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Key pedagogical aspects of the study of philology by university students in the framework of the management of the educational process

Aspectos pedagógicos clave del estudio de la filología por parte de los estudiantes universitarios en el marco de la gestión del proceso educativo

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Resumen

El objetivo principal de este artículo es identificar los aspectos pedagógicos clave del estudio de la filología por parte de los estudiantes universitarios en el marco de la gestión del proceso educativo. El proceso de integración intercultural a nivel nacional e internacional llevó a la modernización del contenido de la enseñanza de idiomas. En la etapa actual se han producido importantes cambios positivos en el sistema educativo tanto en aspectos organizativos como de gestión y contenidos. El aspecto sociocultural del estudio de la filología extranjera ha cambiado significativamente, y el estudio de una segunda lengua extranjera tanto en las instituciones de educación general como en las universidades no ha pasado a ser una excepción, lo que provocó un aumento de la motivación en el estudio de una lengua extranjera en general. En este sentido, se presta especial atención al creciente interés por las últimas tecnologías de la información, que se han convertido en parte integral del mundo moderno y determinan en gran medida el futuro desarrollo económico y social de la humanidad. Como resultado del estudio, se analizaron

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los principales requisitos previos para la modernización e implementación de métodos innovadores en los sistemas de filología extranjera de estudiantes universitarios.

Palabras clave: Pedagogía, filología extranjera, sistemas de gestión, instituciones educativas, tecnologías de la información.

Abstract

The main purpose of the paper is to identify the key pedagogical aspects of the study of philology by university students in the framework of the management of the educational process. The process of intercultural integration at the national and international levels led to the modernization of the content of language education. At the present stage, significant positive changes have been made in the education system both in organizational, managerial and content aspects. The sociocultural aspect of the study of foreign philology has changed significantly, and the study of a second foreign language both in general education institutions and universities has become no exception, which caused an increase in motivation in the study of a foreign language in general. Particular attention in this regard is the increased interest in the latest information technologies, which have become an integral part of the modern world, they largely determine the further economic and social development of mankind. As a result of the study, the main prerequisites for the modernization and implementation of innovative methods in the systems of foreign philology of university students were analyzed.

Keywords: Pedagogy, Foreign philology, Management systems, Education institutions, Information technologies.

Introduction

Personal self-development, its self-actualization, realization of creative potential is not only the direction of humanization of education, but also the most important prerequisite for the formation of a creatively thinking person. Social conditions influence the formation of educational tasks. If earlier the main task of education was to transfer to the younger generation the knowledge and skills acquired by mankind in previous years, then in the information society, knowledge becomes a direct productive force that requires each individual to have the existing skills to apply the acquired knowledge in their own practical activities (Stepaniuk, 2019).

Pedagogical technologies are one of the basic disciplines in the system of training social teachers and workers. The educational standard assumes the psychological and pedagogical preparedness and competence of a specialist with a focus on multifaceted social practice, mastering the methodology of relations in society: in the family,

community, conditions of an open microenvironment of the individual, in the field of work, life and leisure, in social work with various and professional groups, with children and adults, other categories of people (Sorkos & Magos, 2021).

The purpose of the pedagogical training of a social pedagogue, therefore, will teach to understand a person in society, in society as an open system, to apply methodology and theory in various areas of activity of a social pedagogue. In this sense, a feature of education in modern conditions is its continuity. Pedagogical science develops the issues of continuity of education and the balanced development of all its components, the improvement of promising pedagogical technologies, taking into account national cultural traditions and world achievements (Roth et al., 2020).

For the other hand, the sphere of modern language education puts forward new requirements for all its participants and, above all, for the teacher, who must not only master innovative teaching technologies, but also understand the essence of the laws underlying them. The current stage in the development of methodological science is associated with an appeal to the intercultural paradigm of studying the processes of learning languages and cultures, which leads to the need to rethink the conceptual and categorical apparatus of the methodology, the essence of modern approaches, goals, content, principles, methods, techniques and teaching aids (Vaz et al, 2015).

