

STRATEGIC ENHANCEMENT: LEVERAGING ARTIFICIAL FOREIGN LANGUAGE ENVIRONMENTS FOR EFFECTIVENESS IN PROFESSIONALLY ORIENTED TRAINING OF PROSPECTIVE ENGLISH LANGUAGE TEACHERS

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Abstract. The significance of this paper lies in addressing the crucial requirement to implement professionally oriented technologies in English language teacher education. Emphasizing the crucial role of virtual educational environments and professionally oriented technologies, the article highlights the need for suitable pedagogical methodologies to establish an innovative communicative educational environment in higher education. The professionally oriented teaching advocated involves practical language acquisition, emphasizing mastery of the language and real-world communication with diverse cultures. Employing technology in artificial language environments enables students to act autonomously, fostering communication in a dynamically changing context. This approach enhances motivation, teaching time, and the content's significance in foreign language education.

Key words: professionally oriented technology, teaching a foreign language, artificial foreign language environment, prospective English language teacher, educational process, real communication.

Introduction. In the 21st century, Ukraine aims to integrate successfully into global education systems and implement Bologna Declaration principles through a new educational philosophy. However, current training for English teachers falls short of international standards. To address this, pedagogical and classical universities should prioritize high professionalization through computerization, integrated education and science, innovative technologies, and a competence-oriented approach. A vital factor is the integration of virtual educational environments and professionally oriented teaching technologies to enhance linguistic and methodological skills of prospective English language teachers. Developing linguistic-methodological competency requires contemporary pedagogical technologies to establish an innovative communicative educational environment in higher education. The focus is on cultivating teachers who can effectively organize student activities, utilizing analytical, reflective, constructive,

predictive, evaluative, informative, and corrective approaches. Our paper emphasizes the urgent need for implementing professionally oriented technologies in the education of English language teachers in higher education institutions, responding to the evolving socio-economic landscape.

The status of problem development. The issue of teacher training is examined in both theoretical and practical dimensions in several scientific works across different disciplines. In recent decades, there have been efforts to improve pedagogical education and incorporate the latest learning technologies to address current challenges in professional education. These efforts focus on enhancing the management of the pedagogical process and fostering the creative self-development of prospective teachers. Scholars such as I. Bekh, T. Dmytrenko, M. Kostenko, S. Levchenko, and V. Lutsenko have contributed to the development of new pedagogical technologies for organising student learning. Other researchers, including O. Gamanyuk, I. Zyazyun, and I. Yakimovska, have also made significant contributions in this area.

Theoretical concepts and practical applications of these studies offer potential for reforming the national education system, but they do not completely address all the key challenges faced by the current higher pedagogical school. A thorough examination of the details of pedagogically focused training for prospective teachers is necessary in order to cultivate a highly skilled and competent individual.

Local scholars are now investigating the challenges associated with the use of technology that is specifically designed for professional purposes in the field of higher pedagogical education. Notable researchers in this area include I. Dychkivska, I. Zyazyun, V. Kremen, N. Nychkalo, O. Osova (2017), and N. Ostapenko (2010).

Several studies are dedicated to addressing various aspects of foreign language teacher training and professional development. Bimaganbetova et al. (2013) explore the formation of foreign language professional communicative competence in future experts. Bodyk (2021, 2022, 2023a, 2023b) investigates the essence of professionally oriented technologies for training future foreign language teachers, focusing on principles of integration in higher education and examining the evolution of the English language teacher's mindset. Bodyk & Varentseva (2022) discuss the modeling of professionally oriented learning technologies for future foreign language teachers. Borbych et al. (2021) address theoretical and applied principles in forming competencies for foreign language teachers. Kholiyorov & Khalilova (2019) investigate pedagogical technologies in foreign language teaching. Kopus (2013) focuses on theoretical and methodological foundations for forming linguistic and didactic competency. Kumush (2022) explores effective formation of methodological competence for future English language teachers in Uzbekistan. Osova et al. (2021) examine the formation of future foreign language teachers' linguistic and methodological competency using digital technologies.

These studies collectively contribute to the broader understanding of foreign language teacher education, incorporating technological advancements, pedagogical methodologies, and competency development in various contexts.

