

УДК 930.2:[37.016:81'243]:37.014(100)(045)
DOI 10.11603/me.2414-5998.2020.3.11442

B. P. Savchuk¹

ORCID <https://orcid.org/0000-0003-2256-0845>

L. I. Harapko²

ORCID <https://orcid.org/0000-0001-6401-301X>

N. O. Fedchyshyn³

ORCID <https://orcid.org/0000-0002-0909-4424>

ResearcherID Q-5422-2016

Scopus Author ID 57202833382

¹*Vasyl Stefanyk Precarpathian National University*

²*Mukachevo State University*

³*I. Horbachevsky Ternopil National Medical University*

CONTENT AND THEMATIC ORIENTATION OF UKRAINIAN SCIENTIFIC STUDIOS ON THE DEVELOPMENT OF FOREIGN LANGUAGE EDUCATION ABROAD

Б. П. Савчук¹, Л. І. Гарапко², Н. О. Федчишин³

¹*Прикарпатський національний університет імені Василя Стефаника*

²*Мукачівський державний університет*

³*Тернопільський національний медичний університет імені І. Я. Горбачевського МОЗ України*

ЗМІСТОВНО-ТЕМАТИЧНА СПРЯМОВАНІСТЬ УКРАЇНСЬКИХ НАУКОВИХ СТУДІЙ ПРО РОЗВИТОК ІНШОМОВНОЇ ОСВІТИ В ЗАРУБІЖЖІ

Abstract. The article analyzes the content and thematic orientation of the Ukrainian pedagogical discourse on the development of foreign language education abroad. The main array method covers about 70 dissertations and two dozen monographs, and the selective method – about a hundred articles. Foreign language education is defined as an organized pedagogical process of education, upbringing and development of the applicant by the content and means of the discipline “foreign language”. Based on the underlying names of studies of basic terms and the frequency of their use, the semantic and thematic range of publications is outlined by the main groups: didactic, linguistic, culturological.

Key words: foreign language education; pedagogical comparative studies; study of foreign languages; multiculturalism; bilingualism.

Анотація. У статті здійснено аналіз змістовно-тематичної спрямованості українського педагогічного дискурсу про розвиток іншомовної освіти в зарубіжжі. Методом головного масиву охоплено близько 70 дисертацій і двох десятків монографій, а вибірково – близько сотні статей. Визначено іншомовну освіту як організований педагогічний процес навчання, виховання і розвитку здобувача освіти змістом та засобами дисципліни «Іноземна мова». Виходячи з покладених в основу назв досліджень базових термінів і частоти їхнього використання, окреслено семантико-тематичний спектр публікацій за основними групами: дидактичні, лінгвістичні, культурологічні.

Ключові слова: іншомовна освіта; педагогічна компаративістика; вивчення іноземних мов; полікультурність; білінгвізм.

Introduction. The processes of globalization and integration of Ukraine into the European and world educational space have exacerbated the need for substantive study of foreign experience for its use in reforming the national education system and improving the content of the educational process. Against this background, the problem of foreign language education becomes especially relevant, because knowledge of

foreign languages is one of the main prerequisites for rapid adaptation in a particular cultural environment, the expansion of intercultural contacts, employment abroad and more.

In the 90's of the XX – early XXI century in the Ukrainian pedagogical comparative studies a considerable array of researches has been accumulated, which from different positions cover certain aspects of the problem of teaching foreigners in separate countries

© B. P. Savchuk, L. I. Harapko, N. O. Fedchyshyn

and regions of the world. This highlights the need for its substantive historiographical analysis to identify achievements, gaps and future prospects for the study of this complex and scientifically and practically significant problem of Ukrainian pedagogical science.

