

TEACHER EDUCATION

ПІДГОТОВКА ВЧИТЕЛЯ

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Analysis of scientific approaches to the formation of future foreign language teachers' competences

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Abstract

The purpose of the article is to analyze scholarly approaches to the issue of developing the competencies of students, and, in particular, future foreign language teachers. The following research objectives were identified: to define the concept of “teacher competence”; to clarify the classical pedagogical approaches to implementing a system for developing competencies, as outlined in the scholarly works of foreign and domestic authors. A review of the literature made it possible to define the basic concept of teacher competence. The article describes five strategies for phased pedagogical reinforcement at the metacognitive, cognitive, and affective levels, as proposed by Van de Paul et al. In addition, it outlines the concept of student learning designed to increase student engagement, as proposed by Lee and Hannafin. The article provides a detailed description of D. Merrill’s didactic model, which is viewed as a tool for implementing systematic, student-centered approaches. It is emphasized that effective learning focuses primarily on solving real-world problems and consists of five sequential stages. Structural-logical diagrams developed by Ukrainian educators were examined as examples of models for the phased development of competencies among future teachers.

Keywords: competence, competence formation, future teachers, professional training, higher education institutions

Аналіз наукових підходів до формування компетентностей майбутніх учителів іноземних мов

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Анотація

Метою статті є аналіз наукових підходів до питання розвитку компетентностей студентів, зокрема майбутніх вчителів іноземних мов. Були визначені такі завдання дослідження: дати визначення поняттю «компетентність вчителя»; проаналізувати класичні педагогічні підходи до впровадження системи розвитку компетентностей, викладені в наукових працях зарубіжних та вітчизняних авторів. Огляд літератури дав змогу визначити базове поняття компетентності вчителя. У статті описано п'ять стратегій поетапного педагогічного підкріплення на метакогнітивному, когнітивному та афективному рівнях, запропонованих Ван де Полом та ін. Крім того, у роботі викладено концепцію навчання студентів, спрямовану на підвищення їхньої залученості, запропоновану Лі та Ханнафіном. У статті наведено детальний опис дидактичної моделі Д. Меррілла, яка розглядається як інструмент для впровадження систематичних підходів, орієнтованих на студента. Підкреслюється, що ефективне навчання зосереджується насамперед на вирішенні реальних проблем і складається з п'яти послідовних етапів. Як приклади моделей поетапного розвитку компетентностей майбутніх вчителів було розглянуто структурно-логічні схеми, розроблені українськими педагогами.

Ключові слова: компетентність, формування компетентностей, майбутні учителі, професійна підготовка, заклади вищої освіти

Statement of the problem. It is important to remember that the process of acquiring competencies does not happen all at once. It is advisable to prioritize an approach focused on the gradual accumulation of knowledge and skills, the enrichment of creative experience, and the development of mechanisms for participants in the educational process to realize their potential. K. Borsuk's views align with our vision. Consequently, the author justifies the need for strict adherence to the principle of a phased approach and proposes his own set of criteria, which includes:

- presenting educational material in parts and in a logical sequence;
- monitoring the knowledge already acquired by learners;
- developing a subsequent learning plan based on the results of the monitoring (Borsuk, 2012).

Analysis of recent research and publications. The problem of formation of future teachers' competences has been examined by several prominent psychologists,

as well as notable scholars O. Bihych, H. Bondar, K. Borsuk, H. Dreyfus, S. Dreyfus, M. Grendler, O. Kmit, V. Kostenko, D. Merrill, V. Pavliuk, I. Solohor, S. Sorden, K. Wong.

The purpose of the article is to analyze scholarly approaches to the issue of developing the competencies of students, and, in particular, future foreign language teachers.

The following research objectives were identified:

- to define the concept of "teacher competence"
- to clarify the classical pedagogical approaches to implementing a system for developing competencies, as outlined in the scholarly works of foreign and domestic authors.

The following methods were employed to address the tasks:

- Theoretical (including analysis, synthesis, systematization, comparison),
- Structural,
- Systematic.

The Results of the Research. H. Bondar and V. Pavliuk define the concept of “competence” as “the ability to act based on acquired knowledge.” The authors view competence as “a set of competencies, that is, manifestations of successful and productive activity.” (Bondar, Pavliuk, 2022). O. Uminska asserts that a competent teacher is one who, thanks to their knowledge and acquired skills, can successfully solve any pedagogical challenges in practice (Uminska, 2026).

In the early stages, instructors should provide ongoing guidance and strive to transform students’ perceptions of the learning process (especially in foreign language instruction). The instructor is viewed as a facilitator who focuses on promoting a continuous learning process. The amount of individual support, however, gradually decreases as students’ confidence grows. For example, J. Gregory, when discussing the role of a teacher, describes the teacher as “not a driver or a supervisor, but rather an advisor and mentor” (Merrill, 2002).

Van de Paul et al. identified five strategies for phased pedagogical reinforcement at the metacognitive, cognitive, and affective levels, including directional support, cognitive structuring, reduction of degrees of freedom, engagement, and management of unpredictable situations/frustration control. The authors proposed three main characteristics of learning support in the interaction between the instructor and the learner: contingency (the instructor’s support is based on the participants’ current level of achievement), tapering off (as the level of understanding of the course material increases), and the transfer of responsibility (Van de Paul et al., 2010).