The significance of this paper lies in the crucial relevance of creating a conducive learning environment for students, asserting that isolation can lead to waning interest

and ineffectiveness in academic subjects. By integrating artificial and natural environments tailored to specific subjects, the learning process can be intensified. This approach is particularly highlighted in the context of teaching foreign languages using professionally oriented technology. The surrounding environment becomes a significant factor influencing language mastery, fostering skills such as understanding oral and written speech, memorization of phrases, natural intonation, cultural knowledge, interest in learning, conversation maintenance, oral translation, and expression of thoughts in the language. The article underscores the importance of environmental influence in enhancing the overall language learning experience for students.

The purpose of this article is to investigate and advocate for the strategic integration of artificial foreign language environments in the training of prospective English language teachers.

Introduction of the primary research material. Research has shown that when a student learns an academic subject without any connection to its real-world application, their interest in the subject diminishes over time. Simultaneously, the learning process itself becomes dormant and inefficient. Simultaneously, empirical evidence demonstrates that incorporating both artificial and, if feasible, natural surroundings that possess the specific attributes of the subject under examination, serves as a potent catalyst in enhancing the overall process of acquiring knowledge. In certain instances, this component may assume paramount importance, even becoming the primary determinant.

The simulated academic setting facilitates the student's comprehension of the underlying principles of the subject matter, enabling a more profound exploration of its core concepts. This immersive experience fosters a comprehensive understanding and engenders a heightened curiosity for all facets of the subject, while also nurturing observational acumen and fostering engagement in creative and scientific endeavours.

The factor of influence of the surrounding foreign language environment is commonly referred to as the factor when teaching foreign languages utilising professionally geared technology. This issue necessitates that a student, immersed in a foreign language environment, must rely solely on their proficiency in the foreign language being studied to resolve all their difficulties. Immersing an individual in a foreign language environment consistently fosters rapid mastery of an unfamiliar language.

The factors being considered include the following characteristics:

- Proficiency in comprehending and understanding oral and written speech in a foreign language.
- Aptitude for memorising various phrases in a foreign language.
- Ability to speak a foreign language with natural intonation and rhythm.
- Skill in perceiving and distinguishing intonation features of a foreign language.
- Level of familiarity with the culture of the country associated with the language being studied.
- Interest in learning a foreign language.
- Ability to engage in conversation in a foreign language.
- Ability to initiate a conversation in a foreign language.
- Inclination towards oral translation.
- Ability to express thoughts in a foreign language, and so on.

One drawback of employing technology to teach foreign languages to students in pedagogical colleges is the lack of an immersive foreign language setting. Certain individuals possess the ability to rapidly acquire fluency in a foreign language and effectively communicate with native speakers upon arriving in a foreign place, even in the absence of formal knowledge of its grammar. Foreign language learners acquire the linguistic norms of speech by intuitive means rather than conscious knowledge of the language's laws. In other words, individuals learn to effectively use a foreign language without explicitly knowing these norms, but rather by instinctively sensing them. Due to the essential requirement of immersing oneself in a foreign language environment, individuals acquire a sufficient proficiency in foreign vocabulary and expressions, enabling them to effectively connect with native speakers and address their daily and professional concerns.

Furthermore, individuals frequently engage in a process of experimentation and learning from mistakes when acquiring proficiency in a new language. An essential objective of foreign language instruction for aspiring professionals is to eradicate potential errors. Consequently, the establishment of a linguistic atmosphere for students becomes necessary. When a complete foreign language environment is not available, a relative (or artificial) foreign language environment is produced as a substitute. To achieve this objective, the instructor employs a pedagogical approach that focuses on teaching foreign languages using specialised instructional techniques. Initially, the instruction is primarily conducted in the students' native language, gradually transitioning to only utilising the language being studied as the students' proficiency and abilities improve. Furthermore, starting with the initial classes, the student is exposed to and actively engages in the target language, allowing for comprehension and acquisition. The teacher ensures that the student is not overwhelmed by an excessive influx of unfamiliar vocabulary and expressions in the foreign language. Hence, the aptitude to comprehend verbal communication in a foreign dialect evolves through attentive listening starting from the initial instruction.

