form”, *digitalization* means “introduction or increase of use of digital and computer technologies by organizations, in a certain industry, country” (Benedek, & Molnar, 2015).

Digitization is the process of converting all available information into digital format. In layman's term digitization, means enhancement of user experience and building efficiency. Efficiency drives saving operational cost. Effectively both add to the process optimization, when augmented with digitization, it will give progress based output. Here the teaching process is optimized using digital aids for the effective teaching of Second language (Navare, 2018).

Issues of distance learning technologies in the process of studying foreign languages are considered in the works of both Ukrainian and foreign educators, including O. Andreyev, E. Dmitriyev, V. Kukharenko, V. Sviridiuk, Yu. Horwitz, N. Mayer, N. Mulina, K. Kozhukhov, E. Polat, A. Khutorskoy, G. Dudeney, N. Hockly. The scientists M. Arian, O. Bigych, N. Borysko, N. Gals'kova, N. Koriakovtseva, R. Milrud, S. Nikolaeva, Yu. Passov, V. Safonov, N. Sokolova, O. Solovova, T. Tambovkin, O. Trubitsina, A. Shchukin, N. Yazikova, J. Appel, R. Arends, A. Doff, D. Frieman, J. Hedge, E. Hutchinson, T. Hutchinson, W. Littlewood, M.J. Wallace, W. Wilen, N. Whitney and others investigated the conceptual questions of the problem of teaching foreign languages at higher pedagogical universities.

According to English scholars, in particular L. Dickinson, B. Holmberg, K. Richards, P. Roy, the problem of organizing and forming the content of the distance form of teachers' training has not yet taken a proper place in scientific research and practice. This is due to objective reasons, first of all, because the problem is relatively new. In addition, the study of foreign languages in the distance education system with the help of modern information tools and technologies has been intensively studied only in the last two decades. The scientists T. Anderson, B. Collis, M. Hagi, R. Maison, R. Melton, D. Runtree differentiate the media of teaching foreign language communication into traditional and high-tech ones.

The specialists in distance learning (D. Rogers, A. Wolfe, etc.) consider the use of audio and video conferences when learning foreign languages. L. Blanchfield, I. Patrick, O. Simpson and others determine the advantages and disadvantages of using e-mail in distance learning in foreign language. Ukrainian scientists V. Bykov, Y. Zhuk, V. Kukharenko, V. Lapinsky, V. Oliynyk, V. Pugach investigated some aspects of teacher training in the distance learning system, foreign language teachers in particular.

Having analyzed the scientific and pedagogical literature on the problem of software and methodological support of distance learning, we have come to the conclusion that the approaches of V. Bykov, Y. Zhuk, V. Lapinsky are the most productive for our study. The authors point out that distance learning software is a collection of materials that reflect the content of learning, learning content management system

(LCMS), regulatory framework and methods of distance learning (Bykov, & Zhuk, 2005).

The basic requirements for the practical training of a foreign language teacher are that he/she must be able to implement:

- communicative-educational function, that is, qualified to apply modern principles, methods, techniques and means of teaching foreign language communication;
- educational function, i.e. to solve the problem of moral, cultural-aesthetic, labor education of students by means of a foreign language;
- developmental function, that is, to predict ways of formation and development of the intellectual and emotional spheres of a student's personality, his cognitive and mental abilities in the process of mastering a foreign language;
- educational function, that is, to assist students in learning to study, to expand their outlook (State Standard of General Secondary Education, 2013).

The leading scientist of the problem of research of digitalized/multimedia teaching and training of future foreign language teachers professor I. Kostikova analyzes a number of innovative methods that have the most qualitative impact on the acquisition of foreign language by students and that we use in our study of individualization of future teacher training of a foreign language teacher, namely:

- ✓ CD CD-ROM technology (also today DVD and Flash-card), which allows to increase the amount of information stored on laser CDs and flash cards;
- ✓ use of the Internet (books, methodological literature, newspapers, magazines; educational computer programs; electronic libraries, databases, information systems; educational e-books, reference files, dictionaries, reference books in electronic form);
- ✓ information resources (distance learning courses (for the advanced training system, for higher education institutions in specific disciplines, etc.); courses, programs intended for self-education; web-based quests for training; training olympiads, quizzes, telecommunication projects; unity of teachers; teleconferences for specialists (subject teachers, principals, heads of schools, rectors and vice-rectors of universities, etc.); virtual consultative centers (for teachers, students, graduate students, parents); scientific associations of students, postgraduate students;
- ✓ training internet resources hotlist, multimedia scrapbook, treasure hunt, subject sampler and webquest;
- ✓ telecommunication and multimedia projects are multi-page publications in Microsoft Publisher (enables them to publish thematic booklets), Microsoft Power Point (makes animated pictures, sound and video files available), Microsoft Word (allows you to format the desired text) and Microsoft Internet Explorer (allows you to work with Internet resources on the Internet);

