

# ON SOME FEATURES OF CONSTRUCTIVE PLANNING ACTIVITIES OF FOREIGN LANGUAGE TEACHERS AT UNIVERSITY

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## Abstract

The research topic stems from the search for strategies to improve the training process of foreign language teachers (FLT) during and after their university studies. Some essential features of constructive planning activities (CPAs) of FLT as well as requirements for the teachers' professional knowledge, competencies, and skills were considered and discussed. We assume that identifying the peculiarities of a foreign language as a goal, tool and means of learning in the performance of pedagogical function will allow us to more precisely formulate a set of professional requirements for FLT and make all the necessary adjustments to the training programs for students of pedagogical universities and attendees of teacher refresher training courses.

In this regard, under "constructive planning activities" we understand a set of functionally interrelated actions of FLT aimed at solving intermediate tasks of designing, modeling and building a plan sufficient for implementation of the ultimate goals and objectives of pedagogical process at university and beyond. Based on the results of the study, we concluded that CPAs of FLT should be fixed in lesson plans and thematic programs and include three groups of interrelated actions. These include: selection and methodological organization of educational resources for each or a series of lessons in accordance with the ultimate goals and objectives of university education; teachers' actions queue definition in the class including presentation of the selected language material and integration of native speakers' speech samples for better transmission of authentic language and motivation of students to communicate; students' actions queue definition when mastering language material, adopting or assimilating authentic samples and communicating them with teachers and peers in order to form and develop a foreign-language knowledge base, relevant skills, abilities, motives, etc.

These actions reflect the core features of CPAs, namely, modeling, adaptation, and communication. Similarly, professionally valuable skills of any FLT are based on the related abilities of modeling (as a step-by-step planning of the learning process and prediction of the expected results); adaptation (as an organized process of acquiring knowledge and motives for developing language competence) and communication (as a transfer of results through extensive use of learned material and practicing authentic samples).

In the process of our research, we primarily relied on the competence-based and system-structural approaches. The main sources for the study included: personal pedagogical experience as FLT at Kazan Federal University (Russia); observations and analyses of the process of CPAs by fellow teachers and peer educators; monitoring and evaluation of students' performance during their teaching practice; study and assessment of reliability and completeness of the content of textbooks and methodological manuals for teachers; lesson plans and teachers' speeches at open public events, other important data on the problem from the relevant pedagogical and methodological literature both from Russia and abroad.

Key words: university, foreign language teachers (FLT), student, constructive planning activities (CPAs).

## 1 INTRODUCTION

Setting and realization of practical goals and objectives of foreign language teachers (FLT) training during and after higher education requires the use of effective teaching methods and technologies. Working to improve this specialized area of education requires finding strategies that can enhance the teaching and learning of foreign language as an academic subject. We proceeded from the fact that the definition and clarification of the role and peculiarities of a foreign language as well as essential features of constructive planning activities (CPAs) of FLT and fixed requirements for their professional knowledge, competencies, skills and personal qualities will highly contribute to and benefit this process.

It is known that in the educational process at all levels, a foreign language acts not only as a goal or subject of cognition and mastering for students, but also serves as the most important tool and means

of organizing and managing the learning process in the performance of pedagogical functions. The reason is that teaching is conducted in the target foreign language and, accordingly, all the main pedagogical functions (humanitarian, social, reflective, integrative, etc.) are realized with its help [1].

Revealing the role and peculiarities of a foreign language as a goal, tool and means of teaching and learning in the performance of each pedagogical function would make it possible to more objectively formulate the requirements to the scope of professional knowledge, competencies, skills and personal qualities of a foreign language teacher and make all the necessary adjustments in teacher training programs for students of pedagogical universities and attendees of teacher refresher training courses.

While most effective teachers share some common distinctive traits and characteristics, there is more required of a foreign language teacher than just academic qualifications and professional teaching skills [2]. Based on this approach, effective FLTs must be proficient in English, possess strong communication and interpersonal skills, demonstrate empathy, respect and tolerance for students' mistakes and emotions, create a positive and engaging authentic-looking classroom environment, enhance problem-solving and collaboration, promote student success, and instill a love of learning and a passion for lifelong learning [2]. These high demands on a foreign language teacher's personality can inspire teachers to continue to grow and develop and motivate students to reach their potential in an active learning environment where each student is seen, valued, cared for and respected [3].

