

TRENDS IN FOREIGN LANGUAGE TEACHING OF FUTURE PRIMARY SCHOOL TEACHERS IN THE CONTEXT OF SOCIO-ECONOMIC CHANGES OF THE SECOND HALF OF XX – BEGINNING OF THE 21ST CENTURY

Terletska L. M.

Candidate of Pedagogical Sciences,
Senior Lecturer of Foreign Languages and Methodology Department,
Faculty of Pedagogical Education,
Boris Grinchenko Kyiv Metropolitan University
ORCID ID: 0000-0002-3690-5691

The article analyzes trends in foreign language learning among students majoring in Primary Education in the context of socio-economic changes in the second half of the 20th – early 21st centuries. By determining the demand for foreign language knowledge in society, socio-economic factors create the preconditions for producing an adequate supply of foreign language teaching to the necessary extent to cover the audience of higher education seekers. It is obvious that the education system is the most optimal space that allows the necessary level of foreign language competence to be formed in society, both quantitatively and qualitatively. The socio-economic characteristics of the functioning of the education sector are aimed at organizing the educational process, which allows the training of teaching staff capable of providing foreign language education to students. This model of educational activity should be comprehensive and systematic, and therefore involve all participants in the educational process. The educational segment related to the teaching of foreign languages has a number of specific socio-cultural features that influence the study of these disciplines in educational institutions. After all, foreign language teaching must be consistent with both internal language policy guidelines and the realities of the modern world, in which foreign languages will undergo cultural and linguistic verification and practical application. This approach determines the organization, structure, and guidelines for foreign language teaching in the educational space in general and at the primary school level in particular. The level of development of a society is usually identified by its degree of openness and democracy, and these parameters significantly influence the target standards for the functioning of foreign languages in the linguistic and cultural environment of the state as a whole. The socio-economic factors that have become the driving force behind the transformation and modernization of the principles and technologies of foreign language training for future primary school teachers have been identified.

Keywords: changes, reform, education, foreign language, professional training, trend, primary school, teacher.

Терлецька Л. М. Тенденції іншомовної підготовки майбутніх учителів початкової школи в контексті соціально-економічних змін другої половини XX – початку XXI століття

У статті проаналізовано тенденції навчання іноземних мов студентів спеціальності «Початкова освіта» в контексті соціально-економічних змін другої половини XX – початку XXI століття. Визначивши попит на знання іноземної мови для суспільства, соціально-економічні фактори створюють передумови для продукування адекватної пропозиції щодо навчання іноземної мови в необхідному обсязі охоплення аудиторії здобувачів вищої освіти. Очевидно, що освітня система є найбільш оптимальним простором, який дає змогу сформуванню необхідний рівень іншомовної компетентності в суспільстві як кількісно, так і якісно. Соціально-економічні характеристики функціонування освітньої сфери спрямовані на організацію навчального процесу, який допомагає підготувати кадровий педагогічний склад, спроможний забезпечити навчання іноземної мови здобувачів освіти. Ця модель освітньої активності повинна мати всеохопний та системний характер, а тому залучати всіх учасників освітнього процесу. Освітній сегмент, пов'язаний із викладанням іноземних мов, має низку специфічних особливостей соціокультурного характеру, які впливають на вивчення цих дисциплін у закладах освіти. Адже навчання іноземних мов повинно узгоджуватися як з настановами внутрішньої іншомовної політики, так і з реаліями

сучасності, у якій іноземна мова набуватиме культурно-мовної верифікації та практичного застосування. Такий підхід визначає організацію, структуру й настанови навчання іноземних мов в освітньому просторі загалом та на етапі початкової школи зокрема. Рівень розвитку суспільства зазвичай ідентифікують за ступенем його відкритості й демократичності, а ці параметри суттєво впливають на цільові стандарти функціонування іноземних мов у лінгвокультурному середовищі держави загалом. Визначено соціально-економічні фактори, що стали рушійною силою трансформації та модернізації принципів та технологій іноземної підготовки майбутніх учителів початкової школи.

Ключові слова: зміни, реформа, навчання, іноземна мова, фахова підготовка, тенденція, початкова школа, педагог.

