

## CHAPTER 2

# INNOVATIONS IN THE MANAGEMENT OF EDUCATIONAL INSTITUTIONS

### CREATIVE USE OF THE EXPERIENCE OF FOREIGN LANGUAGE EDUCATION ABROAD IN THE EDUCATIONAL PROCESS OF UKRAINE

**Liubov Harapko<sup>1</sup>**

<sup>1</sup>Doctoral student of the Department of English Philology and Teaching Methods of Foreign Languages, Mukachevo State University, Mukachevo, Ukraine, e-mail: lubaharapko@ukr.net, ORCID: <https://orcid.org/0000-0001-6401-301X>

**Abstract.** *The article deals with the creative use of the experience of the foreign-language World abroad in the educational process of Ukraine. It is noted that taking into account this circumstance and the general nature of the Ukrainian scientific and pedagogical discourse on the development of foreign Foreign Language Education, the analysis of the problem of creative use of its experience in the educational process of Ukraine is based on the following logic. First, we consistently consider research on the development of foreign language education in foreign countries at certain levels of education (primary, secondary, higher, in particular professional). Therefore through this prism of this scientific heritage, we summarize the main vectors, aspects, and components of its research: semantic, methodological (technological), organizational and managerial. The author relied on the research of well-known scientists on learning a foreign language in educational institutions. Special attention was paid to the expansion of the socio-cultural context of the content of foreign language education. Attention is focused on the ability of educational applicants to use a foreign language as a means of intercultural communication. Proficiency in a foreign language gives you the ability to create your own ethnic and socio-cultural identity by comparison. Cognitive development of educational applicants activates their learning activities. It is noted that at the beginning it is necessary to pay attention to strengthening an effective state language policy. It provides a strategy for multicultural language education and the growth of the language culture of the population. This is reflected in the growing number of people who speak at least one foreign language. The beginning of the study of several foreign languages in high school begins.*

**Keywords:** foreign language education, research, study, analysis, development, conclusions.

**JEL Classification:** I 24, I 29

**Formulas:** 0; **fig.:** 0; **tabl.:** 0; **bibl.:** 12

**Introduction.** Taking into account the current state, tasks and prospects of Ukrainian pedagogical comparative research, this problem is a universal (de facto normative) component of research on the development of foreign language education abroad.

This determines the complex and multi-layered architectonics of its historiography. In general terms, two main groups of works can be distinguished by the subject and purpose in it. The first category includes studios where a comparative analysis of the development of foreign language education in one or a group of foreign countries is the main subject of research. To the second – works in which this

question is one of the tasks of research, on which all its logic and construction is focused in the final stage.

Taking into account this circumstance and the general nature of the Ukrainian scientific and pedagogical discourse on the development of foreign Foreign Language Education, the analysis of the problem of creative use of its experience in the educational process of Ukraine is based on the following logic. First, we consistently consider research on the development of foreign language education in foreign countries at certain levels of education (primary, secondary, higher, in particular professional). Therefore, through this prism of this scientific heritage, we summarize the main vectors, aspects, and components of its research: semantic, methodological (technological), organizational and managerial, and so on.

**Literature Review.** In the general historiographic dimension, they can be divided into two main conditional groups.

The first group includes works that create the basis for studying the development of foreign foreign language education and highlight the educational and pedagogical problems associated with it. These studios are based on the methodology of historical and pedagogical research (O. Adamenko, M. Berulava, S. Bobryshov, L. Vakhovsky, S. Goncharenko, S. Kvit, V. Kremen, O. Maneev, O. Sukhomlinskaya, etc.), pedagogical comparativistics (Yu. Andreeva, A. Vasilyuk, A. Vykhreshch, N. Dychek, K. Korsak, M. Krasovitsky, N. Lavrichenko, O. Lokshina, N. Mukan, V. Sadovaya, A. sbrueva, I. Sokolova, I. Stashevskaya, G. Pike), linguistics and related branches of knowledge (L. Antoshkina, A. Belova, I. Golubovskaya, V. Manakin, V. Redko, ); on the history, theory, practice of the development of foreign educational systems (N. Avshenyuk, N. Agapova, M. Vakulenko, O. Sysoeva, N. Nichkalo, O. Ogienko, O. Pometun, E. Tanko, L. Chulkova) and multicultural (R. Agadulin, V. asaeva, N. bazilyak, F. Bacevich, v. Bolgarina, O. Gurenko [4].

