

PECULIARITIES OF PHD STUDENTS' FOREIGN LANGUAGE TRAINING WITHIN EDUCATIONAL AND SCIENTIFIC PROGRAM «PRIMARY EDUCATION»

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The article analyzes the peculiarities of foreign language training of students of the third level of higher education within the educational and scientific program «Primary Education». The author reveals the specifics of postgraduate students' preparation for the international English-language certification, which is implemented in the process of studying the educational component «Practical Course in English-Language International Certification». It is noted that the educational discipline is aimed at mastering the strategies and algorithms of passing international exams TOEFL, IELTS, CAE by future Doctors of Philosophy. An essential aspect of teaching the educational component «Practical Course in English-Language International Certification» is the formation of PhD applicants' soft skills.

Keywords: international English language certification, Doctor of Philosophy degree applicants, educational and scientific program «Primary Education», foreign language training, levels of English language proficiency.

У статті проаналізовані особливості іншомовної підготовки здобувачів третього рівня вищої освіти за освітньо-науковою програмою «Початкова освіта». Автор розкриває специфіку підготовки до міжнародної англomовної сертифікації аспірантів, яка реалізується у процесі вивчення освітньої компоненти «Практикум з підготовки до міжнародної англomовної сертифікації». Зазначається, що навчальна дисципліна спрямована на оволодіння майбутніми докторами філософії стратегіями та алгоритмами складання міжнародних екзаменів TOEFL, IELTS, CAE. Важливим аспектом викладання освітньої компоненти «Практикум з підготовки до міжнародної англomовної сертифікації» є формування м'яких навичок у здобувачів ступеня доктор філософії.

Ключові слова: міжнародна англомовна сертифікація, здобувачі рівня доктор філософії, освітньо-наукова програма «Початкова освіта», іншомовна підготовка, рівні володіння англійською мовою.

**ОСОБЛИВОСТІ ІНШОМОВНОЇ ПІДГОТОВКИ
ЗДОБУВАЧІВ СТУПЕНЯ ДОКТОР ФІЛОСОФІЇ
ЗА ОСВІТНЬО-НАУКОВОЮ ПРОГРАМОЮ
«ПОЧАТКОВА ОСВІТА»**

Ольга ПАЛЕХА

Introduction. In the course of study at Poltava V. G. Korolenko National Pedagogical University, the postgraduate student is obliged to fulfill all the requirements of the educational and scientific program, in particular, to acquire in-depth knowledge of the specialty Primary education, in which the postgraduate student conducts research, to master general academic (philosophical) competencies, to acquire universal skills of a researcher, to acquire language competencies that are necessary to present and discuss the results of their scientific work in a foreign language in oral and written form, as well as to fully understand foreign-language scientific texts in the relevant specialty.

In N. Dukhanina's opinion, the training of Ph.D. applicants cannot be implemented without proper attention to the issues of language education and training in intercultural communication. The analysis of scientific literature and the study of the experience of foreign language training of postgraduate students indicate that there is a need for further development of theoretical and practical aspects of foreign language education of postgraduate students, which will contribute to the effective mastery of a foreign language as a means of intercultural, professional communication in various fields of scientific activity [1].

Current research. The importance of foreign language training for postgraduate students explains the interest in this issue of both Ukrainian and foreign researchers. Thus, the problems of foreign language education of postgraduate students are reflected in the works of modern scientists who researched: historical, theoretical-methodological, and practical issues of foreign language teaching at non-linguistic universities – H. Buianova, A. Kinderknecht, O. Peunova, T. Popova, M. Fedotova, O. Yaroslavova; peculiarities of the organization of postgraduate students' independent learning in the

process of learning a foreign language – A. Kinderknecht, L. Peleh, N. Shumakova; teaching academic writing – S. Kozhushko, I. Korotkina, T. Popova, O. Tarnopolskyi, L. Yagenich; theories of linguistic personality and intercultural communication – V. Krasnykh, Yu. Karaulov, V. Telia.

The purpose of the paper is to analyze the peculiarities Ph.D. students' foreign language training within the educational and scientific program «Primary Education».

Presenting the main findings. Today, foreign language training at Poltava V. G. Korolenko National Pedagogical University is carried out at all educational and qualification levels, which are characterized by the specificity of goals, tasks, content, methods, and conditions of the study. The main goal of teaching a foreign language is to achieve a level of practical command of the language, which allows postgraduate students to use it in professional activities, and scientific work and ensures the communicative independence of the scientist in the spheres of professional and academic communication in oral and written forms [2].

In our opinion, it is necessary not only to improve the foreign language training of postgraduate students but also to prepare them for international English language certification. This is due to the fact that a mandatory requirement for participation in academic mobility or international grants is the presence of international certificates that confirm the level of foreign language proficiency. The educational component «Practical Course in English-Language International Certification» ensures the preparation of postgraduate students for successful completion of international exams. It acquaints postgraduate students majoring in Primary education with the features of international English-language certification, and types of international exams to confirm the level of foreign language proficiency (A1-C2).

