МОДЕЛЮВАННЯ ОСВІТНЬОГО ПРОЦЕСУ З ІНОЗЕМНИХ МОВ

PROCEDURAL BLOCK LINKS MODELLING FOR TEACHING ACADEMIC DISCIPLINES

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Abstract. *Introduction.* Currently, the role of pedagogical modelling is getting more essential concerning the need to master more information within the same educational time-limit and master it not only for the reproductive use of knowledge, but also for productive activity. To have the effective teaching process, it is necessary to model the links of the procedural block of teaching. *Purpose* is modelling the links of the procedural block of the process of teaching academic disciplines and, in particular, the education course "History of Language Teaching" for the students of humanitarian faculties on the basis of the methodological regularities of pedagogical modelling which were presented by the author in the previous works. *Methods:* study and analysis of psychological, didactic, linguistic and methodological literature on the topic, as well as the method of modelling the teaching process of any education discipline and the method of conducting formative and mass experiments with further mathematical processing of the results. *Results.* The results of the study have shown that: the methods of acquiring knowledge at *the receptive stage* are: explanation of theoretical material by the teacher, its noting by students, its reading from the textbook during out-of-class time; methods of developing receptive skills are: comparison of a new material with the material learned earlier; selection of the correct answer from the given variants; methods of developing reproductive skills at the *reproductive stage* are: answers to questions about the content of the information which was heard and read; its retelling based on these questions; short written and oral presentations; the methods of developing productive skills at the *productive stage* are: discussion of the material under study, its interpretation and presentation by comparing it with the previously learned one; the methods of developing reflective-and-creative skills at the *reflective-and-creative stage* are: writing a report on the topic under study and its presentation to the group; developing projects for the implementation of the acquired knowledge; conducting practical training based on the content under study. In accordance with the developed methods, the definite teaching aids have been offered. *Conclusion.* According to the results of the formative experiment, the majority of students demonstrated 80-percent proficiency of the material under study; according to the results of the mass education, the students demonstrated 70-percent proficiency of the material that proves the efficiency of the developed model of the educational process.

Keywords: model of educational process, procedural block of educational process, methods of teaching, teaching aids, academic disciplines.

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Моделювання ланок процесуального блоку навчання освітніх дисциплін
Анотація. Метою цієї роботи є моделювання ланок процесуального блоку процесу навчання освітніх дисциплін, зокрема курсу "Історії методики навчання іноземних мов" студентів гуманітарних факультетів на основі раніше встановлених автором методологічних закономірностей педагогічного моделювання. Для досягнення названої мети використовувалися: ***метод*** вивчення і аналізу психологічної, дидактичної, лінгвістичної і методичної літератури за темою, ***метод*** моделювання процесу навчання будь-якої освітньої

дисципліни та **метод** проведення формуючого і масового експериментів з подальшою математичною обробкою результатів. *Результати* проведеного дослідження показали, що: **методами набуття знань** на рецептивному етапі є: пояснення теоретичного матеріалу викладачем, його конспектування студентами, його читання за підручником в позааудиторний час; **методами розвитку рецептивних умінь** є: порівняння нового матеріалу з раніше вивченим; вибір правильної відповіді з декількох запропонованих, в яких характеризується не тільки матеріал, що вивчається, а й вже відомий учням; **методами розвитку репродуктивних умінь** на репродуктивному етапі є: відповіді на запитання за змістом прослуханої й прочитаної інформації; її переказ з опорою на ці запитання; короткий письмовий і усний виклад; **методами розвитку продуктивних умінь** на продуктивному етапі є: обговорення матеріалу, що вивчається, його інтерпретація і презентація, порівняно з раніше вивченим; **методами розвитку рефлексивно-творчих умінь** на рефлексивно-творчому етапі є: написання доповіді за темою, що вивчається, і його презентація; розробка проектів впровадження набутих знань; проведення практичних занять на основі вивченого змісту. Відповідно до розроблених методів, було встановлено **засоби навчання**. На рецептивному етапі – це: вербальні у вигляді лекції; матеріальні у вигляді підручника та підстановчих таблиць; технічні у вигляді аудіо- та відеоапаратури; інтерактивні у вигляді інтерактивної дошки; на репродуктивному етапі – це: вербальні у вигляді запитань і викладу матеріалу, що вивчається, на основі цих запитань; матеріальні у вигляді підручника; технічні у вигляді аудіо- та відеоапаратури; інтерактивні у вигляді інтерактивної дошки; на продуктивному етапі – це: вербальні у вигляді дискусій; матеріальні у вигляді карток із завданнями для дискусій; технічні у вигляді аудіо- та відеоапаратури; інтерактивні у вигляді системи Інтернет для пошуку додаткової інформації; на рефлексивно-творчому етапі – це: вербальні у вигляді усного та письмового викладу матеріалу, що вивчається; матеріальні у вигляді створених проектів реалізації знань, брошури з підготовленими доповідями; технічні у вигляді слайдової презентації; інтерактивні у вигляді комп'ютерної презентації творчо переробленої інформації. **Висновки**: в роботі було доведено ефективність розробленої моделі процесу навчання. За результатами формуючого експерименту більшість студентів продемонструвала 80-ти відсоткове засвоєння запрограмованого матеріалу, за результатами масового навчання – 70-ти відсоткове засвоєння запрограмованого матеріалу. **Ключові слова**: модель процесу навчання, процесуальний блок процесу навчання, методи навчання, засоби навчання, освітні дисципліни.

