

Tendencies in the development of the theory and practice of training linguists at universities of Greece and Ukraine in the late XX – early XXI centuries: historical and comparative aspect

Y. M. Korotkova

Mariupol State University, Mariupol, Ukraine
Corresponding author. E-mail: y.korotkova@mdu.in.ua

Paper received 28.04.17; Accepted for publication 05.05.17.

Abstract. The article gives the comparative analysis of the development tendencies of the theory and practice of training linguists in Greece and Ukraine. Among the main trends the following ones are highlighted: the rapid development of language teaching as a science; the transition from traditional (grammatical/structural) approach of teaching languages to communicative one; providing exclusively University philological education (Greece), variability of models of the higher philological education (Ukraine); standardization of higher education, bringing it in line with European standards; updating of curricula and training programmes of training of philologists and development of new ones based on modern pedagogical and linguistic concepts, theories, tendencies; enrichment of methods and forms of training of philologists; broad usage of information and communication technologies; creating manuals to considering new linguodidactic approaches.

Keywords: *tendence, training of linguists, language education, information and communication technologies.*

At the present stage of development of society, which is characterized by deep integration processes in all spheres of human life, language education designed to foster the free, socially mobile, open to the constant changes personality, which is conscious of the importance of any language as means of communication and professional growth. Unfortunately, with full awareness of the need to provide quality language education, in most European countries there is an insufficient level of formation of communicative competence of graduates of higher educational institutions, including graduates-linguists. All of this requires updating of the methodology and content of philological education in accordance with the new requirements of the modern world.

The implementation of this objective is supported by comparative researches aimed at highlighting positive pedagogical experience of each of the compared countries for the sake of improving the training of specialists of the corresponding profile.

Various aspects of training of students-philologists have been considered in the works of both Ukrainian (V. Bazurina, V. Barkasi, O. Volchenko, O. Dupliychuk, I. Zakiryanova, O. Zubrova, V. Kalinin, Y. Kartavaya, I. Klak, V. Koval, O. Kopus, A. Maslyuk, I. Pasyukova, O. Pakhomova, A. Semenov, P. Serdyukova, T. Simonenko, I. Sokolova and others) and Greek scientists (D. Alexopoulos, M. Bilioni, P. Delverudi, P. Kalliambetsu-Koraka, E. Karava, E. Carolidu, S. Papaevtimi-Litra, A. Sapiridu, N. Sifakis, I. Tulumaku, G. Hatzhidimu, etc). However, the comparative studies of Ukrainian and Greek experience in this field were not conducted.

Hence, the aim of the article is a comparative analysis of the main tendencies in the development of theory and practice of training of future linguists at the universities of Greece and Ukraine in the late XX – early XXI centuries.

Important for the development of the theory of linguistic training of philologists in the countries under study is the *tendency of the rapid development of the branch of learning language as a science.*

In Greece the methodology of teaching language, especially foreign one, has long been considered a branch of applied linguistics without establishing close ties with pedagogy. And only in the 1980ies scientists began to realize the necessity of taking into consideration while

learning the language not only the data of linguistic science but of educational psychology as well. At the same time, the area of language training started to be spoken about as an independent science that has its own object and subject of research, the conceptual apparatus. It is also worth noting that the Greek scientists for a long time used mainly foreign sources for language teaching and the first methods of teaching of both native and foreign language of Greek authors appeared only in the 80ies of the last century. We are talking about "Introduction to didactics of living languages" by V. Takatlidu published in 1986 (Τοκατλίδου Β. "Εισαγωγή στη Διδακτική ζωντανών των γλωσσών"). Currently this branch is actively developing and the number of publications on the questions of language teaching is growing steadily.

In Ukraine methods of teaching language has always belonged to the pedagogical disciplines and has much more achievements than in Greece. Since 1950-ies we have a number of extensive works of the domestic researchers on teaching both native and foreign languages, the analysis of which proves the progressive development of this scientific field with a gradual transfer of attention from the language system to its practical use.

So, the main difference in the development of methods of teaching language in both countries is that the Greek scholars, in contrast to the Ukrainian ones, quite late began to pay serious attention to the theoretical study of issues of language teaching, using up to 70-80-ies of XX century, as a rule, foreign scientific sources.

