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NEW TENDENCIES OF EFL TEACHER TRAINING AT UKRAINIAN UNIVERSITIES: BRITISH COUNCIL PROJECT IMPLEMENTATION

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The paper deals with the education reform measures in Ukraine, with a focus on the improvement of EFL (English as a foreign language) teachers training. The significance of the new tendencies in the rise of the EFL teacher training quality according to the European standards is examined. For this study, taken into consideration the experience of Pavlo Tychyna Uman State Pedagogical University, the role of the latest British Council Project is defined. The article describes the British Council PRESETT program "New Generation School Teacher" which was implemented in some Ukrainian universities. The theoretical research methods and the case study approach were taken to investigate the main questions of the research which are concerned with the defining of new tendencies in EFL teacher training and the effectiveness of the program "New Generation School Teacher" implemented in Pavlo Tychyna Uman State Pedagogical University. The latest documents are reviewed and the prospects for their implementation in Ukrainian higher pedagogical education are determined. Much attention is paid to the agendas and other documents approved by the Ministry of Education and Science of Ukraine.

The analysis of the requirements for the EFL teachers' qualifications and the review of the latest projects, programs and agendas made it possible to indicate the tendencies of pedagogical education development and outline their influence on the EFL teacher training quality improving. They are defined in this article as follows: implementation of

new approaches; government's supervision and support; newly-qualified teachers' support; teachers' professional development; wide cooperation between education and science; cooperation between educators of different stages in the educational process. The defining of the new tendencies in EFL teacher training suggested by the author summarize the academic efforts of Ukrainian educators, show the progressive experience and may be helpful for indicating further prospects in the formal education of FL teachers in Ukraine.

We also aimed to investigate students' opinion of the program "New generation school teacher". Students of Pavlo Tychyna Uman State Pedagogical University who study the Methodology course were interviewed about the benefits and drawbacks of this program. In general, we've got more positive feedback than we expected. We came to the conclusion that one of the main obstacles is the rapid implementation of EFL teacher training changes at other universities. They are connected with the small number of universities that were involved in the British Council project. As a result, a limited number of graduates have already been trained in this program and are ready to become agents of change at schools. The main recommendation is the wide implementation of "New generation school teacher" program by other universities.

In conclusion, we defined that the effectiveness of new changes in EFL teacher training courses is on a high level but has the limitation of its implementation at Ukrainian universities. The further measures which can be implemented in formal EFL teacher education depend on government support, universities readiness to change the traditional teacher training programs and academic freedom.

Keywords: tendencies, British Council programs, English as a foreign language, teacher training course, educational reforms.

У статті розглядаються заходи реформування освіти в Україні з акцентом на нові тенденції формальної освіти вчителів іноземної мови. Розглядаються новітні документи та визначаються перспективи їх впровадження в українську вищу педагогічну освіту. Велика увага приділяється положенням, та іншим документам, затвердженим Міністерством освіти і науки України. У статті описано програму «Шкільний вчитель нового покоління», яка впроваджується в кількох українських університетах. Аналіз вимог до кваліфікації майбутніх вчителів іноземних мов та огляд останніх проєктів, програм і планів дозволили вказати тенденції розвитку педагогічної освіти та окреслити їх вплив на підвищення якості підготовки майбутніх учителів іноземних мов. У цій статті визначено наступний перелік: впровадження нових підходів; державний моніторинг і підтримка; підтримка нових у професії вчителів; підвищення кваліфікації вчителів; широка співпраця освіти і науки; співпраця між освітянами різних етапів навчального процесу. Запропоновані авторкою нові тенденції у навчанні майбутніх учителів іноземних мов узагальнюють академічні зусилля українських освітян, демонструють прогресивний досвід та можуть бути корисними для визначення подальших перспектив формальної освіти вчителів іноземних мов в Україні.

Ключові слова: тенденції, програми Британської Ради, англійська мова як іноземна, курс підготовки вчителів, освітні реформи.