Introduction. The period of Ukraine's independence was marked by an economic problem of a different nature in the field of education: new economic realities and the transition from a command-administrative to a market economy led to a deep socio-economic crisis. Society was aware of the risks associated with economic problems, which could lead to the loss of the principle of continuity of educational activity. The first level of education to be threatened by economic imbalance was primary school. Foreign language teaching is successful, among other things, thanks to the initial educational activity of teachers and pupils in the lower grades, so it is clear that the lack of a foundation for foreign language learning in primary school over several years would lead to the complete loss of systematic foreign language competences in an entire generation.

The conceptual provisions on the content and organisation of the process of preparing future teachers for professional activity are based on the principles of the Laws of Ukraine "On Higher Education" (2014), "On Education" (2017), the Order of the Ministry of Education and Science of Ukraine "On Approval of the Sectoral Concept of Continuous Pedagogical Education Development" and others. The problem of reforming the system of training future teachers is particularly highlighted in the «Draft Concept of Education Development in Ukraine for 2015–2025» proposed by the Ministry of Education and Science of Ukraine. The main provisions of state policy in the field of education are set out in the National Strategy for the Development of Education in Ukraine for the Period until 2021, the National Report Sustainable Development Goals: Ukraine 2016–2030, and other documents that define the goals,

strategic directions, and main tasks of socio-economic development.

The purpose of this article is to identify and compare the key features of foreign language training for future primary school teachers in the context of socio-economic changes in Ukraine in the second half of the 20th – the beginning of 21st centuries.

Research methods and techniques. An analysis of scientific and pedagogical literature and regulatory support for foreign language education during the period under study was carried out, and the views of scientists on the factors of change in the teaching of foreign languages to future teachers in educational institutions in Ukraine during the period under study were investigated.

Results and discussions. The teaching of foreign languages to future teachers has always been the focus of the scientific and pedagogical community, as this educational cluster concentrates several important aspects: educational, sociocultural and human-oriented. The segment of foreign language learning is positioned in the educational paradigm as a specific area of educational activity that requires the synergy of pedagogical, psychological, methodological, organisational and, more recently, information and digital characteristics. According to Malazonia D. O., modern society is defined by rapid change and development, so pedagogical education acts as a strategic tool for the formation of competent and independent specialists [5]. We agree with K. Binytska that changes in the socio-cultural, economic and geopolitical context have led to a transformation of the goals and objectives of education, which today are aimed at bringing it closer to the real lives of people [1]. Samoilenko O. V. and Novgorodskaya Y. G.

emphasise the importance of developing future teachers' ability to continuously develop professionally in the context of rapidly changing educational technologies, teaching methods and socio-cultural conditions [8]. According to Yevtukh M., changes in the paradigm of higher education have necessitated a fundamental change in teacher training by higher education institutions, taking into account: firstly, the change in the consumer of the product – a teacher of a new formation with acquired competences, the formation of his or her educational trajectory throughout life, the universalisation of education, changes in educational institutions (reform, modernisation, innovation, increasing competitiveness in the market of educational services) [4].

In a study by Onishchuk I. I., Shaposhnikova I. M., Shalova A. S., Pyasetskaya N. A., Tonkonog N. I. proposed a periodisation of the development of foreign language education for future teachers of humanities at pedagogical universities in Ukraine in the second half of the XX-at the beginning of XXI century: 1) the stage of forming a general scientific interest in the phenomenon of foreign language education (1950–1960); 2) the stage of foreign language teaching in the context of school reform (1970–1980); 3) the stage of sustainable development of foreign language education in the context of integration into the European educational space (1990–2018) [7].

The Ukrainian educational community coped with the difficulties of the 1990s and preserved its educational potential in its key manifestations: in the system of training primary school foreign language teachers; in the context of teaching subjects in a foreign language in the lower grades of school. In other words, the Ukrainian education system managed to preserve the continuity of generations that were forced to radically change their level and content of training. However, the main factor – the continuity of educational tradition – was preserved in higher education institutions, which began to function under the conditions of Ukraine's independence. A unique situation has developed in the educational sphere, particularly in

the segment of foreign language teaching, which is permeated by fundamental socio-economic contradictions.