The allocation of methodology to independent research field, its rapid development has resulted in the emergence of another tendency in the theory of linguistic training of philologists, namely *the transition from traditional (grammatical/structural) approach of teaching languages to communicative language training.*

This transition happened under the influence of socio-cultural, economic and political factors that contributed to the revival of international cooperation in various sectors of the economy and public life, which in its turn demanded from specialists the knowledge of the modern language of a country with which cooperation was carried out.

The implementation of the new tasks of language education demanded changes in the method of language teaching, particularly of foreign languages. So, the traditional approach could not provide an adequate level of

proficiency to ensure productive communication. Hence in the methods of teaching languages appeared the new approaches among which the greatest popularity and universal recognition came to the communicative approach. Of course, this transition occurred gradually, which was not only due to socio-cultural and political changes but also to the rapid development of such branches of science as linguistics, sociology, pedagogy, psychology and the like.

It is worth noting that in Greece the final approval of the communicative approach in teaching languages took place somewhat earlier, in the early 80-ies of the last century, due to the country's accession to the European community.

In Ukraine, the transition to the communicative approach was implemented in the 90-ies of XX century. From 1976 to 1986, the main approach in studying foreign language in high school was structural-functional approach on which teachers and students based [1]. However, it should be noted that even before that time in domestic universities attempts were made to apply advanced methods of language teaching. For example, in 60-ies it was used conscious-contrastive/conscious-comparative method, which later was transformed into a conscious-practical or conscious-active; in the 70-ies there were developed the basis of suggestive, emotionally-semantic, suggest-cybernetic methods, were grounded the synthesis of suggestopedic and conscious-comparative methods, the integral method of accelerated learning and audio-lingual method; in the 80-ies the method of intensive teaching was developed [2, p. 155-157].

Thus, the main difference in the process of transition from traditional to communicative approach in Greece and Ukraine we see as following: Greece, despite the absence up to the 70-80-ies of the last century of extensive works on issues of language teaching, managed through careful study of foreign experience and creating on this basis its own model of language education, to implement a communicative approach for almost two decades earlier than the same happened in Ukraine. Perhaps this explains the fact that Greek citizens now demonstrate significantly higher level of foreign language communicative competence.

Regarding the models of professional education of linguists, we can differentiate quite opposite tendencies for Greece and Ukraine.

So, for Greece we highlight the tendency of *providing exclusively University linguistic education*. Here during the surveyed period, the training of linguists in the field of native and foreign languages was provided only in the country's universities, which are inherently classic one. Graduates of Philological and foreign language departments received the qualification of philologist after four years of studying. By the way, this qualification of a philologist was received by all the graduates of Philology departments, including the Department of history and archaeology and the Department of philosophy-pedagogy-psychology. After the introduction of the two-stage model of training in Greece, the students of the mentioned departments after four years of studying received a bachelor's degree, after that they could continue education in a magistracy for a period of 1.5 years and got a master's degree.

In Ukraine we can clearly differentiate the tendency of *variability of higher philological education*. So, the last

was provided in pedagogical and humanitarian institutions, in pedagogical and humanitarian universities, in classical universities, where different models of professional education of philologists are applied. After four years of studying students received a bachelor's degree, after that they could continue education either for EQL "specialist" during one year or for EQL "master" for 1.5 years and obtain the diploma of specialist or master, respectively. The situation remains the same today.

European integration led to the emergence of tendency of *standardization of higher education, its compliance with requirements of European standards*. We are talking about the introduction of two levels of higher education – bachelor-master, credit-transfer system of organization of educational process (system of didactic monads), subjects chosen by the student, the implementation of estimation of educational achievements of students in language in accordance with the European recommendations of language education. In Greece these changes were introduced in 80-ies of XX century and in Ukraine - after the accession to the Bologna process (2005).

Thus, the main difference is a chronological record of the changes and also the fact that in Ukraine, despite the accession to the Bologna process, training of specialists in higher educational institutions is still done on three educational levels, including the EQL "specialist".