Introduction. The teacher training quality rising is becoming a key instrument in the improvement of education in Ukraine. In the context of European integration processes and implementation of the Bologna Convention in the Ukrainian education

system, the new additional educational opportunities have emerged. They provide broad qualifications, one of which is the ability to teach several foreign languages to have the broader qualification and employment prospects. Reforms in Ukrainian higher education approximate it to the standards and requirements to the EFL teacher training in the European Educational Area.

This paper examines the significance of the new tendencies in the rise of the EFL teacher training quality according to the European standards and the role of the latest British Council Project in this process. The aim of this study is to clarify if the defined tendencies influence positively on EFL teacher training and level of their implementation intensity in the Ukrainian pedagogical education. The central question in this study asks if the new changes in EFL teacher training courses are effective and what further measures can be implemented.

Analysis of recent research and publications. In recent years, there has been an increasing amount of literature on new tendencies or trends in EFL teacher education in different countries. Several studies have examined different aspects of EFL teacher education among which there are FL methodology new trends (Lopes & Cecilia, 2018); trends in the education of the definite country (Shandruk, 2013); professional EFL teacher training in different countries (Hryniuk, 2013; Protsko, 2016; Komar, 2019). These studies have indicated that innovations in EFL teacher training have a positive impact on education development.

Some studies investigated the role and benefits of British Council project “New generation school teacher”. One study by Andrusiak (2017) reports the main positive features and issues relating to the implementation of the “New Generation School Teacher” project within the context of Uzhhorod National University (English Philology department) and proved that the Project has had a favourable impact on teaching practices of the whole department. The other study by Konovalenko, Goncharova (2019) involved the description of new principles and main points of the project “New generation school teacher” and pointed on the importance of its implementation in modern EFL teacher training program at universities. Supporting their ideas, we are aimed to depict Uman State Pedagogical University experience of implementing this project.

The positive effect of PRESETT project on EFL teacher training was also described by Ukrainian researchers who took part in this program as participants and mentors. Thus, Gembaruk Alla (2019) investigated the effectiveness of the PRESETT Curriculum in EFL teacher training and evaluated it by means of survey and focus group discussion where the participants were methodology teachers. The other group of researchers Komar Oleh, Kolisnichenko Anhelina, Derkach Svitlana and Kapeliushna Tetiana (2021) investigated the newly qualified teachers’ experience, serious challenges, and benefits they also explored best practices by means of comparison traditional Methodology course and PRESETT Methodology course (Komar et. al., 2021).

Together, these studies outline a critical role of EFL teacher training in the context of formal education and highlight the need to enhance reform implementing. On the other hand, there is less study which investigates the new tendencies of EFL teacher training at Ukrainian pedagogical universities in general and the experience of British Council Project “New generation school teacher” implementation. This is one more reason why this research has significance.

Methodology. The paper takes theoretical research methods, such as analysis of academic and pedagogical studies connected with the issue of this research. For this study,

the case study approach was used as the main research method to gain insights into the latest changes of EFL teacher training course at Pavlo Tychyna Uman State Pedagogical University. Following the structure of a case study research methods, we indicated the framework which includes: the place of the case study, time of the research, description of the project “New generation school teacher”, the project result discussion, the students’ survey results analysis and some recommendations for improving EFL teacher training using the positive experience of BC project at university which was mentioned above. For our research, we chose Pavlo Tychyna Uman State Pedagogical University as this institution took part in the project we are interested in. The period of time was taken from the beginning of the project (2013) to the current period (2021). Before the description of the British Council project “New generation school teacher” we analyzed the latest Ukrainian government’s documents for indicating their relevance to the European standards of EFL teacher professional requirements and recommendations which are outlined in the British Council project “New generation school teacher”. We also included the results of the BC project implementation presented by a member of the British Council, Alan Mackenzie, who tested the effectiveness of the program in Ukraine. Following the aim to find out students attitude to this course in the current period, we used qualitative method (survey for students) to collect data reflecting the impression about the Methodology course they study now.