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Аннотация. Целью данной работы является моделирование процессуального блока процесса обучения любой образовательной дисциплины и в частности курса "Истории методики обучения иностранным языкам" студентов гуманитарных факультетов на основе установленных методологических закономерностей. Для достижения названной цели использовались такие **методы:** изучение и анализ психологической, дидактической, лингвистической и методической литературы по теме данной статьи, а также метод моделирования процесса обучения любой образовательной дисциплине и метод проведения формирующего и массового экспериментов с дальнейшей математической обработкой его результатов. **Результаты** проведенного исследования показали, что: *методами* приобретения знаний на **рецептивном этапе** являются: объяснение теоретического материала преподавателем, его конспектирование учащимися и чтение по учебнику во внеаудиторное время; методами развития рецептивных умений являются: сравнение нового материала с ранее изученным; выбор правильного ответа из нескольких предложенных, в которых характеризуется не только изучаемый материал, но и другой, известный обучаемым; методами развития репродуктивных умений **на репродуктивном этапе** являются: ответы на вопросы по содержанию прослушанной и прочитанной информации; ее пересказ с опорой на эти вопросы; краткое письменное и устное изложение; методами развития продуктивных умений **на продуктивном этапе** являются: обсуждение изучаемого материала, его интерпретация и представление в сопоставлении с ранее изученным; методами развития рефлексивно-творческих умений **на рефлексивно-творческом этапе** являются: написание доклада по изучаемой теме и его презентация; разработка проектов внедрения приобретенных знаний; проведение практических занятий на основе изученного содержания. В соответствии с разработанными методами установлены *средства обучения*. На **рецептивном этапе** – это: вербальные в виде лекции; материальные в виде учебника, подстановочных таблиц; технические в виде аудио-видеоаппаратуры; интерактивные в виде интерактивной доски; на **репродуктивном этапе** –

это: вербальные в виде вопросов и изложения изучаемого на их основе; материальные в виде учебника; технические в виде аудио-видеоаппаратуры; интерактивные в виде интерактивной доски; на **продуктивном этапе** – это: вербальные в виде дискуссий; материальные в виде карточек с заданиями для дискуссий; технические в виде аудио-видеоаппаратуры; интерактивные в виде системы интернет для поиска дополнительной информации; на **рефлексивно-творческом этапе** – это: вербальные в виде устного и письменного изложения изучаемого; материальные в виде созданных проектов реализации знаний; брошюры с подготовленными докладами; технические в виде слайдовой презентации; интерактивные в виде компьютерной презентации творчески переработанной информации. *Заключение*: по результатам формирующего эксперимента большинство учащихся продемонстрировало 80-ти процентное усвоение запрограммированного материала, по результатам массового обучения – 70-ти процентное усвоение запрограммированного материала, что доказывает эффективность разработанной модели процесса обучения.

Ключевые слова: модель процесса обучения, процессуальный блок процесса обучения, методы обучения, средства обучения, образовательные дисциплины.

Introduction (problem statement). The analysis of the scientific works of many researchers (E. Lodatko (2007), Y. Lugina (2002), A. Mogilev (1999), M. Sygotina (2005), E. Tikhomirova (2007), Yu. Sharpan (2013), etc.) shows that most of them do not pay due attention to the methods of teaching the disciplines under study. This is manifested in the fact that they consider it sufficient to define the general didactic and methodological principles of organizing the teaching process. In this case, the methodological actions they suggest are, certainly, logical, consistent, systematic and accessible. However, they cover the entire teaching process, without considering in detail the methodology of acquiring knowledge and developing the corresponding skills within each element of the academic subject. For instance, Y. Sharpan (2013) defined the general aims and principles of teaching, in the theoretical part of his research on teaching biology to senior students, and presented the methodological actions for teaching this subject based on the given aims and principles, in the practical part of his work.

We also find the same approach to elaborating the methods of teaching in the other scholars' works: teaching academic disciplines to the prospective primary school teachers (Krasovskaya, 2017); legal disciplines to law students (Kropaneva, 2010; Petrova, 2015); economic disciplines to the prospective financiers (Bodnar, 2015; Kramarenko, 1999); exact sciences to the prospective mathematicians (Lazorenko, 2016), programming to the prospective teachers of computer science (Mogilev, 1999); foreign languages to different categories of students (Brumfit, 1991; Harmer, 2001; McDonough, 1993; Scrivener, 1998; Ur, 2002 and others). A lack of binding the teaching methods of the disciplines under study with the components of the teaching content, that is, knowledge and skills, leads to a decrease in the level of mastering the material under study and to its further forgetting.

In the present paper, we will attempt to specify the methodological actions based on the previously developed components of the content of teaching academic disciplines, namely, knowledge and skills which are planned on the basis of the aims and content of the subject to be taught. In this regard, the **purpose** of this work is to model the procedural block of the teaching process of any academic discipline, and in particular the course "History of Language Teaching" for the students of humanitarian faculties on the basis of the established methodological regularities.