Changes in theory of language learning associated with the shift of the accent from the structure of language to its practical application in written and oral speech, from diachrony to synchrony in the study of language, literature, culture, were to find their embodiment in the new curricula and educational programmes of training linguists. From here comes the quite natural tendency of upgrading of curricula and programs and developing the new ones to meet modern pedagogical and linguistic concepts, theories, and tendencies.

During the analysis we detected the enrichment of curricula of philological departments of Greek universities with not only new disciplines of linguistic direction ("communicative linguistics", "Sociolinguistics", "Psycholinguistics", "Ethnolinguistics", "Linguistics of text", "Cognitive linguistics" and the like), but also with related spheres of science (disciplines of literary translation, cultural studies and others). This gave the possibility of introducing various specializations in the master (for example, the graduate from Department of German language and literature can continue education in magistracy in such areas as "European studies" or "Culture management" (Kulturmanagement)), thanks to which the graduates received additional employment opportunities. It should be noted that in Greece lately, a clear tendency of training masters not by specializations but by interdisciplinary programs can be traced.

In Ukraine we have also seen a significant upgrade in curricula and programs of the language disciplines, but a bit later- in the beginning of the XXI century. So, for academic disciplines were added such as "Sociolinguistics", "Psycholinguistics", "Ethnolinguistics", "Linguistics of text", "Linguoculturology", "Cognitive linguistics" and others.

Therefore, the main difference is allocated to only the chronology of relevant changes.

For the realization of new goals, objectives and content of language education we consider as important to review the methods and forms of providing the latest one. There-

fore, as the following we differentiate the trend of *enrichment of methods and forms of training of philologists*. Both Greek and Ukrainian scientists and teachers in language learning differentiate three main groups of methods, which correspond to the basic stages of learning of language material: 1) familiarization (presentation), 2) training, 3) application. Traditionally the methods of familiarization (presentation) were verbal methods: explanation, conversation. At the stage of training usually were used non-communicative (language) or conditionally communicative exercises, and at the stage of application – communicative exercises (predominantly on the conducting of dialogues, monologues, oral and written statements). Since the end of XX century, the traditional methods have begun to be combined with innovative ones. So, alongside the traditional explanation of certain grammar rules there have been actively used teaching method based on authentic material – data-driven learning while training and application together with traditional exercises they began to use the method of the game (role-playing and business), Portfolio method, project method. It should be noted that among the Greek teachers are quite popular theatre methods and techniques.

In teaching theoretical linguistic disciplines, along with traditional lecture they started to use actively problem lectures, lectures in the form of a dialogue (guided and free), lecture with multimedia presentation and the like.

Also enriched and forms of organization of educational process in language. To traditional forms (lectures, seminars and practical classes, teaching practice, writing term papers and dissertations) were added: the conferences of different levels, seminars, round tables; organization of debates, discussions, preparation and publication of scientific notes, studios, months on the language and its teaching, organization of joint research projects of language departments with the relevant domestic and foreign ones, etc.

Thus, the tendency of enrichment of methods and forms of language education of linguists is common both for Greece and for Ukraine. Significant differences are not stated.

Extraordinary influence on the development of education in general and language education in particular, had the development of learning tools, among which a special place is occupied by ICT. Therefore, another tendency is *the wide application of information and communication technologies*.

ICT since the late 80-ies rapidly entered the educational process at foreign language and philological departments of Greek universities.

In practice in Greek higher educational institutions e-mail is used (tandem learning, discussion groups) for the development of oral speech. And also there develop programs that provide conducting videoconferences. The latter is used both for the introduction of a pupil/student to the language through communication with native speakers and for the development of learning through cooperation with others by the implementation of joint projects (collaborative work).

Technologies from a teacher's position are actively used not only in teaching, but also in the process of preparation for it. At the same time the software to create exercises (for example, Hot Potatoes, Quandary and others) and software to create web pages (e.g., Dreamweaver or

FrontPage) for the purpose of placing educational material on the Internet are used.

Language centers and laboratories that use the virtual learning environment for the organization and placement of all educational material to the schools network or the Internet operate in many Greek universities. It contributes to the development of distance learning and self-education [5, p. 120].