Results. Educational reform in Ukraine regulates measures in three areas:

- The development of the teaching profession modern model according of the society needs and its prospects for the national economy and global technological development.
- Higher and professional higher education transformation in pedagogical specialities.
- Identification of efficient ways for continuous teacher professional development (Ukrainian Ministry of Science and Education, 2018).

These areas completely coincide with the basic components of specialist training. In the context of transformations of higher and professional higher education, taking into account the tendency to implement new approaches, the requirements to the EFL teacher training are also being changed. The main attention is focused on competency-based, personality-oriented approaches in pedagogical education that lead to the formation of teachers’ general and professional competencies and will have an impact on forming their future students’ competencies. Having the purpose of organizing an effective educational process, teachers have an obligation and necessity to master the latest pedagogical and methodological technologies, including the use of information and communication elements and digital technologies. Another condition for high EFL teacher training quality is to provide practical training through continuous students’ pedagogical internship based on secondary educational institutions according to appropriate levels and stages of the study. So, the EFL teacher training programs include the following components: psychological and pedagogical training, training in the major subject (Foreign Language and Methodology of its teaching), the use of information and communication, digital technologies and observation internship.

As part of the entire educational reform, the status of English and other foreign languages in education was reviewed and priorities in their study were identified. In this regard, the Ministry of Education and Science of Ukraine aims to introduce new requirements for foreign language proficiency of Bachelor's and Master's degree students

by 2023 and create the main motivation for all students of any speciality to study foreign languages from secondary school stage.

The agenda "Conceptual principles of state policy for the development of English in higher education" identifies the strategies and initiatives the level rising of foreign language proficiency among university students, the purpose of the agenda and its recommendations for their implementation. The priority in the concept is given to English; nevertheless, applicants will also have the opportunity to confirm their level of B1 or B2 in another foreign language according to their choice. The purpose of intensive FL study in higher education is the desire to create opportunities for cultural, educational and professional development and prosperity of every citizen, promote integration and economic growth of higher education, improve the quality of educational services in higher education in Ukraine, and promote European and global aspirations of Ukraine and its economic growth (Ukrainian Ministry of Science and Education, 2019). This agenda is only one of many new documents and measures which regulate the process of education development in Ukraine and can be considered as the tendency of government's supervision and support.

Having assessed the benefits of primary school reform after improving the EFL teaching skills for the New Ukrainian School project, Ukraine aims to promote the reform movement in secondary education. The New Ukrainian School project promotes a certain foreign language proficiency level for applicants of Bachelor's degree - B1 and Master's degree - B2. The foreign language proficiency at the B2 level is also a requirement for admission to post-graduate institution; it means that researchers, regardless of their field, must have at least B2 level in a foreign language.

It is a mistake to assume that these changes will affect only higher education. According to the setting bar, senior school students already have to prepare to reach the level of B1. The government initiates changes at the level of different education stages by increasing hours for learning English at school, as well as organizing free language courses and intensives for applicants who do not have a required level of language proficiency when entering higher education institution. As B1 and B2 English proficiency will become a prerequisite for admission to the Master's degree, it is proposed to teach some major disciplines in English and regularly check students' EFL level with the help of knowledge screening tests, in particular, to implement external examination in the foreign language as a final bachelor's exam. In the 2018–2019 academic year, a pilot external test has already been conducted for students of certain specialities, which was aimed to identify the main obstacles to the implementation of this form of testing. In 2022 the external test is planned to become obligatory for applicants of all Master's programs.

For the effective implementation of this reform stage, the Ministry of Education and Science of Ukraine has identified some recommendations:

- Increasing of the workload hours for teaching ESP courses.
- Ensuring more effective coordination of EMI among universities.
- Improving the support of EMI teachers at universities and their professional development in the context of English language training.
- Introducing new forms of professional development that meet the teachers' needs in both ESP and EMI.
- Checking of the students' English language proficiency before studying in English.
- Providing of additional training for ESP teachers and heads of foreign language departments on the issues of the language competence assessment.