Given that children primarily hear their teacher's speech in the classroom, it is crucial for the teacher's language to be outstanding and easily understandable for students. In order for students to effectively concentrate on the meaning and significance of foreign language speaking, it is imperative that the content is consistently novel and captivating to them. If there is no essential language environment, it is necessary to progressively immerse oneself in the language environment and ensure that students derive a certain amount of enjoyment from it.

Creating a favourable and effective learning environment in foreign language classrooms is crucial, and the use of professionally-oriented technology plays a significant role in achieving this goal.

Under natural circumstances, individuals exhibit a greater inclination to engage with one another, resulting in a more casual mode of communication. Over time, the communication shifts mostly to the students, with the instructor assuming the role of an observer-assistant and consultant who can propose topics or ideas for discussion, as well as provide guidance on the appropriate linguistic structure of statements. Simultaneously, error correction takes place gradually in a subtle manner, ensuring that

essential corrections are made to comprehend foreign language speech without disrupting the communication process. Upon concluding the communicative act, it is feasible to direct attention towards the specific language phenomena that posed challenges for students and encourage them to engage in a gaming exercise centred around these phenomena. It is recommended for those engaged in communication to sit across from each other in class, since this facilitates the creation of authentic scenarios for foreign language interaction.

As per Weiss's classification (1984), communication in foreign language classrooms is categorised into various forms, including *educative*, *imitative*, *simulative (imitative)*, and *authentic*, which refers to true conversation.

The objective of *educational communication* is for the instructor to transmit linguistic, regional, and cultural knowledge to the students, who in turn acquire this knowledge once they have developed specific speaking skills and capacities. During educational communication, the instructor discreetly oversees the educational process, shaping the student's essential personality attributes for foreign language acquisition. The teacher also ensures to motivate, encourage, and correct the student's educational activities.

Educational communication encompasses many forms of student supervision and assessment, instructional guidance from the teacher regarding the organisation of educational activities, assignments, explanatory remarks, positive reinforcement, and comments.

In order to enhance the efficacy of the educational process, it is imperative to establish subject-subject linkages between the teacher and students. In this scenario, the teacher assumes the role of a communication partner, actively engaging in collaborative activities aimed at introducing and comprehending language skills. The instructor also serves as a valuable source of significant and captivating information, as well as providing assistance with challenging subject-related tasks. A collaborative effort to address troublesome difficulties in the areas of language familiarisation and material assimilation would enhance students' intellectual engagement and improve their productivity.

Imitative communication is a preliminary kind of free conversation in a foreign language. It involves employing common words and sentences essential for maintaining communication in that language. It is advisable to start a professionally oriented foreign language education with this approach, as imitating conversation forms the basis for students' communicative ability. The objective of such communication is dual: to gain proficiency in everyday interaction and to acquire regional information that facilitates the learning of norms and the development of a communicants' behavioural culture. In our view, this form of communication is intended to acquire proficiency in communication and enhance communication skills and talents.

The act of imitating communication is typically driven by cognitive goals, such as a desire to understand and replicate the language and socio-cultural qualities of native speakers, as well as a curiosity about the specific communicative acts being portrayed. The communication scenario in this case should accurately depict the linguistic context of the country being examined.

If imitative communication serves as the initial step in achieving proficiency in a foreign language, then the subsequent stage in attaining natural communication skills

is *simulated communication*. This form of communication aims to replicate genuine acts of communication within educational environments. In order to achieve some objective, simulated scenarios resembling real-life circumstances are constructed, wherein students assume various social roles and engage in corresponding actions. The objective of such communication is to acquaint oneself with the cultural aspects and lifestyle of the country where the language under study is spoken. The act of communicating in this instance is driven by a curiosity about the content of the portrayed scenes and a determination to effectively fulfil one's duty.

This form of communication engages not just cognitive interests, but also the students' aspiration to present their most favourable qualities. When speaking on behalf of someone else, the student experiences a greater sense of freedom and relaxation, which positively impacts their ability to communicate in a foreign language. During this type of communication, the learner autonomously arranges their verbal and non-verbal actions by spontaneously adapting to the given context, typically an issue that aligns with real-life scenarios. The techniques employed to incorporate simulated communication in foreign language instruction through the use of technology geared towards professional contexts include *dramatisation*, *sketch*, and *role-playing games*.