Since our study is directly devoted to the learning of the problem of reflection of foreign language education in the psychological and pedagogical literature, we outline the main features of its historiography. First, it has an interdisciplinary nature, which is manifested in the work of scientists in the fields of pedagogy and linguistics, who from the standpoint of their research develop theoretical and methodological issues (content, innovative methods, forms, tools, etc.) organization of foreign language teaching in different types of educational institutions. Secondly, the study of this problem is accompanied by a significant terminological discourse, which is manifested in the use of the terms “bilingual”, “polylingual”, “foreign” education and others in studying the process of learning foreign languages abroad. Thus, authors invest in them the various sizes allowing to reveal on modern researched processes. Third, in the conditions of growing scientific pluralism, the topics of studies naturally expand and the interpretation of certain educational phenomena diversifies. In particular, all this necessitates a substantive structured analysis of this array of studies in general and their individual aspects.

The aim is to carry out a substantive analysis of the array of accumulated Ukrainian pedagogical comparative studies in the late XX – early XXI century representative scientific studies on the development of foreign language education abroad in order to determine their content and thematic focus.

Theoretical framework. Run out of the dominant position in Ukrainian and foreign science, according to which foreign language education is seen as a component of multicultural, as increasing multiculturalism of modern society encourages a comprehensive understanding of the role of language as an important prerequisite and universal means of conflict-free interaction within polyethnic societies.

As a “transitional terminological link” from the clarification of these concepts to the definition of the term “foreign language education” we consider the phenomenon of language education. In the Ukrainian scientific discourse (Kuznetsova, 2003; Milyutina, 2010; Pershukava, 2016; Pogribny, 2003) we distinguish three approaches to its interpretation. The first concerns the correlation of language education with education in the native language, so in this

case, foreign language education is considered as a separate field of knowledge. Adherents of the second dominant approach to language education include all educational areas for the study of all modern languages, it’s “native” and “non-native”. According to the third “compromise” approach, on the one hand, in the “multi-vector” concept of “language education” there are two “leading areas”, which include “learning the native language” and “learning a foreign language. On the other hand, this term remains “open”, because it has a practical direction, which refers to the development of oral and written speech and emphasizes the purpose and essence of language learning (Kuznetsova, 2003) [3].

Based on scientific experience (Bazhenova, 2009; Galskova, 2008; Gamanyuk, 2012; Gusevskaya, 2011; Vetchinova, 2009; Nikolaeva, 2016; Passov, 1998, 2003, 2008 [5]; Tadeeva, 2012 [6], Fedchyshyn, 2020 [7], and others), we define foreign language education as a specially organized pedagogical process of teaching, educating and developing the personality of the student by the content and means of the discipline “foreign language”. Important essential characteristics of this phenomenon are revealed in aspects of it: a) integrity (the student is enriched with knowledge, skills, experience of dialogic interaction in the process of mastering the discipline and the ability and readiness for further self-education through a foreign language); b) axiological orientation (language and culture act as instruments of preservation, development, translation of spiritual values of a certain people, country); c) instrumentality – a foreign language is a means of forming a humanitarian and humanistic worldview, the development of thinking and personal potential, intercultural interaction and socialization of the individual; d) efficiency and effectiveness (purposeful cognitive, value-oriented, aesthetic, communicative activity provides the formation of socio-cultural, linguistic-communicative, educational-cognitive, other competencies of the linguistic personality).

The analysis of the content and thematic orientation of Ukrainian research on the development of foreign language education abroad involves identifying the range of their names on the basis of the main formulations underlying them. In solving this problem we rely on the methodology and experience of semantic analysis (Adamenko, 2003 [1], Bobryshov, 2006 [2], Novikov, 2006 [4]). The method of the main array of semantic analysis covered about 70 dissertations and two dozen monographs, and the selective method – about a hundred articles.

As a starting point we note the clarification of the fact that the majority (about 55 %) of dissertations on the research problem were defended in the specialty 13.00.04 – theory and methods of vocational education, about 37 % in the specialty 13.00.01 – general pedagogy and history of pedagogy, the rest of the specialties 13.00.02 – theory and history of education, 13.00.07 – theory and methods of education and related fields of knowledge – philology, philosophy, psychology, etc.

Conditionally, these indicators can be extrapolated to article publications, and to monographs – in part, because many of them have a general theoretical interdisciplinary nature.