On the one hand, there was an economic demand for specialists who spoke a foreign language, as a market economy had emerged in which the ability to use an additional means of communication (in particular, international communication) was an undeniable advantage. On the other hand, the state of economic development of the newly formed Ukrainian state did not allow for even the minimum requirements necessary for the successful mastery of a foreign language within the school curriculum to be met. Among the economic problems that prevented the implementation of educational strategies and foreign language teaching programmes in the 1990s, it is worth noting the low level of remuneration in the education system, which led to a decline in motivation and therefore the effectiveness of the work of both higher education teachers who trained teaching staff and primary school teachers.

The staffing problem became particularly acute at a time when the education system needed a new generation of teachers who had no experience of the previous educational paradigm and could develop new standards for foreign language learning that were in line with the socio-cultural challenges of the time. At the same time, most of the teaching community found it quite difficult to adapt to the requirements of teaching foreign languages in the new conditions and realities.

The economic turbulence in the education system in the foreign language teaching segment manifested itself in the inadequate level of material and technical support for teaching these disciplines. The rapid development of technology, particularly computer technology, shaped a new format for educational activity. However, the lack of adequate funding for education effectively deprived domestic primary school teachers (and with them, younger students) of the opportunity to incorporate innovative technologies into the educational process. Audio and video materials and multimedia tools, which were traditionally used to broadcast foreign-language content, were not

used in the educational process due to the lack of appropriate technology.

One of the economic shortcomings in the process of foreign language teaching in Ukraine in the second half of the 20th century was the lack of mobility of participants in the educational process. Foreign languages were taught without the involvement of native speakers and did not provide for immersion in a foreign language environment in order to gain communication experience. Academic mobility programmes were not funded, which led to the continuation of conservative traditions in foreign language learning without the use of modern approaches to communication in a foreign language. Future foreign language teachers had no opportunity to test their professional skills in a foreign language environment with native speakers or to improve their own foreign language skills in the relevant language environment.

The stabilisation of socio-economic life in Ukraine in the early 2000s had a corresponding impact on processes related to foreign language learning in domestic education. Economic indicators contributed to the revitalisation of the foreign language cluster in the education system in terms of personnel, material and technical resources, and organisational and institutional aspects. Changes took place that led to the alignment of socio-cultural demand for foreign languages with the supply of the corresponding level of proficiency provided by the educational programme.

Firstly, the stabilisation of funding in the education sector and the increase in salaries for educators made it possible to reboot the human resources potential of teachers who taught foreign languages in primary schools. The financial component became a motivating factor for the improvement and enhancement of the professional level of the teaching community, which already had experience in this field. At the same time, a new generation of teachers and researchers specialising in teaching foreign languages in primary schools gradually emerged. In other words, economic prosperity was fundamental to the creation of a stable teaching community, including foreign language teachers.

Secondly, considerable attention began to be paid to the material and technical support for foreign language teaching. This is important because, with such support, teachers focused their potential on improvement, growth and development, using not only their individual competencies but also innovative formats that had proven their effectiveness. The beginning of the 21st century was marked by a variety of technological tools that improved the process of teaching foreign languages. The economic factor was largely focused on the ability of the education system to attract and master this diversity of innovations. Since the 2000s, Ukrainian higher and secondary education has begun to actively master the material and technical resources for teaching foreign languages.

Thirdly, the principle of educational mobility was repositioned: the active involvement of native speakers (online or in broadcast format) and the educational integration of students into a foreign language environment created optimal conditions for understanding and mastering a foreign language.

Programmes for the integration of students, even primary school pupils, into a foreign language environment were actively implemented through educational programmes abroad, in particular, the format of living with a family of native speakers of the relevant language and culture was and remains popular. At the same time, academic mobility processes have been updated, creating opportunities (initially isolated, but later centralised) for the exchange of teacher training students or teachers with the opportunity to intern/study abroad in the local active language environment. By gaining such experience, students of higher pedagogical education were able to implement foreign language education programmes more effectively in primary schools during their professional activities, using the experience they had acquired.

Bozhok O. S. highlights the pedagogical conditions for the formation of linguistic and methodological competence: reliance on the motivational sphere of students' personalities in the process of forming linguistic and methodological competence; professional orientation in the study of the basics

of linguodidactics and psychological, pedagogical, and didactic-methodological disciplines; creation of a foreign language communicative environment through didactic games; development of the ability of future specialists to engage in professional reflection in the process of forming foreign language methodological competence [2].