The nature of the basic requirements for FLTs during and after their university studies is determined, first of all, by the specificity of the content and process of teaching practical foreign language proficiency, as well as by the unusual conditions in which the teacher's activity of organizing and managing this process takes place. The proposed requirements for the personality of a foreign language teacher are quite necessary to shape, form and structure his/her professional knowledge, competencies and skills and best results could be achieved through the proper implementation of constructive planning activities (CPAs). Thus, there is a need for an in-depth study of the concept of "constructive planning activity", its essential features and functionally interrelated FLTs' activities.

## **2 METHODOLOGY**

In the process of our research, we primarily relied on the competence-based and system-structural approaches. A competence-based approach was used to determine and clarify the scope of FLTs' professional knowledge, competencies, skills and personal qualities to meet and respond to the changing demands of today's educational landscape [4]. This approach also helped to focus on what students can do with the foreign language knowledge they acquire during and after their university studies and to measure students' demonstration of the desired learning outcomes and related skills [4].

Within the framework of the system-structural approach, different types of pedagogical activities of FLTs both during and after their university studies were considered and analyzed. The main sources for the study included: personal pedagogical experience as foreign language teachers (FLTs) at Kazan Federal University (Russia); observations and analyses of the process of constructive planning activities (CPAs) by fellow teachers and peer educators; monitoring and evaluation of students' performance during their teaching practice; study and assessment of reliability and completeness of the content of textbooks and methodological manuals for teachers; lesson plans and teachers' speeches at open public events, other important data on the problem from the relevant pedagogical and methodological literature both from Russia and abroad.

The system-structural approach allowed us to consider the educational process with its broad system of pedagogical tasks in more detail and to compare practicing and prospective foreign language teachers (FLTs) abilities and their teaching and educational activities from different angles, both general and individual. A system of pedagogical tasks should be considered as a dynamic process consisting of solving various educational and training goals and objectives, where each teacher can solve the same problem in a different way depending on his/her experience and proficiency, but the solution of the main professional issues and tasks, more often than not, will be approximately the same for the majority of teachers of a given specialty [5]. The degree of complexity of a particular task is largely determined by the aggregate complexity of its constituent aspects, and the effectiveness of the overall solution depends on the teacher's experience and certain professional competencies, skills, abilities and qualities for solving these constituent intermediate tasks, which in essence constitute the so-called "constructive planning activity" or constructive alignment of a foreign language teacher [6].

### 3 RESULTS

In this regard, under "constructive planning activities" we understand a set of functionally interrelated actions of FLT's aimed at solving intermediate tasks of designing, modeling and building a plan sufficient for implementation of the ultimate goals and objectives of pedagogical process at university and beyond. Based on the results of the study, we concluded that CPAs of FLT's should be fixed in lesson plans and thematic programs and include three groups of interrelated actions. These include: 1) selection and methodological organization of educational resources for each or a series of lessons in accordance with the ultimate goals and objectives of university education; 2) teachers' actions queue definition in the class including presentation of the selected language material and integration of native speakers' speech samples for better transmission of authentic language and motivation of students to communicate; 3) students' actions queue definition when mastering language material, adopting or assimilating authentic samples and communicating them with teachers and peers in order to form and develop a foreign-language knowledge base, relevant skills, abilities, motives, etc. These actions reflect the core features of CPAs, namely, modeling, adaptation, and communication.

Similarly, professionally valuable skills of any foreign language teacher in our view are based on the related teacher's abilities of modeling – as a step-by-step planning of the learning process and prediction of the expected results; adaptation – as an organized process of acquiring knowledge and motives for developing language competence; and communication – as a transfer of results through extensive use of learned material and practicing authentic samples. This assumption leads us to conclude that effective teacher professional development rests on potentially more complex skills and abilities that need to be highlighted, actively developed and practiced by FLT's. Such skills and abilities can be categorized into three distinct groups [7]. The first set of skills related to modeling may include: extensive educational research abilities and openness to new teaching strategies, problem solving and interdisciplinary teaching/learning techniques; creativity and constructive alignment as key traits to ensure innovation, critical thinking, and effective solutions to emerging issues; ability to generate engagement and enthusiasm in and out of the classroom; disposition to adopt and use digital tools, methods and technologies; willingness to create a positive student-centered learning environment, etc.