Certain changes have also been made in the functional duties of a foreign language teacher, who should become the initiator and organizer of intercultural interaction between a student and a native speaker of the language being studied. In addition, the teacher must form the student's willingness and ability to actively participate in this interaction. For the successful implementation of their functions, the teacher must have methodological competence.

Methodology

The main purpose of the study is to identify the key pedagogical aspects of the study of philology by university students in the framework of the management of the educational process. For this, a number of methods were applied, which form the research methodology. The study was conducted using the following theoretical methods: first, system analysis and synthesis, with the help of which a comprehensive analysis of the relevant scientific literature was carried out; second, induction, as a method of transition

from knowledge of individual facts to knowledge of the general and deduction, as a method of transition from knowledge of general patterns to its separate manifestation; and thirdly, comparisons, classifications, generalizations and systematizations, idealizations and abstractions, which in general made it possible to streamline and work out the information received.

In order to better systematize all the mechanisms and stages of organizing the pedagogical process of studying foreign philology, we used the methodology of functional modeling IDEF0, which made it possible to visualize all the results of the study. IDEF0 is a functional modeling methodology. It is used to create a functional model that displays the structure and functions of the system, as well as the flows of information and material objects that link these functions.

IDEF0 can be used to model a wide range of systems. For new systems, the use of IDEF0 is aimed at defining requirements and specifying functions for the subsequent development of a system that meets the stated requirements and implements the selected functions. With respect to already existing systems, IDEF0 can be used to analyze the functions performed by the system and show the mechanisms by which these functions are performed. The result of applying IDEF0 to a system is a model of that system, consisting of a hierarchically ordered set of diagrams, documentation text, and dictionaries linked to each other by cross-references. The two most important components from which IDEF0 diagrams are built are functions, or activities (blocks), and data, or objects (arcs), linking activities together and displaying the interactions and relationships between them.

Results

Cognitive linguistics studies the features of assimilation and processing of information, ways of mental representation of knowledge with the help of language. Psycholinguistics focuses on the theoretical understanding of linguistic facts that go beyond other traditional disciplines. These include the following: the processes of generating speech, the originality of the word as a unit of an individual lexicon, strategies for mastering and using a second language (Marek et al., 2020).

Since these disciplines reflect certain interrelated and interdependent phenomena of objective reality, they cannot be isolated in the educational process. Consequently, their

integration or the process of combining, ensuring the integrity of scientific knowledge, due to the commonality of scientific ideas, principles, concepts, laws, theories, occurring in various forms, becomes a kind of sign of the study of linguistic disciplines. Therefore, today the university linguodidactics faces the most important task: to develop effective ways and means of integration. Of particular relevance is the use of interactive teaching methods, in particular case-study (case study), the method of case analysis, game design, etc.; effective teaching aids: abstracts of an interdisciplinary nature, the production of original visual aids, the development of crossword puzzles, etc. (Hornby, 2015).

In connection with the informatization of the educational process, teachers not only prepare software tools that ensure the availability of the information environment, but also develop fundamentally new combinations of methods and teaching techniques that improve the effectiveness of learning. The dynamic transformations taking place in modern society, the new philosophy of education, the establishment of rational worldview guidelines in the minds of citizens and the renewal of all spheres of human activity necessitate improving the quality of education of future teachers, in particular, competitive philological specialists.

The current stage of development of the higher education system is characterized by the desire of scientists to purposefully solve urgent problems of quality assurance. With this in mind, there has been a trend towards innovative changes in the theory of teacher education in the context of new requirements for the formation of professional competencies of future specialists in a multi-level university education (Yetik, Ozdamar & Bozkurt, 2020).

One of the effective directions in the field of teaching foreign languages is the development of a learning system based on information technology. Through a combination of sound, graphic, animation and text effects, it is possible to quite successfully simulate the effect of immersion in an active language environment, implementing modern linguistic technological, methodological and pedagogical technologies. In addition, when teaching a foreign language according to such programs, all aspects of the language are worked out: phonetic, grammatical, lexical and communicative, which allows you to better and quickly master the language material, acquire speech habits and skills (Zdanevych et al., 2020).