- Improving the content of both ESP and EMI teachers' professional development to ensure the formation of innovative pedagogical skills (Ukrainian Ministry of Science and Education, 2019).

Adherence to these recommendations will create favourable conditions for the implementation of the project in the educational process and will have a positive impact on the EFL teacher training quality improving. After all, by 2025, both applicants and teachers of higher education institutions must increase their English language proficiency to participate in educational, scientific and professional life both at the national and international levels. English has been an international language of science for a long time, so students and teachers should have not only the opportunity but also the ability to work with foreign language sources for their professional development using the expanding access to various resources.

Partially we have already analyzed the tendency to support of the newly-qualified teachers. It is associated with the period of a newly-qualified teacher adaptation in profession, which is accompanied by a set of special measures. First of all, the teacher is provided with any assistance both at the methodological and academic level by the administration of educational institutions and experienced colleagues. A newly-qualified teacher must work out lesson plans and find the appropriate ways for methods application in the classroom, coordinating his or her work with a mentor appointed by the school principal, usually it is an experienced teacher. The mentor can also attend the lessons of a newly-qualified teacher to identify shortcomings in his or her professional activity for their further elimination.

All three components of the EFL teacher professional development are important and interdependent. Our attention is most attracted by the EFL teacher professional training at the Ukrainian universities. The quality of such training should meet the public demands formulated in the educational standards, which take into account global trends and recommendations for teacher training of international organizations. Following these standards some obstacles have appeared, the main of which is the imbalance between the public demand for highly qualified teachers, prospects for society, global technological change and the existing system of teacher education, as well as the level of readiness and ability of modern teachers to accepting and implementation of educational reforms in Ukraine (Ukrainian Ministry of Science and Education, 2018).

The growing interest in foreign languages learning demands EFL teachers of high quality who are ready to contribute to their professional growth. As a result, the next tendency is related with changes in the EFL teacher training courses at pedagogical universities or other higher education institutions with relevant specialities. Certain measures to change the methodological approaches have already taken place and gave unexpectedly high results.

The Ministry of Education and Science of Ukraine cooperates with the British Council, like most other European countries, and therefore got opportunities for new pilot projects several years ago. As the result of the cooperation, the PRESETT (Pre-service teacher training) Bachelor's project "New generation school teacher" was launched in March 2013 based on ten universities in Ukraine. For the successful implementation of the project, the retraining of the teaching staff involved in the Methodology teaching was carried out. Training was conducted for five years at winter and summer schools, during which the new materials and methods were tested by both trainers and participants, who were able to feel them like students who study the new program. Thus, a strong team of

active reformers in the field of education was created and a strong cooperation with leading international organizations was established, first of all, with the British Council.

The public's request preceded the initiatives of the authorities, which later responded to the reforms influencing on the teacher education developing. The project aimed to introduce changes in the EFL teacher training at the Bachelor's level in Ukraine. The project preparations began in 2013; the introduction of a new program took place in September 2016. The project promotes the use of new standards of secondary education and the development of curriculum that focuses on a competency-based approach which facilitates the implementation of the new Law of Higher Education. The EFL teacher training program has several identified disciplines, mastering which Bachelor students study the first foreign language (English) during the first year of study, and the second one they start the next (second) year of study. But the main feature of the program was a total change of the discipline "Methodology of teaching English", which begins at the second year of training and lasts until the end of training, i.e. until the fourth year. Moreover, the subject of the pedagogical cycle of training is taught only in English. The traditional EFL teacher pedagogical education provides a short course of English language methodology, which consists of a course of lectures and seminars and lasts one or two semesters. As a result of such training, students mostly knew the theory, but had not enough skills on its application on practice. So when students attended a pedagogical internship at school, they often conducted lessons more following the teacher's example, rather than the methodology they studied. And even if certain innovative technologies were introduced, the links between knowledge and skills were not established. In this regard, the number of hours devoted to the methodology increased from 4% to 25%, which in academic hours ranged from 54/108 units to 660 hours for EFL teacher training (Mackenzie, 2019).