A second set of skills related to adaptation may include: the ability to adjust teaching strategies, plans, and approaches in response to changing classroom needs and circumstances, which simultaneously requires initiative, resourcefulness, and a willingness to try new approaches and maneuver between different learning theories and ways of teaching to support student learning and their better outcomes; capacity to prioritize strategic thinking and open-mindedness when faced with obstacles, constructive criticism and cultural differences in learning the target language. The third group of skills may include a wide range of abilities and capabilities related to communication in the authentic or similar learning environment. This may refer to the capacity to communicate clearly and concisely; listen actively and ask questions effectively; use body language positively and adapt communication style purposefully; demonstrate respect for students and peers; promote flexible pathways; provide ongoing assessment and regular, meaningful feedback; show patience and empathy, avoid bias and discrimination, etc.

Our research shows that effective constructive planning activities of FLT's demand a high level of organizational and planning abilities to ensure students receive the best possible language education. The key elements of meaningful constructive planning and organization that FLT's must consider to achieve success in their profession will range from aligning the curriculum with the goals and standards set by educational authorities, planning lessons, setting clear learning objectives to integrate active learning and collaboration into the job-related context, modeling effective practice, providing expert support and timely feedback, and instilling a passion for lifelong continuous learning [7].

The implementation of each educational objective of CPAs requires time and effort and must be carried out in stages; first comes the preparation process and only then the execution of the activity. Each stage of solving an educational problem is considered as its structural component or as a special, simpler task. The set of functionally interrelated actions associated with solving a certain intermediate educational task constitutes the content of a separate pedagogical function, as an independent component in the structure of pedagogical activity of a foreign language teacher [8]. Therefore, each task within the framework of CPAs can be considered as a structural system of more elementary tasks that arise at different stages of its practical implementation, and all groups of actions associated with the solution of these intermediate (elementary) tasks are regarded as a system of pedagogical functions performed by teachers in the process of a step-by-step solution of professional goals [9]. At the same time, the degree of complexity of a particular task is largely determined by the total complexity of its constituent tasks, and the effectiveness of its solution depends on the teacher's experience, knowledge, skills and abilities in solving any components of intermediate problems [9].

## 4 DISCUSSIONS

The constructive component, along with three others (organizational, communicative and gnostic), in the general structure of pedagogical abilities and pedagogical activity of a teacher was first identified and substantiated in the studies of N.V. Kuzmina [10]. The author described a specific characteristic of pedagogical activity (its productivity) and proved that high performance in a specific pedagogical activity contributes to overall high achievement in the teaching profession. Kuzmina also established dependence of a teacher's pedagogical success on the level of development of his/her basic constructive skills and abilities [10]. Later, this generalized model of constructive activity, based on the related skills and abilities, became widely used by its proponents in Russia and abroad [10; 11; 12].

The constructive component is seen as a simpler part of the general structure of the teacher's pedagogical activity, for example, when developing teaching scenarios, and occupies an intermediate position between goal-setting and organizational and communicative activities. This can be explained by the fact that before diving into lesson planning, the teacher must focus on the subject content and clarify the planned or expected learning outcomes, then align the course curriculum with the objectives and standards set by the educational authorities, and finally begin the lesson design process [11; 12].

It was found that despite the importance of constructive planning of teachers' activities in any subject and at any level of training, be it school, university or teacher refresher training courses, there have been practically no special studies of the constructive component as applied to foreign language teachers. It becomes obvious that the problem of selecting, organizing and conducting classes on lexical, grammatical and phonetic aspects of a foreign language is quite important and requires additional study [13; 14]. Moreover, the issues of selection, organization and classroom management of linguistic material were often considered without connection with the teachers' activity on its presentation and students' activity on its assimilation. As a result, the specific features and properties of a foreign language as a tool and means of knowledge acquisition, assimilation and interaction of teachers' and students' activities in the learning process were not taken into account [13; 14; 15].

It is well known however that the main goal of pedagogical process is not the educational subject itself as an object of acquisition and assimilation, but the process of students' activity on acquisition and assimilation of this object presented by the teacher. The teacher manages the process of knowledge transfer and assimilation indirectly, through a selected and methodically organized teaching material, presented in accordance with the goals and objectives of pedagogical activity [15]. Therefore, the selection, organization, classroom management and presentation of teaching material in lesson planning should be a personal activity of a teacher, causing a response activity of students to learn it.