Analysis of the relevant literature and own observations showed that in Ukraine the use of ICT has not yet acquired a systematic character. Ukrainian researchers point to insufficient use of ICT either in secondary school or in professional education, including linguistic one, insufficient number of software tools for educational purposes, the linguistic resources, e-textbooks, the lack of content, forms and methods of formation of ICT competence. It is also emphasized that there are not enough counseling centers, which could help to navigate in the Web-space, virtual libraries, the system of quick search for necessary information doesn't work properly, the benefits of rational combination of machine learning with a traditional one are not sufficiently justified, the software means of communication with its inconsistency of psychological and pedagogical requirements are not always usable, psychological barriers are perceived. Most frequently the use of ICT is limited to the preparation of multimedia presentations, listening to recordings, watching videos [3, p. 3; 4, p. 287].

In the practice of language faculties of higher educational institutions teachers rarely organize such activities as video conferences, online training, although computer language programs and language labs are not used enough (which are not even in all universities available).

Thus, common to both countries we define the appropriate level of attention of scientists to solution of different aspects of ICT usage in the educational language process. The main difference will be the fact that the Greek universities, having better equipment, use ICT much wider in the process of teaching philological disciplines both theoretical and practical language courses.

Responding to the new challenges of language education, its renovation required the educational literature as well. So another clearly traced tendency is *the tendency of creating study guides considering the new linguodidactic approaches*.

We shall point out that in Greece starting with the 80-ies of XXth century scientists began to oppose the usage of a standard textbook on the language in the educational process because it cannot satisfy the communicative needs of all pupils/students, it doesn't make it impossible to implement an individual approach, it does not take into account the peculiarities of the language situation in the regions of the country. Considering this, University professors got the right to choose that study guide that, in their view, is able to meet the needs of specific student's audience better, if necessary supplementing it with other training material, generally of a pragmatic nature, or to create own textbook updating it periodically. In addition to traditional ones, it began to appear alternative textbooks and study guides of the new structure and methodology.

In Ukraine at the end of the XX – early XXI century new textbooks on theory and practice of language started to be composed taking into account modern linguodidactic principles and approaches, namely communicative,

activity-based, problem-based approaches, the approach of modular material supply and the like.

So, if in the countries under study textbooks of 50-80-ies contained, as a rule, literary texts for reading and practicing and those that reflected certain cultural realities, then starting with 1990-ies there gradually began to appear textbooks which presented, in addition to literary texts also the texts of a pragmatic nature (ads, biographies, posters, menus, etc.), as well as the texts that acquainted not only with the culture of the country whose language was studied, but with the activities of various state and private institutions.

As for textbooks on the theory of language (e.g., sociolinguistics, cognitive linguistics, etc.), at the beginning of each module or topic the author has formulated its goal, the module could include questions for reflection, at the end – self-assessment questions, tests and the like. In addition, the student was proposed topics for independent study having given the recommended literature.

Thus, this tendency in the practice of language education of philologists of higher educational institutions is

common to both countries. Contrastive characteristics had not been stated.

So, absolutely contrastive for the studied countries will be the tendencies that characterize models of providing linguistic education (for Greece - providing exclusively classical university linguistic education, for Ukraine – the tendency of variability of models of higher philological education). The following tendencies are identified as common for both countries: modernization of curricula textbooks and study guides; enrichment of the forms and methods of preparation of philologists. Common but with some differences (organizational, institutional, connected with chronology of definite changes) are identified such tendencies as: the rapid development of the branch of language teaching, its separation to independent branch of science; its transition from traditional (grammatical) approach in teaching languages to communicative one; an attempt to standardize higher education, bringing it in accordance with European standards; the upgrading of curricula and training programmes of philologists; broad usage of information and communication technologies.

