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The Preparation Peculiarities of the Masters of English Philology in the European Universities in the Context of Changing Language Policy

Abstract: The development trends of language education at the beginning of the 21st century include international integration in the goals updating and the context of teaching and learning foreign languages in secondary and higher educational institutions. One of the modern tendencies of Ukrainian educational system improvement became Europeanization of language education. These problems in the area of teaching foreign language are reflected in particular in the following documents: “The National Doctrine of education development in Ukraine in 21st century”, “The law on higher education”, “The Basic recommendations for the language education: learning, teaching, evaluation” etc. According to the decree of the president № 641 the 16th November in 2015 – the year 2016 is claimed to be the year of English language in Ukraine. This proves high demands to those who teach and those who are studying due to the high level of the professional’s preparation of new generation who are capable of active living in the circumstances of multilingualism and polylogue of cultures. According to the state language policy one of the modern education priorities is the question of the communicative competence formation.

The preparation of Masters of Philology in the universities of the Czech Republic, Poland, Hungary and Slovakia – the countries of Visegrad Group, as well as in the Ukrainian universities took place in the faculties of the foreign department, the institutes of linguistic, the language studios etc. The traditional master’s preparation lasts during 2-3 years and involves the disciplines’ mastering in the range of 120-180 credits. There is as well a program of Masters of Arts preparation during 4–5 years, for ex-

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ample a teacher, a doctor etc. The studying on the level of Master of Arts ends with the defense of dissertation and acquiring the degree of Master (Mgr) or Master of Arts (MgA).

In the professional preparation of philologist the important fact has fundamental preparation, which consists of the general professional competence formation through the interconnection with humanitarian, ecological, legal and economical and managing education. All of these should provide the high flexibility and adaptation of philologist in the frames of its own and related professions (a philologist-manager, a public relations philology specialist and etc.) That is why the preparation of the Masters of the high educational institutions of Ukraine today took place in the conditions of the competence approach. The following approach helps to provide students with the modern knowledge, and also raise the level of the professional competence, which should penetrate through the aim of teaching, educational programs, and all educational disciplines.

Key words: language policy, competence approach, professional competencies, communicative competencies, pedagogical innovations, preparation of the Masters of Philology of English language, universities of the Visegrad group.

The modern preparation process of the Masters of English Philology in the leading universities of Europe is connected with the Bologna process reform in the high educational institutions. These changes led to the involvement of the competent approach in the education of the university graduates. The development trends of language education at the beginning of the 21st century include international integration in the goals updating and the context of teaching and learning foreign languages in secondary and higher educational institutions. One of the modern tendencies of Ukrainian educational system improvement became Europeanization of language education. These problems in the area of teaching foreign language are reflected in particular in the following documents: “The National Doctrine of education development in Ukraine in 21st century”, “The law on higher education”, “The Basic recommendations for the language education: learning, teaching, evaluation” etc. According to the decree of the president № 641 the 16th November in 2015 – the year 2016 is claimed to be the year of English language in Ukraine. The following decision was made to promote learning English language in order to increase the access of Ukrainians to the «... world economical, educational and cultural opportunities, that provide knowledge and usage of English language, ensure the integration of Ukraine to the European political, economic and scientific and educational space” [*The Ordinance of President of Ukraine* 2015]. This proves high demands to those who teach and those who are studying due to the high level of the professional’s preparation of new generation who are capable of active living in the circumstances of multilingualism and polylogue of cultures. According to the state language policy one of the modern education priorities is the question of the communicative competence formation.

The preparation of Masters of Philology in the universities of the Czech Republic, Poland, Hungary and Slovakia – the countries of Visegrad Group, as well as in the Ukrainian universities took place in the faculties of the foreign department, the institutes of linguistic, the language studios etc. The traditional master’s prepa-

ration lasts during 2–3 years and involves the disciplines' mastering in the range of 120–180 credits. There is as well a program of Masters of Arts preparation during 4–5 years, for example a teacher, a doctor etc. The studying on the level of Master of Arts ends with the defense of dissertation and acquiring the degree of Master (Mgr) or Master of Arts (MgA) [Pyatakova 2017, p. 309].