The economic support of a teacher's pedagogical experience is focused on the analysis of effective teaching models. Linguistic experience is determined by the resources necessary for the formation of the linguistic, speech and linguistic-cultural competence of primary school teachers. The socio-economic factors that influence foreign language learning involve a fundamental socio-cultural dimension – globalisation. Trends in the development of the state are decisive for the formation of the education system, including in the field of foreign language teaching, as they shape key societal demands regarding the use of linguistic potential within the country and abroad. Globalisation trends in modern society involve the active involvement of individuals in international and intergovernmental processes and events. Such activity requires intensive use of a language that is acceptable to participants from different countries and cultures. It is clear that foreign languages often become the main means of communication within joint global projects. We should not ignore the growing migration component of modern society, where moving to another country to study, work, do business, relax or meet life's needs creates a demand for foreign language skills. Globalisation involves the widespread use of socially significant elements of scientific and technological progress and cultural development, which is why all of the above usually has a foreign language accompaniment – English or the language of the manufacturer. This creates a social and industrial demand for a certain level of foreign language proficiency within the country, even without the fact of travelling abroad. In general, the processes of globalisation form a stable socio-cultural demand on the education system to update the teaching of foreign languages. Therefore, the greater this demand, the more active

the work of the educational community is in providing proposals for acquiring the necessary level of foreign language proficiency in educational institutions. Given the scale and intensity of the current globalisation influence, the formation of foreign language competence is already becoming relevant from childhood, and early school age is the period of initial systematisation of foreign language knowledge [6]. That is why it is important to understand the study of a foreign language as a fundamental discipline that has a socio-cultural demand.

For a long time (during the Soviet era and the early post-Soviet period), foreign language learning was of secondary importance for Ukrainian society, which affected the positioning of this discipline in the school curriculum. Foreign languages were defined as subjects imbued with academicism without any particular prospects for practical application. In other words, there was no socio-economic demand for foreign language proficiency, which led to low motivation to organise educational activities in foreign language clusters.

The situation changed radically at the turn of the XX and XXI centuries, when Ukraine began to actively integrate into the world community, and the use of foreign languages at a practical and everyday level increased significantly. Knowledge of foreign languages became increasingly in demand in society. It should be noted that this actualisation was caused not so much by cultural and historical factors as by socio-economic demand.

During this period, the education system was completely dominated by a pragmatic approach, according to which foreign languages were a decisive tool in a person's life. As a result, stable socio-economic prerequisites and reasons for actively learning a foreign language were formed. In particular, knowledge of English began to be positioned at the same level as traditionally sought-after knowledge of mathematics, natural sciences, history and the native language. It has been noted that socio-economic characteristics determine the format of interaction and synergy of the linguistic environment in society, and therefore the study of a linguistic cluster

of disciplines is becoming relevant, among which a correspondence between the native, state and foreign languages is formed.

Scientific and linguistic discourse defines the following linguistic structure of the educational organisation of language learning:

- first language, native language (L1), the language a person begins to speak in the family (mother tongue), they are a native speaker of this language;

- the second language, official language, state language (L2) is positioned as a language that is not native to a person, provided that it is officially used as a means of communication and interaction in various spheres of socio-economic and cultural activity;

- a foreign language, which is the language of another country or culture (i.e. a completely separate language environment) with the potential for use in everyday or professional life;

- an international or global language that is understood (Lingua franca) implies a language environment (real, forced, local, limited, professional, creative, virtual, digital) with understanding at the level of verbalisation [6].

The linguistic characteristics described above determine the organisational, structural, conceptual and institutional status of language in the educational process. At the same time, language learning in secondary education is dictated by socio-cultural characteristics, which are characterised by the reproduction of social realities and activities. Socio-economic factors in this context play a key role in the differentiation of language units.

Gryshkova R. has developed a scientific and methodological system for the formation of foreign language socio-cultural competence of students of non-philological specialities. The essence of this system lies in taking into account the socio-cultural component of professional disciplines and the hierarchical dependence of its subsystems: didactic and methodological principles of forming foreign language socio-cultural competence, content, structure, and functions in the context of professional training of students [3].