**Aims.** The purpose of the article is to analyze the creative use of the experience of foreign language education abroad in the educational process of Ukraine and prove the importance of a foreign language for the development of the state and the individual.

**Method.** The research was based on the comparative method, the method of empirical research and the method of theoretical generalization of existing scientific concepts. Foreign language approach to the development of youth creativity

**Results.** This approach organically corresponds to the philosophy of the concept of cross-cultural foreign language education in Ukraine, which has been actively developed since the early 2000s and should justify a new methodological approach to the development of a person capable of participating in cross-cultural communication.

The basic components of the pan-European recommendations on language education: study, teaching, assessment confirm the core postulate, according to which the main goal of organizing educational activities in this direction should not be "teaching a foreign language", but "implementing cross-cultural language education". Its main content primarily provides for the comprehensive development of the individual by means of foreign language education in the process of interrelated

teaching of language and culture, and not just the formation of practical knowledge and skills.

It is necessary to emphasize the fundamentally important aspect of the concept of S. Nikolaev, where he emphasizes the definition of recommended levels of proficiency in intercultural foreign language communicative competence as a result of foreign language education of graduates of various types of educational institutions [6].

Along with the general methodological foundations inherent in all pedagogical comparative studies, special research tools are used in the research. At the same time, two main methodological approaches to the study of this problem can be defined.

The first concerns its understanding in the broad context of political, socio-economic, and cultural processes that occur in the interrelation of regional, national, and supranational trends and determinants of the global language space. Ukraine is an integral part. The second systematic approach involves considering the national system of foreign language education of Ukraine as a separate microsystem [10]. It functions, develops, and interacts with other national-specific microstructures and global and European educational macrostructures.

Through the prism of various manifestations and scientific reflections that accompany creative understanding of the foreign experience of foreign language education in the educational space of Ukraine, the study of this problem is a priori found in multilingualism, multiculturalism, dialogue of cultures and ideological and mental thought [9].

In the arsenal of operational tools for studying this problem, such methods as Comparative and historical are of primary importance. It allows you to generally track and compare the dynamics, trends, and other components of the development of foreign language education abroad and in Ukraine. The comparative method allows us to identify the common and special nature of various components of foreign language education. We are talking about the organizational structure, standards, and content in Ukraine and other countries and regions.

The typological method makes it possible to identify and explain the identity of certain processes and phenomena in the systems of school foreign language education in different countries [7].

Scientific extrapolation substantiates the factors that determine the expediency of foreign experience in the Ukrainian educational and linguistic and cultural environment.

Despite a lot of content-thematic narratives and angles, in studying the problem of using foreign foreign language experience in the educational process of Ukraine, domestic comparative scientists have developed a certain algorithm for understanding it.

It is primarily manifested in determining the criteria for comparative pedagogical analysis of foreign language education systems in Ukraine and other foreign countries.

In general, they are based on the regulatory framework for the development of national language and foreign language education. It is necessary to focus on the

content of educational programs and structural features of curricula. Technologies, methods, and forms of organizing the educational process are always interesting. The nature and style of relations between its subjects is emphasized. The nature and features of practical training of future specialists, the forms and means of Final control, the conditions and experience of managing and financing educational institutions – everything should be paid attention to when studying this aspect [5].

Studying the retrospective and, above all, the current state and prospects for the development of foreign language education in Ukraine and abroad, domestic scientists mostly fail to find out the reasons that caused differences in its content, the nature of the organization, and so on.