Ukrainian high education changes moreover due to the active implementation of the law “On Higher Education”, in which there is provided new requirements to the university teacher. It is the teacher, who is a participant of the educational process, have to “constantly improve the professional level, pedagogical skills, scientific qualification; who provides high scientific and theoretic and methodological level of teaching discipline in full scope of the corresponding specialty in accordance with the educational program of” (*Law of Ukraine* 2014).

The precise educational process' feature in the universities of Ukraine is the innovation, introducing in the educational process new educational technologies, new methods, which can contribute to the improvement of the quality educational and teaching of process in general. It must be taken into account that pedagogical innovation is characterized as changing the structure of pedagogical educational in general or some important components in order to improve its characteristics [Okoń 2001, pp. 138–139].

The common development basis for educational plans of professional and language preparation, typical programs, examinations, textbooks in Europe is provided by the Council of Europe Recommendations [*The European recommendations of language education* 2003]. There is described the knowledge and abilities, which could be elaborated in the language speakers for effective communication in the cross-cultural context; determined the levels of language performance on each stage of learning; proposed communicative pedagogical tasks for active students participation for meaning full communication. To define the goals of professional preparation of English language teacher, in the generally recommended model of education influence of the main components, it is ought to be taken into account the specifics and the solution's range of educational tasks – forming general students competences, communicative competence of performing improvement distinct language skills in the particular communicative situation, enriching or diversifying the strategies and improvement of the task. There for the most important task of the professional preparation of the Masters of Philology of English language in the high educational institution is supposed to be the formation of the necessary and sufficient level of professional competence of the future teacher of the foreign language, which acquires the following essential competences in the process of studying in the university. The competence formation and competences in the future specialist maybe seen as the amount of knowledge, skills and abilities in the broad sense, that a teacher acquires in the process of continuous learning, that specially organized

(through the system of additional education), as well as involuntary education (life experience, practice) (G. Wyler, J. Lefsted). In the professional preparation of philologist the important fact has fundamental preparation, which consists of the general professional competence formation through the interconnection with humanitarian, ecological, legal and economical and managing education. All of these should provide the high flexibility and adaptation of philologist in the frames of its own and related professions (a philologist-manager, a public relations philology specialist and etc.). That is why the preparation of the Masters of the high educational institutions of Ukraine today took place in the conditions of the competence approach. The following approach helps to provide students with the modern knowledge, and also raise the level of the professional competence, which should penetrate through the aim of teaching, educational programs, and all educational disciplines.

The analysis of works on problem competencies and competency qualities (N. Chomsky, R. White, J. Raven, N. Kuzmina, A. Markova, V. Kunicyna, L. Berestova, V. Baydenko, A. Hytorskyi, N. Gryshanova and etc.) that proves the allocation of particular features and the stages of forming the competences, CBE-approach (competence-based education) in the education. The question of communicative competence were researched by such native and foreign scientists S. Amelina, L. Anpilogova, I. Bacenko, I. Berman, V. Gnatkevych, Y. Emelyanov, Y. Zhukov, V. Ivanov, T. Kolbina, V. Korystylov, N. Korolyova, A. Makarova, Y. Miroshnychenko, I. Neyshyn, D. Norman, A. Panfilova, Y. Passov, L. Petrovska, A. Sergiyenko, O. Tarnopolskyy, O. Fedorov, S. Shatilov, N. Shmit and etc. Sufficiently developed theoretical research aspects of professionalism (H. Borysova, Y. Zeyer, A. Markova, O. Novykov) and the modeling of the professional activity (O. Bobyenko, I. Zymnyaya, Y. Smirnova, O. Kirsanov, O. Kochnev, N. Kuzmina, N. Talyzina and etc.). The important factor was also researched thorough the study of the modern concept of subject-subject interaction: individualization, personality-oriented approach in education, context and productive studying (O. Asmolov, R. Berns, K. Vasina, O. Verbytskyy, I. Zymnyaya, V. Ilyin, O. Kirsanov, G. Landret, M. Mahmutov, L. Mitina, Y. Turchaninova, G. Zukerman etc). However the problem of forming communicative competence in philology students in the process of learning English language acquires more detailed research in the context of European integration, after all “... only with the help of better usage of modern European languages we can facilitate the communication and interaction between European with different native languages for support of European mobility, mutual understanding, cooperation and to overcome the prejudice and discrimination” [Kozymyrska 2007]. In particular there is need for further overthinking and improvement of the context, form, method and techniques of teaching English language in the university. At the same time in the process of teaching the sense and aim of didactical preparation of the Master of Philology of English language, the problems of matching the quality of preparation of the Master to the requirements

of branch standard of high education must be highlighted and analyzed the peculiarities of language competences, which appeared in Masters of Philology in the process of learning disciplines. The competence oriented education is realized in the pedagogical practice the model of education – project system of goal-setting, planning, organizing and estimating, in which the main educational result is the special professional and key competences of graduates [Kuzmina 1980].

