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ORGANIZATION OF DISTANCE SUBJECT-SUBJECT INTERACTION IN THE COURSE OF FUTURE ENGLISH PHILOLOGISTS TRAINING

Abstract. The article provides theoretical background and experimental substantiation of the organization of distance subject-subject interaction in the course of future English philologists training. The actual course of subjectness development in students which is directed to vocational and pedagogical activities applies those informational and communicative technologies which would contribute to the personal development of the students as the subjects of vocational and pedagogical activities. It also deals with the the most rational Internet technologies which provide the didactic resources and the ability to implement subject-subject interaction between the teachers and the students. Hence, distance form of interaction has particular advantages, for example: prompt transmission of different amounts of information to any distance and in any form: sound (Podcast), visual (PowerPoint Presentation), text (a report on teaching practice, exercises, portfolio), graphic, etc.; possibility to effectively change the information via the Internet from the workplace; possibility of interactive communication with the help of purposefully created multimedia information and operative feedback etc. The criteria for the subjectness development in the future English language philologists have been identified. It has been found out that the first criterion concerns value-motivational sphere of the personality of the future philologist; the second criterion is the criterion of subjectness, which characterizes self-knowledge and self-education of the future teachers; the third criterion allows to determine the subjectness of the future teachers concerning self-improvement and self-development at the university; the fourth criterion proves the acquisition of subjectness related to self-reflection by the future philologists. The experimental system of the subjectness development in the future English philologists included four blocks, which define the stages of the subjectness development, and which are united by the common goal and contents. In practice, this system was introduced at the stage of the developing experiment, which provided for the development of methodological recommendations for the university teachers on the organization of subject-subject interaction of the future English philologists within the distance specialized course.

Keywords: distance form of learning; subjectness; subject-subject pedagogical interaction; personal qualities of students; virtual communication; distance technologies.

1. INTRODUCTION

The problem setting. Purposeful professional training of future English philologists for subject-subject pedagogical interaction includes a specific organization of the learning process, which can be both full-time and distance.

Currently, the actual course of subjectness development in students which is directed to professional training and pedagogical activities includes those pedagogical technologies which would contribute to the personal development of the students as the subjects of professional and pedagogical activities. Since in the course of subject-subject interaction the traditional role of the teacher transforms, as the teachers gradually lose their function as a sourse of information, then, consequently, the teacher turns into an organizer, consultant, leader and expert of the students' independent work. All these aspects require the search for the new means of creating subject-subject pedagogical interaction between the participants of the educational process. We offer a distance form of such interaction, which includes, for

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example, consulting students in the course of pedagogical practice, as well as in the process of preparing individual or group projects. To be precise, consulting with a teacher should not be limited to just a full-time form, since both the students and the teachers should be active in creating their own subjectness area. Therefore, we consider that the distance subject-subject interaction should be compulsory, since a student has the opportunity to get a consultation, and the teacher can systematically consult a student regardless of place and time.

The analysis of recent studies and publications. Fundamentally significant is the need to implement the students' personal educational trajectory, as stated by O. Kucheryavyi [4], which is possible due to the implementation of adaptive education systems which stipulate the skills of future specialists to flexible changes in the course of their own career, i.e. rapid professional reorientation, etc. Development of students' subjectness creates opportunities for advanced learning due to their independence, according to I. Bekh [1], self-efficiency, as said by V. Kremen [3], and self-reflection, as indicated by O. Kucheryavyi [4], which contributes to their effective self-education in the course of their lifetime.

According to the Ukrainian scientist M. Yevtukh [2], the traditional technologies of developing the personal qualities of students and methods to define the quality of professional training of students have a number of significant disadvantages and drawbacks. It leads to the leveling and equalization of the students as individuals who possess particular subjectness which is directed to their future vocational and pedagogical activities. Most scholars believe that an innovative technological approach proposed by N. Kalatskaya, O. Selivanova as well as by R. Ilesanmi, D. Conrad, S. Bude, Villamor, and J. Domingo [10, 8, 13, 14] is required to be applied to the process of subjectness development in students of pedagogical specialities in the course of their professional training as well as to the process of assessing the level of subjectness development in students.