Since by "constructive planning activities" (CPAs) we understand a set of functionally interrelated FLT's actions aimed at solving intermediate tasks of designing, modeling and constructing a lesson plan sufficient for implementation of the final goals and objectives of pedagogical process at university and beyond, this set can be represented in the form of three groups of interrelated actions. Namely, these are: 1) selection and methodological organization of educational resources for each or a series of lessons in accordance with the objectives and standards set by the educational authorities [11]; 2) determination of the teachers' actions in the class, including the instructor's presentation of a roadmap of what students should learn and how it will be effectively accomplished during the class time using the target language materials and native speakers' speech samples to better convey authentic speech to motivate students to communicate; 3) determination of the students' actions in mastering language material, adopting or assimilating authentic samples and communicating them with teachers and peers in order to form and develop a foreign-language knowledge base, relevant skills, abilities, motives, etc.

Let's consider the content, specifics and limitations of some CPAs by FLT's when designing, modeling and building a foreign language lesson plan (or a series of plans). In the process of selecting material, for example, the teacher compares what the students already know to what they should and can learn in one or a series of lessons in accordance with the intended objectives, and on this basis determines the amount of material [14]. The selection and transmission of teaching material from an experienced teacher is always accompanied by a methodological analysis aimed at identifying the learning objects in the new material and possible difficulties in their acquisition and assimilation by particular students. Learning objects are determined through analysis of the form, meaning or peculiarities of usage of each of the selected phonetic, lexical or grammatical units, or types of oral and/or written speech that are planned to be worked on during the class. Difficulties in acquiring and assimilating some learning objects may arise either because of multilingual interference or because of the contradiction between new and previously learned language material. In either case, the teacher's activity of presenting them and the students' activity of perceiving and assimilating them will play an important role [14; 15].

The acquisition and assimilation of objects of speech activity cannot take place simultaneously because of the complexity and diversity of the content presented. Thus, it is recommended that only one type of speech activity at a time be planned and patiently carried out. Teachers should therefore model and develop an appropriate sequence of work with different sections and aspects of language and try to combine lexical, grammatical, phonetic, and speech exercises in a sensible way, not to the detriment of any of them. Successfully addressing these limitations is possible with a long-term lesson planning based on material from one or two textbook paragraphs or related to a single conversational topic. Such lessons shall reflect main stages of formation of speech skills and abilities on the basis of active interaction and communication of all participants of educational process. In the methodological literature, when FLT's purposefully design learning experiences that cover different linguistic aspects, this is called thematic planning or cross-curricular instruction that precedes lesson planning [16].

Another difficulty arising in the constructive planning activity of FLT's is the establishment of an optimal correlation between the students' learning of language material and the formation of skills and abilities that allow them to use it in their speech activity. To overcome this limitation, a special organisation of the teaching material presentation and the process of its assimilation are necessary. In methodological science and pedagogical practice, when solving this problem, the method of modelling language and speech material is used in order to identify the objects and initial teaching units in it, as well as their methodological organisation. A speech pattern in combination with a rule-instruction (if necessary) is taken as the initial unit of organization of language and speech material in the presentation [14; 16].

The following characteristics are also of interest when defining a speech pattern [17]: 1) it can serve as a basis for learning by analogy with other speech units of the corresponding level; 2) it combines elements of all aspects of speech activity: lexical, grammatical, phonetic, allowing for a comprehensive mastery of all aspects of language in a semantically and structurally complete presentation; 3) it is a segment of live sounding speech, embodying a specific act of verbal communication, which means the presence of a speech situation adequate in structure and content to the given speech pattern; 4) it can express the form, meaning and the most typical combination of the introduced language signs with previously learned ones. Knowledge of these features will enable FLT's to highlight certain aspects and patterns of speech activity that cause students the greatest difficulty in acquiring and mastering them.

We also agree with the opinion of a number of methodologists who rightly define a speech pattern as "a potential act of verbal communication" [12; 18]. In order to realise this activity and show all the potential of using and varying a speech pattern, another, higher level of organisation of teaching material is required. Organisation of the higher-order language acquisition and assimilation process should include not only the fixed speech patterns, but also the speech communicative activity of teachers and speech patterns of native speakers in the relevant authentic communication situation [18]. A speech pattern itself cannot express all features and properties of speech activity, so it should be regarded as a unit of the prerequisite level of organization of teaching material and the initial process of its assimilation, since the cognitive and communicative activity of students is only to a certain extent potentially determined by the form of organization of language and speech material.