Education which is oriented on the competences was formed in the 70s in the USA and has the name the CBE-competence-based education. The competence in our opinion is the set of basic theoretical knowledge, practical skills, abilities, capability and traits of personality, which show his readiness for performing particular activity [Markova 1998; Skylbek 1994, pp. 67–78].

The professional competence can be defined as the person's readiness to accumulate personal resources (organized in the system of knowledge, skills, abilities and traits of individual), which are necessary for effective solving professional tasks in typical and unusual situations [Kuzmina 1980]. It must be taken into account that professional competence must involve the value attitude of person towards these situations.

O. Markova considers the professional competence as the set of five sides of work: pedagogical activity, pedagogical communication, the person of teacher, learning- ability to learn, politeness – ability to teach [Markova 1998, p. 50]. Professional pedagogical competence (according to N. Kuzmina) – this is a set of skills of teacher – subject of the pedagogical influence the particular way to structure the scientific and practical knowledge in order to improve better solving of pedagogical tasks [Kuzmina 1980].

In this case there can be pointed out five components of pedagogical competence: a special and a professional competence according to the discipline that is taught; the methodological competence according to the ways of knowledge formation and skills of students; the social and psychological competence of communication; the differential and psychological competence regarding motives, abilities, directions of students; the auto-psychological competence about the achievement and disadvantages of person's activity [Lobeyko, Novykov, Truhachev 2002, p. 129].

According to the decision of the European Council the main competence during learning foreign language is the communicative competence. Therefore in the conditions of the new language policy the aim of English language learning is formation of the communicative competence of students who are the future English language teachers.

Today in the scientific circle there are several points of view on the interpretation of the concept “communicative competence”. O. Kazartseva interprets the communicative competence as knowledge, skills and abilities, that are essential for

understanding others and generalization of their own programs of speaking behavior, adequate goals, spheres, situation of communication [Kazartsevav 1999]. K. Khoruzhenko [1997, p. 185] considers communicative competence as the preparation of a person to the cultural communication with other people. I. Cherezova defines the communicative competence as "...system of inside resources, essential for effective communication action in the certain range of situations interpersonal interaction" [Cherezova 2014, p. 104].

The communicative competences can be understood as well as forming of knowledge about the method of orientation in different situations, free usage of verbal and non-verbal means of communication or as empathetic ability of teacher. Interactive competences require skills, which relate to the establishment of productive pedagogical interaction, the most distinct form of which are cooperation and co-creation. This is manifested that the teacher sees himself as a professional, as a student as personality. However, the high level of competence depends on the specific peculiarities of cognitive, emotional and willing sphere, temperament and character of the personality.

The researcher M. Bogachyk proposes to consider the process of preparation of the English Philology student in the context of competence and communicative active approaches. There can be distinguished the basic features of competence approach, which must be considered during the process teaching organization of the future teacher of the English Philology:

- the personal and social value of knowledge, skills, abilities, qualities, experience of activities, which are formed and developed;
- formation, development of certain competencies and competence qualities;
- the existence of a clear effective system of criteria for measuring formation and development of competence;
- the creation of certain not-standard problem situation which will practically allow to show and verify their acquired knowledge, skills, abilities, personal qualities and experience;
- the presence of particular learning environment which will effectively allow to develop distinct competences that are based on the principals (activity, necessity of constant learning through out the life, the unity between the market requirements of job and traditional opportunities of educational system);
- the organization of educational process on the basis of research, problem, part-research methods, which provide the creative embodiment of personality;
- the involvement of modern ICT in the educational process [Bogachyk 2016, p. 47].

The characteristic features of communicative active approach for learning English language are:

- teaching communications though interaction in English language;
- using the authentic materials in the learning situations;

- giving the students an opportunity to take part especially in the management of the learning process;
- using personal experience those who learn as the important part of learning process;
- an attempt to combine learning English language both in the lessons and outside the classroom [Bogachyk 2016, pp. 47–48].