To achieve this purpose, we are going to solve the following **tasks:**

1) to define methodological actions for teaching an academic discipline on the basis of the previously substantiated aims, elements, semantic and structural content of the teaching process;

2) to determine teaching aids in accordance with the developed methods of acquiring knowledge and developing skills in a definite education course;

3) to evaluate the efficiency of the suggested model of teaching the theoretical course "History of Language Teaching" in the formative experiment and mass education.

The **novelty of the work** is that the author offers the methods of perceiving a new material, which gradually expands due to the repetition of the content of each previous element of the academic subject while studying the next one within the framework of the definite part of the theoretical course. It is supposed that such teaching methods will block the process of forgetting the material which has already been learned, will allow to comprehend deeply a new material in connection with the previously-learned one, and will expand the trainees' knowledge.

Research methods. To achieve the experimental purpose and solve the tasks, the following methods were used: study and analysis of psychological, didactic, linguistic and methodological literature on the topic, as well as the method of modelling the teaching process of any academic discipline and the method of conducting formative experiment and mass education with further mathematical processing of the results.

Results and Discussions. As we substantiated in our previous works (Martinova, 2019, 2020), the stages of teaching belong to the organizational block. The content block includes: teaching / learning objectives, elements of the subject under study and components of the educational content. In accordance with the organizational block, teaching any academic discipline can be carried out at four stages: receptive, reproductive, productive and reflexive.

In accordance with the content block, the learning objectives are the following: a) perception and comprehension of the material under study at the first stage; b) reproduction of the material under study at the second stage; c) analysis and discussion of the material under study at the third stage; d) interpretation of the material under study, its addition, deepening and creative application at the fourth stage. The elements of the educational subject represent those semantic parts into which the author of the education course has divided the lecture content. The components of the educational content are the following: knowledge and receptive skills, reproductive skills, productive skills, reflexive and creative skills (Martynova, 2020).

Basing on this information, the teaching methods for each of the above-named components of the educational content have been defined.

At the **first receptive stage of training**, students acquire knowledge only on a new topic 1 (2, 3, n) and develop the corresponding receptive skills of the knowledge manifestation.

The methods of acquiring knowledge of the theoretical material are the following: explanation of theoretical material by the lecturer, its note-taking by students, its reading from the textbook by students during out-of-class time. *The methods* of the receptive skills development are the following: comparison of a new material with the previously-learned one; selection of one correct answer from several suggested variants, in which not only the material of the particular topic is characterized, but also some other part of the material which is already known to the trainees is given.

The teaching aids to facilitate the implementation of these methods are the following: a) verbal – in the form of a lecture given by a lecturer; b) material – in the form of a textbook, substitution tables; c) technical – in the form of audio-video equipment and corresponding applications; d) interactive – in the form of an interactive whiteboard.

The control of the acquired knowledge and developed receptive skills is conducted in the form of testing.

At *the second reproductive stage of training*, students acquire reproductive skills how to use the material under study on topics: 1, (2 + 1), (3 + 2 + 1), (n + 3 + 2 + 1).

The methods of the reproductive skills development are the following: answers to questions about the content of the information which was heard or read; its retelling based on these questions; its short written and oral presentation.

The teaching aids to facilitate the implementation of these methods are the following: a) verbal – in the form of questions and presentation of the material under study on their basis; b) material – in the form of a textbook; c) technical – in the form of audio-video equipment and corresponding applications; d) interactive – in the form of an interactive whiteboard.

The control of the developed reproductive skills is conducted in the form of answering to the detailed and key questions on topics: 1, (2 + 1), (3 + 2 + 1), (n + 3 + 2 + 1).

At the third productive stage of training, students acquire productive skills, namely, how to apply into practice the material under study on topics: 1, (2 + 1), (3 + 2 + 1), (n + 3 + 2 + 1).

The methods of the productive skills development are the following: discussion of the material under study; its interpretation and presentation in comparison with the previously learned one.

The teaching aids to facilitate the implementation of these methods are the following: a) verbal – in the form of discussions and interpretations; b) material – in the form of task cards with the assignments for discussions; c) technical – in the form of audio-video equipment and corresponding applications; d) interactive – in the form of the Internet system to search for additional information on the topic under study.

The control of the developed productive skills is conducted in the form of presenting the material under study in the students' own interpretation and also giving the additional information on topics: 1, (2 + 1), (3 + 2 + 1), (n + 3 + 2 + 1).

At the ***fourth reflective-and-creative stage of training,*** students must acquire reflexive and creative skills how to apply into practice the material under study on topics: 1, (2 + 1), (3 + 2 + 1), (n + 3 + 2 + 1).