Based on the underlying names of studies of basic terms and frequency (intensity) of their use, the results of analysis of the semantic and thematic spectrum of these types of publications for individual groups of concepts (didactic, linguistic, cultural) are presented in Table 1.

Table 1. The results of the real semantic and thematic spectrum are called by Ukrainian students about other scientists who study in scientific fields

Research groups according to the criterion of the underlying terms	Frequency of use the terms in research titles (in points from 5 to 1)
Pedagogical: Vocational education / training; professional and linguistic training; foreign language teachers; preparation of bachelors/masters universities/higher educational institutions; future teachers; language/foreign language education; foreign language training; multicultural education/upbringing; bilingual/bilingual education; secondary school	5–4 points
----- Learning process; didactic principles/organizational and pedagogical principles of language training; Vocational training; pedagogical technologies; historical aspects; language/foreign language competence; multicultural approach; language (bilingual, multilingual) aspect of multicultural education;	3–2 points
----- Historical aspects of language/foreign language education; training programs (training); Russian-Ukrainian bilingualism; elementary School	1 point
Linguistic: Foreign Language; bilingualism; language competence; * Speech culture; translation (educational)	
Interdisciplinary *: Multiculturalism; multicultural environment Globalization processes; state language policy socio-cultural competence	

* Interdisciplinary concepts and terms that have become established in the terminology of pedagogical science and linguistics.

Despite some relativity, the synthesized analysis of the frequency of use of the language material presented in the table – terms and descriptors (increase or decrease in frequency and emergence of new terms) is a formalized lexical reflection of real processes and trends of scientific and pedagogical discourse on foreign language education in foreign countries. It testifies to the priority of studying various areas and problems of vocational education development and training of future specialists (foreign language teachers, translators, etc.) in universities and other institutions of higher and secondary education in foreign countries.

Researchers also focus on the content, didactic principles and methods and technology of teaching foreign languages in higher and secondary schools, which are actively studied and promoted as an effective foreign experience for use in educational institutions of Ukraine. There is a tendency to study bilingualism and multilingualism as important components of the formation of language and professional competencies of students and various categories of the population.

More marginal positions are occupied by issues of language policy and the historical development of foreign language education and teaching foreign lan-

guages abroad. A small number of publications have been identified, where they are the main subject of research. However, these problems are important components of most dissertation and monograph studies, where they are considered as prerequisites and factors for the development of foreign language culture and foreign language education. Researchers paid less attention to their study in terms of educational management (school science) and, most importantly, their educational potential for personality formation.

The logical “parity” in the study of scientific theoretical and practical components of foreign language education, reflecting, respectively, the terminology and methodology and content, methods, technologies, forms of organization of the educational process and teaching foreign languages. The authors try to organically combine foreign and domestic experience of their study, but at the same time rather sluggishly offer their own original, innovative ideas, which clearly show the progress in studying the phenomenon of foreign language education in Ukrainian and foreign educational and scientific space.

Semantic analysis confirms and deepens the results of our previous historiographical analysis to determine the priority areas and aspects of the study of foreign language education in foreign countries. They concern the professional and linguistic training of future teachers and specialists in various fields of knowledge and foreign language teaching of secondary school students and certain groups of the population – immi-

grants, national minorities, polyethnic youth circles, etc. The analysis also shows the priorities for studying issues related to methods, technologies, forms, means of teaching foreign languages.

Conclusions and Prospects for Research. Ukrainian pedagogical comparative studies has accumulated considerable experience in studying the problem of development of foreign language education in foreign countries. Subject analysis of the scientific discourse on this issue revealed that its topics and content orientation, as a rule, are defined and disclosed in the perspective of priority areas and prospects for integration into the European educational space. At the same time, the topics related to the professional training of foreign language teachers and the professional and linguistic training of bachelors and masters of non-language education clearly dominate. Multicultural education and upbringing and bilingual and polylingual education in secondary schools are also actively studied. These studies are interdisciplinary in nature and cover a wide range of issues related to the phenomena of multiculturalism, multicultural environment, globalization processes, state language policy, socio-cultural competence, etc.