This process is particularly relevant in communities where there are difficulties with

the clear distribution of the status of native, official and international languages. Ukrainian society has inherited a rather ambiguous legacy in terms of language issues from the Soviet era. This has directly influenced the perception of foreign languages in public consciousness and practical discourse. The focus on foreign languages has been blurred in the context of the confrontation between Ukrainian and Russian in the sphere of cultural and social use. It is worth noting that with the attainment of independence, it was the educational sphere that became a kind of marker of differentiation in the linguistic environment. The study of the linguistic segment in the school paradigm did not continue the trend of political speculation and clearly defined the positioning of the native, state and foreign languages. This approach helped to avoid linguistic and cultural contradictions, and foreign languages took their usual niche in the education system. This allowed for the development of a trend towards the popularisation of foreign languages as a separate, integral segment of the curriculum in educational institutions at various levels. The result of this socio-cultural demand was a need and demand for primary school teachers who taught foreign languages. The gradual improvement of the foreign language learning process contributed to its establishment and forward-looking focus on the actualisation of the Lingua franca concept in Ukrainian education, the foundations of which are laid during school education (in particular during primary school). The education system positions foreign languages as a fundamental discipline designed to develop relevant skills in students. The effect of globalisation in socio-economic terms has effectively verified the new status of foreign languages in the educational environment.

Conclusions. Understanding a foreign language environment was defined as a necessary condition for individual and social development. In the Soviet era, the socio-economic influence on the justification of the expediency of language learning was negligible, which led to a lack of practical motivation to learn it.

The period of formation of the Ukrainian educational system was characterised by rapid changes, in which foreign languages

gradually acquired socio-economic motivation and relevance for study. Only the establishment of domestic education is consistent with modern socio-economic attitudes regarding the importance of foreign languages in the life of individuals and society.

Socio-economic changes not only actualised the value-oriented and goal-oriented attitudes towards the usefulness and demand for

foreign languages in society, but also shaped the functional dimension of educational activity. The success of educational development depends largely on the level of provision of the educational process. Therefore, social structure and economic realities have become decisive in the organisation of the educational process in the segment of foreign language teaching.

Bibliography

1. Біницька К. Соціально-економічні аспекти розвитку систем професійної підготовки майбутніх учителів початкової освіти в країнах Східної Європи. *Наукові записки Тернопільського національного педагогічного університету імені Володимира Гнатюка. Серія : Педагогіка*. 2017. № 3. С. 185–191.
2. Божок О. С. Педагогічні умови формування мовно-методичної компетентності майбутніх учителів іноземної мови. *Оновлення змісту, форм та методів навчання і виховання в закладах освіти*. 2016. Вип. 14. С. 83–86.
3. Гришкова Р. О. Іншомовна освіта в Україні у контексті євроінтеграції. *Наукові праці Миколаївського державного гуманітарного університету ім. Петра Могили*. 2007. Т. 55. Вип. 42. С. 145–148.
4. Євтух М. Б. Вітчизняний та світовий досвід підготовки вчителів в освітньому просторі України. С. 53–92. URL: https://lib.iitta.gov.ua/id/eprint/722878/1/%D0%84%D0%B2%D1%82%D1%83%D1%85_%20%D0%A0%D0%BE%D0%B7%D0%B4%D1%96%D0%BB%20%D1%83%20%D0%9C%D0%BE%D0%BD%D0%BE%D0%B3%D1%80%D0%B0%D1%84%D1%96%D1%97_2020-51-90.pdf
5. Малазонія Д. О. Підготовка педагогів професійного навчання у сучасних умовах. *Інноваційна педагогіка*. Вип. 75. 2024. С. 159–167.
6. Мілютіна О. Вплив глобалізації англійської мови на розвиток мовної, іншомовної освіти. Підготовка вчителя іноземної мови (англійської) для Нової української школи: колективна монографія. За заг. ред. Н. Лавриченко. 2018. С. 7–37.
7. Оніщук І. І., Шапошнікова І. М., Шальов А. С., П'ясецька Н. А., Тонконог Н. І. Етапи та тенденції розвитку іншомовної освіти в контексті підготовки майбутніх учителів. *Науковий часопис НПУ імені М. П. Драгоманова*. № 8 (128). 2020. С. 141–148.
8. Самойленко О. В., Новгородська Ю. Г. Підготовка майбутніх учителів у системі вищої освіти як проблема дослідження вітчизняних і зарубіжних науковців. *Психолого-педагогічні науки*. 2025. № 1. С. 206–217.