An important role in this is played by multimedia tools that allow you to constantly update educational materials and improve systems for working on them. Intensive

multimedia programs for teaching a foreign language must be developed in accordance with the latest technologies for processing sound, text and graphics. A deeply thought-out methodology, specially designed for computer language learning, a large amount of appropriately selected educational material, high sound quality of linguistic material, voiced by native speakers or taken from original sources, create a perfect, modern tool for a comprehensive study of a foreign language.

In the educational process, when creating foreign-language educational objects of a professional direction, it is possible to actively use the original resources from the Internet. Multimedia tools are characterized by a huge didactic potential. The task of the teacher is to exercise general control over the work of students, understanding that the student is an active factor in the learning process. The development of students' creative abilities contributes to their successful activity in mastering new knowledge (Beaton et al, 2021).

In modern pedagogical publications, it is noted that the traditional (non-informatized) education system does not create conditions for the effective development of students' mental abilities, levels out their creative potential. As a rule, in the university mass learning experience, most teachers strive to provide students with more information in their discipline. At the same time, reproductive methods of its transmission require a minimum of cognitive and creative activity. As a result, society receives a passive specialist, an executor who does not have decision-making skills in the professional sphere. The traditional learning process has a number of classic contradictions, which can be formulated as follows (Reyes-Chávez & Prado-Rodríguez, 2020):

- 1) the activity and passivity of the student;
- 2) the focus of the curriculum on the average student;
- 3) insufficient individual approach;
- 4) presentation of information in an abstract-logical form;
- 5) limited time, etc.

These contradictions present a serious problem for the educational process in general. When using information technologies in the educational process, the forms of traditional “teacher-student” interaction are changing, because, firstly, new teaching aids are introduced that become a link in the process (for example, in distance education, this is

the “student-computer-teacher” system), Secondly, the student is transformed from an object of learning into a subject (Zgaga, 2019). This becomes possible due to the active position of the student; the transition of the process of cognition from the category of "teach" to the category of "study" the discipline consciously and independently; interactive communication with various educational resources (libraries, dictionaries, encyclopedias) and communities (colleagues, consultants, partners); information richness and flexibility of teaching methods using information technology; "immersion" in a special information environment that best motivates and stimulates the learning process (Ydo, 2020).

The experience of using information technologies in the process of practical teaching has shown that at the present stage, pedagogical science has paid insufficient attention to the issues of combining traditional and informational forms of education. Therefore, in order to improve the quality of education using information technology, it is necessary to take into account the psychological, pedagogical and methodological problems that arise in this case; training and control programs must meet all the requirements of the software. Thus, teaching a foreign language based on a competent approach requires the formation of certain competencies in students, as can be seen in Table 1 (Haug, 2017; Van Mieghem et al., 2018).

Table 1

Key competencies required for the study of foreign philology in universities

Nº	Competence	Meaning
1	Linguistic competence	mastery of the due amount of formal knowledge and their corresponding skills. related to various aspects of speech: vocabulary, phonetics, grammar
2	Sociolinguistic competence	the ability to select language forms and use them and transform them in accordance with the context. Sociolinguistic competence is directly related to language and speech adequacy
3	Sociocultural competence	implies knowledge of one's own culture and the culture of the country whose language is being studied. This is knowledge about history, customs, traditions, mentality, etc.
4	Social competence	consists of the desire and psychological readiness to interact with representatives of another culture

In modern methodology, several aspects of the goal of teaching a foreign language are traditionally distinguished (Eliyana, Ma'arif & Muzakki, 2019), as educational and practical aspect - implies a certain level of proficiency in three aspects of the language (vocabulary, phonetics, grammar) and four types of speech activity (listening, reading, speaking, writing). The educational aspect - teaching a foreign language should instill in students tolerance and respect for other peoples and their culture, customs and traditions. Educational influence should be directed to the formation of knowledge of communication etiquette in any life situations.

In the case of educational aspect, this involves knowledge about the culture of the country whose language is being studied (literature, music, painting, history, etc.). For developing aspect, this means teaching a foreign language contributes to the development of all types of memory, logical thinking, motivational sphere, purposefulness, and also develops a sense of speech and speech guess.