At this level, teachers will have to solve three groups of constructive problems at least, which include: 1) selection, methodological analysis and dosage of new language material for one or a series of lessons; 2) expression of selected objects of assimilation in educational material, both as part of speech images (or combinations thereof), and, if necessary, in the form of rules, diagrams, tables, etc.; 3) establishing connections between new and previously learned units within a selected aspect (for example, lexical), and/or with units of other aspects of the language (for example, grammatical, phonetic), and/or in combination with speech patterns. The effectiveness of solving these constructive problems depends on the level of FLT's' skills to conduct a methodological analysis of linguistic and speech material, based on the knowledge about this linguistic phenomenon and its equivalents in the target language, as well as on knowledge of the psychology of individual mastery development [17].

For the purposes of a higher-order language material transfer, its acquisition and assimilation, an ESS (educational-speech situation) or adequate communication situation can be designed and constructed. By varying the conditions of ESS with the help of different visualisation tools, teachers at the stage of semantisation or discovery of the meaning of words can identify and demonstrate different language signs (forms, meaning, usage) and the nature of links between the new and previously learned units with the help of speech patterns that allows forming a generalised idea of the mechanisms of their formation and use in appropriate communication situations. Thus, the ESS acts as the basic unit of organisation of the planned process of teaching speech activity, as it reflects the relationship between all components of the educational process: the content of the subject, the teacher and the student, and can perform the following methodological functions: 1) to be the basis for organizing of linguistic

material; 2) to be the method of presentation of the linguistic material and the corresponding speech experience; 3) to be the basis for organizing the activities of students; and 4) to be a tool to stimulate students activities in acquiring and assimilating the presented material [12; 17; 18].

The content and role of each of these functions may vary from one ESS to another, but the best results are achieved only if the stimulating function dominates and encourages learners' speech activity. Consequently, a more active form of interaction of learners with the language material and experience of its more intense use is needed. This type of ESS in its content is close to the category of communicatively directed exercises, because the stimulation and organisation of learners' actions with the objects of assimilation in this case is most often carried out in the form of so-called tasks, and sometimes samples (models) and rules for performing these tasks. Exercises with communicative orientation help students to express the semantic side of the statement taking into account the specific situation of communication (to express approval, objection, surprise, etc.). This type of exercises in methodological theory and practice is usually contrasted with exercises with non-communicative orientation, during which students' attention is directed to various language forms, their reproduction, repeated construction and transformation in isolation from specific situations of communication [19]. The educational-speech-situations-exercises with a communicative orientation should be considered as a unit of the third level of organization of educational material and the process of its assimilation.

When designing communicatively oriented exercises, the major difficulties arise in the teacher's activity of developing and designing the means of stimulation of cognitive and communicative activity of students at different stages of formation of their communicative abilities and speech skills, as well as in the creation of linguistic and non-linguistic support to relieve possible difficulties and errors in the new language material acquisition, assimilation and use in the course of studies and beyond [19]. Overcoming these limitations requires a number of methodological skills from FLTs, namely: the ability to identify and utilise students' interests and needs, the satisfaction of which is related to the use of a foreign language as a means of oral and written communication; the ability to select for each topic of conversation meaningful and learning-oriented information, the content of which can be expressed with the help of the learner's language proficiency level and transformed into an educational-speech situation (ESS), taking into account the available language background, student's basic language skills, interests, motives and students' interpersonal relations with teachers and other learners [20].

The teacher's skills in designing learning objects and knowledge control methods are also very important, as well as some skills and competencies of greater professional relevance [20]. The value of these skills is determined by another feature characteristic to CPAs of FLTs, which is manifested in the dual purpose of the acquired language material and the skills and competencies formed by the learners – they can simultaneously act as a goal, tool and means of teaching and learning. It should be emphasized that CPAs' methodological functions and roles can be constantly changing during the teaching and learning process. For example, a language material under study can transform from a subject of knowledge or object of cognition to a means of teaching and learning, and vice versa.

