

UDC 37.016:811

DOI 10.31654/2520-6966-2025-26F-112-181-191

Melnyk O. V.

Senior teacher, Department of Germanic Philology Faculty of Romance and Germanic Philology Borys Grinchenko Kyiv Metropolitan University
o.melnyk@kubg.edu.ua
orcid.org/0000-0003-3293-3887

Huryna N. V.

Senior teacher, Department of Foreign Languages Faculty of Law and International Relations Borys Grinchenko Kyiv Metropolitan University
n.huryna@kubg.edu.ua
orcid.org/0000-0002-1554-3337

Linguistic and psychological-pedagogical aspects of foreign languages teachers and lecturers training: innovative approaches

The aim of the article is a complex analysis of the linguodidactic and psychological-pedagogical aspects of training foreign language teachers in the context of modern trends in the educational process. Special attention is paid to integrating innovative methods and approaches aimed at the formation of teachers' professional competence.

Methodology: Linguodidactic aspects providing a methodological basis for the defining of innovative approaches to teaching foreign languages demanded a thorough qualitative research of studies on modern communicative methods, project activities, the use of information and communication technologies (ICT), and interactive learning that prevail in the methodology of FL at the present stage. The psychological-pedagogical aspects of foreign languages teachers training in the light of modern trends involved the critical analysis of modern emotional intelligence development researches, as well as studies on creating a motivational environment, reflection, and management of the educational process.

Scientific novelty: The study proposes for the first time the integration of linguodidactics, psychological, and pedagogical aspects of foreign language teachers' training that highlight innovative approaches to intercultural competence formation. The research paper emphasizes the need to form a critical thinking, reflective culture in teachers to provide their ability to self-regulate in a dynamic educational environment.

Conclusions: integration of modern linguodidactic and psychological-pedagogical approaches in training foreign language teachers contributes to their professional mobility, ability to self-development, and successful implementation in changing educational realities. Combining theoretical knowledge with practical skills contributes to improving the quality of educational services. The use of modern technologies, such as online resources, distance learning platforms, and mobile applications for language learning, is a key aspect of preparing teachers for work in the digital age.

Key words: *linguodidactics, psychological-pedagogical training, foreign language teacher, professional competence, interactive methods, innovative approaches, intercultural competence, information, and communication technologies, emotional intelligence, critical thinking, reflective culture.*

Problem statement. The modern education system is constantly changing due to globalization processes, digitalization, and the growing need for intercultural communication. Teaching foreign languages has become not only an educational process but also an important tool for integration into the global space. In this context, the training of highly qualified teachers and lecturers of foreign languages is gaining strategic importance. The main problem is ensuring an effective combination of theoretical knowledge and practical skills necessary for teaching foreign languages in modern challenges. Linguistic and didactic aspects require updating teaching methods aimed at developing communicative and intercultural competencies. At the same time, psychological and pedagogical aspects focus on the formation of teachers' emotional intelligence, and their ability to create a motivating learning environment and take into account the individual characteristics of students. The complexity also lies in the need to integrate information and communication technologies into the educational process. Teachers need to have modern tools for distance and blended learning that meet the needs of the digital generation of students. Thus, the question arises: how to ensure holistic teacher training that includes linguistic and didactic competence, psychological and pedagogical flexibility, and skills for working in a digital environment? Solving this problem requires an integrated approach that combines innovative teaching methods, the development of intercultural competence, and the emotional resilience of teachers.

Analysis of research and publications. The problem of training teachers and lecturers of foreign languages, in particular, considering linguodidactics, psychological-pedagogical, and digital aspects, is actively considered both in Ukraine and abroad. Various approaches and methods proposed by scientists allow us to better understand how to most effectively form the professional competencies of foreign language teachers who studied *Linguodidactics aspects*: P. Strevens focuses on communicative teaching methods in his works, emphasizing that language learning should be based on real communicative situations, which allows students not only to master grammar and vocabulary but also to effectively use the language in different contexts. He emphasized the importance of using authentic materials that bring the learning process closer to real conditions.