Aim and tasks. The purpose of the article is to provide theoretical background and experimental substantiation of the organization of distance subject-subject interaction in the course of future English philologists training. The tasks of the article are the following: to identify the definition of distance subject-subject interaction in pedagogical science; to define the criteria of measuring the subjectness of the future English philologists training; to describe the organization of distance subject-subject interaction in the course of future English philologists training; to test experimentally and to prove the efficiency of organization of distance subject-subject interaction in the course of future English philologists training.

2. RESEARCH METHODS

In order to carry out the tasks set we have applied a set of research methods: the theoretical ones the analysis of scientific literary sources on the research problem to determine the state of its development; the analysis, synthesis and generalization of theoretical theses in order to determine theoretical and methodological foundations of the research and interpretation of research results.

E-rating has numerous benefits for the teachers, the students and supervisors of the learning process, such as: flexibility to update; the ability to apply multimedia; methods of information arrangement, question banks, in particular; easy and direct counting and rating; reliable rating and documentation; individual feedback; safe storage of rating data; motivation through the use of modern technologies; adaptable test contents; multiple use; random choice of questions; analysis of progress based on questions.

In the course of the given study, criteria for the subjectness development in the future English language philologists have been identified. It has been found out that the first criterion concerns value-motivational sphere of the personality of the future philologist, which

characterizes the level of social-professional activity and initiative of the future teacher, the need to display subjectness which is directed to professional training, pedagogical activity and self-development. The second criterion is the criterion of subjectness, which characterizes self-knowledge and self-education of the future teachers, knowledge of general pedagogical concepts of professional training of the future philologists at the university. The third criterion allows to determine the subjectness of the future teachers concerning self-improvement and self-development at the university. The fourth criterion proves the acquisition of subjectness related to self-reflection by the future philologists, i.e. the ability to perform tolerable self-assessment and self-regulation of their own pedagogical activity.

3. THE RESULTS AND DISCUSSION

Specialists in distance learning consider that the most rational and the most widespread are those Internet technologies which provide, on the one hand, the didactic resources, and on the other hand, the ability to implement subject-subject interaction between the teachers and the students. As a consequence distance form of interaction has particular advantages, for example: prompt transmission of different amounts of information to any distance and in any form: sound (Podcast), visual (PowerPoint Presentation), text (a report on teaching practice, exercises, portfolio), graphic, etc.; possibility to effectively change the information via the Internet from the workplace; possibility of interactive communication with the help of purposefully created multimedia information and operative feedback; access to various sources of information, especially to the Internet sites, numerous conferences and work with this information; possibility to organize electronic conferences, on-line in particular, computer audio- and videoconferences, especially in teaching practice; possibility to request any necessary information via e-mail, conference, etc.; possibility to transfer the materials found to a personal data storage device or print them out, as suggested by A. Wang and M. Newlin [15].

It should be noted that the distance subject-subject pedagogical interaction has certain features, contrary to the natural linguistic pedagogical interaction. From the standpoint of the distance learning there are variable and invariant components. Invariant components assume those characteristics of pedagogical interaction which are defined by the perceptual and universal psychological features of subject-subject interaction of the participants. Variable components distinguish certain features of the participants of interaction, which are developed under the influence of a certain educational ideology determined by the teacher in accordance with their system of values and personal characteristics.

The problems which may occur in the process of distance interaction between the participants should also be outlined. They obviously require attention from the teaching staff as well as their decision. Among such problems we distinguish the following:

- firstly, in the process of distance interaction the traditional functions of the teacher and the student are being reinterpreted, that is, the teacher makes efforts to provide favorable conditions for learning and supports motivation to the process of training. Simultaneously, the role of the student becomes more significant and they try to take over the initiative which should be directed by the teacher;
- secondly, the distance between the teacher and the students, in addition to the benefits of interaction under various conditions, also brings certain problems connected with the lack of direct visual contact, that is, it becomes impossible to obtain additional non-verbal information for effective interaction between the participants;
- thirdly, a certain isolation makes it difficult to outline an individual personal portrait

of the student and develop their portfolio in order to efficiently support subject-subject pedagogical interaction;

– fourthly, the lack of visual contact makes it impossible for the teacher to apply one of the most universal reproductive methods of teaching, in particular when the student repeats what the teacher has shown, in other words, the student is deprived of possibility to imitate.