In addition to the peculiarities of the socio-cultural development of individual countries, the genesis of these differences in the dimension of the "eastern" (socialist) and "Western" (capitalist) education systems, researchers justifiably do not emphasize the Times of the "Cold War". In political and socio-economic relations, the socialist system recognized its incapacity and began to adopt the experience of Western educational and scientific models of development [6].

But the main differences between these models remain that prevent the adaptation of foreign experience to the Ukrainian educational space. In particular, until today, in most educational institutions in the United States, the study of foreign language education is not mandatory. Private universities they have the right to decide whether to study foreign language education as a mandatory discipline.

Public organizations operating in them play an important role in organizing foreign language education in higher education institutions in the United States and many Western European countries. These can be industry clubs attached to colleges and universities, or national organizations. By engaging in volunteer activities, organizing courses and other events for their members with the invitation of native speakers of foreign languages, they have a significant impact on the foreign language training of applicants for education [4].

So, taking into account these indicative and many other features, it should be understood that for objective reasons, Ukraine quite naturally focuses on Western models, samples and experience in the development of foreign language education. There are significant differences between them that should be taken into account when studying them and adapting them to the national educational space.

The first (initial) component of comparing models of development of foreign language education in Ukraine and in foreign countries is mainly their regulatory framework. When clarifying this issue, scientific approaches are mostly not distinguished by originality, it is usually interpreted in the context of the implementation of the ideas of the Bologna Process and the development of pan-European language policy. It is defined by such basic documents as pan-European recommendations on language education: study, teaching, assessment; European language portfolio, recommendations for preparing teachers for teaching foreign language education [9].

The focus is shifting to clarifying trends and challenges in Ukraine's language policy.

From the analysis of normative legal acts of Ukraine that determine the language policy of Ukraine (laws «On education» (2017), «On higher education, the concept of language education in Ukraine» (2011) and scientific research R. Antonyuk, N. Bazilyak, A. Belyaeva, I. Beletskaya, L. Zaitseva, S. Nikolaev follow the leading postulates and trends in the development of domestic foreign language education [4].

It should be noted on the main characteristics.

First, we need to pay attention to strengthening an effective state language policy. It provides a strategy for multicultural language education and the growth of the language culture of the population. This is reflected in the growing number of people who speak at least one foreign language. The beginning of the study of several foreign languages in high school begins.

Expanding the socio-cultural context of the content of foreign language education. This is reflected in the ability of educational applicants to use a foreign language as a means of cross-cultural communication. Proficiency in a foreign language gives you the ability to create your own ethnic and socio-cultural identity by comparison. Cognitive development of educational applicants activates their learning activities.

Improving the professional training of teachers and other professional personnel based on the principles of multiculturalism also contributes to the development of modernization of the language education system in higher education institutions. This can happen through the introduction of effective educational technologies and the improvement of speech culture and communicative competence.

Purposeful updating of state standards of language education to raise it to a qualitatively new level and form the applicant of education as a language personality, reveals readiness for linguistic and cultural self-improvement throughout life [4].

Creating proper regulatory, organizational, scientific and methodological support for the development of foreign language education is very important for young people.

It is necessary to introduce a reorientation to the use of innovative educational computer systems [8].

There is an increase in the attention of civil society to the problems of linguistic and cultural education and the consolidation of efforts of scientists, teachers, parents, and the public to solve them.

Through the prism of these and other trends and priorities for the development of foreign language education in Ukraine, the foreign experience of its development in Primary, Secondary, Higher schools and its content, methodological (technological), organizational and managerial, and other components are understood, interpreted and adapted to the domestic educational space.

In the context of these general trends, Ukrainian scientists understand the foreign experience of developing foreign language education in preschool educational events and primary schools [10].