The new program for future English teachers consists of 21 modules that meet European educational standards, some of which are completely innovative for Ukrainian higher education. Since the main goal of the new program is to form communicative competence, the whole program is taught in a foreign language. But the peculiarity of the subject lies not only in its EL teaching as a foreign language and neither in the number of hours, which has been significantly increased. What is more important is that the discipline has almost no lectures in their traditional form because all the sessions are practical. It means that the competency approach is formed, tested and implemented during practical classes in theory. Students have the opportunity to learn methodological or didactic technologies, taking an active part in their application.

The strength of the program is its comprehensive coverage and formation of such competencies as lifelong learning, general cultural competence, professional development planning and life in society. The program for teachers of the XXI century is made by the presence of modules that provide the development of FL learning competencies for students with special educational needs, young learners, etc. (Bevs O. et. al., 2020).

The main principles of the new methodology course are as follows:

- Interactive forms of learning, limitations of traditional lectures.
- Transition from pedagogue-centrism to student-centrism.
- Transition from testing of theoretical knowledge to testing of skills.
- Development of student autonomy.
- Emphasis on lesson management, awareness of the teachers and students' roles in the classroom.

- The ability to effectively manage the students' work according to their learning styles and abilities.
- Error analysis, reflection.
- Writing and defending the qualification paper based on students' work experience at school during their internship.

All these priorities meet the international requirements and duplicate the recommendations which were set out in the agenda "Conceptual principles of state policy for the development of English in higher education", confirming the feasibility and effectiveness of the changes in the EFL teacher training. Moreover, in our previous research paper we proved the close connection and relevance between the key components of the new Ukrainian school's formula and the main components of "New generation school teacher" program, which led us to the conclusion that it is necessary to implement this program in future foreign language teacher training (Kolishnichenko, 2019).

In 2019, the first Bachelors who studied the New Generation School Teacher program completed their training. In May 2019, a representative of the British Council, Alan Mackenzie, tested the effectiveness of the program in Ukraine. In November of the same year, at a conference on the project results, the program received positive feedback and recommendations for to use it in all Ukrainian educational institutions (Mackenzie, 2019). In June the Ministry of Education and Science of Ukraine published the agenda "Conceptual principles of state policy for the development of English in higher education", it can be argued that the successful results of the program "New Generation School Teacher" significantly influenced the reform of teacher education in the context of EFL teacher training.

One of the main focuses of PRESETT program is student-centred teaching and learning. Taking this into consideration we aimed to ask students about their opinion of this program. Students of Pavlo Tychna Uman State Pedagogical University who study the Methodology course "New generation school teacher" were interviewed about the benefits and drawbacks of this program. It was important for us not to forth anyone to take part in our research. We found 9 volunteer students agreed to be participants and share their opinion about the course in their feedback questionnaires. The recipients answered 5 questions about the course:

1. Did the methodology course meet your expectations?
2. What were your main learning points of this course?
3. What do you like about the methodology course?
4. What you didn't like about the methodology course?
5. What was the most difficult while learning the course?

According to the survey data, 100% of respondents positively assess how the course met their expectations. Figure 1 presents the data, where 44,4 % consider that they achieve even more than they expected.

