

PEDAGOGICAL AND OTHER ASPECTS IN FOREIGN LANGUAGE EDUCATION

ПЕДАГОГІЧНІ ТА ІНШІ АСПЕКТИ ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ

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Effective foreign language teaching is a complex process based on a set of pedagogical aspects. The current study is devoted to reveal these conditions and to strengthen the professional identity of future foreign language teachers. Over the past decades, a large number of studies have determined the role of pedagogical aspects in foreign language teaching. Both theoretical foundations and practical approaches have proved that the most common aspects, including teachers' knowledge, beliefs, instructional strategies, use of technology, and professional development may contribute to successful foreign language teaching. A number of surveys emphasize the theoretical knowledge, technological tools and digital resources. However, the current research indicates that several dimensions of pedagogical practice remain partially unresolved. This study aims to examine the pedagogical aspects of EFL teaching, with a focus on teacher instructional strategies, use of technology, professional development experiences, and reflective practices. Linguistic ego has a great impact on willingness to use a foreign language in class. Reflection and adaptability are also important pedagogical aspects. Teachers might act as a facilitator guiding students' learning processes rather than only delivering content. The integration of four skills refers to teaching them in a coordinated and interconnected way, rather than in isolation. This approach emphasizes that language learning is holistic. Technologies allow for interactive learning, increased student engagement, and access to authentic materials. The study also provides insights that support the development of effective, context-sensitive, and learner-centered EFL pedagogy. Further research is required to have a deeper insight into the long-term effects of teachers' professional development.

Key words: pedagogical aspects, foreign language teaching, professional development, holistic approach, instructional strategies, reflective practice.

Ефективне викладання іноземної мови є складним процесом, що базується на низці педагогічних аспектів. Дане дослідження

присвячене виявленню цих умов та зміцненню професійної ідентичності майбутніх викладачів іноземної мови. Протягом останніх десятиліть велика кількість досліджень визначила роль педагогічних аспектів у викладанні іноземних мов. Як теоретичні основи, так і практичні підходи довели, що найпоширеніші аспекти, включаючи знання викладачів, переконання, навчальні стратегії, використання технологій та професійний розвиток, можуть сприяти успішному викладанню іноземних мов. Ряд досліджень підкреслює важливість теоретичних знань, технологічних інструментів та цифрових ресурсів. Однак поточне дослідження показує, що деякі аспекти педагогічної практики залишаються частково невирішеними. Це дослідження має на меті вивчити педагогічні аспекти викладання англійської мови як іноземної, зосередившись на навчальних стратегіях викладачів, використанні технологій, досвіді професійного розвитку та рефлексивних практиках. Лінгвістичне «я» має великий вплив на готовність використовувати іноземну мову в класі. Рефлексія та адаптивність також є важливими педагогічними аспектами. Вчителі можуть виступати в ролі фасилітаторів, які керують процесом навчання учнів, а не лише передають зміст. Інтеграція чотирьох навичок означає навчання їх у скоординований та взаємопов'язаний спосіб, а не ізольовано. Цей підхід підкреслює, що вивчення мови є цілісним процесом. Технології дозволяють здійснювати інтерактивне навчання, підвищувати зацікавленість студентів та надавати доступ до автентичних матеріалів. Дослідження також надає інформацію, яка підтримує розвиток ефективної, контекстно-орієнтованої та орієнтованої на студента процесу викладання іноземної мови. Необхідні подальші дослідження для більш глибокого розуміння довгострокових ефектів професійного розвитку викладачів.
Ключові слова: педагогічні аспекти, викладання іноземної мови, професійний розвиток, цілісний підхід, навчальні стратегії, рефлексивна практика.

Introduction. Problem statement. In the context of rapid technological change in today's world, it is becoming increasingly important to introduce new approaches to higher education content and to prepare future professionals for their professional activities. The promotion of a more human approach to higher education in philology ensures the dynamic development of philology students' professional potential, not only as carriers of normative communication and linguistic codes, but also as creative, psychologically stable personalities capable of creative thinking and evaluating pedagogical situations, as well as applying the communication skills acquired during their studies in the educational sphere in their professional practice. Linguists consider the professionalization to be one of the priorities in modernization and strengthening of the foundations of higher

pedagogical education in Ukraine. Therefore, there has been an increased interest among researchers in the formation of the professional identity among future foreign language teachers, which can be explained by the transition from the traditional educational paradigm to a personalized paradigm. Studying pedagogical aspects is growing significantly with the development of the Ukrainian education system, which contributes to the improvement of the quality of professional training. In order to carry out scientific research tasks, it is necessary to highlight the main pedagogical aspects in foreign language teaching.