We see prospects for further research in the study of scientific aspects that reveal the conceptual principles (methodological approaches, goals, principles) of the development of foreign language education in foreign countries. The materials presented in this article provide a certain basis for solving this problem.

List of literature

1. Адаменко О. В. Вибірковий метод в історико-педагогічному дослідженні / О. В. Адаменко // Вісник Луганського державного педагогічного університету імені Тараса Шевченка. – 2003. – № 4. – С. 6–14.

2. Бобрышов С. В. Методология историко-педагогического исследования развития педагогического знания : автореф. дисс. д-ра пед. наук : 13.00.01 / С. В. Бобрышов. – Ставрополь, 2006. – 37 с.

3. Кузнецова О. Ю. Развитие мовної освіти у середніх і вищих навчальних закладах Великої Британії другої половини ХХ ст. : автореф. дис. д-ра пед. наук : 13.00.01 / О. Ю. Кузнецова. – Х., 2003. – 43 с.

4. Новиков А. М. Методология образования / А. М. Новиков. – М. : Эгвес, 2006. – 488 с.

5. Пассов Е. И. Коммуникативное иноязычное образование. Концепция развития индивидуальности в диалоге культур / Е. И. Пассов. – Липецк, 1998. – 158 с.

6. Тадеєва М. І. Сучасні тенденції розвитку шкільної іншомовної освіти в країнах-членах Ради Європи (порівняльний аналіз) : дис. д-ра пед. наук : 13.00.01 / М. І. Тадеєва. – Луганськ, 2011. – 525 с.

7. Fedchyshyn N. O. Peculiarities of future teacher’s training at the higher educational establishment / N. O. Fedchyshyn, N. I. Yelahina // Медична освіта. – 2020. – № 1 (86). – С. 11–15.

References

1. Adamenko, O.V. (2003). Vybirkovyi metod v istoryko-pedahohichnomu doslidzheni [Selective method in historical and pedagogical research]. *Visnyk Luhanskoho derzhavnoho*

pedahohichnoho universytetu imeni Tarasa Shevchenka – Bulletin of Luhansk Personal Pedagogical University named after Taras Shevchenko, 4, 6-14 [in Ukrainian].

2. Bobryshov, S.V. (2006). Metodologiya istoriko-pedagogicheskogo issledovaniya razvitiya pedagogicheskogo znaniya [Methodology of historical and pedagogical research development of pedagogical knowledge]. *Doctor's Extended abstract*. Stavropol [in Russian].

3. Kuznietsova, O.Iu. (2003). Rozvytok movnoi osvity u serednikh i vyshchikh navchalnykh zakladakh Velykoi Brytanii druhoi polovyny XXst. [Development of language education in secondary and higher education institutions of Great Britain in the second half of the twentieth century]. *Doctor's Extended abstract*. Kharkiv [in Ukrainian].

4. Novikov, A.M. (2006). *Metodologiya obrazovaniya* [Educational methodology]. Moscow: Egves [in Russian].

5. Passov, E.I. (1998). *Kommunikativnoe inoyazychnoe obrazovaniye. Kontseptsiya razvitiya individualnosti v*

dialoge kultur [Communicative foreign language education. Concept personality development in the dialogue of cultures]. Lipetsk [in Russian].

6. Tadeieva, M.I. (2011). Suchasni tendentsii rozvytku shkilnoi inshomovnoi osvity v krainakh-chlenakh Rady Yevropy (porivnialnyi analiz) [Current trends in the development of school foreign language education in member states of the Council of Europe (comparative analysis)]. *Doctor's thesis*. Luhansk [in Ukrainian].

7. Fedchyshyn, N.O., & Yelahina, N.I. (2020). Peculiarities of future teacher's training at the higher educational establishment. *Medychna osvita – Medical Education*, 1(86), 11-15.

Received 01.06.20
Recommended 05.06.20

E-mail address for correspondence: boris_savchuk@ukr.net