The methods of developing such skills are the following: writing a report on the topic under study and its presenting to the fellow students; developing the projects of the acquired knowledge implementation; conducting practical classes based on the educational content which was mastered.
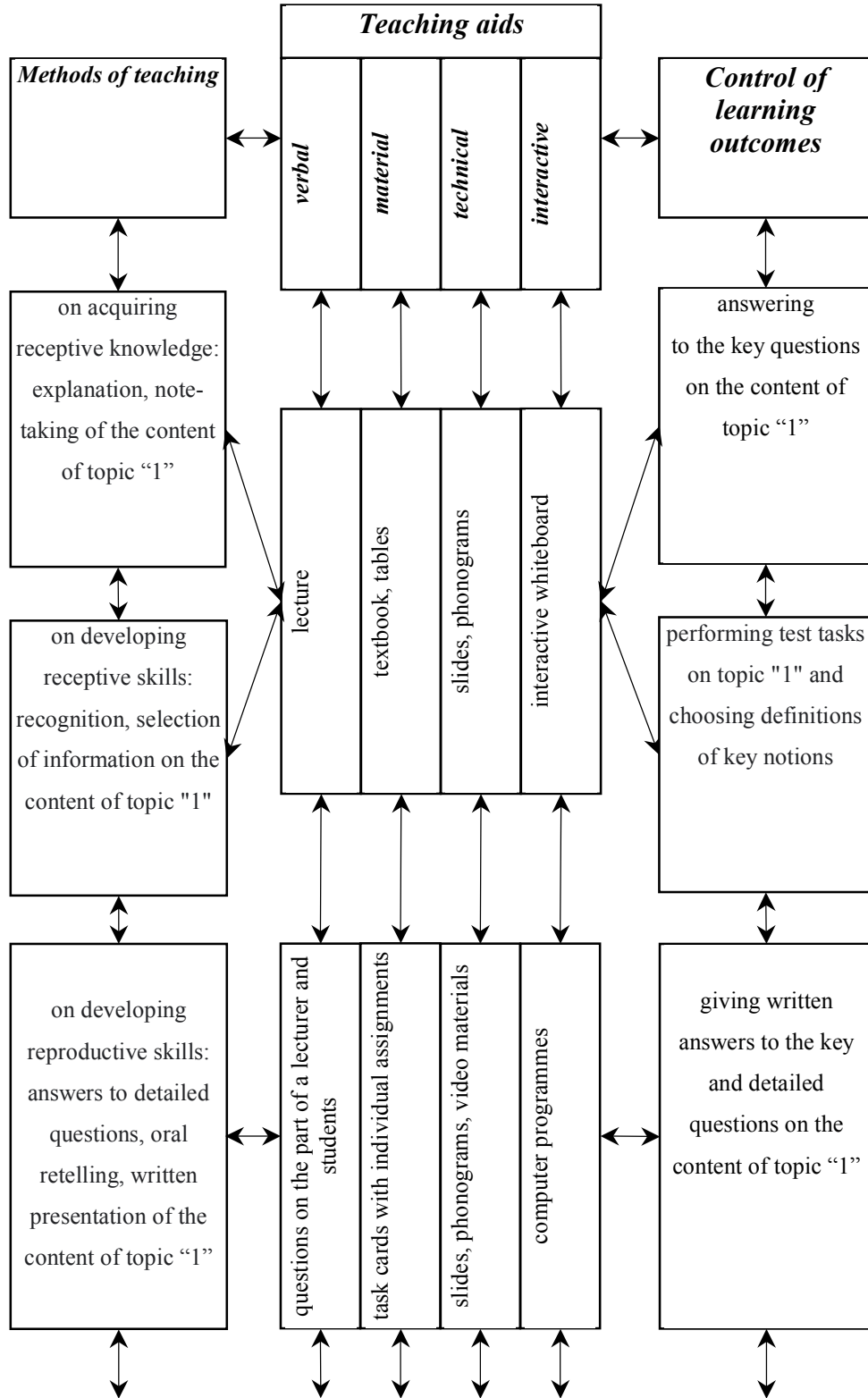
The teaching aids to facilitate the implementation of these methods are the following: a) verbal – in the form of oral and written presentation of the material under study in the above-mentioned forms of its presentation; b) material – in the form of the created projects of knowledge implementation; brochures of the prepared reports; c) technical – in the form of a slide presentation of the prepared content; d) interactive – in the form of a computer presentation of the creatively-processed information.
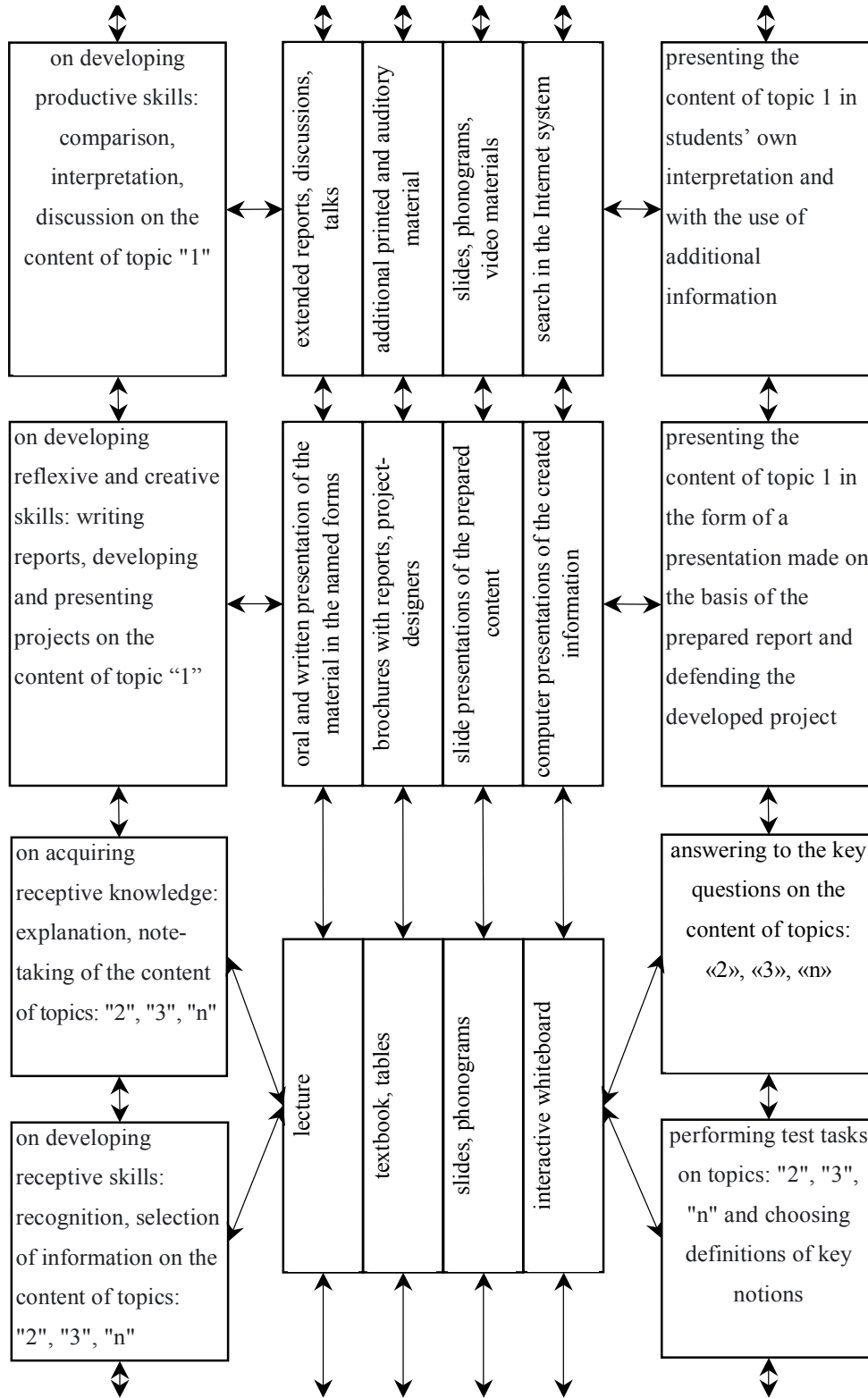
The control of the developed reflexive and creative skills is conducted in the form of defending the projects of solving creative problems based on the material under study and independently expanded educational content on topics: 1, (2 + 1), (3 + 2 + 1), (n + 3 + 2 + 1).