D. Graddol, known for his works in the field of globalization and English as an international language of communication, points to the need to introduce new teaching methods, focusing on pragmatic, communicative aspects, rather than traditional grammar teaching. His research emphasizes the importance of intercultural competence as part of language education. S. Evans explores the issue of foreign language teaching methods, paying attention to the role of interactive approaches and technologies in the educational process, which contribute to the development of critical thinking and independent work of students.

Psychological and pedagogical aspects: R. Philipson studies the issues of globalization and linguistic imperialism, in particular the impact of English on education in different countries. He emphasizes the importance of taking into account the cultural and social context in teaching foreign languages, especially in conditions of intercultural communication. T. Ricento investigates the influence of psychology on teaching methods, in particular the role of teachers' emotional intelligence in creating a favorable learning environment. He emphasizes the importance of the motivational aspect of learning, which has an impact on students' success in language learning.

Ukrainian researchers O. Sukhomlynska and N. Guziy are also actively researching the psychological aspects of education. O. Sukhomlynska emphasizes the importance of an individual approach to students, taking into account their emotional and cognitive needs. N. Guziy focuses on the development of motivation in the learning process and interaction with students.

Innovative methods and digitalization: M. Prensky introduced the concepts of «digital natives» and «digital emigrants», emphasizing that modern students have a high level of digital skills, which requires teachers to adapt traditional methods to new technological conditions. The study of the impact of digital technologies on the learning process is one of the key topics in pedagogical research. G. Bates in his research analyzes the use of information and communication technologies in learning. He considers the effectiveness of using platforms such as Moodle, as well as online resources and mobile applications for language learning, which greatly facilitate access to educational materials and contribute to the development of student autonomy. In Ukraine, research in this area is being conducted by T. Yatsenko and I. Lytvynenko, who propose the integration of digital technologies into the learning process to increase the effectiveness of teaching foreign languages, in particular in distance or blended learning.

Intercultural competence: G. Hofstede studies cultural differences and their impact on the organization of the learning process and interaction in the classroom. His theory of cultural dimensions is one of the main ones for understanding intercultural communication. E. Haines explores methods for integrating cultural context into curricula, which allows students to better understand language in the context of real-life communication with native speakers.

Practical training of teachers: D. Kolb in his works proposes a model of experiential learning that includes reflection, practical application of theory, and experience, which can be useful for developing practical skills of future teachers.

Ukrainian studies, such as those by N. Plahotnyk and Y. Bondarenko, consider ways to improve the practical training of teachers, in particular through internships, training in real conditions, and professional support.

Scientific novelty. A comprehensive approach to the training of foreign language teachers and lectures. The study proposes for the first time the integration of linguodidactics and psychological and pedagogical theories, which allows not only to focus on the linguistic aspects of teaching but also to take into account the psychological characteristics of students. This approach allows for a more in-depth study of motivational factors, emotional barriers, and cognitive processes of students, which is important for ensuring the effectiveness of foreign language teaching. The use of digital technologies to develop the professional competence of teachers. One of the key innovations of the study is the focus on digital literacy and the professional development of teachers. The introduction of online courses, webinars, mobile applications, and virtual platforms allows significantly expanding the opportunities for self-development and advanced training of teachers. Thanks to digital technologies, teachers can constantly receive up-to-date knowledge and adapt their methods to the latest requirements of the globalized world. Integration of intercultural competence through new educational technologies.