Models of early foreign language learning in the United States are being actively studied. Studying this problem, the scientist V. Smelyanskaya found significant differences in its development in primary schools in Ukraine [4]. We have created

more favorable conditions for mass teaching of a foreign language due to the fact that it is mandatory starting from the 2nd grade and is carried out according to unified programs. In the United States, only a quarter of primary schools offer foreign language learning, and this process is unregulated, carried out in the absence of unified programs.

At the same time, in the United States and Ukraine, there are common approaches to the theoretical justification of the leading areas of Foreign Language Teaching. They manifest themselves in the implementation since the end of the twentieth century of the foundations of communicative personality-oriented learning and priorities for the formation of socio-cultural knowledge. Based on the results of the study, V. Smelyanskaya justified the possibilities of using the US experience in Ukraine in the aspects of updating the content and improving the organization of Foreign Language Teaching in primary schools. There is an increase in the number of hours spent studying them due to integration with other disciplines [11].

Strengthening the educational potential of a foreign language in use in extracurricular and extracurricular activities. Unified foreign language teaching programs are being created in kindergartens and school educational institutions. The use of new information and communication technologies and improvement of educational and methodological support are often used. The network of professional communication is constantly expanding and video and online materials have been developed [7].

Promising components of the British experience in the formation of foreign language competence of Primary School students were identified by L. Zablotskaya. In addition to interesting, but generally well-known methods and means of activity in this direction (creative tasks, dramatization, etc.), the author also proposed quite innovative forms of work for Ukraine. They relate to evaluation using written reports. Personal achievements of each student are indicated. The overall results of final exams are announced to determine the best schools. Conversations are held about providing the quality of educational services and facilitating the choice of an educational institution by parents. Internal national and international monitoring of the quality of Education has been introduced [5].

Close to this achievement are the results of the study by Yu. Pavlovich, who summarized the results of the implementation of a pilot project in the Visegrad four countries concerning the language portfolio of primary schools [7].

In the context of the prospects for implementation in Ukraine, the author showed its advantages. They manifest themselves in taking into account the age (cognitive, mental, etc.) characteristics of children. There is an opportunity to use proven interactive technologies of foreign language learning and innovation. They allow the child to independently assess the level of foreign language proficiency.

A high level of knowledge is noted for understanding and spreading the experience of developing foreign language education in foreign general education schools.

Thus, studying this problem, M. Tadeeva carried out a comprehensive analysis of the reform of the system of school foreign language education in Ukraine in the

European context. The scientist showed that in the early 2010s, a total of 16 foreign languages were studied in it. The first foreign language begins to be mastered from the first or second grade, and the second is taught from the fifth grade. The most popular among them was English (about 90% of students studied), the rest chose German, French, Spanish, and Chinese, Japanese, Arabic, Turkish, Hindi, Korean, Persian, Polish, and Scandinavian languages were studied in separate specialized institutions. Such a language repertoire shows respect and tolerance for the cultural diversity of different peoples [12].

**Discussion.** The issue is debatable regarding the definition of the term “foreign language education”. In search of an answer, we found that the concept of “foreign language education” is a tracing paper of the Russian term “foreign language” [1, p. 239]. It is also necessary to pay attention to another opinion: a foreign language education is one that is studied as a non – native (Foreign Language) Education. In this aspect, it is considered as a “linguistic and cultural education” [3]. Its goal is that citizens should be multilingual.

We should also not forget about “language globalization”, when one language penetrates into others and becomes dominant. This situation can lead to the “Americanization of the world's languages”.

**Conclusions.** The research of Ukrainian scientists on foreign language education abroad is based on a wide range of documentary and informative materials. They are based on regulatory legal acts on the educational and language policies of European countries and individual countries. Scientific and methodological support for teaching foreign languages and knowledge of the culture of their native speakers; materials of periodicals and official statistics, Internet resources, etc. A classification of primary sources has been developed, on the basis of which the research of Ukrainian scientists on the development of foreign language education in foreign countries is based. It provides for their division according to the criteria of origin, official status, essential content, and Information potential.