The above-described form of modelling the procedural block of the process of teaching foreign languages, section "History of teaching methods development" on the above-mentioned three + (n) topics is presented in Figure 1.

As it is seen from the presented model, teaching methods, coming from the corresponding components of the educational content, program the use of such teaching aids that contribute to their implementation. The control of learning outcomes at all stages is conducted in the form of evaluating the level of the development of the skills which are gradually becoming more complex: moreover, it takes place within the framework of not a single topic, but all subsequent ones.

It is necessary to draw attention to the fact that in this model, the educational process is carried out in such a way that receptive knowledge and skills on each topic are acquired only within the content of each definite topic that is shown by means of the corresponding topic numbers: 1, 2, 3, (n) ... The methods of the development of all subsequent types of skills involve the use of the material both on the topic under study and on all the previous topics, that is shown on topic "2" by numbers 2 + 1, on topic "3" and the following topics - by numbers (n) + 3 + 2 + 1 ... Hence, each subsequent control testing of the level of the developed reproductive, productive and reflexive-and-creative skills is carried out not only on the basis of the material under study, but also on the whole material which was previously learned.

	Teaching aids				
Methods of teaching	*verbal*	*material*	*technical*	*interactive*	**Control of learning outcomes**
on acquiring receptive knowledge: explanation, note-taking of the content of topic "1"	lecture	textbook, tables	slides, phonograms	interactive whiteboard	answering to the key questions on the content of topic "1"
on developing receptive skills: recognition, selection of information on the content of topic "1"					performing test tasks on topic "1" and choosing definitions of key notions
on developing reproductive skills: answers to detailed questions, oral retelling, written presentation of the content of topic "1"	questions on the part of a lecturer and students	task cards with individual assignments	slides, phonograms, video materials	computer programmes	giving written answers to the key and detailed questions on the content of topic "1"

| on developing productive skills: comparison, interpretation, discussion on the content of topic "1" | extended reports, discussions, talks | additional printed and auditory material | slides, phonograms, video materials | search in the Internet system | presenting the content of topic 1 in students' own interpretation and with the use of additional information |

| on developing reflexive and creative skills: writing reports, developing and presenting projects on the content of topic "1" | oral and written presentation of the material in the named forms | brochures with reports, project-designers | slide presentations of the prepared content | computer presentations of the created information | presenting the content of topic 1 in the form of a presentation made on the basis of the prepared report and defending the developed project |