Dramatisation, which involves the presenting of scenes, is seen as a straightforward form of simulated communication. This is because the topic and plot are predetermined, requiring the student to just convert it into spoken dialogue.

A *sketch* is a prearranged depiction of a problem situation provided by the teacher, which includes the people, their social rank, and their expected behaviour. The premeditated nature of the sketch, similar to a dramatisation, enables the student to include sophisticated language information into their speech. This serves to enhance the learning process and also lends a more authentic quality to the student's speech.

Role-playing games are distinguished by the unrestricted and impromptu vocal and non-verbal expressions of characters. A role-playing game has the ability to portray both simple and complex communicative acts. Simple acts can include things like making introductions, offering congrats, or making a transaction. Complex acts, on the other hand, involve a sequence of elementary acts that are connected by a shared communicative purpose and context. The objective of the game is to resolve the issue. Simulated communication facilitates the acquisition of natural communication skills in a foreign language by recreating an essential foreign language context. Simultaneously, diverse scenarios of daily existence unfold, with the participants voluntarily dictating their role conduct.

For advanced and final stages of professionally oriented foreign language teaching, it is recommended to prioritise *authentic communication*. This involves recreating in educational settings the situations that are relevant to students' future foreign language communication. Authentic communication in foreign language lessons, facilitated by the use of technology with a professional focus, takes place when students engage in discussions about problems that are both relevant and engaging to them. In this scenario, students only communicate using a language that is not their native tongue. Equal rights are ensured in communication when all participants have the freedom to express their desires and deemed necessities.

Authentic communication encompasses a wide range of genuine real-life issues.

This form of communication is distinguished by a strong drive, stemming from the importance of the topics being discussed, the novelty of ideas, and the desire to discover the correct resolution. The study group utilises mutual express questionnaires and interviews, information exchange, group decision-making, and discussion to provide students with realistic opportunities to apply a foreign language. Lacking experience in establishing a foreign language environment diminishes the effectiveness of foreign language classes.

When students learn utilising technology that is focused on professional skills and create an artificial environment for a foreign language, their speech becomes more natural when they achieve a specific level of authenticity, meaning they speak like native speakers.

Restraint in words regarding someone or something is regarded a defining evidence of genuineness in the English language. For instance, while expressing their negative opinion of a film, the British commonly employ the phrase: “*This is not the best film.*”

Euphemisms, or mild terms used to replace harsh or unpleasant ones, are commonly employed in modern culture. The genuineness (authentic) of speech is closely linked to the genuineness of behaviour, which involves being well-versed in the customary norms of conduct exhibited by native speakers in their daily lives. The acquisition of proper social skills, the utilisation of various payment terminals for service transactions beyond cash payments, the process of making purchases at supermarkets and markets, and other related topics are encompassed within the realm of extralinguistic information and form an integral part of foreign language instruction.

When establishing an artificial foreign language environment, it is crucial to prioritise the authenticity of educational resources such as textbooks, teaching aids, television and radio programmes in the target language, audio films, and the press. This means ensuring that the educational material accurately reflects the realities of the country where the language is spoken. This teaching approach entails fully immersing students in a genuine linguistic context as a means of instructing a foreign language.

The most effective learning tools that may immerse a student in the natural cultural world are authentic resources, such as genuine literary, visual, and musical works, as well as real-life objects like clothing, furniture, and dishes, along with their visual representations. This list encompasses various expendable items commonly used in daily life, such as travel and admission tickets, theatre programmes, labels, menus, bills, maps, diagrams, advertising brochures, and tourism, recreation, shopping, and hiring catalogues. These items are genuine and hold great importance in facilitating the process of acquainting oneself with an unfamiliar environment and language. These materials are referred to as *pragmatic materials*. They facilitate interaction with tangible items, simulate near-authentic communication: students appear to undergo all the occurrences, assume certain roles, resolve issues (such as shopping, excursions, attending entertainment events, selecting a menu, etc.), and fulfil cognitive curiosities.

The functional and cognitive importance of pragmatic materials can be summarised as follows:

- a) they are utilised to obtain regional expertise;
- b) they are advantageous for structuring verbal interaction, enhancing oral

expression in various domains and contexts of communication (such as family, daily life, education, job, socio-cultural, sports, and leisure activities, etc.). For instance, the act of imitating travel, visiting places, selecting hotels, and purchasing gifts based on advertising brochures;

c) serve to:

- give meaning to linguistic units and enhance the development of semantic and linguistic hypotheses;
- foster curiosity, cognitive engagement, and interest;
- facilitate co-orientation.