Consequently, the main conditions of providing the competence and communicative active character of teaching English language are the language orientation, functionality, situation and novelty. All pedagogical skills which are the sense of professional competence of the teacher can be divided according to their content on two large groups: the ability of theoretical readiness and practical readiness. To the theoretical readiness abilities are denoted analytical, predictive, projective and reflective skills of teacher. We will be more detailed with practical readiness, therefore they help to understand the main idea of professional competence, which must be formed in the Master of Philology in the process of learning in the high educational institution.

The abilities of practical readiness according to their meaning are divided into organizational, communicational and applied. To communicative are denoted perceptive skills: perception and interception of information in the process of pedagogical interaction; penetration in the personal essence through the evaluation of external characteristics, probable forecasting of dynamic of the development of general and individual skills of personality; point out the main features of personality, and social valuable orientations. To the communicational skills should be denoted as well the skill of pedagogical communication: the use of “communicative attack”; establishment of psychological contact, interaction; communication management; establishment of feedback (empathic interaction); pedagogical technique (culture of communication, management of your physical and psychological state, bring closer, figuratively transmit the information).

In the process of teaching English language must be involved all kinds of speech activity: reading, listening comprehension, speaking and writing skills. At each stage of speech activity the main task of teacher is the preparation students to the active speaking. For this together with the traditional methods of education are used non-traditional methods and forms of communicative speaking. For example, the lesson is organized in the form of “round table” (discussion), language communicative games, technique “aquarium”, micro teaching, debates, brainstorming, “snowball”, role playing, problem solving, quizzes, competitions, theatre performances, multimedia presentations, virtual excursions etc. The development of students’ creative abilities contributes to the usage of the method of discussion, method “drama”, problem solving, projects, which are based on the development of cognitive skills, critical and creative thinking, work alone, creativity. These meth-

ods as well give an opportunity to work alone, individually as in pairs, groups, to be able to solve problem situations. These abilities must be considered as super tasks for forming the competences in the future English language teachers. The capabilities of the competences need to be formed while they are students, considering them while introducing the discipline of English language, and pedagogical and methodological disciplines.

In professional preparation of the Masters of Philology of English language must be paid attention on the inseparable connection communicative competences with philological, highly-specialized competences. It should be noted that special competences are relevant to the particular language and literature, which the Master of Arts will teach in the future. These are communicative competences in the area of native language and foreign language, which are connected linguistically (phonetic, lexical, grammatical, spelling, syntactic and stylistic skills); socio-cultural (the knowledge about native language and country, which language is learnt, the rules of behavior and culture); discursive (the ability of logically conduct conversation); strategic (the ability to forecast the difficulties in speaking) competences.

In the process of forming the professional competences the Master of Philology of English language in the high educational institution, it is necessary to point out all kinds of linguistic competences. These are connected with the specifics of the linguistics and its rules. The formation of these competences of Masters of Arts occurs in the learning process in its parts at lectures and practical classes of the educational language courses at the level of Bachelor's degree. The important issue in this process has course "The methodology of the teaching language in the secondary school", "The methodology of teaching language in the university" and the pedagogical practice, which task is to consolidate these skills. Therefore the next level of the linguistic competence can grow only in the process of pedagogical activity of the Master of Arts. Communicative competences are connected with literature and cultural competences, which are characterized by the readiness of starting the conversation, listening and hear the interlocutor, the ability to choose the appropriate linguistic resource depending on the status and social role of addressee (social competence). The socio-cultural competence includes the knowledge of social and cultural peculiarity of English-speaking countries, forming of skills to point out the general and specific in the culture of native country and countries, which language is learnt. Socio-cultural competence consists of regional studies and linguistic studies competencies. The regional studies competence is the set of knowledge about the country, which language is learnt, and as well the ability to use national and cultural language component to speak in it. The linguistic studies competence is considered to be as the possession of features of verbal and non-verbal behavior of native speakers in communicative situations. The components of linguistic studies competence denote to verbal and non-verbal behavior. Socio-

lingual competence this is the ability to understand and produce phrases and sentences with such form and with particular meaning which correspond certain socio-linguistic context in communication.

