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## FORMATION OF PROFESSIONAL FOREIGN LANGUAGE COMPETENCE OF THE FUTURE TEACHER IN THE CONDITIONS OF DUAL EDUCATION

**Volodymyr Lipatov**

Associate Professor of the Department  
of Germanic Languages,  
Dragomanov Ukrainian State University,  
9 Pirogov St., Kyiv, Ukraine  
<https://orcid.org/0000-0003-0625-3933>  
e-mail: lipatov@gmail.com

**Liudmila Popova**

Candidate of Pedagogical Sciences,  
Associate Professor,  
Associate Professor of the Department of Primary  
Education and Innovative Pedagogy,  
Dragomanov Ukraine State University,  
9 Pirogov St., Kyiv, Ukraine  
<https://orcid.org/0000-0003-3764-3870>  
e-mail: liudmila-pln@ukr.net

**Abstract.** *The article considers the relevance of the issue of the formation of foreign language competence of the future teacher in the conditions of professional training in the system of dual education. Researching the importance of foreign language proficiency in vocational training in the context of dual education is important for solving contemporary educational problems, informing policy and curriculum development, increasing employment rates, promoting intercultural understanding, and contributing to educational research. In an increasingly interconnected world, understanding the role of foreign language competence in teacher education can help address challenges related to linguistic diversity and multiculturalism in educational institutions. This study highlights the importance of foreign language competence in the context of dual education for future teachers. As the global educational space evolves and demands become increasingly diverse, the ability to communicate effectively in multiple languages is essential for teachers to support student learning and collaborate with multilingual colleagues. Thanks to the dual education approach, future teachers can develop practical skills and theoretical knowledge while promoting foreign language skills and intercultural understanding. Drawing on relevant literature and empirical research by Ukrainian and foreign scholars, this study examines the role of foreign language competence in teacher training and its implications for classroom practice. In addition, the study analyzes the benefits and challenges of integrating foreign language learning into dual education programs, emphasizing the importance of aligning language learning with professional development and the context of real-world learning. Ultimately, this study aims to contribute to the current discourse on effective teacher training and the promotion of multilingualism in education. The study of the formation of professional foreign language competence of future teachers in dual education can be approached from different positions, in particular, considering linguistic, pedagogical, sociocultural and cognitive perspectives. Examining the relationship between foreign language proficiency and future teachers' employability, career prospects, and professional growth can highlight the importance of language skills in the labor market.*

**Key words:** *dual education, professional training, theoretical and practical components of training, institutions of higher education, elements of transversality, training based on a combination with work; foreign language competence; foreign language teacher.*

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## ФОРМУВАННЯ ПРОФЕСІЙНОЇ ІНШОМОВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНЬОГО ПЕДАГОГА В УМОВАХ ДУАЛЬНОЇ ОСВІТИ

**Ліпатов В. М.**

доцент кафедри германських мов,  
Український державний університет  
імені Михайла Драгоманова,  
вул. Пирогова, 9, Київ, Україна  
<https://orcid.org/0000-0003-0625-3933>  
e-mail: [lipatov@gmail.com](mailto:lipatov@gmail.com)

**Попова Л. М.**

кандидат педагогічних наук, доцент кафедри  
української й іноземних мов та методик їх  
навчання в початковій та дошкільній освіті,  
Український державний університет  
імені Михайла Драгоманова,  
вул. Пирогова, 9, Київ, Україна  
<https://orcid.org/0000-0003-3764-3870>  
e-mail: [liudmila-pln@ukr.net](mailto:liudmila-pln@ukr.net)