✓ TOEFL program, the standard English exam. There are five complete TOEFL tests available in this program. Each test consists of three parts: Listening Comprehension, Structure and Writing Expression, and Reading Comprehension. In preparation for the TOEFL exam, you can use computer software at <http://www.toefl.org> (official TOEFL, TSE and TWE exam site), <http://www.ielts.org> (official IELTS exam site (International English Language Testing System)), <http://www.exams.ru> (international exam in English, information on all international examinations in English as a foreign language, test tests);

✓ playback of digital video - DVD;

✓ use of modern authentic, foreign-language multimedia textbooks, such widely known editions as: Macmillan, Oxford, Cambridge, Express Publishing (Kostikova, & Masliuk, 2013, p. 46–67).

So there are many online learning resources, and are they all effective and how can we choose the best one? In fact, each of the services listed above had its own peculiarities, its own approach to learning and, probably, one of the most important conditions, not all platforms are free.

At the same time, we define the individualization of the professional training of the future foreign language teacher as a process of purely individual programs, content, forms, means, pace, forms of control and evaluation. It can be embodied within and on the basis of the individualization of professional training as a system of relationships and provides for:

1. Comprehensive knowledge of the student, his abilities and opportunities;
2. Properly trained teachers;
3. Availability of adapted (individualized and digitalized) courses, programs;
4. Well-established and developed material-technical base.

The presence of a powerful integrated material and technical base (lecture rooms, study labs and classrooms, a library with a reading room and a book depository) which allows providing all kinds of laboratory-practical classes, disciplinary and interdisciplinary training and educational practice. Training sessions should be conducted by using modern technical training tools (audio and video equipment, multimedia devices, interactive whiteboard, multimedia video complexes, electronic manuals). There must be technical support for distance learning of students, Internet, 3G-4G, WI-FI (Chernionkov, 2018).

Compliance with requirements such as: informativeness, flexibility, mobility, interdisciplinarity, integration, individualization will lead to the creation of a new generation of educators. For example, to create an e-course, as well as an electronic smart tutorial, you must use: cloud technologies, multimedia tools, automatic filtering of knowledge rating, interactivity, collaboration on the Internet. In our opinion, our country is on the verge of an all-Ukrainian Smart Education Network.

In our professional activities at the English language lessons we use the following innovative techniques that are recommended to be implemented in the first year (first and second terms). Students are offered exercises of reflexive communicative nature, on the basis of various innovative communication technologies (Learning to Learn, BYOD, bricolage, project method, method of stimulating statements, newspaper article annotation).

Learning to Learn is the process of analyzing the organization of training, methods of achieving educational outcomes and personal dynamics by the student. Then students have to think about how they learn and what to do with the help of various online tools. In other words, students evaluate their own studying and the results of its (communicative approach) (Neborsky, 2015).

Bring Your Own Devices (BYOD) is a pedagogical principle in which students use the gadget (smartphone, laptop, tablet) already available to them. Needless to say that such a method saves financial costs in the technical equipment of classrooms. The most important thing is to provide Wi-Fi access to the Internet and discuss with students the purpose for which gadget will be used (Bring Your Own Device, 2012).

“Bricolage” is a term used in a variety of disciplines, including visual arts and literature, means of creating a subject or object from scrap materials, as well as a subject or object. For example, in music, it is a wooden spoon or saw as a musical instrument; in visual arts – prefabricated collages. Bricolage in education is the use to study anything you want, in addition to specially created tools like textbooks. The simplest example of this technology is the experiments in chemistry class, when the laws of chemistry and the different reactions are not only read by the students, but can also be tested by them. There are two types of this technology: 1 – to take what is at hand and use in a different capacity; 2 – create new from existing old (*Obrazovatelnaia tekhnologiia «Brikolazh*, 2016).

Project method – the primary use of the project method in teaching a foreign language is the ability in the mastery of students’ communicative competence, i.e. practical mastery of a foreign language. In addition, project-based learning promotes: increased personal confidence of students; develops a “team spirit”, interpersonal skills and ability to collaborate; provides a mechanism for critical thinking, the ability to seek solutions to problems; develops pupils' research skills. We highlight the following projects: projects-message or research projects (Information and Research projects); projects-interview (Survey projects); project-manufacturing (Production projects); projects such as role-plays and drama performances (Performance and Organizational projects) (Lerman, 2007).

