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## THE ROLE OF THE COURSE “FOREIGN LANGUAGES IN EDUCATIONAL ENVIRONMENT” IN PHILOLOGY MAJORS BACKGROUND

*The article deals with the role of the course “Foreign languages in educational environment” in the background of would-be philologists. The issues under investigation should be: the role of foreign languages in our life, English as a world global language, the meaning of the term “educational environment”, the usage of IT, the problem of manuals, early teaching of a foreign language. According to curriculum Philology Masters in their tenth semester are to take the course, the number of hours being 30 lectures, 4 – work – shops and 56 – individual work for day – time students and 6 hours of class – room activity, 84 hours of individual work for correspondent students. The subject has 3 credits and is optional. Types of feedback control are two module test – papers and a final credit – test in the end of the semester. The article dwells on the definition and explanation of the key terms, such as foreign languages, educational environment and its 4 components worked out in scientific literature. It also includes one of the possible variants of the final test for Masters of Philology. In future the investigation will focus on policultural environment, life – long foreign language learning, using of IT. The article includes a sample of a final test of the course.*

**Key words:** foreign languages, English, educational environment, curriculum, final test.

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## ЗНАЧЕННЯ КУРСУ “ІНОЗЕМНІ МОВИ У ОСВІТНЬОМУ СЕРЕДОВИЩІ” ДЛЯ ПІДГОТОВКИ МАЙБУТНІХ ФІЛОЛОГІВ

*У статті розглядається значення курсу “Іноземні мови у освітньому середовищі” для підготовки майбутніх філологів. Пропонується коло питань, які слід розглянути: роль іноземних мов у житті людини, значення англійської мови як глобальної, зміст поняття “освітнє середовище”, використання ІТ, проблема підручника, раннє оволодіння іноземною мовою. У статті наводиться зразок підсумкової контрольної роботи для магістрів-філологів.*

**Ключові слова:** іноземні мови, англійська мова, освітнє середовище, робоча програма, підсумковий тест.

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## ЗНАЧЕНИЕ КУРСА “ИНОСТРАННЫЕ ЯЗЫКИ В ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ” В ПОДГОТОВКЕ БУДУЩИХ ФИЛОЛОГОВ

*В статье рассматривается значение курса “Иностранные языки в образовательной среде” в подготовке будущих филологов. Курс включает следующие вопросы: роль иностранных языков в жизни человека, значение английского языка как глобального, содержание понятия “образовательная среда”, использование ИТ, проблема учебника, раннее овладение иностранным языком. В статье подается образец итоговой контрольной работы для магистров-филологов.*

**Ключевые слова:** иностранные языки, английский язык, образовательная среда, рабочая программа, итоговый тест.

**The problem under discussion and the review of literature on the subject.** According to the curriculum Ukrainian language and literature masters of Philology College being the fifth year students in their tenth semester are to take the course entitled “Foreign languages in educational environment”. This subject is optional and has 3 credits. Its chief goal is to get students acquainted with the state of the arts in methodology of teaching and learning foreign languages in educational environment. It also aims at showing the role and, what is most needed, practical application of the knowledge of these languages in modern world as a whole and education in particular, investigating the role of English as a global language of international communication, its importance in obtaining scientific information in the sphere they are majoring in. One of the targets of suggesting this course to the students is to form communicative competence of the students in the spheres of professional and situational communication in written and oral forms. The general aim is practical mastering of the language that enables the masters – would – be philologists – to communicate in the realm of the themes the curriculum presupposes. The task of learning this discipline is acquiring skills in communication.

The aim of the given article is to elucidate the role of the course “Foreign languages in educational environment” for the would-be philologists. The tasks of the article are to define the key terms that are necessary for the revealing of the theme under discussion, first and foremost “educational environment”, to analyze the structure of the given course, its main issues, the allocation of the material between class-room and individual activities, to suggest a sample of a final test.

The complex of modern methodology methods is used in the article whereas the systematic approach helps reveal a number of issues in their logical sequence and a descriptive method assists in making a general overview of the course which is divided into two modules focusing on two main themes each: 1) The role of foreign languages in our life. 2) Foreign languages and educational envi-

ronment, classroom activity being 34 hours and 56 hours of individual work which are allocated for day-time department students; 6 hours of class-room activity and 84 hours of individual work for corresponding students respectively. Types of control are two module test-papers, whereas the course final results are summed up at the credit-test. Having got this amount of hours the main issue arises – what should the content of this course be and how should the material be presented in order to try and reach the main goal.

Two key word combinations in the title of the discipline are foreign languages and educational environment. Thus, some explanations should be provided aiming at clearly defining the main terminology to be further used in the course.