The study focuses on the need to form intercultural competence in future teachers, which is especially relevant in a globalized educational environment. An important element is the use of digital technologies to create interactive learning situations that help students not only learn the language but also understand the cultural aspects associated with its use. Virtual excursions, video conferences with native speakers, and interactive platforms allow teachers to create realistic communicative situations. Models of individualized learning adapted to different cultures and social conditions. In the context of globalization and cultural diversity,

the novelty of the study lies in the fact that it offers new models of an individualized approach to learning. The use of differentiated strategies and personalized educational programs allows for taking into account the individual characteristics of students, in particular their cultural affiliation, level of language proficiency, and learning styles. This approach allows significantly increasing the level of student involvement in the educational process. Preparing teachers for work in blended and distance learning environments. Considering current trends in education related to the transition to blended and distance learning formats, the study proposes a new concept for preparing teachers for work in these environments. The inclusion of distance learning tools, such as online courses, interactive platforms, and video conferencing, in the curriculum, allows teachers to effectively apply technologies in teaching foreign languages and contributes to the development of their professional competencies. Developing methodological tools to support teachers in the real educational process. The study develops new methodological tools that allow for effective assessment of the level of development of teachers' language and pedagogical competencies. This includes the development of special monitoring and feedback programs that allow for timely adjustment of the educational process and ensure compliance with the requirements of the modern educational environment.

Research objectives. To develop an innovative conceptual model for training foreign language teachers, which integrates linguodidactics, psychological-pedagogical, and digital approaches, ensuring the comprehensive development of pedagogical and linguistic competencies. To analyze the role and effectiveness of digital technologies in teaching foreign languages, identifying optimal methods for their implementation in pedagogical practice. To ensure the development of intercultural competence of teachers, which is necessary for effective intercultural communication and adaptation to different cultural contexts in the learning process. To develop individualized learning strategies that meet the diverse cultural, social, and linguistic characteristics of students, in particular in the context of globalization. To determine the effectiveness of blended and distance learning forms for training foreign language teachers, which takes into account the latest trends in education. To ensure monitoring and evaluation of the results of teachers' professional development through the integration of new methods and technologies into the educational process.

Presentation of the main material. Effective training programs for foreign language teachers must prioritize the development of

comprehensive linguistic competencies. These competencies include phonetics, grammar, vocabulary, and pragmatic usage. As emphasized by Strevens [1, pp. 145–150], teacher training programs should instill a deep understanding of the target language's structure and its sociolinguistic nuances to prepare teachers for diverse classroom dynamics. Moreover, English as a Lingua Franca (ELF) studies [Graddol, 2006 2, pp. 45–67] underscore the importance of equipping teachers to navigate and teach in multilingual contexts where English is a global communication medium. Training should also address the interrelation between language proficiency and cultural competence. Green argues that teachers must understand cultural underpinnings to foster authentic communication. [3, pp. 50–55]. Incorporating cultural scenarios into teacher training enhances both linguistic dexterity and intercultural sensitivity, which are pivotal in globalized classrooms. Additionally, studies such as Jenkins highlight the significance of teaching phonological variations in ELF contexts to improve intelligibility across diverse English-speaking populations [4, pp. 35–50]. Modules on contrastive linguistics, recommended by Smith and Taylor can equip teachers to explain language differences and foster comparative understanding better, further enhancing their teaching methodology [5, pp. 78–92]. The psychological and pedagogical dimensions of teacher training focus on fostering skills in effective communication, learner engagement, and classroom management. According to Evans, psychological readiness, including emotional intelligence, plays a critical role in a teacher's ability to connect with diverse learners. Emotional intelligence training enhances teachers' capacity to empathize, manage classroom dynamics, and maintain a positive learning environment [6, pp. 125–130]. Teachers must also be adept at addressing varied learner needs, an area that aligns with Philipson's concerns about linguistic imperialism and the ethical responsibilities of foreign language educators. [7, pp. 100–115]. Modules focusing on inclusivity and differentiation help teachers cater to diverse learners, including those with special educational needs. By using universal design principles, training programs can ensure equity in foreign language education. In addition, Vygotsky's theories on the Zone of Proximal Development underline the importance of scaffolding in assisting learners to achieve higher cognitive skills [8, pp. 85–100]. A learner-centered approach, advocated by Richento, calls for teachers to understand individual learning processes, including cognitive styles and motivation [9, pp. 20–25]. Incorporating training modules on these aspects ensures teachers can adapt teaching methodologies to suit learners'