Lee and Hannafin propose the following framework for student learning to enhance their engagement: “own,” “learn,” and “share,” where the first stage involves students developing a sense of responsibility for the process and achieving personally meaningful learning goals; “learn” means that students engage in self-directed learning, drawing on metacognitive, procedural, conceptual, and strategic supports. And finally, “share” means that students disseminate the knowledge and skills they have acquired among those around them (Wong, 2020).

In this context, it makes sense to draw on classical pedagogical approaches to implementing a system for developing competencies, as presented in scholarly studies by foreign and domestic authors.

D. Merrill’s didactic model is viewed as a tool for implementing systematic and student-centered approaches, the advantages of which include promotion

of the independent development of a personal style of professional and behavioral activity, the universality of learning technologies, which are relevant for any age category, enhanced motivation and goal-orientation etc (Riabchun, 2025). The application of D. Merrill’s model ensures that learners take an active role, which is consistent with the principles of student-centered learning and creates conditions for subject-subject interaction. Each stage of D. Merrill’s model provides for the possibility of personalizing learning by varying the content, activity formats, pace, and level of difficulty of tasks in accordance with the individual educational needs of learners. According to D. Merrill, effective learning focuses primarily on solving real-world problems and consists of five sequential stages:

- identifying the problem,
- the activation phase,
- the demonstration phase,
- the implementation phase,
- the integration phase (Merrill, 2002).

The author emphasizes that instruction should begin at the learner’s current level. If students have the necessary prior knowledge, the first stage of instruction should focus on ensuring that this prior knowledge is activated and ready to be used as a foundation for new learning (the activation phase). The learning process is more effective when the content to be mastered is directly demonstrated during class, rather than merely verbalized (the demonstration phase). S. Sorden, drawing on cognitive theory of multimedia learning, reaches the same conclusion: it is considered appropriate to encourage learners to construct new knowledge based on the presentation of the material (Sorden, 2013). D. Merrill views the application phase as an opportunity to use acquired competencies to solve specific problems. The learning process is optimized when learners are encouraged to apply their acquired competencies in everyday situations – that is, to integrate them into real-life experiences.

As examples of models for the phased development of competencies among future teachers, it is worth considering the structural-logical frameworks proposed by K. Stepanyuk and L. Zhovtan. K. Stepanuk identifies three stages in preparing future teachers to master a system of knowledge, skills, and competencies: preparatory, project-based and exploratory, and educational and professional. As the researcher notes, at each stage of the educational process, the emphasis is on mastering specific types of skills; however, their mutual coherence and the possibility of a logical transition from

one level to the next ensure the holistic nature of their development (Stepanyuk, 2015).

Another illustrative example is L. Zhovtan's model, which encompasses the basic, interpretive, and implementation stages at the reproductive level, and the structural, integrative, and summary stages at the level of productive (creative) activity. The expert emphasizes that the proposed model for the phased development of future teachers' competencies can be implemented only if the educational process is organized in a holistic manner, based on a person-centered approach that enables students to realize their potential and takes their individual needs into account (Zhovtan, 2014).

We agree with L. Zhovtan's view that it is advisable to identify a final stage in the development of students' competencies, with the aim of conducting a reflective analysis of the learning outcomes achieved. A. Wayn views reflection as a learning process based on daily experience and an integral part of higher education programs (Wain, 2017), while R. Helyer calls it a "tool for development" (Helyer, 2015). However, for reflection to be meaningful for learning, we must view it as a purposeful activity with a specific goal, note J. Moon (Moon, 2004), D. Boud, et al. (Boud, 1985). Through reflection, participants in the educational process have the opportunity to experience emotional and social support (Chang, 2019), to organize and rethink the knowledge they have gained, to document their educational journey, and to provide references and recommendations for future students. According to R. Helyer, through reflection, students "come to realize that they are constantly learning and developing their skills." (Helyer, 2015). Researchers are convinced that reflection strengthens connections between different fields of knowledge (Gardner-Medwin et al., 2003), as well as within tasks (Chang, 2019). A. Costa and B. Kallik,

in their study of various aspects of reflection, distinguish in particular between reflection on work and reflection on experience, which reinforce the significance of the results obtained and promote deep understanding and comprehensive learning (Costa, Kallik, 2008). It is important to emphasize that reflecting on learning experiences does not necessarily have to be an individual activity. It can take place both in a group setting and through individual writing and thinking. The most familiar context in which reflection occurs in groups is during debriefings.

In addition, the issue of the phased development of competencies among future teachers has been the subject of dissertation research by scholars such as L. Melnichenko (who, like K. Stepanuk, presented the results of a study on the development of research skills among future elementary school teachers (Melnichenko, 2022)), K. Chornobai (whose dissertation was titled "The Development of Experimental Skills and Abilities of Future Physics Teachers in an Integrated Learning Environment" (Chornobai, 2011)), T. Babenko (who defended her dissertation on "The Development of Research Skills and Abilities of Medical College Students Through Project-Based Learning" (Babenko, 2015)).

Conclusions. We conclude that learning is a process of developing increasingly complex skills based on simpler ones; consequently, teachers should encourage participants in the educational process to actively apply material they have previously learned. An analysis of the scientific literature suggests that despite the existing body of research in domestic and international academic literature, the issue of the phased development of competencies among future foreign language teachers has not been the subject of a systematic analysis.

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