Considering the above-mentioned in the context of distance subject-subject interaction, we believe that the student may experience certain isolation, negative emotions caused by the sense of solitude in a remote environment.

The problem of solitude is an important condition to apply distance subject-subject interaction. In order to solve the problem we consider appropriate for the teacher to create a comfortable on-line environment. That is, the teacher instigates and supports the types of informal communication which give students the opportunity, on the one hand, to get accustomed to a new remote environment, and, on the other, to feel non-extraneous, but as a part of subject-subject interaction and to get a certain idea about the group participants and the teacher This stage involves establishing close relationships between the participants in pedagogical interaction and the ability to find friends with the similar interests in the course of study. At this stage it is advisable to instigate the creation of a virtual 'Me' to be introduced by the participants in the on-line envirinment. Thus, this stage of distance interaction will help to overcome the feeling of isolation in students.

Speaking about the way of organization of the distance subject-subject pedagogical interaction, it should be underlined that such mode of interaction is mainly based on the feedback. In the socio-psychological context it means receiving information from others as to how they distinguish the behavior of the student in the process of distance interaction. The feedback allows the student to comprehend and correct their own activities appropriate to the most advantageous strategy of activity in the artificially created environment. In the future, students will have the opportunity to directly apply subjectness experience in real life.

It should be noted that in the distance form of subject-subject interaction between the participants of the educational process the result will depend on both the teacher and the student. In the context of distance learning the key function of the teacher is to support students' emotional and volitional attitude to constant working ability during the course. There are two ways of creating a motivational influence, such as external stimulation and self-motivation. While external stimulation is performed through constant teaching control over the tasks and virtual communication in the group, self-motivation requires from the participants of the training to independently achieve the intended results beyond these trainings, in particular in the process of teaching practice.

Table 1

Stages of Presentation

STAGE	THE ACTIVITIES OF THE TUTOR
Stage 1. To attract students' attention, explain goals and create an atmosphere	The teacher explains the goals of the lessons and gets the students ready for the learning process
Stage 2. To submit a plan	The tutor submits a plan and is convinced that the framework for subsequent mastering of the material is created, and linked with the previous knowledge of the students
Stage 3. Presentation of educational materials	The tutor presents educational materials, paying particular attention to their coherence and significance for the participants.
Stage 4. To monitor and check students' understanding, improve their thinking	The tutor puts questions and encourages the students' responses as to the presentation to develop accurate and critical thinking.

Teaching concepts. Concepts are those basic principles which any philosophy of the subject is based upon and communication is organized. The process of the concepts studying and logical thinking are basic goals, because they are important requirements for the subject to be understood by the learners. The concepts studying is actually a process of cognitive schemes constructing by subdividing the concepts into classes or categories. Consequently, defining learning objectives and goals means to help the students to gain a conceptual understanding of the subjects they study and to create the background for the advanced thinking, suggested by T. Anderson [6].

Since this method requires visual means to function effectively and the online environment is full of different visual means, this method can be successfully used for online learning. The general scheme of the concepts learning lesson includes the following four main stages: presenting the goals and creating the atmosphere, giving positive and negative examples, checking the concept understanding and analysis of the thinking processes (Table 2).

Table 2

Stages of the teaching concepts method

STAGE	THE ACTIVITIES OF THE TUTOR
Stage 1. Goals presentation and creation of educational atmosphere	The tutor draws students' attention to make sure they are ready to learn and gives an explanation of the goals of the lesson.
Stage 2. Giving examples of what the concept includes and excludes.	The tutor represents and explains concepts, defines controversial points and shows them in examples. When developing the concept, examples are provided of what the concept includes and excludes and the students naturally define the concept and its components
Step 3. Checking the concept understanding	The tutor gives additional positive and negative examples to check the concept understanding by the students. They are asked to give their own positive and negative examples
Stage 4 Analysis of the students' thinking processes and integration into the learning process	The tutor asks the students to analyze their mental processes, decision making and its consequences. The instructor helps the students to integrate new knowledge, linking the concept to already-learned concepts on this subject

Collaborative training. Collaborative training is one of the best online learning approaches which applies different goals, objectives, and incentive schemes in the course of the students' learning. Collaborative learning has a structure of tasks which requires the students to work on their tasks in groups. This model has goals other than actual academic learning, for example: adaptation in the group, social and group skills, collaborative behavior.