**Анотація.** У статті розглядається актуальність питання формування іншомовної компетентності майбутнього вчителя в умовах професійної підготовки в системі дуальної освіти. Дослідження важливості володіння іноземними мовами в професійній підготовці в контексті дуальної освіти має важливе значення для вирішення сучасних освітніх проблем, інформування про політику та розробку навчальних програм, підвищення показників працевлаштування, сприяння міжкультурному взаєморозумінню та внеску в освітні дослідження. У світі, що стає все більш взаємопов'язаним, розуміння ролі іноземної мовної компетенції в підготовці вчителів може допомогти вирішити проблеми, пов'язані з мовним різноманіттям і багатокультурністю в освітніх установах. У цьому дослідженні виокремлюється значення іноземної мовної компетенції в контексті дуальної освіти для майбутніх учителів. Оскільки глобальний освітній простір розвивається, вимоги стають дедалі різноманітнішими, здатність ефективно спілкуватися кількома мовами є важливою для вчителів, щоб підтримувати навчання студентів і співпрацювати з колегами з різних мов. Завдяки підходу дуальної освіти майбутні вчителі можуть розвивати практичні навички та теоретичні знання, одночасно сприяючи володінню іноземною мовою та міжкультурному розумінню. Спираючись на відповідну літературу та емпіричні дослідження українських та зарубіжних вчених, це дослідження вивчає роль іноземної мовної компетенції в підготовці вчителів та її наслідки для практики в класі. Крім того, у дослідженні аналізуються переваги та проблеми інтеграції навчання іноземних мов у програми подвійної освіти, наголошуючи на важливості узгодження вивчення мови з професійним розвитком і контекстом реального навчання. Зрештою, це дослідження має на меті зробити внесок у поточний дискурс щодо ефективної підготовки вчителів та просування багатомовності в освіті. До дослідження формування професійної іншомовної компетентності майбутніх учителів у дуальній освіті можна підійти з різних позицій, зокрема, розглядаючи лінгвістичну, педагогічну, соціокультурну та когнітивну перспективи. Вивчення зв'язку між володінням іноземною мовою та можливістю працевлаштування майбутніх учителів, перспективами кар'єри та професійним зростанням може підкреслити важливість мовних навичок на ринку праці.

**Ключові слова:** дуальна освіта, професійна підготовка, теоретичні і практичні складові навчання, заклади вищої освіти, елементи трансверсальності, навчання, що базується на поєднанні з роботою; іншомовна компетентність; вчитель іноземної мови.

**Introduction and current state of the research problem.** In an increasingly globalized world, the ability to communicate effectively in a foreign language is a vital skill for educators. This necessity is even more pronounced for future teachers who are expected to prepare students for a world where multilingualism is a significant asset. The development of professional foreign language competence (PFLC) among future teachers is essential for fostering effective communication, cultural understanding, and global awareness in the classroom. Professional foreign language competence refers to the ability of individuals to use a foreign language proficiently in a professional context. For future teachers, this competence encompasses not only linguistic skills but also the ability to apply these skills in educational settings. It involves a deep understanding of subject-specific terminology, the ability to engage in pedagogical discourse, and the capacity to adapt teaching methods to diverse linguistic and cultural backgrounds. PFLC is critical for future teachers who may need to instruct students in a foreign language or work in multicultural environments.

The integration of dual education systems, which combine theoretical knowledge with practical experience, offers a promising approach to enhancing this competence. Dual education is an educational approach that combines vocational training and classroom learning, allowing students to acquire both theoretical knowledge and practical skills. This phenomenon emerged as a response to the need for a skilled workforce with practical experience and industry-specific expertise. The explanation of the dual education phenomenon lies in several factors, namely: *addressing the skills gap; enhanced employability; strong industry-education partnerships; earn while you learn; lifelong learning and adaptability.*

In summary, this phenomenon is explained by its ability to address the skills gap, enhance employability, foster strong industry-education partnerships, and promote lifelong learning. This approach provides a valuable pathway for individuals to develop the skills and experience needed for successful careers in various industries.

**The purpose and objectives of the study.** The primary purpose of this study is to explore and establish effective strategies for developing professional foreign language competence (PFLC) in future teachers within the framework of dual education. This involves identifying the key components of PFLC, understanding the unique benefits and challenges of dual education, and developing a comprehensive approach to integrate both theoretical knowledge and practical experience in the formation of PFLC.

**Statement of the goals and methods.** The overarching goal of forming *professional foreign language competence* (PFLC) in future teachers through dual education is to equip them with the necessary linguistic and pedagogical skills to function effectively in diverse educational environments. This goal can be broken down into several specific objectives: *enhance linguistic proficiency, develop pedagogical skills, foster cultural competence, promote reflective practice, prepare for global opportunities.*

In other words, developing of high-level proficiency in a foreign language, focusing on both general and subject-specific vocabulary is relevant to educational settings. Enable future teachers need to apply their linguistic skills in teaching, including lesson planning, classroom management, and assessment in a foreign language. It is obligatory to cultivate an understanding and appreciation of cultural diversity, helping teachers

to create inclusive and culturally responsive learning environments. It is necessary to encourage continuous self-assessment and reflection on language use and teaching practices to foster ongoing professional growth.

To achieve these goals, a multifaceted approach integrating both theoretical and practical elements of dual education is essential. The following methods can be employed, namely: *integrated curriculum design, immersive learning experiences, practical training and internships, mentorship and peer collaboration, use of technology, continuous assessment and feedback, cultural immersion activities, professional development workshops.*

By employing these methods within the framework of dual education, future teachers can develop the comprehensive professional foreign language competence needed to excel in today's diverse and dynamic educational landscape.