Pragmatic resources are useful for addressing methodological, educational, and regional studies issues, with the goal of enhancing students' communicative skills.

The objective of teaching a foreign language in a simulated language environment is to prepare students for future situations they may encounter, such as interacting with native speakers in our country or in the country where the language is spoken. The absence of direct interaction with native speakers of a foreign language amplifies the overall educational importance of this topic. Consequently, it necessitates a greater dependence on the socio-cultural nuances, traditions, and customs of native speakers. This also enhances the calibre of professional instruction for prospective teachers and educators.

During the advanced phase of learning a foreign language in the absence of a foreign language environment, a student who has acquired a specific set of skills, abilities, and knowledge necessary for successful verbal communication in the target language should engage in practice that maximises personal benefit. This entails taking a trip to the country where the target language is spoken. In order to obtain fluency in a foreign language and feel confident when speaking with native speakers in various domains, it is necessary to make prior preparations and practise extensively.

One way to improve language skills is to immerse oneself in a foreign language environment within their own country. This can be achieved by attending foreign exhibitions and engaging in conversations with native speakers representing their respective countries. Additionally, listening to lectures delivered by native speakers in the target language, participating in symposiums and conferences with representatives from various countries, and acting as a translator during negotiations can also be beneficial. Another opportunity is to attend performances in a foreign language when foreign theatres tour in the country.

Establishing an immersive foreign language environment within the classroom, particularly in the context of professionally oriented language instruction, enhances students' confidence in their language proficiency while interacting with native speakers. Establishing an immersive foreign language environment in foreign language classes involves the following:

a) Minimising the use of the native language by both the teacher and students, except in cases of absolute necessity.

b) Engaging in conversational exercises between students solely in the foreign language, either on assigned or open topics, without the option to switch to the native language.

c) Organising educational and business games conducted entirely in the foreign

language.

d) Assigning tasks such as preparing reports, delivering messages, and giving lectures in the foreign language.

e) Encouraging participation in amateur performances conducted in the foreign language, among other activities.

Outside the classroom, one can create an artificial foreign language environment by engaging in the following activities:

a) Engaging in conversations with fellow students solely in the foreign language, discussing topics of interest, during breaks, in the cafeteria, in public transport, at home, etc.

b) Listening to radio broadcasts and audio recordings in the foreign language, both at home and while out in public.

c) Watching television, videos, and films in the foreign language.

d) Listening to and performing songs and other musical pieces in the foreign language.

e) Reading books and magazines in the foreign language.

f) Studying the culture and attractions of the country associated with the target language using sources written in the foreign language.

Professionally oriented teaching of a foreign language involves not only helping students attain concrete proficiency in communicating in that language, but also facilitating their genuine understanding and connection with the culture and native speakers of that language. This entails the possession of not just language knowledge, but also the capability to apply it in actual conversation, known as practical language proficiency, and the growth of pragmatic intercultural competence.

Conclusions. The use of technologically advanced methods for teaching a foreign language in a simulated foreign language environment promotes the students' freedom and empowerment, enabling them to independently pursue their own communicative goals. This technology aims to facilitate the students' ability to communicate in a foreign language while simultaneously imparting knowledge about both their own culture and foreign cultures. It achieves this by incorporating real-world communication scenarios into the educational process, which reflects the constantly evolving nature of life.

In our view, all of this enables us to closely approximate the fundamental parameters of a comprehensive linguistic environment. Simultaneously, the drive to utilise the language intensifies, the limits of instructional time are extending, and the significance of the content elements in foreign language instruction is growing.

In concluding the analysis and characterization of the artificial environment factor in relation to the subject under study, it is worth noting the following:

- All students who are aspiring teachers and have undergone practical training in the country where the language being studied is spoken, have affirmed the significance and practicality of foreign language classes that incorporate an artificial foreign language environment.

- The majority of the aforementioned components and elements of an artificial foreign language environment can also be applied to both artificial and natural

environments in relation to any subject matter, such as mathematics, geography, biology, and others.

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