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ІННОВАЦІЇ В СУЧАСНІЙ ОСВІТІ: УКРАЇНСЬКИЙ ТА СВІТОВИЙ КОНТЕКСТ

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Матеріали збірника присвячено висвітленню проблем, які обговорювалися на II міжнародній науково-практичній конференції «**Інновації в сучасній освіті: український та світовий контекст**», зокрема: інновації в сучасній середній освіті; інновації у вищій школі; іноземні мови в контексті глобалізації та модернізації сучасного світу тощо.

Видання призначене для науковців, аспірантів, викладачів, студентів та всіх, хто цікавиться здобутками у галузі освіти.

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communicative strategies and tactics. Negative information depending on the tactic is mostly realized by the lexical units of negative semantics, stylistic figures, comparative, negative, modal constructions, compound and complex sentences with the indirect speech and the syntactic units containing citations.

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TEACHING FUTURE ENGLISH LANGUAGE TEACHERS TO PLAN THEIR TEACHING

Planning teaching is considered an inseparable and important part of an English language teacher professional competence. The Profile of a Newly-Qualified English Teacher which is the part of the Core Curriculum for English Language Teaching Methodology Course (Bachelor's Level) states, that a graduate from the PRESETT Bachelor's programme should demonstrate the following knowledge, skills and qualities in planning lessons and courses:

- plan teaching to meet the needs of learners and to achieve course outcomes according to the curriculum;
- plan teaching of the language systems in appropriate communicative contexts;
- evaluate and select materials to engage learners in line with the aims and objectives of a lesson, and the specific teaching/learning context;
- plan the stages of a lesson in a way that enables language skills to be developed systematically;
- plan the timing of a lesson in an organised way, allowing time for monitoring and feedback;
- plan interaction patterns for different activities during the lesson;
- analyse the language to be presented in the lesson and anticipate the problems that learners may face;
- set aims, objectives and learning outcomes of lessons and lesson

sequences appropriately;

- plan lessons taking into account insights from previous classes;
- anticipate non-language problems that may arise during the lesson and plan how to respond to them [1].

To enable future ELT to meet such requirements the above mentioned Core Curriculum is being implemented at the Faculty of foreign languages at Pavlo Tychyna Uman State Pedagogical University. The Curriculum contains the unit on planning teaching which shapes the objectives that learners by the end of the unit will be aware of (the practical, educational and developmental value of planning for both teachers and learners and different factors influencing planning) and will be able to do (interpret a curriculum or a syllabus and consider it while planning a lesson or a lesson sequence; set aims, objectives and learning outcomes of lesson sequences and lessons appropriately; distribute language activities within a lesson or a lesson sequence according to the stages of skill development; select appropriate activities for different stages of a lesson and link them with each other; select different materials and resources to support learning; use ways of ensuring the communicative and integrated character of a lesson; integrate homework into a teaching and learning plan; anticipate problems with the implementation of a lesson plan and consider possible ways of dealing with them; critically evaluate readily available lesson plans) [2].

At the beginning of learning on the unit students were informed about the form of assessment which was the portfolio item. Students were supposed to individually design two lesson plans at different levels for their school experience context using a suggested model ensuring the following requirements: correlation between objectives, activities and learning outcomes; the communicative and integrated character of the lesson; differentiation of strategies to be used to meet learners' individual needs; integration of homework into the lesson plan.

They were to submit their lesson plans with accompanying materials if any. They knew that only one lesson plan would be assessed according to the following assessment criteria: task fulfilment (two lesson plans submitted, model observed, teaching context identified, deadline met) – 5%, evidence of correlation between objectives, activities and learning outcomes – 5%, evidence of communicative and integrated character of the lesson – 5%, evidence of the differentiation of strategies to be used to meet learners' individual needs – 5%.

Studying of the unit took 18 contact hours (nine 80 minutes sessions) and 12 hours of self-study. During the time allowed we considered such issues as: the curricula used in different types of schools and at different levels of teaching and learning; reasons and needs for planning; factors influencing planning (e.g. the level and age of learners, learners' needs, learning styles, time allocation, class size); planning principles; contemporary approaches to lesson planning; ways of formulating aims, objectives and learning outcomes of a lesson or a lesson sequence; different models for a lesson plan; ways of

ensuring the communicative and integrated character of a lesson; activities and resources (e.g. technology, visual aids) for different stages of a lesson; issues of differentiation of strategies to be used to meet learners' individual needs; setting a homework assignment; anticipating problems, flexibility in planning and teaching; critical evaluation of readily available lesson plans; critical reflection on lesson plans or a lesson sequence.