**The statement of the main material research.** Dual education for professional training of future teachers holds significant meaning and offers numerous benefits for both the teachers and the education system as a whole. Here's what dual education means for the professional training of future teachers:

1. *Combining theory and practice:* Dual education allows future teachers to combine theoretical knowledge gained in educational institutions with practical experience in real classrooms, leading to a more comprehensive understanding of teaching methodologies and practices.

2. *Addressing practical challenges:* Through dual education, future teachers are exposed to the practical challenges of teaching, enabling them to develop problem-solving skills and adaptability, which are essential for success in the education profession.

3. *Enhancing employability:* Future teachers who undergo dual education are better prepared for the job market, as they possess both theoretical knowledge and practical experience. This increases their chances of securing employment and making valuable contributions to the education system.

4. *Building professional networks:* Dual education enables future teachers to establish connections with experienced educators, administrators, and other professionals in the field, fostering collaboration, mentorship, and lifelong learning opportunities.

5. *Improving teaching quality:* By combining theory and practice, dual education contributes to the development of highly skilled and competent teachers who can deliver high-quality instruction and improve student outcomes.

6. *Addressing teacher shortages:* Dual education can help address teacher shortages by attracting and preparing more individuals for careers in education, ensuring a steady supply of qualified teachers to meet the needs of the education system.

In conclusion, dual education for professional training of future teachers is a meaningful approach that supports the development of competent, well-rounded educators capable of meeting the diverse needs of students and contributing to the overall success of the education system.

No doubt, the English language plays a significant role in the professional training of future teachers, enabling them to communicate effectively, access educational resources, manage multilingual classrooms, and pursue international job opportunities. It has a pivotal role in the professional training of future teachers due to its status as a global lingua franca and its importance in educational settings. By developing strong English language skills, future teachers can enhance their professional competence and contribute to the success of diverse student populations in a globalized world.

Foreign language competence refers to an individual's ability to effectively understand, speak, read, and write in a language other than their native tongue. It encompasses various

linguistic, pragmatic, sociolinguistic, and strategic competencies that enable effective communication and interaction in a multilingual context. Key components of foreign language competence include: *linguistic competence*, *pragmatic competence*, *sociolinguistic competence* and *strategic competence*. Linguistic competence refers to an individual's mastery of the grammar, vocabulary, syntax, phonetics, and semantics of a foreign language, enabling them to use the language accurately and fluently. Pragmatic competence involves understanding and using language appropriately in specific social and cultural contexts, taking into account factors such as politeness, turn-taking, and conversational norms. Sociolinguistic competence entails an awareness of the social and cultural aspects of language use, including regional and dialectal variations, language registers, and the use of language in different settings. Strategic competence involves the ability to employ various verbal and non-verbal strategies to maintain communication when faced with gaps in linguistic knowledge or understanding, such as paraphrasing or using gestures.

Developing foreign language competence is essential for individuals to communicate effectively in diverse linguistic and cultural contexts, fostering intercultural understanding, and promoting global citizenship. In professional settings, foreign language competence can enhance employability, career opportunities, and collaboration in multilingual teams.

In the context of dual education, the development of professional foreign language competence among future teachers is crucial for their success in an increasingly globalized and interconnected world. The following aspects should be considered when designing and implementing strategies for fostering foreign language competence in teacher education:

1. *Integrating language learning with professional training*: Dual education programs should incorporate foreign language learning as a core component of teacher training, emphasizing language skills relevant to their professional roles, such as teaching methodologies, classroom management, and communication with diverse student populations.

2. *Contextualized language practice*: Future teachers should engage in contextualized language practice in real-world settings, such as internships or practicums in multilingual schools, to enhance their language proficiency and understanding of diverse educational contexts.

3. *Intercultural competence development*: In addition to linguistic proficiency, dual education programs should focus on developing future teachers' intercultural competence, enabling them to understand, appreciate, and navigate cultural differences effectively in their professional practice.

4. *Utilizing technology-enhanced language learning*: Dual education programs can leverage technology, such as language learning apps, online language exchanges, and virtual immersion experiences, to enhance future teachers' access to authentic language input and interaction.

5. *Collaboration with language specialists*: Dual education programs should foster collaboration between teacher educators and language specialists, ensuring that language instruction aligns with both disciplinary content and language learning objectives.

6. *Continuous assessment and feedback*: Regular assessments of future teachers' language skills and cultural awareness can help identify areas for improvement and inform targeted interventions to support their professional growth.