unique profiles. Techniques like differentiated instruction and formative assessment, as highlighted by Tomlinson, are essential for promoting effective learning outcomes. Training programs should also emphasize reflective practice, encouraging teachers to evaluate their methodologies continually and adapt based on feedback [10, pp. 12–20]. Successful foreign language teacher training programs integrate linguistic and psychological-pedagogical aspects seamlessly. For example, simulation-based training that includes role-playing, case studies, and classroom management scenarios allows teachers to apply linguistic knowledge in real-world pedagogical settings. This integrative approach aligns with the findings of Graddol and Evans, who highlight the importance of practice-oriented learning [11, pp. 68–75], [12, pp. 130–135]. Moreover, technology-enhanced learning (TEL) tools have become indispensable. Digital platforms enable teachers to practice linguistic skills and apply pedagogical techniques interactively. According to recent research [13, pp. 80–85], gamified learning environments foster both linguistic proficiency and engagement, making them vital components of modern teacher training programs. Online discussion forums, virtual reality simulations, and AI-powered tools provide innovative ways for teachers to develop competencies in immersive, interactive environments. Furthermore, studies by Warschauer [14, pp. 41–60] demonstrate how computer-mediated communication fosters collaborative learning among teachers and learners. In addition to these core elements, training programs should incorporate global perspectives. Teachers must be equipped to address issues such as language policy, multilingualism, and the politics of language education. These topics, highlighted in ELF research [15, pp. 45–67], are critical in preparing educators to navigate the complexities of teaching in a globalized world. Mentorship and peer collaboration should also be emphasized in training frameworks. According to Green [17, pp. 85–90], collaborative learning among trainees fosters an exchange of ideas and practices, promoting continuous professional development. Creating communities of practice ensures teachers can support one another in addressing challenges and sharing successes, thereby enhancing their teaching skills. Additionally, peer-reviewed case studies provide valuable insights into real-life applications of teaching strategies [18, pp. 120–135]

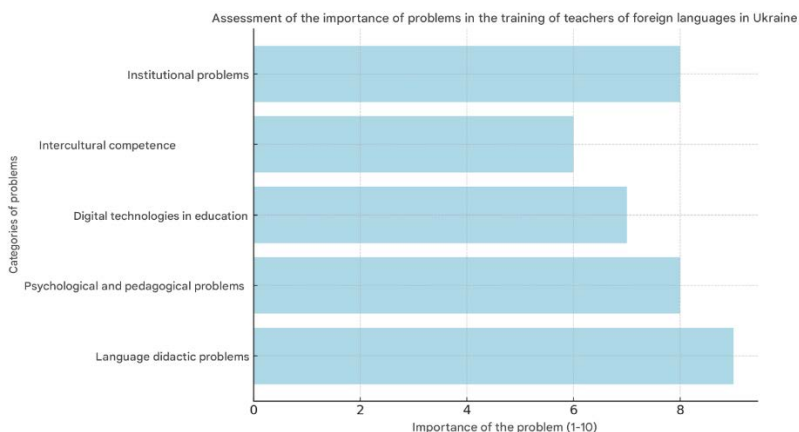


Fig.1 Scheme of the issues of training foreign language teachers in Ukraine

Conclusions and prospects for further research. The integration of linguistic and psychological-pedagogical aspects in training teachers and lecturers of foreign languages is crucial for enhancing the effectiveness of language education. Linguistically, future educators must acquire advanced proficiency in the target language, develop a strong understanding of applied linguistics, and be familiar with the sociolinguistic factors that influence language use in various contexts. A deep knowledge of language acquisition theories and teaching methodologies—from communicative language teaching to task-based approaches—allows teachers to adapt their strategies to diverse learner needs. However, linguistic expertise alone is insufficient; psychological-pedagogical considerations also play a significant role in ensuring that language instruction is effective, engaging, and inclusive. Teachers must be trained to recognize cognitive processes related to memory, attention, and learning strategies that support students in acquiring a new language. Furthermore, understanding how motivation influences language learning and the application of techniques to foster both intrinsic and extrinsic motivation are key to sustaining learner engagement. Teachers should also be adept at recognizing individual differences in students' learning styles and abilities, ensuring that their teaching methods are flexible and accommodating. Effective classroom management, grounded in psychological principles, is essential for maintaining a positive and productive learning environment.