## **5 CONCLUSION AND RECOMMENDATIONS**

The study of peculiarities, content and specificity of constructive planning activities (CPAs) of foreign language teachers (FLT) during and after university studies allowed us to draw certain conclusions. In this way, "constructive planning activities" is defined as a set of functionally interrelated actions of FLT aimed at solving intermediate tasks of designing, modeling and building a lesson plan sufficient for implementation of the final goals and objectives of pedagogical process at university and beyond.

CPAs of FLT should be fixed in lesson plans and thematic programs and include three groups of interrelated actions, namely: 1) selection and methodological organization of educational resources for each or a series of lessons in accordance with the goals and objectives of university education; 2) teachers' actions definition in the class including presentation of the selected language material and integration of native speakers' speech samples for better transmission of authentic language and motivation of students to communicate; 3) students' actions definition when mastering language material, adopting or assimilating authentic samples and communicating them with teachers and peers in order to form and develop a foreign-language knowledge base, relevant skills, abilities, motives, etc.

The core features of constructive planning activities (CPAs) include: modeling, adaptation, and communication. Similarly, the professionally valuable skills of any foreign language teacher are based on the related abilities of modeling, adaptation, and communication and include a wide range of skills, competencies (both mandatory and those of greater professional relevance) and personal traits.

Realization of each CPAs' educational objective requires time and effort and should be carried out in stages beginning with the planning and preparation process and ending with implementation [21].

In the process of solving an educational problem at the stage of planning a pedagogical action (i.e. drawing up a lesson plan or a series of plans), FLTs select and construct the teaching material and the process of its assimilation at three hierarchically interrelated levels: 1) at the level of speech patterns, expressing new cognitive content and, to a certain extent, projecting the nature of the students' activity in learning it during the lesson; 2) at the level of teaching speech situations – the presentation of the teacher's organizing activities for the implementation of a potential act of verbal communication materialized in the presented sample in order to control the process of acquisition and assimilation of the new units of language and speech experience, and formation of an indicative basis for students for their independent use of their speech; 3) at the level of educational-speech situation (ESS) exercises – that simulate managing students' activities in the process of developing certain skills or abilities [22].

A necessary prerequisite for success of the design of educational material and the learning process at all levels of lesson planning is the systematic control of knowledge, skills and abilities of students. The design of CPAs at each level is associated with the solution of a number of additional problems that requires from FLTs certain professional knowledge, skills of a linguistic and methodological nature, ability to successfully apply methods and techniques for teaching a foreign language, etc. The study of the main features of CPAs and the requirements they impose on foreign language teachers (FLTs) related to the professional mastery of the target language as a goal, tool and means of teaching, allowed us to identify three levels of FLTs' language proficiency based on the master teacher's speech experience. These are communicative, adaptive, and modeling abilities to teach and learn [21; 22].

The communicative level assumes practical knowledge of a foreign language as a means of oral and written communication (as the goal of teaching and learning). The adaptive level includes, in addition to communicative language proficiency, a number of linguistic and methodological skills (the ability to highlight learning objects in language and speech, determine the degree of their difficulty and express them in the presented educational material in different forms such as speech patterns, texts, rules, diagrams, tables, etc.) taking into account the purpose of language training, mode of training and specific learning conditions. The modeling level relies on communicative and adaptive knowledge of a foreign language and assumes the ability to design and create (simulate) educational speech situations of presentation and educational-speech situation (ESS) exercises that are adequate to the goals and content of the introduced language material and the speech experience recorded in it [20].

Communicative and adaptive levels of proficiency provide the first, prerequisite level of organization of educational material and learning process [21]. But it is only in synergy that communicative, adaptive and modeling proficiency in foreign language allows the teacher to make the best use of the target language and realize its potential in two methodological functions: first, as an object of learning or assimilation (for students) and, second, as a means of effective teaching (for FLTs). This approach ensures the successful planning, modeling and design of educational material, as well as the process of its transmission and adaptive assimilation in a multifaceted teaching and learning process in a productive university environment at all levels of the higher education organization [21; 22].

We have to admit that professionally significant skills and abilities of communicative, adaptive and modeling foreign language proficiency cannot be formed by themselves, even with considerable work experience, without additional efforts on the part of foreign language teachers through special training and/ or self-education [22]. This provision should be taken into account when determining the goals and objectives of teaching a foreign language as a pedagogical specialty at university, and/or when retraining working teachers at professional development or teacher refresher training courses [22].

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