References

1. Binytska, K. (2017). Sotsialno-ekonomichni aspekty rozvytku system profesiinoyi pidhotovky maibutnikh uchyteliv pochatkovoї osvity v krainakh Skhidnoi Yevropy [Socio-economic aspects of the development of professional training systems for future primary school teachers in Eastern European countries]. *Naukovi zapysky Ternopil'skoho natsionalnoho pedahohichnoho universytetu imeni Volodymyra Hnatiuka. Serii: Pedahohika – Scientific notes of the Volodymyr Hnatiuk Ternopil National Pedagogical University. Series: Pedagogy*. 3, 185–191. [in Ukrainian].
2. Bozhok, O. S. (2016). Pedahohichni umovy formuvannia movno-metodychnoi kompetentnosti maibutnikh uchyteliv inozemnoi movy [Pedagogical conditions for the formation of linguistic and methodological competence of future foreign language teachers. *Onovlennia zmistu, form ta metodiv navchannia i vykhovannia v zakladakh osvity – Updating the content, forms and methods of teaching and education in educational institutions*, 14, 83–86. [in Ukrainian].
3. Hryshkova, R. O. (2007). Inshomovna osvita v Ukraini u konteksti yevrointehratsii [Foreign language education in Ukraine in the context of European integration]. *Naukovi pratsi Mykolaivskoho derzhavnoho humanitarnoho universytetu im. Petra Mohyla – Scientific works of Mykolaiv State Humanitarian University named after Petro Mohyla*, 55 (42), 145–148. [in Ukrainian].
4. Yevtukh, M.B. Vitchyzniani ta svitovy dosvid pidhotovky vchyteliv v vosvitnomu prostori Ukrainy [Domestic and international experience in teacher training in the educational space of Ukraine], 53–92. Retrieved from: https://lib.iitta.gov.ua/id/eprint/722878/1/%D0%84%D0%B2%D1%82%D1%83%D1%85_%20%D0%A0%D0%BE%D0%B7%D0%B4%D1%96%D0%BB%20%D1%83%20%D0%9C%D0%BE%D0%BD%D0%BE%D0%B3%D1%80%D0%B0%D1%84%D1%96%D1%97_2020-51-90.pdf. [in Ukrainian].
5. Malazoniia, D.O. (2024). Pidhotovka pedahohiv profesiinoho navchannia u suchasnykh umovakh [Training of vocational teachers in modern conditions]. *Innovatsiina pedahohika – Innovative pedagogy*, 75, 159–167. [in Ukrainian].

6. Miliutina, O. (2018). Vplyv hlobalizatsii anhliiskoi movy na rozvytok movnoi, inshomovnoi osvity. Pidhotovka vchytelia inozemnoi movy (anhliiskoi) dlia Novoi ukrainskoi shkoly: kolektyvna monohrafiia. Za zah. red. N. Lavrychenko [The influence of the globalisation of the English language on the development of language and foreign language education. Training foreign language (English) teachers for the New Ukrainian School: collective monograph], 7–37. [in Ukrainian].
7. Onishchuk, I. I., Shaposhnikova, I. M., Shalov, A. S., Piasetska N. A., Tonkonoh, N. I. (2020). Etapy ta tendentsii rozvytku inshomovnoi osvity v konteksti pidhotovky maibutnikh uchyteliv [Stages and trends in the development of foreign language education in the context of training future teachers]. *Naukovyi chasopys NPU imeni M. P. Dragomanova – Scientific journal of the M. P. Dragomanov National Pedagogical University*, (128), 141–148. [in Ukrainian].
8. Samoilenko, O.V., Novhorodska, Yu.H. (2025). Pidhotovka maibutnikh uchyteliv u systemi vyshchoi osvity yak problema doslidzhennia vitchyznianskykh i zarubizhnykh naukovtsiv [Training future teachers in the higher education system as a research topic for domestic and foreign scientists]. *Psykhologo-pedahohichni nauky – Psychological and Pedagogical Sciences*, 1, 206–217. [in Ukrainian].

Надійшла 06.08.2025

Прийнята 02.09.2025

Опублікована 15.10.2025