As recommended by the Curriculum all the sessions were conducted interactively using different modes of individual, pair and group work. The students were engaged in brainstorming, sharing their experience, creating metaphors, completing spidergrams, matching, sequencing, analyzing, categorising, ordering, evaluating, guided reading, jigsaw learning, task-based learning, project work, observing.

On learning in the unit, traditionally students were asked to fill in Unit Evaluation Form containing 6 open questions. To answer question 1. *'What did you enjoy most about the Unit (e.g. a session, an activity, mode of interaction, a follow-up task, an observation task)? Why?'* students almost unanimously pointed out to the possibility to have practice in lesson plan design as *"a guarantee of successful teaching"*, *"because it is very important thing in teacher's work"*, *"we learnt the ways of forming aims and objectives, their difference; stages of a lesson and contemporary approaches which help to plan interesting lessons"*. Some students emphasised the modes of interaction and types of activities suggested to them: *"I enjoyed everything about the unit because we used group discussions, we learnt about teaching planning through doing brainstorming tasks, we learnt about the importance of lesson planning"*.

While answering question 2 *'Was there anything you did not understand? Please provide specific examples'* all students objected to having difficulties with understanding: *"I understand everything and faced no difficulties in learning new material"*, *"There was not anything I didn't understand"*, *"The information which was presented was understandable"*, *"everything was clearly explained"*.

Question 3 about user-friendliness of materials *'Were the suggested materials user-friendly? Please provide specific examples'* got 100% positive answers: *"I was presented clear understandable handouts and slide presentations that gave well-structured presentation of the material"*, *"...all the materials were appropriate to each session..."*.

As for learners intention to use knowledge and skills gained during learning on the unit (question 4) most frequently they remarked approaches to lesson planning and formulating lesson's aims, objectives, learning outcomes. The majority of the answers were of the following kind: *"Every point and aspect that I have learnt was very useful and I am sure I will use it in my future job"*.

Among the most valuable things in term of knowledge and skills learnt (question 5) students mentioned steps in lesson plan design, stages of a lesson, approaches to lesson planning and formulating lesson's aims,

objectives, learning outcomes. As seen from the responses throughout the entire Form these aspects of lesson planning were most often referred to.

The last question asked students about any other specific comment they had. There they addressed their observation task for school experience which provided them with the opportunity to compare a teacher's plan and the way it was put into practice. It allowed students to notice the space for flexibility due to the learning situation. Still, there was one remark to analyse more ready-made lesson plans in terms of structure and possible improvements.

Students were also asked to share their anonymous self-assessment check lists containing the following "can do" statements: set aims, objectives and learning outcomes of a lesson sequence/lesson; select the content of a lesson sequence/lesson plan with regard to the aims and objectives set; select relevant activities for different objectives of the lesson to link them with each other; plan tasks and ensure the communicative and integrated character of a lesson; make suitable provision for learners with different learning styles; anticipate problems with the implementation of a lesson plan and consider possible ways of dealing with them; evaluate the appropriacy of readily available lesson plans to a particular context; design a lesson sequence / lesson plan for a certain context using different models. There were 3 options to choose: 'without difficulty' – 67%, 'to some extent' – 33%, and 'not at all' – no responses.

Finally, learners submitted their portfolio item weighting 20% of the assessment on Module in Semester 6. Only 2 out of 14 students refused to use the suggested lesson plan template consisting of cover and procedure pages indicating rubrics, necessary for planning. Using the template is not included into the assessment criteria as there is no unified template adopted in Ukrainian schools nowadays. To assess students' plan we use the following grades: 'excellent' for earning 18-20% for the item, 'good' – 15-17%, 'satisfactory' – 12-14%, 'unsatisfactory' – 0-11%. The analysis and evaluation of the lesson plans shows that 36% of learners got satisfactory results, 50% – good results and 14% – excellent.

Both quantitative and qualitative analyses of the responses and results of students learning on the Teaching Planning Unit prove the effectiveness of suggested in the Core Curriculum for English Language Teaching Methodology Course (Bachelor's Level) principles of 'learning theory through practice', 'learning by doing' which enable learners to construct their own knowledge in the interaction and collaboration with their groupmates.

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