The main objectives of the foreign language teaching methodology are the scientific substantiation of the goals, content, principles of teaching and the development of effective methods, techniques, forms and means of teaching, taking into account the specific learning conditions and age characteristics of students. As a result of the evolution of methodological concepts, two functionally different methods have developed: general and special methods. The general methodology is engaged in the study of the patterns and features of the process of teaching any foreign language (Beauchamp, 2004).

As already noted in the "Methodology" section, the methodology of functional modeling was used to form the main stages of organization and management of the educational process of studying foreign philology. This model includes three shaping drawings. So, in Figure1 the basic model of the reach of the final goal - organization and management of the educational process of studying foreign philology, is shown.

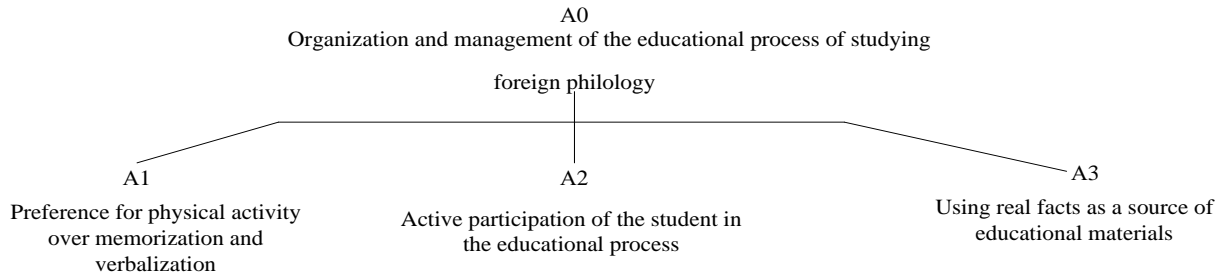


Figure 1: The basic model of the reach of the final goal

To better understand the system for achieving the final goal A₀ - organization and management of the educational process of studying foreign philology, we have identified the main elements, inputs, outputs and mechanisms shown in Figure 2.

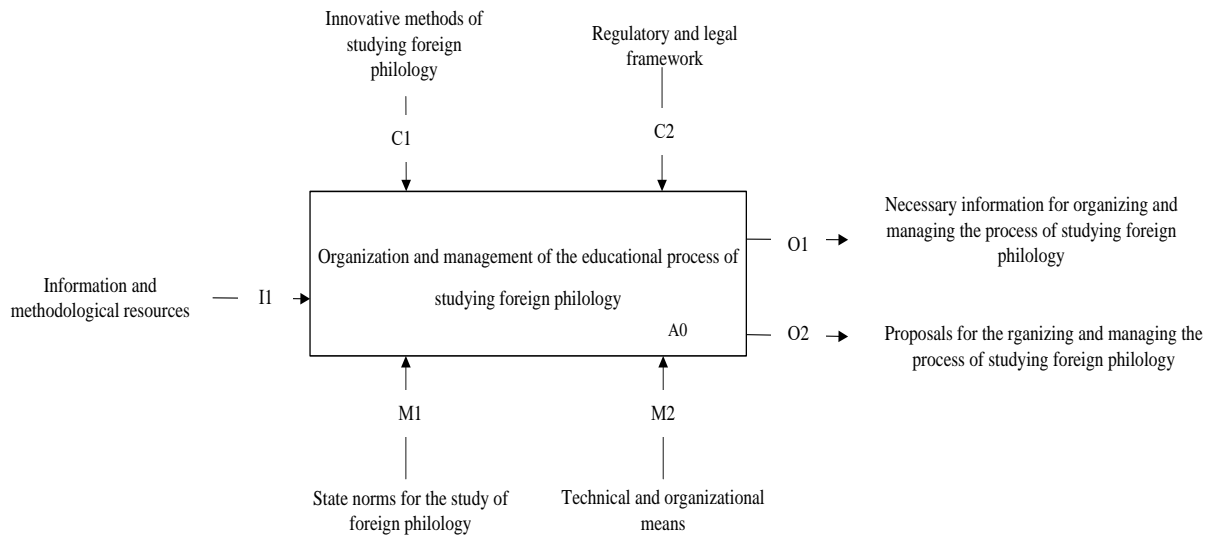


Figure 2: Block diagram of the reach of the final goal A₀ - organization and management of the educational process of studying foreign philology

The final stage of the functional modeling system we have chosen is the formation of a decomposition of the main mechanisms for achieving the final goal A₀ - organization and management of the educational process of studying foreign philology (Fig. 3).