### References:

1. Andreiko, Ya. V. (2013). Inshomovna profesiina komunikatyvna kompetentsiia [Foreign language professional communication competence]. *Ped. nauky : zb. nauk. pr. Vyp. 63. S. 238–241* [in Ukrainian].
2. Hamaniuk, V. A. (2021), Inshomovnoi osvita Nimechchyni v konteksti zahalnoievropeiskykh intehratsiinykh protsesiv: teoriia i praktyka [Foreign language education in Germany in the context of pan-European integration processes: theory and practice]. Kryvyi Rih: Publishing House. [in Ukrainian].
3. Glukhova .LO. Linhvokulturni kontsepty ta yikh rol u navchanni studentiv inozemnoi movi [Linguo-cultural concepts and their role in teaching students a foreign language <http://confcontact.com> › 8\_Glyhova[in Ukrainian].
4. Hulpa, L. Iu. (2007), Tendentsii rozvytku inshomovnoi osvity u serednikh navchalnykh zakladakh Uhorskoi Respubliky [Development trends of foreign language education in secondary schools in the Republic of Hungary]. (Diss. ped. Sciences). Carpathians. nat. Univ., Ivano-Frankivsk. [in Ukrainian].
5. Karpyuk, O. D. (2008), Ievropeiske Movne Portfolio [European Language Portfolio]. Ternopil: Libra Terra. [in Ukrainian].
6. Nikolaieva, Yu. S. (Ed). (2003), Zahalnoievropeiski rekomendatsii z movnoi osvity: vyvchennia, vykladannia, otsiniuvannia [Pan-European recommendations for language education: study, teaching, assessment]. Kyiv: Lenwith. [in Ukrainian].
7. Makhinov, V. M. (2012), Stanovlennia movnoi osobystosti v istorii rozvytku yevropeiskoho sotsiokulturnoho osvitnoho prostoru [Becoming a linguistic personality in the history of the development of the European socio-cultural educational space]. Kyiv: Publishing House of NP Drahomanov. [in Ukrainian].

8. Pershukova, O. O. (2002), Rozvytok sotsialno-kulturnoho komponenta zmistu navchannia inozemnoi movy v yevropeiskii shkilnii osviti [Development of the socio-cultural component of foreign language teaching in European school education]. (Diss. cand. ped. sciences). Inst. pedagogy of the Academy of Pedagogical Sciences of Ukraine, Kyiv. [in Ukrainian].
9. Kuznyetsova, O. Yu. (2003), Rozvytok movnoyi osvity u serednikh i vyshchych navchal'nykh zakladakh Velykoyi Brytaniyi druhoi polovyny XX st. [Development of language education in secondary and higher educational institutions of Great Britain in the second half of the XX century]. (Author's diss. doctor ped. sciences). Kharkiv. [in Ukrainian].
10. Maksymenko, O. L. (2013), Orhanizatsiyno-pedahohichni zasady profesiyno-oriyentovanoho navchannia inozemnykh mov u krayinakh Yevropeys'koho Soyuzu [Organizational and pedagogical principles of professionally-oriented teaching of foreign languages in the countries of the European Union]. (Diss. cand. ped. sciences). Kyiv. [in Ukrainian].
11. Smelyans'ka, V. V. (2011), Tendentsiyi rozvytku rann'oho navchannia inozemnykh mov u pochatkovykh shkolakh SShA [Trends in the development of early foreign language learning in US primary schools]. (Diss. cand. ped. sciences). Nizhyn. [in Ukrainian].
12. Tadeyeva, M. I. (2010), Rozvytok suchasnoyi shkil'noyi inshomovnoyi osvity v krayinakh-chlenakh Rady Yevropy [Development of modern school foreign language education in the member states of the Council of Europe]. Ternopil: Textbook - Bogdan. [in Ukrainian].

***Received: September 04, 2021***

***Approved: September 28, 2021***