Did the methodology course meet your expectations

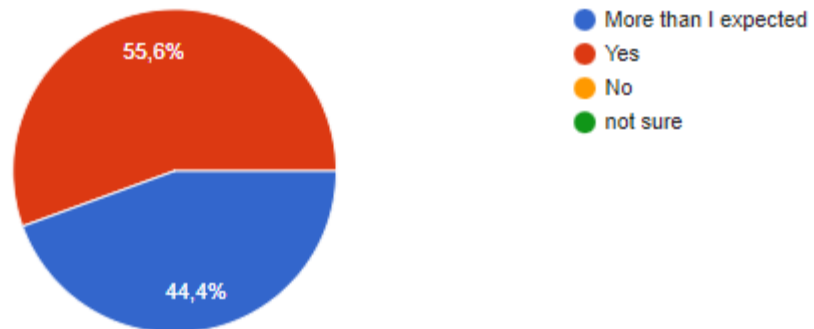


Figure 1. Survey diagram with the data on the students' Methodology course expectations

We are also interested in defining the main students' learning points of the course. The respondents mentioned that the most important points for them are as follows:

- practical tasks on how to teach and make lessons interesting;
- skills of giving feedback;
- to manage a classroom;
- non-standard approach to tasks;
- teaching in context;
- use everything in practice.

But the most significant for us is to find out the main benefits of this course for students. In response to the 3rd question, most of those surveyed indicated that they liked content and structure, possibilities to use theory in practice, approaches and methods used in the classroom, clear teacher's explanations, possibilities for discussions and creative tasks, ways of assessment.

Two last questions aimed to define some negative points of the course. The 4th question was asked to find out drawbacks of the course and, surprisingly, data presented that most of the respondents didn't notice any negative points. Only two respondents indicated problems among which were some difficulties with the tasks and random group work but these answers are too general and don't give us make a definite conclusion about what the exact tasks he/she meant or the reasons why group work became a problem.

Having the wish to clarify, what was the most difficult for students, we found out that 2 respondents didn't have problems at all and considered the course relevant to their level. 2 other participants mentioned time management as a problem for them, and explained that they would like to spend more time on preparation. 2 more students indicated the terminology learning as a difficulty and 1 respondent answered that the most difficult task for him/her was writing items.

These findings are very encouraging as they show the student's interest and high motivation to study the PRESETT Methodology course considering it effective for their professional development. The present results are significant in at least major two respects. Firstly, they indicate the students' positive feedback and secondly, this survey together with previous data received from university teachers and newly qualified teaches can present the whole figure that approves the necessity of pre-service teacher training program use at other Ukrainian universities.

However, there are some obstacles to the rapid implementation of EFL teacher training changes. They are connected with the small number of universities which were involved in the development and implementation of the program. As a result, a limited number of graduates have already been trained in this program and are ready to become agents of changes in schools. Wide implementation by other universities will take several years. However, the agenda of English language development in higher education gives hope for active and rapid steps aimed at implementing appropriate experimental programs, and promoting the readiness of pedagogical institutions to provide high-quality curricula, assessment and content of education.

A positive tendency is the active reform of all stages of Ukrainian education, but such development requires close cooperation between all the participants of different stages in the educational process. It is an urgent need for teachers to find out about all the innovations and effective changes in the EFL teacher training and professional development. This trend is determined by the need for cooperation between teachers, FL teachers, students, educational institutions authorities. In 2019, the Ukrainian International Association of Teachers of English as a Foreign Language (IATEFL Ukraine) with the support of the British Council in Ukraine launched the project "Promoting the regional English-speaking professional communities development in Ukraine." The project initiates the creation and development of regional educational hubs based on educational institutions to create a modern environment or platforms for FL teachers' communication to improve their professional skills, exchange experiences, work on the projects together. Dnipro, Uman and Chernivtsi were chosen as pilot cities for the implementation of hubs. The project will help all participants to receive additional opportunities, benefits; understand each other's needs and achieve learning goals.

Cooperation with the European educational area is also enhancing in the scientific field, which promotes research development and outlines further plans for scientific partnership. The tendency of wide cooperation between education and science helps to integrate the Ukrainian scientific community of educational researchers into the European Educational Researchers Association and at the end of 2015 the Ukrainian Educational Researchers Association was established. The Association aims to promote the development of researchers' scientific competence in the field of education, improve the quality of educational research to influence on education and society, protect its rights and freedoms, and meet professional, scientific, social, cultural and other interests of its members (Ukrainian Educational Researchers Association, 2016).