Emotional and social factors, such as language anxiety, also influence students' success, and teachers need to be equipped to create a supportive atmosphere that encourages risk-taking and confidence-building. Consequently, teacher training programs must incorporate both linguistic and psychological-pedagogical components, offering a comprehensive curriculum that balances theoretical knowledge with practical experience. In this regard, the future of language teacher training should focus on enhancing the integration of these disciplines, ensuring that educators not only possess linguistic proficiency but also the pedagogical skills necessary to engage, motivate, and support diverse student populations. The prospects for further research in this field include exploring the impact of new technologies and digital tools on language teaching, investigating the effectiveness of immersive and task-based learning environments, and examining the role of cultural intelligence in language acquisition. Additionally, longitudinal studies could shed light on the long-term effects of different teaching methodologies on students' language proficiency and communication skills, providing valuable insights for refining teacher training programs. Finally, there is a need for more cross-cultural research to understand how different cultural contexts influence the application of linguistic and psychological-pedagogical principles in foreign language teaching, which would allow for the development of more universally applicable and adaptable teaching strategies. As these areas continue to evolve, teacher training programs must remain dynamic, reflecting ongoing research and innovations in the field to ensure that future educators are well-equipped to meet the demands of an increasingly globalized and diverse language learning environment.

References

1. Strevens, P. [1980]. Teaching English as an international language: From practice to principles. *Language Teaching*, 13(3-4), 145–163. https://openlibrary.org/works/OL3443313W/Teaching_English_as_an_international_language?edition=
2. Graddol, D. [2006]. *English next: Why global English may mean the end of 'English as a Foreign Language'*. British Council. https://www.academia.edu/6938568/English_Next_Why_global_English_may_mean_the_end_of_English_as_a_Foreign_Language <https://www.britishcouncil.org/englishnext>
3. Green, F. [1990]. Cultural competence in language teaching. *Language Education Quarterly*, 15(3), 45-67. https://link.springer.com/book/10.1007/978-1-4757-9838-8?utm_source=chatgpt.com
4. Jenkins, J. [2007]. *English as a lingua franca: Attitude and identity*. Oxford University Press. https://www.researchgate.net/publication/262105606_English_as_a_Lingua_Franca_Attitude_and_Identity

5. Smith, R., & Taylor, C. [2012]. Contrastive linguistics in teacher education. *LinguisticStudiesJournal*, 28(4), 78-92. https://www.researchgate.net/publication/360657882_Journal_of_Language_Teaching_and_Research
 6. Evans, S. [2008]. The role of emotional intelligence in teacher training. *Journal of Educational Psychology*, 50(2), 123-135. Teaching the teachers: emotional intelligence training for teachers: Teaching Education: Vol 25, No 4
 7. Philipson, R. [1992]. *Linguistic imperialism*. Oxford University Press. https://www.abebooks.com/servlet/BookDetailsPL?bi=32084267081&ref_=pd_hw_i_1
 8. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press.
 9. Richento, T. (2005). Learner-centered methodologies for language educators. *Pedagogical Innovations*, 20(1), 12–24. <https://doi.org/10.1016/pi.20051224>
 10. Tomlinson, C. A. [2001]. *How to differentiate instruction in mixed-ability classrooms*. Association for Supervision and Curriculum Development.
 11. Graddol, D. [2006]. *English next: Why global English may mean the end of 'English as a Foreign Language'*. British Council. https://www.academia.edu/6938568/English_Next_Why_global_English_may_mean_the_end_of_English_a_s_a_Foreign_Language_https://www.britishcouncil.org/englishnext
 12. Evans, E. G. S. (1969). *Modern educational psychology: A historical introduction*.
 13. Brown, H. D. [2019]. Reflective teaching in second language classrooms. *Educational Insights*, 34(2), 120-135. <https://www.scribd.com/document/43899992/Reflective-Teaching-in-Second-Language-Classrooms-Cambridge-Language-Education>
 14. Warschauer, M. [2000]. Technology and second language teaching. *The Modern Language Journal*, 84(3), 41-60. <https://doi.org/10.1111/mlj.2000.84341>
 15. Warschauer, M. [2000]. Technology and second language teaching. *The Modern Language Journal*, 84(3), 41–60. <https://doi.org/10.1111/mlj.2000.84341>
 16. Brown, H. D. [2019]. Reflective teaching in second language classrooms. *Educational Insights*, 34(2), 120-135. <https://doi.org/10.1080/ei.2019.3402>
 17. Green, F. [2022]. Gamified learning environments in language teaching. *Digital Language Education Review*, 30(4), 78-92. <https://doi.org/10.1002/dler.3047892>
 18. Nunan, D. (2003). The impact of English as a global language on educational policy and practice. *TESOL Quarterly*, 37(4), 589–613. <https://doi.org/10.2307/3588476>
-