Since the students work in groups, they are responsible for their own learning [6]. Collaborative education is important for the online learning environment as it improves the interaction between the students and the tutors.

The structure of the collaborative learning model is based on working in small groups and includes six stages (Table 3.):

Table 3

Stages of collaborative learning model

STAGE	THE ACTIVITIES OF THE TUTOR
Stage 1. To explain the goals and create an atmosphere	The tutor draws students' attention, explains the goals and creates an educational atmosphere
Stage 2. Information presentation	The tutor presents the information orally or in print, or in the online text
Stage 3. To arrange the students into the training groups	The tutor explains how to form groups and how to succeed in groups

Stage 4 Assistance to the groups in their learning	Tutor helps the groups to accomplish their tasks
Step 5. Checking	The tutor rates the students' knowledge of the educational material or a group of students presents their work
Stage 6. Rating and opting for the best students	The tutor finds a way to rate an individual and group work and their success

Problem-oriented learning assumes that the tutor poses a problem to the students and encourages them to study, research and find their own solution. So, it is expected that the students should develop their problem-solving skills, share experience, play adult roles, and gain self-confidence and learn how to master their knowledge on their own. This method is also valuable for distance learning, since the students should be active, which, in turn, increases interaction and communication in the online environment [7].

The general structure of a problem-oriented lesson includes five main stages (Table 4): directing the students at the core of the problem; students' training arrangement; assistance in individual and group researches; development and provision of research results and presentations; work analysis and rating.

Table 4

Stages of problem and project-oriented learning

STAGE	THE ACTIVITIES OF THE TUTOR
Stage 1. Directing the students at the core of the problem	The tutor explains the goals, important logistical requirements, and encourages the students to solve the problem
Stage 2. Students' training arrangement	The tutor helps the students to identify and organize their learning tasks related to the problem
Stage 3. Assistance in individual and group researches	The tutor encourages the students to gather the information they need, conduct an experiment and find a solution
Stage 4. Development and provision of research results and presentations	The tutor helps the students to prepare reports / visual aids such as videos, reports, models and demonstrate them to their colleagues.
Stage 5. Work analysis and rating.	The tutor helps the students to analyze their research and the process of its conducting

In the process of teaching on-line courses it is important but difficult to motivate the students and manage their interaction. Teaching methods are the only means at our disposal to help us manage this learning process. Therefore, being the teachers, we should apply these means to impart knowledge to the students. We should apply questioning methods checking the students' knowledge during virtual classes, and especially the methods of brainstorming through forums, so that the students could find the right solutions and think over a specific problem or topic. Finally, e-teachers should encourage group work and arrange groups of the students (from 2 to 6 persons) who should complete the task in order to acquire some knowledge and improve their skills.

During the experimental work it has been proved that the following pedagogical conditions ensure the efficiency of the subjectness development in the future English philologists: 1) optimization of foreign language training of the future teachers in the process of professional training on the basis of information and communication technologies; 2) special interactive training on the basis of subject-subject pedagogical interaction to stimulate the personality of the future English language philologists to self-development.

The experimental system of the subjectness development in the future English philologists consists of four blocks, which define the stages of the subjectness development, and which are united by the common goal and contents. In practice, this system was

introduced at the stage of the developing experiment, which provided for the development of methodological recommendations for the university teachers on the organization of subject-subject interaction of the future English philologists within the distance special course “Subjectness professional development of the future teacher”, i.e. at distance seminars and trainings, as well as within the framework of the distance scientific and pedagogical support.