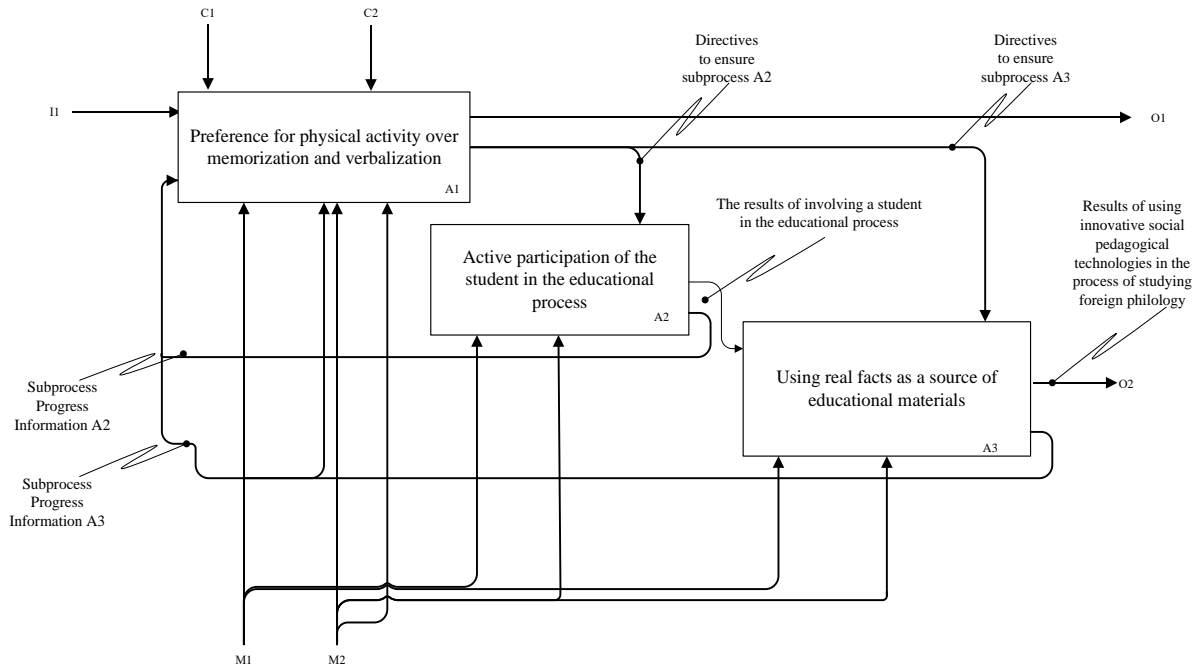


Figure 3: Decomposition of the main mechanisms for achieving the final goal A0 - organization and management of the educational process of studying foreign philology

In the methodology of teaching foreign philology, the general principles of didactics acquire a certain specificity (Awe & Church, 2020). First, the principle of visibility is very important when teaching a foreign language, because the process of mastering knowledge begins with sensory perception. The use of visualization makes the lesson emotionally colored, captivates students, excites their thinking. Distinguish between auditory and visual. It contributes to the assimilation of speech and speech material, the formation of skills and abilities of foreign speech.

The principle of feasibility involves taking into account the level of training of students, i.e. level of foreign language proficiency (Orchard, Heilbronn & Winstanley, 2016). The principle of strength in teaching a foreign language implies the ability of the student to keep in mind the acquired language and speech material and be able to apply it in

practice in oral or written communication. This is facilitated by an increase in the content of the material, the use of visibility, and the fulfillment of creative tasks.