| on acquiring receptive knowledge: explanation, note-taking of the content of topics: "2", "3", "n" | | | | | answering to the key questions on the content of topics: «2», «3», «n» |

| lecture | textbook, tables | slides, phonograms | interactive whiteboard |

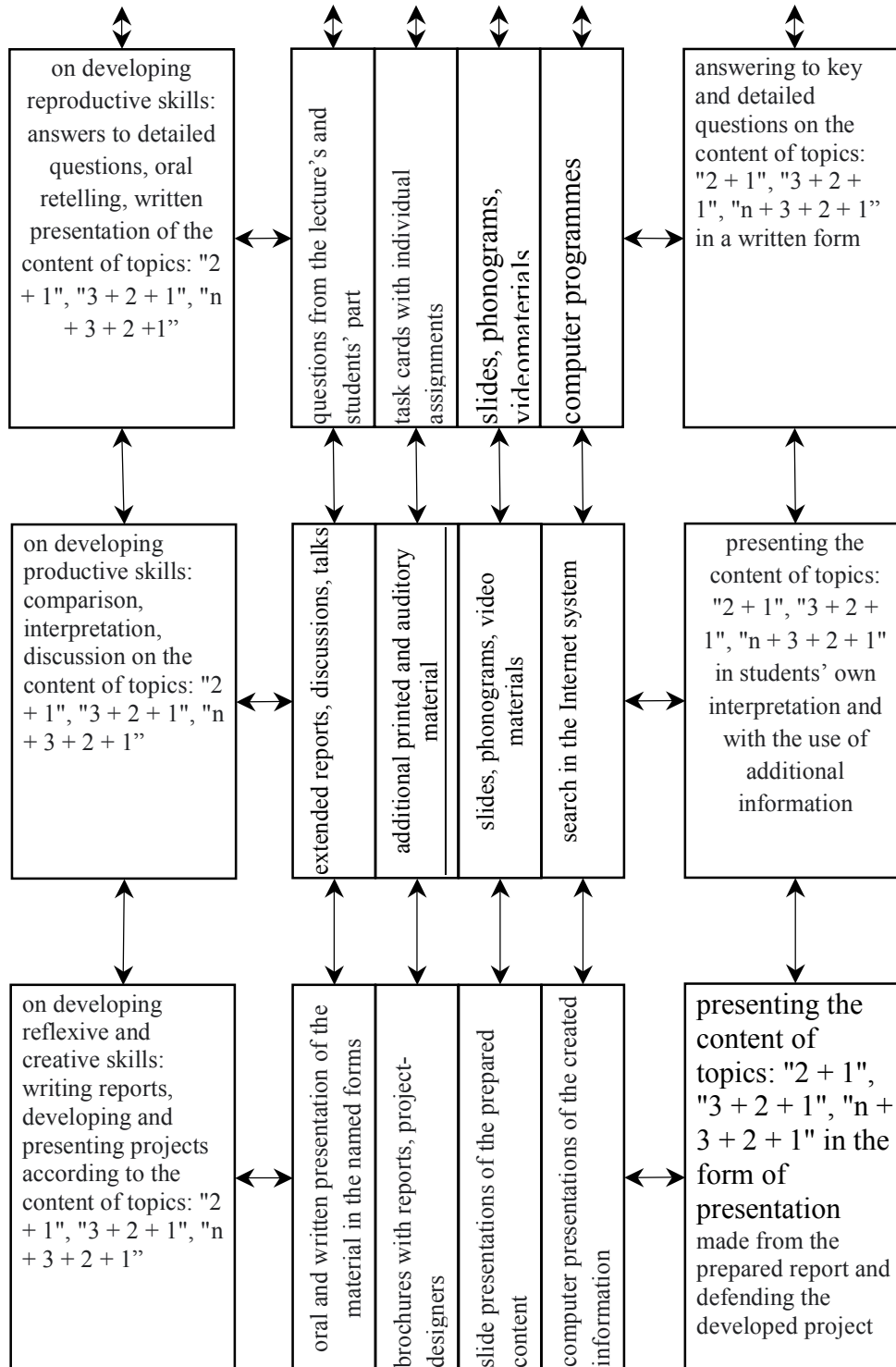| on developing receptive skills: recognition, selection of information on the content of topics: "2", "3", "n" | | | | | performing test tasks on topics: "2", "3", "n" and choosing definitions of key notions |

Figure 1 **The model of the process of foreign languages teaching, section "History of teaching methods development" on topics (n)+3+2+1 in its procedural block**

To evaluate the efficiency of the teaching process of the academic discipline "Methods of teaching foreign languages", in particular the section "History of Language Teaching" according to the above-described didactic model, we conducted the following experiment. 32 students of the 4th course of German Philology who studied in 2017-2018 academic year and 34 students of the 4th course of Chinese Philology who studied in 2018-2019 academic year at the Faculty of Foreign Languages of South Ukrainian National Pedagogical University named by K. D. Ushinsky took part in the experiment. The experiment took place after the completion of learning the material from the section "History of Language Teaching" and was conducted in two stages with each group of trainees.

