

Alla Gembaruk,
PhD, associate professor,
Pavlo Tychyna Uman State Pedagogical University
Nadia Brit,
PhD, associate professor,
Pavlo Tychyna Uman State Pedagogical University

KEY DESIGN PRINCIPLES FOR THE PRESETT CURRICULUM

The rising popularity of English as the means of communication has set new requirements for EFL teacher training in Ukraine. The improvement that is needed can only be achieved if standards of English teaching are raised at every level of the education system. In this perspective, the Pre-Service Teacher Training (PRESETT) curriculum at Bachelor's level for trainee teachers of English is believed to meet these requirements. The curriculum was designed within the New Generation School Teacher' project jointly initiated by the British Council Ukraine and the Ministry of Education and Science Ukraine and launched in March 2013. The overall aim of the project is to introduce change to the initial teacher education system in Ukraine.

According to the Ministry order, the piloting of the curriculum has started in 10 Ukrainian universities in 2016-2017. There arises the question about its key design principles. The PRESETT curriculum is designed on the basis of the following principles:

1. Methodology as the key to the preparation of student teachers

It was agreed that the new methodology curriculum should be at the core of language teacher education and that it should provide a bridge between theory and practice. Methodology in this curriculum is concerned with the application of knowledge in real situations rather than about knowledge itself. The curriculum includes a profile of a newly qualified teacher of English, which is effectively the intended overall target of the methodology curriculum.

2. Delivery in English

The curriculum is developed in English and taught through the medium of English. As the Methodology course starts in the third semester the students have a

chance to improve their language level and be better prepared to study Methodology in English. Thus delivery in English promotes the development of students' language and professional competences.

3. Variety of approaches to teaching

It is now widely recognized that lecturing is not an efficient way of delivering content on a practical course. Accordingly, the new curriculum suggests a range of teaching approaches, including task-based learning, the use of case studies, simulations, group projects and problem-solving. All of these approaches are intended to promote high levels of interaction and student involvement in their own learning processes.

4. Language courses to complement methodology courses

The success of the curriculum greatly depends on the way language classes are taught. Language classes should illustrate the principles underlying the Methodology courses. Thus, great attention is attached to university teachers' professional development. Their participation in winter and summer schools organized by the British Council Ukraine promoted the development of necessary skills.

5. Standardisation of basic requirements

The number of hours for methodology set at the same level at all PRESETT institutions. Course modules standardised in terms of aims, content, outcomes and assessment specifications. The curriculum is made up of six modules, each representing a broad area of methodology, and each module contains a number of units, each of which covers an essential specialist topic for English teachers in training. Each unit has an allocation of 18 hours of class contact time and 12 hours of self-study. Module descriptions include aims, learning outcomes and recommended assessment specifications. Unit descriptions contain detailed objectives, indicative content and recommended reading references.

6. Carefully phased school experience

School experience is viewed as an essential part of the Methodology course. It is aimed at linking methodology classes to teaching at school. It consists of three

stages: guided observation (semesters 3 and 4), teacher assistantship (semesters 5, 6 and 7) and observed teaching (semester 8). At each of these stages, there are strong links (through tasks) from the methodology courses to school experience.

7. Continuous assessment throughout the programme

Assessment tasks are designed to reinforce learning throughout the programme. Each module has specified outcomes, assessed by a combination of stand-alone assignments and portfolios including two or more assignments. The final assessment will be based on school practice as well as in-course assignments and qualification paper.

So, the key design principles for PRESETT curriculum prove its innovative character and promote its success among stakeholders.

REFERENCES

Core Curriculum English Language Teaching Methodology: Rationale [on-line resource]. – Available from <http://ngschoolteacher.wixsite.com/ngscht>, accessed 27 February 2018.