By incorporating these elements into dual education programs for future teachers, educators can effectively promote the development of professional foreign language

competence, enabling teachers to navigate diverse linguistic and cultural landscapes and contribute to the success of all students in an increasingly interconnected world.

The researches of leading European and Ukrainian scientists and researchers were gaining special interest in the issue of introducing notions such as “duality” and “foreign language competence” into the modern process of professional training of future specialists. Here are some articles and publications by these researchers related to foreign language competence in the context of dual education or vocational training, namely: Bernd Bonin (“Linguistic Diversity and Vocational Education in Europe: Challenges and Perspectives”); Ludwig Gerlach (“The German Dual System of Vocational Education and Training: A Model for Other Countries?”); Günther Schanz (“Vocational Education and Training in Germany: Short Description” and “The ‘dual system’ in the Federal Republic of Germany”); Rita Süßmuth (“Vocational education and training (VET) in Germany and the challenge of a changing world of work”); N. H. Nychkalo, R. S. Gurevych, M. Y. Kademija, A. P. Kobysia, V. M. Kobysia, and G. B. Gordiychuk (“Formation of professional competence of future teachers of vocational education in the conditions of dual education by means of computer-oriented technologies”) and others.

Thus, Ukrainian researchers emphasize the urgency in modern conditions to introduce forms of dual education in Ukraine, referring to the huge interest of the state in this issue, namely “The priority of professional education as one of the most important aspects of social life necessitates changes in the system of professional (vocational and technical) education, which is stipulated by the Laws of Ukraine “On Education” (2017), “On Professional (Vocational and Technical) Education” (1998), “On Professional Development of Employees” (2012), “On Higher Education” (2014), as well as in a number of documents: “Adult Education Development Concept” (2011), “National Education Development Strategy of Ukraine for the Period Until 2021” (2013), “National Report on the State and Prospects of Education Development in Ukraine” (2016), Order of the CMU “On Approving the Concept of Specialist Training on the dual form of obtaining education” (2018), the Order of the Ministry of Education and Culture of Ukraine “On the approval of the Regulations on the Dual Form of Obtaining Professional (Vocational and Technical) Education”, which declare and standardize the ideas of professional training of those obtaining education and determine promising directions for the integration of national education into the European educational space” [6, p. 190].

The issues of the relevance of dual education in modern conditions, professional training of future specialists, the role of the English language in the formation of competitiveness were actively discussed during the conference “Shaping the Future of European Dual Higher Education”, which took place on April 10-11, 2024 in the city of Paola (Malta) [1].

Thus, the scientist Joanna Stankiewicz-Majkowska draws attention to the importance of a deeper mastery of the English language for the purpose of professional improvement and claims that “language teachers should take into account when designing a customized course to equip students with language skills they need in the early stages of their career and to compare the design of English for Specific Purposes (ESP) at EU4Dual partner universities. Language for specific purposes has always been conditioned by knowledge and industry but the term ESP was coined in the 1960s with the growth of English as a commercial lingua franca. This paper attempts to give a brief overview of ESP courses in Bachelor’s programs (1st cycle) focusing on 1. The hypothesis if it is relevant to carry out needs analysis of students and employers when preparing a customized ESP course. 2. What the present state of ESP courses’ design at EU4Dual institutions is” [5, p. 3].

In their review scientists Paula Alvarez, Ainara Imaz Agirre and Iñaki Larrea aimed to explore “the multifaceted realm of dual education, shedding light on diverse terminologies, advantages, challenges, quality criteria, and avenues for future research. The analysis revealed the varied terminology employed across different educational systems and regions. The review also delved into the advantages of dual education, emphasizing its potential to foster skill development, enhance employability, and bridge the gap between academia and industry. Exploring the current challenges of dual education brings attention to questions related to insufficient knowledge on integrating academic and vocational learning or to the potential perpetuation of socioeconomic disparities. Quality criteria for effective dual education programs are synthesized from existing literature, providing a framework for evaluating program success and overall educational impact” [1, p. 22].

A strong command of foreign languages provides future teachers with access to a wealth of educational materials, research, and professional development opportunities, ensuring they stay up-to-date with the latest trends and best practices in education.

**Conclusions and perspectives of further researches.** In summary, the formation of foreign language competence is a critical component of professional training for future teachers in dual education, equipping them with the necessary skills to excel in diverse and interconnected educational environments. By prioritizing foreign language competence, educators can contribute to a highly skilled, adaptable, and globally-minded teaching workforce.

Incorporating these perspectives in research on the formation of professional foreign language competence for future teachers in dual education can lead to a more holistic understanding of the factors that contribute to successful language learning and teaching. This, in turn, can inform policy, practice, and further research in the field.

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