Analysis of current research and publications. The issue of pedagogical aspects has been addressed in the works of Abad J.V., Alam S., Aulia V., Herda R. K., Kusumayasa K. N., López C., Mishenina T.M., Terletska L. M., Wang, L. The relevance

of this topic stems from its great practical significance, which is directly related to the general problems of work efficiency, professional adaptation, professional training, and professional development.

Foreign language education is treated as a multifaceted phenomenon—comprising learning, teaching, training, and cultural development. After Ukraine declared independence (1991), foreign language education was influenced strongly by state documents and by European frameworks (e.g., the Common European Framework of Reference for Languages – CEFR). This has brought changes in objectives, methods and teaching materials. Effective pedagogy requires a balance between classical and modern methods. Professional growth is linked with the modernization of pedagogy and alignment with European educational frameworks (especially the CEFR). By connecting past educational achievements with modern communicative and intercultural principles, Ukrainian foreign-language education can become more coherent, modern, and globally competitive [9]. According to others researchers, such as Terletska [10] pedagogical aspects, like modern technologies and methods for teaching a foreign language (English) to students in pedagogical programs, aiming to improve language proficiency while developing professional skills for future teachers. Digital tools and multimedia resources, such as videos, audio materials, and online exercises, are employed to increase engagement and provide access to authentic language input. Moreover, contemporary approaches such as blended learning, flipped classrooms, and project-based learning combine traditional instruction with technology-enhanced activities, allowing learners to practice language in meaningful contexts.

Identification of previously unresolved parts of the general problem Pedagogical aspects are not about methods or strategies exclusively. They encompass a complex interaction of teacher knowledge, beliefs, classroom realities, professional development, and learner needs. Addressing these unresolved parts requires contextualized, reflective, and research-informed pedagogical frameworks.

The aim of this article is to highlight the set of effective pedagogical aspects and the structural components of forming future foreign language teachers' professional identity which might lead to sustained improvement in teaching foreign languages.

Presenting main material. In a general way pedagogical aspects involve the strategies, techniques, and frameworks teachers apply, grounded in their professional experience. They are integral components of teacher action and reflection. These aspects go beyond technical forms (vocabulary, pronunciation) to support broader competencies (communication, collaboration, autonomy)[6]. According to Abad there are several pedagogical and other factors influence foreign language teaching. He focuses on

internal and external aspects having a great impact on it. Teachers' linguistic ego, self-image as English teachers, beliefs, and attitudes toward English are the most common internal psychological aspects. There are other contextual external factors such as curricula, limited resources, time constraints, and broader educational policies. Abad explains that linguistic ego refers to a teacher's emotional connection to the language they speak or teach — essentially, how comfortable and confident they feel when using foreign a language [2]. It has been found that teachers' linguistic ego directly affects their willingness to use a foreign a language in class. Self-confidence (or self-efficacy) plays a critical role — teachers with higher confidence are more willing to participate in design and change processes [8]. Teachers with a fragile or insecure linguistic ego often avoid communicative activities and have limited interaction to predictable patterns. Other language teachers with a stronger linguistic ego (who felt confident and identified positively with the foreign language) were more willing to engage students in authentic communication. Abad notes that the linguistic ego may become a psychological barrier if teachers feel vulnerable using the foreign language in front of students, leading them to prefer "safe" areas like grammar or translation rather than spontaneous speaking tasks. Based on the results of the survey many teachers reported low self-confidence in their own language skills, which led them to focus on vocabulary and grammar rather than pronunciation or communicative activities. Other aspects like teachers' attitudes toward a foreign language also affect their methodology. Teachers with negative attitudes tended to postpone foreign language teaching or relied heavily on their native language. Teachers with positive attitudes viewed foreign language learning as complementary and employed compensatory strategies such as translation. The study highlights that professional development should go beyond technical training and include critical reflection on teachers' personal beliefs, identities, and attitudes toward the language and their teaching roles. According to other researchers like Alam [3, 4] the central pedagogical implication is the redefinition of the teacher's role. Teachers might act as facilitators, guides, and co-learners rather than authority figures. Their task is to create conditions for communication, provide scaffolding, and motivate learners to use the foreign language spontaneously. It also includes affective support, building confidence, and reducing learners' fear of mistakes. Alam also emphasizes the role of reflection and adaptability as essential pedagogical traits. Teachers are to evaluate their methods continuously and modify them according to students' needs and responses. Professional development should involve not only training but also self-evaluation and critical awareness of one's teaching style. Taking a reflective position is consistent with the principles of action research and experiential