At the first stage, the level of the students' proficiency in mastering 12 methods of teaching foreign languages (each method separately) was tested, namely: 1. Grammar translation method presented by Margot (France), H. Ollendorf (England), J. Meidinger (Germany). 2. Oral / Auditory-Oral method presented by Harold E. Palmer. 3. Consciously comparative method presented by L. Shcherba, I. Rakhmanov, V. Arakin, I. Berman. 4. Audio-Lingual method presented by C. Fries, L. Lado. 5. Audio-Visual method offered by Geberin, P. Rivanc. 6. Consciously practical method presented by B. Belyaev, A. Starkov, V. Slobodchikov, I. Bim. 7. Communicative method presented by E. Passov. 8. System Communicative method presented by R. Martynova. 9. Suggestopedia method of teaching presented by G. Lozanov. 10. Method of activating the reserve capabilities of the individual and the team presented by G. Kitaygorodskaya. 11. Relaxopedic method presented by I. Schwartz, A. Vostrikov. 12. Compressive method presented by R. Martynova.

To evaluate the level of mastering these methods of teaching foreign languages, the students had to write answers to the following questions during one hour describing one of the methods chosen at random, without seeing the written assignment. 1. Who is the author (authors) of the definite method of teaching foreign languages? 2. What caused the emergence of this method at that particular period of the society development? 3. What are the main principles of this teaching method? 4. What are the advantages of this teaching method? 5. What are the disadvantages of this teaching method? 6. What teaching strategies selected from the definite method are used in the present-day teaching practice?

The knowledge of the students was assessed at four levels: 1) **high level**, if during the fixed time they were correct in writing the following items: a) according to the first question, they named the author(s) of the method; b) according to the second question, they named at least three prerequisites for the emergence of the method; c) according to the third question, they named at least six principles of the definite teaching method; d) according to the fourth question they substantiated at least three advantages of the method; e) according to the fifth question they substantiated at least three disadvantages of the method; f) according to the sixth question they named three forms of work by this method which correspond to the present-day requirements of teaching foreign languages; 2) **average level,** if during the fixed time they were correct in writing the following items: a) according to the first question, they named the principle author of the method; b) according to the second question, they named at least two prerequisites for the emergence of the method; c) according to the third question, they named at least five principles of the definite teaching method; d) according to the fourth question, they substantiated at least two advantages of the method; e) according to the fifth question, they substantiated at least two disadvantages of the method; f) according to the sixth question, they named two forms of work by this method which correspond to the present-day requirements of teaching foreign languages; 3) **sufficient level**, if during the fixed time they were correct in writing the following items: a) according to the first question, they named the author of the method; b) according to the second question, they named at least one prerequisite for the emergence of the method; c) according to the third question, they named at least four principles of the definite teaching method; d) according to the fourth question, they substantiated at least one advantage of the method; e) according to the fifth question, they substantiated at least one disadvantage of the method; f) according

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to the sixth question, they named at least one form of work by this method which corresponds to the present-day requirements of teaching foreign languages; 4) **low level,** if they could not answer at all within the fixed time or answered incorrectly at least one of the suggested questions. Also the knowledge of the students was considered to be low if the number of correct answers was less that it is required according to the sufficient level.

At the second stage, the level of the students' proficiency in mastering 12 methods of teaching foreign languages was tested simultaneously. To do it, the students had to write answers to the following questions during one hour: 1. What are the common principles of Oral / Auditory-Oral method presented by Harold E. Palmer and Consciously practical method presented by B. Belyaev, A. Starkov, V. Slobodchik, I. Bim? 2. What is the difference between the ways of using translation in such methods as: Grammar translation method, Consciously comparative method and System communicative method? 3. What is the difference between the ways of activating the students' subconscious activity in Suggestopedia method of teaching (G. Lozanov), Method of activating the reserve capabilities of the individual and the team (G. Kitaigorodskaya) and Relaxopedic method (I. Schwartz, A. Vostrikov)? 4. What are the disadvantages of Audio-lingual and Audio-visual teaching methods? 5. What training activities help to develop students' communicative skills in Communicative method presented by E. Passov and Compressive method presented by R. Martynova?

The knowledge of students was assessed at four levels: 1) **high level**, if during the fixed time they were correct in writing the following items: a) according to the first question, they named at least three common principles of oral-auditory and consciously practical methods; b) according to the second question, they named at least three different ways of using translation in each of the methods: Grammar translation, Consciously comparative and System-communicative; c) according to the third question, they named at least three different ways of activating the subconscious activity of students in each of the given methods: Suggestopedia method, Activating the reserve capabilities of the individual and the team and Relaxopedic method; d) according to the fourth question, they named at least three disadvantages of Audio-lingual and Audio-visual teaching methods; e) according to the fifth question, they named at least three training activities which help to develop students' communicative skills in Communicative method presented by E. Passov and Compressive method presented by R. Martynova; 2*) average level*, if the students correctly completed the high-level tasks in writing within the fixed time, but with a decrease in the requirements named in it (at least to two indicators, for each of the five questions); 3) **sufficient level,** if the students correctly completed the tasks of the average level in writing within the fixed time, but with a decrease in the requirements named in it (at least to one indicator for each of the five questions); 4) **low level**, if the students have not met the requirements of the sufficient level in at least one of the five questions within the fixed time.