The competence oriented education is implemented in the pedagogical practice of competence model of education. This is the project of the goal-setting system, planning, organizing and evaluation, where the main educational result is specific professional and key competences of graduates [Pyatakova, Pyatakova 2014, p. 414].

In modern pedagogical science the professional competence is considered to be a result to professional preparation, combining it with educational competence – qualitatively new approach to the content of education which is connected with life, future professional activity of student, and as well as fulfillment of social role. Therefore, in order to form professional competence of the Master of Philology of English language it is necessary to give graduate the opportunity to learn the theoretical knowledge of pedagogics, psychology, methodology of teaching foreign languages, applied linguistics and skill of practical usage in work in general educational institution. The concept “knowledge” as a component of professional competence of future teacher of English language may be viewed from the point of its concept and means of its transmission. The concept of professional knowledge is the conceptual and factual components of educational material, which includes interconnected facts, patterns, theories, generalizations, terms [*Technologies of professional and pedagogical preparation* 2001, p. 232].

In today's circumstances of open access to almost any information the professional knowledge of teacher is already determined not only the concept of these knowledge, but as well the ability to convey the min such way, that it facilitates interaction, discussion, dialogue and argumentation [Puhovska 2000, p. 570]. According to this together with the knowledge of scientific factors teacher must have knowledge for innovational pedagogical technologies and capability to implement them in the educational process.

The pedagogical technology as the product of creative search, experiment of the teachers innovators and scientists, under certain conditions can become unique product of all educational and teaching system if implement it in educational practice. Therefore innovational technologies should be considered through “the aim and result of a complex dynamic progression of the implementation of intellectual development of personality of teacher in process of professional preparation, forming in him professional knowledge, abilities and skills through effective activity of family and social life” [Padalka, Nisimchuk, Smolyuk, Shpak 1995, p. 3].

In the conditions of university education reformation in Ukraine the computer technologies, interactive methods and distance learning are the most popular among the innovational technologies which are implemented in the educational process. The innovational technologies fill the high educational institutions with

modern didactical tools and contribute to the formation new subject-subject relationship between teacher and students. Until recently in the educational process in the universities of Europe prevailed the frontal form of influence on the personality of student, which didn't require from teacher the knowledge of peculiarities of pedagogical technologies, involved in the classes. Due to this approach in fact ignored the activity of students, as there was technology that denied subject-subject relationship between teacher and student. Today in the education co-exist two strategies – traditional and innovational, which is open to new and is capable of updating [Dychkivska 2004, p. 8].

The teachers from Poland as well note the necessity of changes in the educational strategy and identify main reasons of these changes: the education need to be brought closer to real life; the school must serve to self-development and self-realization; the learning must be attractive; education must be democratized; there should be the flexibility of educational system and self-regulation [Pólturzycki 2002, p. 62].

The humanistic approach in the education helped to create personality oriented approach for those who we teach. In the high educational institution a student becomes the center of all educational system. During the period of the education formation we are convinced that the positive results in our classes in the university we can achieve only while the student is active, in condition of creating subject-subject education. While introducing in the educational process innovational educational technologies, we contribute to the active professional competence formation in the Masters of Art. From the teacher's perspective it is difficult to process the constant work of improving their professionalism, raising the level of creativity and self-regulation etc. We agree with the opinion of scientists didactics that teacher must be aware of the peculiarities of innovation in the university, "since the formation of humanitarian features in student will become possible only, when teachers teach from the point of modern requirements to the preparation of high-qualified specialist, and their beliefs will meet the today's requirements, related with the building sovereign country – Ukraine" [Padalka, Nimchuk, Smolyuk, Shpak 1995, p. 146].

In the modern university, in condition of creating subject-subject relationship in classes it is important in our opinion the introduction of the Masters of Art with the peculiarities of new technologies. It is the theoretical substantiation of innovations in the educational process, support students to understand the mechanism of action of particular methods, methodologies, techniques will help to raise their motivation and for forming competence in the future teacher. The knowledge of theoretical basis of pedagogical technologies need to provide the Master of Arts forming pedagogical thinking, which allows them successfully construct the educational and teaching process in different types of high educational institutions. Certainly, the future teachers must be prepared for innovational activity so that to be in

such personal state, that “involves in teacher the presence of motivational and valuable state for the professional activity, acquires effective means and techniques of accomplishing pedagogical goals, the ability of creating and thinking over” [Dychkivska 2004, p. 277].