learning applied in the field of language teaching. Other key pedagogical principle in foreign language education is the integration of the four language skills — listening, speaking, reading, and writing — rather than teaching them in isolation [5, 6]. Activities should combine multiple skills, e.g., reading followed by discussion, or listening followed by writing. This integrated approach helps learners transfer linguistic knowledge from one modality to another. The study stresses that integration supports linguistic competence to develop into communicative competence.

Professional development has other pedagogical aspects as well. To effectively manage classroom activities for future language teachers, it is crucial to cover not only methods and materials, but also digital tools and the ability to integrate culture into classroom practice. Technology literacy is increasingly essential: teachers need to be proficient in operating teaching-learning media to enhance learners' technology-based learning [5]. The professional training of future language teachers combines several technology-based approaches to student personal development in foreign language education. An important aspect is to encourage students to be aware of the need to renew the learning process, to expand the curriculum and methods of the educational process in the future. Interactive forms, methods, and educational technologies are inevitable for teachers to modernize language education. The effective use of such pedagogical interactions depends on the personal participation experience in interactive situations. Therefore, the level of their professional competence is a key factor in the effectiveness of the teaching process [1]. Cultural integration is another aspect in pedagogy helps students connect new language learning with their environment and prior knowledge, thus supporting both theory and practice [5]. Aulia suggests that staying current with technological advancements and culturally relevant pedagogy might help teachers improve their instructional effectiveness. According to other researchers, technology-based pedagogical traits are required, but not enough in foreign language teaching. The implication is that teacher development programmes ought to pay attention not only to instructional techniques, but also to the teacher's capacity to understand students, adapt to their needs [7]. Teachers are obliged to understand students' learning potential. „If the teacher already knows the student's learning potential, the teacher will choose the right learning strategy for the student” [7,p.50]. In language education the concept of pedagogical content knowledge is crucial for effective teaching. It is context-sensitive, developed through experience, reflection, and collaboration rather than only theoretical knowledge. It involves teachers' understanding of linguistic features, communicative pedagogy learner

difficulties, classroom management. Based on several surveys, language teacher education is required to be reformed that focus on how to integrate linguistic, pedagogical, and contextual knowledge to be professional. Professional development is expected to help teachers move from a knowledge-transmission model to a learner-centered approach [11]. A number of researches advocate for lifelong learning for teachers, encouraging participation in workshops, international cooperation projects, and exchanges to update teaching practices [6, 9]. Participating in workshops provide structured training on teaching methods and best practices, where teachers reflect on and evaluate their own classroom performance during self-monitoring. Engaging in teacher support groups promote collaboration, peer feedback, and shared problem-solving. In addition, conducting action research, allowing teachers to systematically investigate and improve their instructional practices. Alongside, these activities create a continuous cycle of learning, reflection, and professional growth, enabling teachers to refine their skills and better understand the needs of their students.

Conclusion. The current research demonstrates that pedagogical aspects in foreign language teaching are multi-dimensional. By using methods of analysis various academic literature on the research problem and generalisation of the current state of future foreign language teachers' professional identity, it has been established that the following pedagogical aspects will ensure an effective impact on the process of forming the phenomenon under study: teacher knowledge, methods, attitudes, beliefs, technologies, and professional growth strategies, classroom management, cultural integration. The formation of a positive 'I-image' is a key element to be professional in foreign language education. Using the educational context of professional training among future foreign language teachers ensures appropriate environment for the formation of professional identity. Effective instruction requires a holistic approach, the integration of historical insight, communicative competence, student-centered learning, technological tools, and reflective professional development, all aimed at enhancing both teacher performance and learner outcomes. Overall, the reviewed studies highlight that ongoing teacher reflection, collaboration, and professional growth are critical for advancing foreign language teaching pedagogy. By synthesizing historical insights with contemporary strategies, educators and researchers might develop more effective, context-sensitive, and learner-centered teaching practices. Nevertheless, there is limited research on how integrated skill instruction might be effectively adapted to diverse educational contexts and on the long-term impact of professional development on teaching practices. Therefore, further studies are required to investigate these unresolved pedagogical aspects.

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