The purpose of its study is the formation and development of English-language communicative competence of Ph.D. degree applicants and their mastering of strategies for passing an international exam and obtaining an international certificate confirming their level of English language proficiency [3].

The expected learning outcomes of studying «Practical Course in English-Language International Certification» are as follows:

– mastery of the basic concepts and categories of the phonetic, lexical, and grammatical systems of the English language, using them in oral and written speech;

– mastery of all types of reading (learning, familiarization, review, search), which involve different degrees of understanding what is read and understanding the content of texts of various genres;

– the ability to present the information received in English in writing with correct spelling and punctuation within the limits of the lexical and grammatical material provided by the syllabus using all forms of speech;

– the ability to listen to standard English speech in the forms of monologue and dialogue;

– the ability to produce monologic and dialogic statements, to enter into contact with the interlocutor, to maintain and complete the conversation, using adequate speech formulas and rules of speech etiquette;

– mastery of the algorithm of actions for passing an international exam and obtaining an international certificate to confirm the level of English language proficiency [3].

The content of the educational discipline ensures the formation of general and professional competencies of a future Doctor of Philosophy majoring in Primary education and the achievement of program learning outcomes. In particular, the following general competencies are formed:

– the ability to solve complex problems in the field of primary education and at the border of specialties based on a systematic scientific worldview and a general cultural outlook in compliance with the principles of professional ethics and academic integrity;

– the ability to work in an international context, to present and discuss the results of one's scientific work in a foreign language in oral and written forms, to understand foreign language scientific texts from the specialty 013 Primary education [2].

Postgraduate students' professional competence is displayed in the ability to converge formal and non-formal education in the conditions of institutions of general secondary, professional pre-higher, higher and extra-curricular education.

The program result of mastering the content of the educational discipline «Practical Course in English-Language International Certification» is the formation of the following skills:

– to solve complex problems of professional activity, science, and/or innovation in the field of primary education and at the border of specialties, create advanced conceptual and methodological knowledge, and implement innovations;

– to freely present and discuss with specialists and non-specialists the results of research, scientific and applied problems of primary education in national and foreign languages, and publish the results of research in scientific publications in leading international scientific publications;

– to apply modern approaches to the organization of educational activities of junior high school students and students of higher education in the field of formal, non-formal, and informal education [2].

The prerequisite for studying the educational component «Practical Course in English-Language International Certification» is that the postgraduate student must speak a foreign language at the level of the pan-European standard B2, demonstrate the skills and ability to freely master oral and written professional, general scientific discourses; communicate on scientific and academic topics and general/everyday topics.

6 ECTS credits are assigned to the study of the academic discipline and it involves the study of the following topics: «System of international English-language certification», «Types of international English language proficiency: structure, requirements, evaluation criteria», «CAE exam preparation strategy», «IELTS exam preparation strategy», «TOEFL exam preparation strategy». Within these topics, postgraduate students learn the following: what are the Common European Recommendations for Language Education (CEFR), their theoretical basis and practical application; which levels of foreign language proficiency are distinguished: separation criteria and requirements for each level; what are the international tests for English language proficiency: structure, requirements, assessment criteria; how to improve English language skills and feel free in an English-speaking environment; how to successfully pass an international exam in English. In addition, special attention is paid to the formation of soft skills of **postgraduate students. In particular:**

– the ability to be critical and self-critical;
– the ability to learn and master modern knowledge;
– the ability to find, process, and analyze information from various sources;

– the ability to identify, pose and solve problems in communication in a foreign language;

- the ability to work in groups, pairs, and autonomously;
- the ability to communicate in a foreign (English) language;
- the ability to abstract thinking, analysis, and synthesis;

- the ability to apply knowledge in practical situations;
- the ability to use knowledge about language as a special sign system, its nature, functions, and levels in professional activities [3].

The training material of the discipline contains two training modules and involves the following types of work: practical training, lectures, consultations, current (interim) and final testing, the performance of original tests and tasks of international exams; preparation of an oral presentation in a foreign language on the topic and tasks of the research (using PowerPoint); writing an article or scientific proposal in a foreign language on the subject of research or applying for a scientific grant; a written review in a foreign language of a reading book or a series of articles on the topic of the dissertation; preparation of a minimum terminological dictionary.

The syllabus of the educational discipline envisages the use of the following methods: teaching methods according to the nature of the educational and cognitive activity of graduate students: explanatory-illustrative, reproductive, problem-based presentation of educational material, partially search (heuristic), research; communicative method of teaching English [3].

Conclusions. According to modern requirements, education at the third (educational and scientific) level involves not only the preparation and defense of a dissertation, mastering the methodological and philosophical foundations of a certain scientific field, but also the further development of foreign language scientific and professional communicative competence, which has a positive effect on the development of a creative personality capable of to self-development and self-improvement through research on the material of foreign literature. Having considered the given material, we can conclude that the effectiveness of foreign language training for higher education holders of the degree of Doctor of Philosophy depends on a high level of motivation to learn a foreign language, active educational and cognitive activities, effectively organized independent work, and the use of the latest teaching methods and technologies.

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