The teacher who teaches disciplines in pedagogical cycle faces extreme task: to help the Masters of Art to get acquainted with the specifics of innovation in the education in order to form professional competences and creating motivation about implementing modern pedagogical technologies in the classes of future.

The results of empiric research which was conducted in 2013–2015 in Lviv, Wrocław and Jagiellonian Universities, confirm interest of future teacher in the interactive technologies and training methods.

In the process of survey of respondents we found out that the Masters of Arts are well acquainted with innovational technologies. The most knowledgeable Masters of Philology with the interactive technologies: 93,63% from Lviv University, 77,77% from Wrocław University and 88,42% from the Jagiellonian University. The Masters of Arts actively pointed out the computer technologies through which they made presentations, created projects, completed individual tasks, underwent tests (middle test check) of their knowledge etc. The computer technologies were singled out by 61,05% the Masters of Philology from the Jagiellonian University, 62,72% from Lviv University and 55,45% from Wrocław University. The respondents paid attention towards the distance education. The distance education (DE) is the form of learning known to 38,94% of respondents in the Jagiellonian University, far less in Lviv University – 21,81% and 12,17% in Wrocław University [Pyatakova 2015, p. 189–190].

In our opinion, it was logical to find out whether the Masters of Philology suppose that the introduction to the innovational teaching technologies in the educational process contribute to form the philologist’s professional competences. Absolutely agree with this statement 67,36% form the Jagiellonian University, 67,27% from Lviv University, 55,45% from Wrocław University. Only 9,47% of the polled Krakow Masters of Philology, 11,81% – Lviv University and 17,27% in Wrocław University completely disagree the influence of the innovational technologies on the process of professional formation of philologist [Pyatakova 2015, p. 190].

Important for survey was the respondents’ answer to the question whether the Masters of Philology agree with the necessity to shift the emphasis from pedagogical activity of teacher to the student’s cognitive activity, on forming creative method of their self-study in hand self-actualization, including educational and cognitive activity. Agreed to this statement 53,63% of the Masters of Philology from Lviv University, 51,81% from Wrocław University, 49,47% from the Jagiellonian University. It was difficult to determine the answer to the question 25,45% the Masters of Philology from Lviv, 34,54% from Wrocław University, 39,94% – the Jagiellonian University. Disagreed with this statement 11,57% Masters of Art

from the Jagiellonian University, 13,63% from Wroclaw University and 9,09% from Lviv University.

The majority of respondents of the Masters of Art from Lviv University – 56,36%, and 51,81% – from Wroclaw University, and only one third of respondents 31,54% – from the Jagiellonian University consider that in the process of preparation of the Masters of Art need to be made the transition from traditional, informative, monologue methods and forms of teaching to the dialogue one.

Also they are convinced about the necessity of computerization and technology usage in teaching in the universities, which will further lead to improvement of educational process in total, 54,73% respondents Masters of Arts from the Jagiellonian University, 54,54% from Lviv University and 43,63% from Wroclaw University [Pyatakova 2015, p. 190].

However, the knowledge of the Masters of Art of new technologies isn't proving the active introduction of these technologies into the classes in the universities. The Masters of Art from universities who were poled indicated the insufficient level of teaching usage of the new methods, which they lack. The results of survey made it possible to see that only 13,68% – from the Jagiellonian University, 25,45% – Masters of Art from Lviv University, and 32,72% – from Wroclaw University believe that modern university is ready for the purposeful implementation of person-oriented technologies of teaching. However the majority of respondent could not determine the answer to this question. The same percentage of respondents of the Masters of Art from the Jagiellonian University– 13,68%, and as well 16,36% from Lviv University and 20% from Wroclaw University consider that the university is not ready for fundamental changes. Certainly, teacher innovator must have positive attitude towards innovations in the world. The introduction of innovational technologies into the classes in the university is only possible in condition when the teacher is motivated to the following changes, is able to bring to the didactical material new methods of teaching of educational discipline [Pyatakova 2015, pp. 190–191].