The principle of consciousness in teaching a foreign language means that the student understands well what he is studying. This approach contrasts with "rotational" learning, where only repetition is used. The principle of scientific character in teaching a foreign language means that the results of modern research on the peculiarities of foreign language communication should be applied in the educational process. The principle of activity means that when learning a foreign language, the student must be an active participant in the learning process, show intellectual, emotional and speech activity, which positively affects the mastery of foreign language speech activity. The main sources of activity are motivation, desire and interest in learning the language.

The principle of educational training is realized through such an organization of teaching a foreign language that would give students the opportunity to improve their abilities, form cognitive motives, carry out independent work and through the use of certain educational material that contributes to the education, formation and development of positive character traits of students, an active citizenship . , tolerance, respect for representatives of other cultures, etc. Finally, the principle of individualization is implemented through the application of individual tasks, through a special selection of exercises for each group of students, through the use of additional material, etc.

The most effective form of activating the language activity of students in a foreign language class is a group form of work, which allows you to significantly increase the time of language practice in the classroom for each student, to achieve the assimilation of the material by all group members, to solve a variety of educational and developmental tasks. Teacher in turn, becomes the organizer of independent, creative activities of students, he has the opportunity to improve the learning process, the development of communicative competence, the holistic development of their personalities. Working in a team, a student cannot refuse to do his part of the work, appreciating the opinion and attitude of his comrades. If a student has any difficulties, he can ask for help from any member of the group. Each student brings their own opinion to the group, and the whole group is responsible for the work of each participant, thus each student is optimally involved in the activity in the lesson (Aquino et al., 2019).

In the process of teaching a foreign language as a second foreign language, it is necessary to apply the innovative technologies discussed below. Technology "Debate", which implies a directed and ordered (structured) exchange of ideas, judgments, opinions (Kruszewska, Nazaruk & Szewczyk, 2020). Technology of project training requires oral practice for group members and each student, providing an opportunity to think and solve a problem, and inclusion in the dialogue of cultures. The purpose of teaching foreign languages is not a language system, but foreign language activities as a means of intercultural interaction. The subject of speech activity is opinion, and language is a means of forming thoughts. This is the specificity of the implementation of the method of projects in a foreign language lesson. It is necessary to build project activities in such a way that students receive not only additional information, but learn to apply it in their future professional activities (Azorín & Ainscow, 2020).

Information and computer technologies. At present, due to the powerful development of modern technologies, the Internet provides unlimited opportunities for teachers and students to obtain any information. This can make the session more interesting and the preparation phase for the session quicker and more efficient. Considering the above, the relevance of the chosen topic is associated, first of all, with the increasing requirements for the level of mastering the English language and intercultural communication of students in higher educational institutions and the increased interest in finding effective means of teaching English and intercultural communication in higher education. Working with computer training programs in classes greatly helps in learning vocabulary, practicing pronunciation, teaching dialogic and monologue speech, teaching spelling and practicing grammar rules. Also, the Internet allows you to work out communication skills on the network itself, that is, communication via e-mail.

There are many materials on the Internet with which you can solve a number of didactic tasks (Shevchenko et al., 2019): to form reading skills and abilities using the materials of the global network; improve written language; replenish vocabulary; to form a stable motivation for students to learn English. Students can participate in electronic forms of diagnosing and improving their professional level (testing, online conferences, competitions).

In technology for the implementation of the activity method, The essence is to take into account the psychological characteristics of students, the possibility of mastering knowledge at the maximum level for the student. In the process of learning, students independently acquire knowledge; they identify and assimilate a mode of action that allows them to consciously apply the acquired knowledge in life (Akishina et al., 2022).

Teaching a second foreign language has a number of features and requires a special selection of methods and techniques for learning it. It cannot be denied that the first foreign language partly raises certain problems related to (Kryshtanovych, et al., 2021):

- 1) pronunciation;
- 2) reading rules;
- 3) intonation;
- 4) word order;
- 5) the use of articles;
- 6) conjugation of verbs;
- 7) complex grammatical constructions;
- 8) the fact that some words look and are pronounced approximately, but have different meanings.

Discussion

In the 20th century, domestic education enters a qualitatively new stage, due not only to changes in social and political life, but also to a revision of the organizational and value orientations in the education of young people. The development of a national school, the establishment of criteria for state educational standards, and updating the content of training courses require new effective approaches to defining and organizing the structure of education.