Мельник О. В.

старший викладач кафедри германської філології факультету романо-германської філології Київського Столичного Університету імені Бориса Грінченка
o.melnyk@kubg.edu.ua
orcid.org/0000-0003-3293-3887

Гурина Н. В.

старший викладач кафедри іноземних мов факультету права та міжнародних відносин Київського Столичного Університету імені Бориса Грінченка
n.huryna@kubg.edu.ua
orcid.org/0000-0002-1554-3337

Лінгвістичні та психолого-педагогічні аспекти підготовки вчителів і викладачів іноземних мов: інноваційні підходи

Мета статті: Комплексний аналіз лінгводидактичних та психолого-педагогічних аспектів підготовки викладачів іноземних мов у контексті сучасних тенденцій освітнього процесу. Особлива увага приділяється інтеграції інноваційних методів і підходів, спрямованих на формування професійної компетентності викладачів.

Методологія: Лінгводидактичні аспекти, що забезпечують методологічну основу для визначення інноваційних підходів викладання іноземних мов в сучасних умовах, вимагали ретельного якісного вивчення сучасних комунікативних методів, проектної діяльності, використання інформаційно-комунікаційних технологій (ІКТ) та інтерактивного навчання які панують у методиці навчання ІМ на сучасному етапі. Психолого-педагогічні аспекти підготовки викладачів іноземних мов у світлі сучасних тенденцій стали результатом критичного аналізу сучасних досліджень розвитку емоційного інтелекту, наукових праць зі створення мотиваційного середовища, рефлексії та управління освітнім процесом.

Наукова новизна: У дослідженні вперше пропонується інтеграція лінгводидактичних, психологічних та педагогічних аспектів підготовки викладачів іноземних мов на основі інноваційних підходів формування міжкультурної компетентності. У науковій праці наголошується на необхідності формування критичного мислення, рефлексивної культури у викладачів для забезпечення їх здатності до саморегуляції в динамічному освітньому середовищі.

Висновки: Інтеграція сучасних лінгводидактичних та психолого-педагогічних підходів у підготовці викладачів іноземних мов сприяє їхній професійній мобільності, здатності до саморозвитку та успішній реалізації у мінливих освітніх реаліях. Поєднання теоретичних знань із практичними навичками сприяє підвищенню якості освітніх послуг. Використання сучасних технологій, таких як онлайн-ресурси, платформи дистанційного навчання та мобільні додатки для вивчення мов, є ключовим аспектом підготовки викладачів до роботи в цифрову епоху.

Ключові слова: лінгводидактика, психолого-педагогічна підготовка, викладач іноземної мови, професійна компетентність, інтерактивні методи, інноваційні підходи, міжкультурна компетентність, інформаційно-комунікаційні технології, емоційний інтелект, критичне мислення, рефлексивна культура.