The interviewed Masters of Art as well indicate on the small awareness with the structure and mechanist of working on new methods. In the questionnaires there were focused on complete or partial absence of the classes of language on their specialty of training technologies, which can contribute to the development of communication competencies in the philologist, the lack of implementation of methods in the development of creativity in the future teacher of philology. The results of the experiment give the opportunity to see some contradictions in the reasons which is the lack of knowledge on the specifics of innovative technologies in the universities. The majority of the respondents of the Masters of Art–59,74% pointed out on the active usage of interactive technologies in the classes. The group form of organization of interpersonal interaction is known to 90,90% of the Masters of Art in Lviv University, 87,27% – in Wroclaw University and 98,94% in the

Jagiellonian University, that give ground to state that 92,06% of all of the interviewed students are acquainted with the group interaction in the classes. In the questionnaires we saw the knowledge of students with one more form of interpersonal interaction – cooperative teaching, but it was pointed out only 20,05% of respondents. We can affirm that in general the Masters of Art are familiar with the interactive methods as most of the respondents among the methods which activate to the learning mention discussions, debates, and brain-storming. As well most often the Masters of Art pick discussion, “case method”, role play, blitz games, projects as methods which motivate them to master their specialization. We believe that the amount of students, that prove the introduction of interactive technologies in the innovational universities as well be bigger if the Masters of Arts were introduced in the classes with the theoretical component of the technology, group interaction as its basis for the organization of mutual students learning, its method sand technique etc. [Pyatakova 2015, p. 191].

The obtained data in the process of experiment gives us the opportunity to see the serious attitude to the future professional philologists towards those innovations which need to be done in the university. They actively perceive new methods of teaching of their professional disciplines; they are motivated to learn interactive methods, distance education, computer technologies. According to the survey of the respondents in Ukraine and Poland it helped to see that the Masters are uncertain about the changes in the educational strategy in the university. We consider that the fear of the future Masters of Philology can be justified due to the lack of:

- information about the importance of changing of the language policy in the preparation of the English language Philologist;
- complete information about the qualitative changes of the level of preparation of the professional with the help of new technologies;
- theoretical knowledge about the didactical peculiarities innovations and mechanisms of introduction in the educational process;
- practical abilities and skills to introduce innovations;
- data about the competence approach and change of the context of the preparation of the philologists;
- personal motive for raising their own proficiency, creativity development etc.

Since the Masters of Art have taken with understanding the changes which may occur in the educational process of the universities, with the induction of innovational strategies in the preparation of the philologist, teachers of the university cannot stand aside. Their primarily task is to create the conditions for the theoretical familiarization and practical preparation of the Masters of Art to the introduction of the innovative technologies in the educational process in the universities [Pyatakova 2015, p. 192]. We consider that innovational approaches for forming

language competences of the Masters of Philology of English language motivate them to the future profession.

The analysis of the masters' program of preparation of the English philologist in the universities of the countries of the Visegrad group gives the opportunity to claim that it can be divided into English countries study and pedagogical directions. In the universities of Hungary popularity has programs as separate cultural studies: European, American, English, French language and Polish studies. Due to this the master's program ELTE (c. Budapest) often proceeds to the Bachelor's degree and prepare a specialist in the culturally-ethnographic aspect of the American studies and the English-sciences.

In the universities of the Czech Republic the master's program of preparation of the philologist is arranged for 2-5 years and students from 2006/2007 year of birth undergo the credit system ECTS which performs the function as an instrument of mobility for students from universities all around EU. The master's programs include research to acquire theoretical knowledge in the area of philology, cultural studies, sociology, country studies, based on the modern scientific knowledge, scientific researches and works, and as well assimilation and their further application on the practice in condition of development of creative skills of the researcher [Pyatakova 2017, p. 309].

To the second group are denoted the programs of preparation the Master of Philology with possible combinations of educational subjects, which in the future can teach the teacher in school. In the universities of Hungary on the pedagogical faculties were developed the master's programs of preparation of the teacher of English language and culture/ethics, the teacher of English language and culture/the teacher of geography; the teacher of English language and culture/the teacher of Hungarian language; teacher of English language and culture/the teacher of German language and culture; the teacher of English language and culture/the teacher of history and social sciences.

In the universities of the Czech Republic-ZCU (c. Plzen) the programs of teaching English language and literature are popular in combination with educational subjects (Czech language and literature, German language and literature, Music Education, History, Social Studies, Technical education).

In Slovakia at the philosophy faculty at the pedagogical department in the university named after I. Safarik (c. Kosice) is conducted the preparation of the Masters of Philology according to the programs: Slovak language and literature – English language and literature; English language and literature – Mathematics; English language and literature – Chemistry; English language and literature – Geography; English language and literature – Biology; English language and literature – Informatics.