The results of the conducted formative experiment to evaluate the efficiency of the organization of the educational process covering 12 topics of the academic discipline "Methods of teaching foreign languages", section "History of Language Teaching" on the basis of the developed didactic model presented in Figure 1 are shown in Table 1.

Table 1

Results of the experimental teaching 12 topics of the section "History of Language Teaching" to the 4th-year students in 2017-2018 and in 2018-2019 according to the developed didactic model

Years of the experiment	*Stages of the experiment*	*Number of students*	*Levels of mastering the material*			
			high	average	sufficient	low
2017-2018	**I**	32	12	13	7	-
	II	32	10	11	10	1
2018-2019	**I**	34	16	10	8	-
	II	34	11	14	7	2

As it is seen from the table, 28 students out of total 66 respondents demonstrated a high level of proficiency in mastering the theoretical material under study when questioning each of 12 topics separately. That is 42.7 %. The average level of proficiency was shown by 23 students, it constitutes 34.8 %. Only 9 students had a sufficient level of proficiency that is 22.5 %. Thus, the whole material was mastered by all the respondents. Moreover, the vast majority of students mastered the material very good and good that is 77.5 %.

The results turned out to be a little lower during the second stage of assessment, when the tasks were made more complicated by means of asking the students to conduct the comparative analysis of all the methods of teaching foreign languages which were learned. At the same time, in our opinion, they turned out to be quite sufficient to consider the developed model of the educational process in the section "History of Language Teaching" effective. Thus, 22 students out of 66 respondents achieved a high level of the development of skills in conducting a comparative analysis of the methods of teaching foreign languages, that is 33.3 %; 25 students achieved the average level, that is 37.9 %; 17 students had the sufficient level, that is 27.3 %. Three students, that is 15%, did not acquire the skills of conducting the comparative analysis of methods of teaching foreign languages.

In general, the data obtained during the experiment indicates that the developed didactic model in its procedural block can be available for teaching any theoretical academic discipline.

However, the developed and tested model has programmed teaching any theoretical academic discipline in the students' native language, therefore there was no need to learn a foreign language by means of which the academic subject can be taught. The specificity of teaching the subject "Foreign language" is that it presupposes mastering the theoretical knowledge to a lesser extent, but formation of practical skills to achieve the communicative goals of foreign language communication to a greater extent. Therefore, the main task of the subject "Foreign language" is to achieve a high level of proficiency in speech skills on the basis of automated operating with foreign language material.

Conclusions. The conducted research allows us to consider that its purpose has been achieved and the tasks have been solved. This is due to:

1) the *methods of acquiring knowledge* which were offered at the *receptive stage* in the form of: explanation of the theoretical material by the lecturer, its note-taking by the students, its reading by the students from the textbooks during out-of-class time; the *methods of developing receptive skills* in the form of: comparison of a new material with the previously-learned one; selection of one correct answer from several proposed variants, in which not only the material under study is characterized, but also some other part of the material known to the trainees; the *methods of developing reproductive skills* at the *reproductive stage* in the form of: answers to the questions about the content of the information which was heard or read; its retelling based on these questions; its short written and oral presentation; *the methods of developing productive skills* at the *productive stage* in the form of: discussion of the material under study, its interpretation and presentation in comparison with the previously-learned one; *the methods of developing such skills* at the *reflexive-and-creative stage* in the form of: writing a report on the topic under study and its presenting to the fellow students; developing the projects for the implementation of the acquired knowledge; conducting practical classes based on the studied content;

2) *the teaching aids* elaborated by us in accordance with the developed methods of acquiring knowledge and developing skills. At *the receptive stage* they were the following: a) verbal – in the form of a teacher's lecture; b) material – in the form of a textbook, substitution tables; c) technical – in the form of audio-video equipment and corresponding applications; d) interactive – in the form of an interactive whiteboard; *at the reproductive stage* they were the following: a) verbal – in the form of questions and presentations of the material under study on their basis; b) material – in the form of a textbook; c) technical – in the form of audio-video equipment and corresponding applications; d) interactive – in the form of an interactive whiteboard; *at the productive stage* they were the

following: a) verbal – in the form of discussions and interpretations; b) material – in the form of task cards with assignments for discussions; c) technical – in the form of audio-video equipment and corresponding applications; d) interactive – in the form of the Internet system to search for additional information on the topic under study; ***at the reflexive-and-creative stage*** they were the following: a) verbal – in the form of oral and written presentation of the material in the above-named forms of its presentation; b) material – in the form of the created projects for the implementation of knowledge; brochures with the prepared reports; c) technical – in the form of a slide presentation of the prepared content; d) interactive – in the form of a computer presentation of the creatively processed information;

3) the results of the formative experiment, which showed that the majority of students demonstrated 80-percent mastery of the programmed material, as well as the results of mass education, which showed 70-percent mastery of the programmed material.

Prospects for further research. In the future we are going to model the process of teaching a foreign language in the form of modelling the teaching process of its constituent elements, which are the following: phonetics, vocabulary, grammar (language elements); reading, writing, monologue speech, dialogue speech and listening comprehension (speech elements).

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