Educational environment has become the center of attention for many scientists [1; 2; 9]. It is a specially created system of means and methods in educational process development which meets the goals of teaching aiming at personality formation by means of professor – student efficient interaction. Professional background of foreign language teacher is considered to have four components: 1) subject component – participants of the educational process, i.e. student and professor, 2) social component, i.e. student's peers, university staff, parents, native speakers, 3) space and object component, i.e. lecture-rooms and other facilities where students master the contents of learning through textbooks, manuals, additional sources, audio, video and computer technologies (IT), 4) technological component, i.e. devices and technologies of professional background [2, c. 16].

Foreign languages are those languages that people perceive as other than their native language or mother tongue. Simple as it may seem this understanding in policultural world we are living in needs some additional explanation.

The students have to revise their previous courses they had listened to and probably successfully passed, but have not paid special attention to for mostly after their examinations in foreign language of junior years of study few senior students took up some foreign language course at the Linguistic Center that provides would – be specialists with the preparation for further levels (B1, B1). It happens due to the overloaded working day of the students, block – teaching practice at school (both passive and active), other activities they may be thoroughly engaged in, transference to the corresponding department in connection with some immediate job prospects. Even though some students do their best to successfully pass their entrance master's degree test in their foreign language, even in this case they have some unwelcome break in learning the foreign language. Thus, in some concise form some sort of revision should be made.

It is necessary to mention that scientists have long ago predicted the peculiar role of English as a global tongue: I. Smith (1976) argued that an international language becomes “de-nationalized”, his work on the subject is called “English as an international auxiliary language”. Determining the cultural basis of EIL (English as an international language) is one of the most complex problems in teaching according to Sandra Lee McKay [10, c. 10].

Masters should learn English on the basis of both the English-speaking world and presentation of their country through this foreign language. They should try and find ways to immerse, communicate and master the language with the aim of bringing up their would-be high school students in the spirit of mutual understanding, desire to enrich and share common values, moral norms, the best that can be found in the English-speaking world. At the same time they should participate in getting the world acquainted with the bounty of their own native land.

Students should be also informed about the main documents concerning foreign language teaching/learning. According to “The National curriculum in England” the purpose of study is to “foster pupils’ curiosity and deepen their understanding of the world”. Learning foreign languages for the British people is a liberation from insularity, the ability to express ideas, communicate for practical purposes, read great literature in the original [4, c. 5].

Among the aims of teaching English in Canada one can find the necessity to make a successful transition to the chosen post-secondary destination (work, apprenticeship, college, university) and functioning effectively in a society increasingly committed to the use of informational technology [5, c. 4]. In UK framework of professional standards of teaching the role of learning environment is specially emphasized, the necessity to extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts. There is also the portfolio for teachers of English which is a continuing professional development resource [5, c. 11].

The material suggested to masters should be informative. On the 26 of October the European Day of Languages is celebrated. Materials of the European center of teaching modern languages (Austria) provide information about the languages in the world, the total number of which being between 6,000 and 7,000 spoken by 6 billion people divided into 189 independent states. Though our active vocabulary can reach some 50,000 words, our passive vocabulary being even larger, we use only 300 words in everyday speech. It has been estimated that a 21-year old has already uttered some 50 million words. Hebrew and Arabic are written from right to left. Japanese traditionally is written from top to bottom (and then right to left). Maltese is written from left to right [3, c. 61 – 66].

The course is designed for 30 hours of lectures and 4 hours of workshops, which makes it only natural to suggest students some themes for their discussions, essays and individual work, which should be previously arranged, preferably at the first lecture of the course. The themes suggested should include the usage of multimedia, the problem of textbook, teaching and learning materials, multilingual education, early learning foreign languages, Council of Europe language tendencies, foreign languages in the life of prominent people. The center of attention is the description of English manuals that should be ideologically neutral and culturally universal in contents, promote equality, human values, provide examples of socially successful personalities. They often become the sources for creating textbooks in other languages [6, c. 11]. The contents of teaching at high school of the leading European countries includes two components: general language learning and occupation specific instruction, the principles of teaching them being the same [7, c. 81].

One of the variants of the final test may be as follows:

Task 1. Find Ukrainian equivalents to the following proverbs:

1) As the mother, so is the daughter.  
Var.: Like father, like son. As the baker, so the buns; as the father, so the sons

1) Яка мати, така й дочка. Який дуб, така й бочка, яка мати, така й дочка. Яка хата (який дуб), такий тин, який батько, такий син. Яблуко від яблуньки (недалеко падає). Які мамка й татко, так і дитятко.