The new opportunities for FL teachers professional development is also a tendency which influences on prospects in education quality. Life-long professional development of foreign language teachers can be carried out through formal, non-formal and informal education. The informal education is a free choice of the applicant and based on his or her autonomy, in contrary the formal education is governed by the requirements and standards of the educational system. However, non-formal education in Ukraine is developing not like a system, which objectively determines the feasibility and creative use of national and foreign experience progressive ideas.

It is possible to regulate all possible ways for professional growth thanks to the published results which are usually shown at special meetings in the form of the printed portfolio. Having the aim to ensure the transparency and information openness policy in educational institutions, it is planned to promulgate the results of EFL teacher professional development. Approximately, it is required to create a personal EFL teacher profile on the website of the educational institution, which contains an electronic portfolio, where all

evidences of professional development should be accumulated and publicly available. It is based on learning outcomes in formal, non-formal and/or informal education that professional and foreign educational EFL teacher qualifications are assigned. It's important to point that in the end of 2020 British Council suggested a platform Online Teachers Community which can also be used for creating a teacher's profile but it is only a request and opportunity for teachers but not the obligation or demand.

Discussion. In the current study, analysis of the changes in Ukrainian higher education made it possible to identify the new tendencies of EFL teacher training in the universities and can be listed as follows:

- Implementation of new approaches.
- Government's supervision and support.
- Implementation of innovative courses.
- Newly-qualified teachers support.
- Teachers' professional development.
- Wide cooperation between education and science.
- Cooperation between all the participants of different stages in the educational process.

These tendencies coincide with the main tasks mentioned in the agenda "Conceptual principles of state policy for the development of English in higher education" and follow the international requirements of EFL teacher training and standards of pedagogical education.

The tendency concerned about the need of newly-qualified teachers' support approved by the latest research results. According to the research investigated by Komar O. et. al. (2021) the collected data showed that formal education is definitely obligatory and essential for starting a teaching career, though for high values of newly qualified teachers additional support is absolutely necessary, and of course, more individual, then while studying.

As a result of this analysis, the issue of promoting further steps which influence the development of EFL teacher training positively and it should become a priority that will soon be addressed at the state level. Thus, the main tendencies which are aimed to promote the development of pedagogical education in the context of EFL teacher professional training identified the key measures for changes in this field:

- The documents, agendas, roadmaps were worked out, promoted and implemented to improve the quality of EFL teacher training significantly.
- Over the past few years, some pilot projects have been applied in the field of education at the primary school level and methods of teaching English, research, postgraduate education, the successful results of which rise motivation for further work.
- An opportunity for FL teachers to improve their qualification levels in higher education institutions which have appropriate licenses.

All positive changes in education reform will contribute to the effective teachers' work and enhance its competitiveness on the labour market in the field of Education.

Conclusion. This paper set out to determine the significance of the new tendencies in the EFL teacher training its quality and relevance to the European standards and impact of the British Council project on this process. So, taken together with new agendas and university initiative to implement new courses such as "New generation school teacher", it is possible to claim about approaching of the EFL teacher formal education to the European standards. This study aimed to clarify the effectiveness of defined tendencies

and their influence on EFL teacher training in the Ukrainian pedagogical education. In general, taken into consideration the positive experience of Pavlo Tychyna Uman State Pedagogical University in implementing British Council project, it seems that the new tendencies that were defined in this study show the development of Ukrainian pedagogical education in the field of EFL teacher training programs. So, answering the central question in this study about the effectiveness of new changes in EFL teacher training courses it is worth to mention about necessity of more intensive processes in educational reforms which give more opportunities and academic freedom that leads to improvements. As for further measures which can be implemented they depend on government support and universities readiness to change the traditional formal education.

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