In accordance with the goal main prerequisites for the modernization and implementation of innovative methods in the systems of foreign philology of university students were analyzed. In addition, the main competencies required for the study of foreign philology in universities were identified as a result of an analysis of specialized literature. For the practical definition of the key pedagogical aspects of the study of philology by university students as part of the management of the educational process, we

used the methodology of functional modeling, which made it possible to form practical aspects and stages of the process of studying foreign philology.

According to Ainscow (2020), teachers should comprehend the ways of implementing the social order, which leads to an appropriate hierarchical structure of knowledge and subjects, a change in emphasis in determining the leading directions of the educational process, updating forms, introducing interactive methods, and developing new value orientations. The fundamental novelty of the situation is that cardinal changes occur within a short time, and this is not entirely consistent with the stereotypical social practice of educating many generations. In this regard, the leading tasks facing the society are the return of educational and ethnocultural functions to the school, the revival of its national character, the development of new technologies that would provide continuous multidisciplinary education and meet the requirements of the information society.

The correct consideration of interferences and positive transfers of skills and methods of working with language material is a determining factor in the rationalization of teaching a second foreign language. For the correct organization of cognitive and developmental activities, it is necessary to create organizational and pedagogical conditions that meet the tasks of forming a positive emotional and value attitude to the study of a foreign language (Kryshtanovych et al., 2020). With the rational organization of a modern foreign language lesson, it should become a zone of psychological comfort. When selecting modern teaching methods, it is necessary to take into account the criteria in accordance with which the methods contribute to the use of Kivirand et al. (2020):

- creating an atmosphere in which the student feels comfortable;
- development of the student's desire to practically use a foreign language;
- development of creative abilities;
- creating a situation in which the student must be aware that the study of a foreign language is connected with his future professional activity;
- sending a student to independent work on language learning;
- the use of different forms of work.

In this case, this list is incomplete, since it does not take into account the theoretical aspects of the implementation of these criteria for teaching methods. Our research includes both theoretical and practical components. Most scholars determine that, in general, the

training course on introduction to foreign philology is very concise, structured in such a way that different topics are covered in seminars than in lectures (Bakhov, Ryzhykov & Kolisnyk, 2018; Azorín & Ainscow, 2020). It is in connection with the short course that topics related to the characteristics of individual foreign languages: sociolinguistic characteristics, periodization, the first written evidence, monuments, literary works. So, all the established methodologies for studying foreign methodology do not make it possible to fully ensure the best learning efficiency.

For the other hand, significant advantages, which, according to the authors, will be noticeable at the stage of practical application of the model are the following: ease of use, visibility and understandability for an ordinary teacher and manager of an educational institution. In addition, a significant advantage of this model is that it can easily tolerate local changes at various stages of its implementation without changing the underlying structure of the model. Therefore, it should also be noted that the model we have developed has not yet been fully implemented in practice. At the time of writing the study, this model is just beginning to undergo its practical testing. In future studies, the authors plan to depict the practical results of using this model.

This study has its limitations, since it forms the basic theoretical approaches and aspects of the study of foreign philology, which does not take into account the specifics of the study of other scientific disciplines.

Conclusion

Modern conditions dictate the need to study a foreign language with a focus on its practical application in everyday, business, professional communication. The intensive development of the information base of science and technology, the expansion of business, cultural ties with medical, scientific, economic circles on an international scale make us reconsider the requirements for a highly qualified specialist. Of particular importance is the ability to combine deep professional knowledge and skills with computer literacy and a high level of language proficiency. In the modern educational process, it is advisable to use a model that successfully combines traditional methods of teaching a foreign language with modern methods of computerized learning.

The teaching and learning of foreign philology as a foreign language should be carried out by comparing or contrasting phonetics, vocabulary, grammar of the native language, the first and second foreign languages. Accordingly, grammar plays an important role in the study of foreign philology. In this regard, the phonetic aspect of speech must be assimilated directly in practical activities when mastering thematic lexical and grammatical material. Prospects for further research are the development of thematic blocks within the framework of the course of foreign philology, as well as the specifics of the use of interactive technologies.

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