2) Little children, little troubles; big children, big troubles. Children are certain cares.	2) Діти – то немала турбота. Малі діти – мале лихо. Від малих дітей болить голова, а від великих – серце. Малі діти не дають спати (тиснуть на коліна), а великі дихати (жити).
3) An Englishman's home is his castle. My house is my castle.	3) Дім англієць його фортеця. Англієць у себе вдома – хазяїн. У своїм добрі всяк хазяїн. Своя хата – своя правда, своя стріха – своя віха. На своєму коні, як хочеш ідеш.
4) Every country has its customs. Var.: So many countries, so many customs. Syn.: Every land has its own law.	4) Кожен край має свій звичай. Що край – то звичай, що сторона – то новина. Що город, то норів (або гонор). Що хатка, то інша гадка. У всякім подвір'ї своє повір'я.
5) Habit is a second nature. Var.: Custom is a second nature. Syn.: Man is a bundle of habits. The wolf may lose his teeth, but never his nature.	5) Звичка – друга натура. Вовк шерсть губить, а натуру – ні. Вовк линяє, а натури не міняє.

Task 2. Match the proverbs and their equivalents in other languages:

1. Без книги гірко на світі жити. 2. Без муки немає науки. 3. Більше діла, менше слів. 4. В здоровому тілі – здоровий дух. 5. Вік живи – вік учись. 6. Вогнем і мечем. 7. Все добре, що добре кінчається. 8. Все нове манить. 9. Всі дороги ведуть до Риму. 10. Вчитись ніколи не пізно.	a. нім. Ende gut, alles gut. b. рум. Minte sănătoasă în corp sănătos. c. ісп. Mientras vivas, aprende. d. пол. Bez pracy musisz uiścić opłatę. e. ісп. Y sangra y fuego. f. рос. Что ново, то мило. g. фр. Il est difficile de vivre sans livre. h. англ. Live and learn. i. лат. Re non verbis. j. іт. Tutte le strade portano a Roma.
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Key: 1 – g; 2 – d; 3 – I; 4 – b; 5 – h; 6 – e; 7 – a; 8 – f; 9 – j; 10 – c.

Task 3. Choose one of the proverbs and write a short essay based on it.

Task 4. Fill in the appropriate word in the text from the box and answer the following questions:

Homeschool, unwilling, all day long, to consider, stressful, spend, decision, aspects, children, develop, time.

**Homeschooling.** Parents who want to homeschool their 1---- but still have some reservations about it should take time 2 ---- the positive and negative aspects of homeschooling. Parents should know what to expect when they 3 --- their children, make a better informed 4 ----, be ready to tolerate negative aspects and enjoy positive 5 --- of administering their own children. Parents have the opportunity to determine the curriculum and their children's schooling schedule, which may be more flexible, spend extra 6 --- with their children, take them on vacations when public school is still in session, 7 --- their children's talents, assist during adolescence and other trying times.

Potential disadvantages of homeschooling are: it is difficult to be around their children 8 ---, some other people may be unsympathetic about homeschooling, 9 ---- large amount of money on manuals and private tutors, constantly motivate their children, finding playmates and friends for their children. Homeschooling may be 10 ---, but it's also rewarding, it is not for every parent. Those who are unprepared and 11 ---- to make the commitment to be an effective teacher should avoid it.

Key: 1 children; 2 to consider; 3 homeschool; 4 decision; 5 aspects; 6 time; 7 develop; 8 all day long; 9 spend; 10 stressful; 11 unwilling.

1. What is your personal attitude towards homeschooling? 2. What are the advantages and disadvantages of it? 3. If you were given a chance to be schoolhomed would you agree?

Task 5. Put the verbs in brackets into the correct grammar form:

I (1 stay) in Will's room after Nathan (2 leave), I was too afraid not to. In the corner (3 be) an old leather armchair with a reading light, perhaps dating from Will's previous life, and I (4 curl up) on it with a book of short stories that I (5 pull) from the bookcase.

It (6 be) strangely peaceful in that room. Through the crack in the curtain I (7 can) see the outside world, (8 blanket) in white, still and beautiful. Inside it (9 be) warm and silent, only the odd tick and hiss of the central heating to interrupt my thoughts.

I (10 read) and occasionally I (11 glance) up and (12 check) Will sleeping peacefully and I (13 realize) that there (14 be) never a point in my life before where I (15 sit) just in silence and (15 do) nothing. You (16 not grow) up used to silence in a house like mine, with its never-ending vacuuming, television blaring, shrieking. During rare moments that the television (17 be) off, Dad (18 put on) his old blast. A café too (19 be) a constant buzz of noise and clatter.

Here, I (20 can) hear my thoughts. I (21 can) almost hear my heartbeat. I (22 realize), to my surprise, that I quite (23 like) it.

(From Jojo Moyes "Me before You").

Key: 1 stayed; 2 left; 3 was; 4 curled up; 5 had pulled; 6 was; 7 could; 8 blanketed; 9 was; 10 read; 11 glanced; 12 checked; 13 realized; 14 had been; 15 had sat, had done; 16 don't grow; 17 was; 18 would put/play; 19 is; 20 could; 21 could; 22 realized; 23 liked.

The perspectives of the investigation may be further probing of the problems that arise in the process of teaching/learning of foreign languages: policultural environment, life-long foreign language learning, using of IT, the impact of foreign language learning on new discoveries and exchange of information.

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