Therefore, in the European universities the Masters of Philology have an opportunity to acquire additional specialization – at each English language in the sec-

ondary school. The success of the preparation of teachers in the high educational institutions directly depends on: 1) the defining of new targets and context of teaching foreign language on different levels; 2) the usage of new technologies of education 3) the promoting of development of individual cognitive styles of students; 4) implementation of the adequate control according to the level of formation of professional skills and abilities.

The researcher T. Polyakova after analyzing common problems of preparation of the future teacher of foreign languages in Europe and in Ukraine concludes that they have much in common. Among the common features T. Polyakova points out: 1) more attention is paid to the formation and development of professional individuality of the teacher; 2) the requirements are similar to the knowledge and understanding of basic features of teaching foreign language, professionally oriented strategies and skills; 3) agreed the steps about modernization of the preparation of teachers of foreign language in the integration of teaching academic disciplines from practical experience of teaching; 4) the content of the program of preparation of teacher with the content of internship are precisely completed; 5) the activity are aimed to the improving of professional skills of teacher of foreign languages; 6) the emphasis was put on ensuring the continual education of teachers of foreign languages [Krystopchuk 2012].

At the same time the researcher T. Polyakova draws attention on certain differences in the organization of the preparation of teachers of foreign languages: the absence in the Ukrainian system of education such component as work on a student under the supervision of the mentor; the absence of the systematic connections with the foreign partners; almost complete absence of the training organization of the future teachers of foreign languages in the countries, which language you learn etc. [Krystopchuk 2012].

The effectiveness of process of modernization of preparation of the teacher of foreign languages depends mostly how accurately and sensibly is formed the context of the teacher of foreign language preparation, how qualified and appropriately is used innovational technologies in preparations of teacher, how effectively will be implemented the tasks, which were determined by the European and Ukrainian teachers and educators [Krystopchuk 2012, p. 123].

We consider the peculiarities of the context of the education of the Masters of Philology of English language in the Czech Republic. The graduates of two-year program of the Master's degree acquire experience in the future profession of the foreign languages teacher, complete educational plan, which consists of the compulsory and optional courses, aimed to obtain professional knowledge and also it is passed by student on the pedagogical practice. The studying in the Master's degree involves performing by student research work, including the methods of teaching foreign language. The peculiarity of the educational programs is the preparation of

the teachers of foreign languages in the Czech Republic is the implementation of the “European space” which is based on: determining the European specifics in the context of particular disciplines of educational plan; determining the necessity of ensuring the decisions realization in the Bologna process and relevant standards of quality of education; developing the educational courses, which give the opportunity to acquire the qualification “teacher” in several countries; take part in the European projects and opportunity to provide the mobility to students; to conclude the agreements between countries and universities; legal support in learning foreign languages. Today the obligatory component of the educational program is as well preparation of usage informational and communicative technologies in the process of education (ICT). The following courses are aimed to acquire data about the foreign language and developing of informational and communicative skills and abilities [Antonenko 2015, pp. 73–74].

The numerous innovative changes in the high educational institutions were brought due to forming of Visegrad group. The high educational institutions of Hungary accepts for studying students scholarship from Visegradgroup which support the education in the countries of Visegrad four; the Czech Republic, Poland, Hungary and Slovakia. Among the students from Ukraine who as well can choose any of accredited educational institutions – college, university, research institute, art academy, universities of Hungary are in demand. At the humanitarian faculty RTE (c. Pecs) were developed four more programs of the preparation of the English philologist (during four semesters): English language; the international affairs; the international affairs “Europe in Visegrad perspective”, according to which students study four semesters in Hungary, Krakow (Poland), Brno (the Czech Republic), Banska Bystrica (Slovakia).

To conclude, the preparation of the Masters of Philology of English language in the universities of Europe is rather complicated process. It connects with the Bologna reform the implementation of the recommendations of the Europe Council and changes which were brought by new language policy in the basis of which formed the communicative competence of graduate as the main among professional competences of the Master of English Philology. The particular feature of preparation of the Master of Philology of English language in high educational institution in Ukraine and the universities of the Visegrad group are innovation, introduction in the educational process new educational techniques, new methods which can contribute to the quality of educational and teaching process in general.

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