Method of Simulating statements – this method differs from using the well-known logico-syntactic schemes that the students build content and logic of their statements themselves on the basis of a spoken text. Also a good example of this technology can be a teacher creating a situation where one party or need to convince

others or to talk about the benefits once phenomena using the words *always, and, sometimes, but*. (Mnatcakanian, 2011).

Annotation – newspapers and magazines as a mass medium are very important for students in General, and English classes in particular, because they provide relevant information, informing all that is happening in the world around us and thus deepens and expands the horizons of students.

Work with a newspaper or magazine article is divided into 3 stages:

Stage 1 – work with a newspaper article before reading it. Students are encouraged to review the entire issue of the newspaper and say, what headings it contains and which of them drew attention, to explain why. You can use the reference circuit for discussion of the done work.

Stage 2 – informational reading. At this stage students scan the article of the newspaper that caught their attention.

Stage 3 – working with text. This type of work contributes to motivation to learn the English language and is an effective means of formation of foreign cultural competence (Mnatcakanian, 2011).

Here is an example of first-year students' individual work on such topics as "My Future Profession", "Choosing a Career", "Fake News Sites". We encourage students to shoot short videos (up to 5 minutes) and then upload them to our Moodle course "English for Everyone". The final grade for this type of work will depend on:

- Foreign language quality;
- The amount of student participation in the video;
- Use of humor;
- Number of errors;
- Video plot.

Our main purpose was to encourage students to communicate in a foreign language. Therefore, our tasks were as follows:

1. Using the technologies "*Project work*" and "*BYOD*" create your own video project. The themes are the following: "WHAT is FAKE NEWS SITE?», "My Future Site".
2. Using technology "*learning to learn*" assess your knowledge and results for this module in a form of dialogue. Use the key-phrases: I think, I'm sure, It seems to me, I can prove, I can estimate my results as, despite. THE THEME IS "Journalistic Activity is Cool".
3. With the help of "*Method of statements stimulation*" across the communicative approach (always, and, sometimes, but) react to the next situation: 1. You are going to interview one of the leaders of the Somali Pirates. Your parents are afraid of this a lot. Offer your evidences to make them change their mind. 2. You are convinced that Ukrainian Mass Media informational system is one of the best in the world. But your friend does not support your point of view. Convince him backwards.

4. “*Bricolage*” technology in your research work. Create your own SITE or BLOG using the things you have on hand. Describe your experience. Use the given links to watch the videos:
 - <https://www.youtube.com/watch?v=WE1tXYgNi3Q>
 - <https://www.youtube.com/watch?v=K-zI7sCoglo>
 - <https://www.youtube.com/watch?v=jx8rvfjnOq8>
 - <https://www.youtube.com/watch?v=LH85Y-PL7Zo>
 - https://www.youtube.com/watch?v=Lf2c9_9Rz6g
5. Choose any newspaper or magazine article in English devoted to Fake Sites, Journalist’s Profession. Work in a group – make up CRISS-CROSS QUESTIONING for the technology of *annotation*.
6. Using the technologies “*Project work*” and “*BYOD*”. The themes are the next: “Pros and Cons of Teacher’s Profession”, “Teacher’s Profession is My Life”.

Summing up all of the above, we can say that working at the Department of Linguodidactics and Foreign Languages of Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, we understand the “digitalization of professional training” as a process of transformation all the activities of teaching and studying foreign languages in the process of future teacher of foreign languages’ professional training into the mainstream of digital implementation of educational process: e-learning guides, e-educational manuals, e-methods and foreign language learning tools, DVD – materials, audio materials, electronic vocabularies and the creation of a university network in the future.

CONCLUSION

Given the personal preferences of the future teacher of foreign languages at the center of the educational system (at higher pedagogical educational institutions), today there is a transition to flexible models of organization of educational-pedagogical process, which involve digitalizing of training of a person capable of realizing his/her creative and professional potential in various spheres; that is why the problem of introducing an individualized personality-oriented approach, the characteristic features of which is cooperation, dialogical activity, active-creative character, providing the individuality with the necessary freedom to make independent decisions in the educational process of higher education, is extremely relevant. We understand that our observation is only part of the research program we have created for this issue. Further studies we see in the analysis of the system of practical digital methods of studying English at the faculty of foreign languages of our university.

Funding: This study received no specific financial support.

Competing Interests: The author declares that there are no conflicts of interests regarding the publication of this paper.

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Received: 20.12.2019

Accepted: 20.01.2020

Cite this article as:

Chernionkov, Y. (2020). The digitalization of the educational process as a qualitative characteristic of the individualization of a future teacher of foreign languages' professional training. *Astraea*, 1(1), 48–63. doi: 10.34142/astrea.2020.1.1.03