ЛІТЕРАТУРА

1. Карловська Г. Основні етапи розвитку методики викладання іноземних мов у вищій школі (1975-2000 рр.) [Електронний ресурс]. – Режим доступу : http://library.udpu.org.ua/library_files/psuh_pedagog_probl_silsk_shkolu/15/visnuk_24.pdf.
2. Кравчук Л. В. Историчний розвиток методів навчання іноземних мов у другій половині ХХ століття // Вісник ЛДУ БЖД. Серія : «Педагогічні науки» : зб. наук. пр. – Львів : Львівський державний університет безпеки життєдіяльності, 2011. – № 5. – Ч. 2. – С. 154–158.
3. Ромашенко В. Є. Формування інформаційно-комунікативної компетенції бакалаврів філології : автореф. дис. на здобуття наук. ступеня канд. пед. наук : спец. 13.00.04. «Теорія та методика професійної освіти»; Київський університет імені Бориса Грінченка. – К., 2014. – 21 с.
4. Семенов О. Професійна підготовка майбутніх учителів української мови і літератури : монографія // МОН України. Інститут педагогіки і психології професійної освіти АПН України. – Суми : ВВП «Мрія – 1» ТОВ, 2005. – 404 с.
5. Παναγιωτίδης Π. Ο ρόλος των τεχνολογιών στην ξενόγλωσση εκπαίδευση. Από τη θεωρία στην τάξη // Οι ξένες γλώσσες στη Δημόσια Υποχρεωτική Εκπαίδευση : πανελλήνιο συνέδριο, 31 Μαρτίου – 1-2 Απριλίου 2006. – Αθήνα : Παιδαγωγικό Ινστιτούτο, Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών, 2006. – Σ. 117–129.

REFERENCES

1. Karlovska, G. Main stages of development of methods of teaching foreign languages in high school (1975-2000). [Electronic resource]. – Mode of access: http://library.udpu.org.ua/library_files/psuh_pedagog_probl_silsk_shkolu/15/visnuk_24.pdf.
2. Kravchuk, L. V. The historical development of methods of teaching foreign languages in the second half of the XX century // Visnyk LDU BZhd. Serii : «Pedagogichni nauky» : zb. nauk. pr. – Lviv : Lvivskiy derzhavnyi universytet bezpeky zhyttiediialnosti, 2011. – No. 5. – Ch 2. – P. 154-158.
3. Romashenko, V. Ye. The formation of information competence of bachelors of Philology : : avtoref. dys. na zdobuttia nauk. stupenia kand. ped. nauk : spets. 13.00.04. «Teoriia ta metodyka profesiinoi osvity»; Kyivskiy universytet imeni Borysa Hrinchenka. – K., 2014. – 21 p.
4. Semenog, A. Professional training of future teachers of Ukrainian language and literature : monograph // MON Ukraine. Instytut pedahohiky i psyholohii profesiinoi osvity APN Ukraine. – Sumy : VVP «Mriia – 1» TOV, 2005. – 404 p.
5. Panagiotidis, P. The role of technology in foreign language education. From the theory in the classroom // Oi xenes glosses sti Dimosia Ipochreotiki Ekpaidevsi : panellinio sinedrio, 31 Martiou – 1-2 Apriliou 2006. – Athina : Paidagogiko Institutouto, Ethniko kai Kapodistriako Panepistimio Athinon, 2006. – P. 117–129.

Сравнительный анализ главных тенденций развития теории и практики подготовки филологов в университетах Греции и Украины в конце XX – начале XXI веков

Ю. М. Короткова

Аннотация. В статье проведен сравнительный анализ тенденций развития теории и практики подготовки филологов в Греции и Украине. Среди главных тенденций выделены такие, как: стремительное развитие отрасли обучения языку как науки; переход от традиционного (грамматического/структурного) подхода обучения языкам к коммуникативному; предоставление исключительно университетского филологического образования (Греция); вариативность высшего филологического образования (Украина); стандартизация высшего образования, приведения его в соответствие с европейскими стандартами; обновление учебных планов и программ и разработки новых с учетом современных педагогических и лингвистических концепций, теорий, течений; обогащение методов и форм подготовки филологов; широкое применение информационно-коммуникационных технологий; создание учебных пособий с учетом новых лингводидактических подходов.

Ключевые слова: тенденция, подготовка филологов, языковое образование, информационно-коммуникационные технологии.