Based on described organization of distance subject-subject interaction in the course of future English philologists, the method of diagnosing the condition of the formation of future English philologists’ subjectness with the help of the developed criteria and indicators has been developed; the content and the course of the forming experiment has been disclosed; the dynamics of levels of the subjectness formation of future English philologists in conditions of the research experimental work has been analysed.

The diagnostics was aimed at finding out the real state of the investigated quality of future English philologists, tracking the dynamics of the process of acquiring subjectness by future English philologists in the context of the introduction of a special interactive training on the basis of subject-subject pedagogical interaction to stimulate the personality of the future English philologists to self-development and approbation of optimization of foreign language training of the future teachers in the process of professional training on the basis of information and communication technologies. The procedure of diagnostics was carried out on the basis of the use of a set of standardized and adapted techniques and methods, including a test of identifying aptitude for self-awareness called "Checking Yourself," methods of self-assessment [4], questionnaires for future teachers and experts in teaching methodology called "To Be a Subject of Professional Pedagogical Activity", a training"Development of Self-esteem and Self-knowledge", etc.

The recording stage of the pedagogical experiment was preceded by the development of criteria and relevant indicators of the formation of subjectness of future English philologists, taking into account the theoretical and methodological foundations of the research, functions and features of the process of forming subjectness of students of English philology. The interconnected set of criteria that reflect the integrity of the process of forming subjectness of future English philologists was determined, in particular: *the value-motivational criterion* –it refers to the motivational sphere of personality of a future English philologists, reflects the motives and value orientations regarding the choice of the teaching profession, characterizes manifestations of social-professional activity, initiative of a future English philologists, the ability to develop oneself; the need to demonstrate subjectness in various types of professional-pedagogical activity, in the process of self-development of creative individuality; the desire to understand the possibilities of one’s own professional pedagogical potential, increase of an adequate self-esteem and systematic analysis of one’s own subjectness experience; self-development of the image of "I am a professional"; *the cognitive criterion* – characterizes the activity of future English philologists regarding self-education in the professional pedagogical sphere; the psychological and pedagogical knowledge and the knowledge of subjects and methodology, which ensures the formation of professional subjectness; general pedagogical erudition; of self-educational subjectness experience in the process of pedagogical practice, innovative creative activity; *the prognostic and activitycriterion* – includes the aptitude of future English philologists for goal-setting in the context of mastering professional pedagogical activity; the ability to organize a systematic and purposeful activity of a person focused on the formation and improvement of positive professional qualities, independently provide conditions for acquiring their own subjectness in the professional pedagogical activity, to design a subjectness model of activity based on a life strategy for self-realization in the professional and pedagogical activity; *the reflexive and regulatory criterion* – is manifested in the ability of future English philologists to see the ultimate goal of the professional pedagogical activity and independently find the best ways to

achieve and implement it; the ability to define an individual strategy and subject space, which will contribute to the formation of professional subjectness; to compare the result of one's own subjectness with the standard of the professional pedagogical activity in the process of self-knowledge; independently adjust the strategy of personal achievements in the future professional pedagogical career. Taking into account the essential characteristics of these criteria and indicators, the following *levels* of forming subjectness of future English philologists have been determined: *the low, the average, and the high*.

According to the results of the forming experiment, the overwhelming majority of students of the CG and the EG have the low and the average levels of the subjectness formation. Thus, in the CG upon the value-motivational criterion, about half of the students have the low and the average levels of the subjectness formation; upon the cognitive one – 78%, upon the prognostic and activity criterion – 80%, the reflexive and regulatory – 73%; in the EG, respectively, 68%, 73%, 84%, and 74%.

According to the results of the recording stage of the experiment, the future teachers are mostly aware of their own needs for choosing future professional pedagogical activity (78%), the ability to clearly identify their own motives and needs for pedagogical education (33%), the motives for future pedagogical activity (64%), and the desire for self-development (41%). In our opinion, such results can be explained by the fact that future teachershave a rather high level of the value, motivated, and conscious attitude towardsprofessional pedagogical activity before entering university.

The aptitude for professional pedagogical self-actualization was the least developed one, since the students are just beginning to embody their own dreams of being a teacher (12%). Almost half of the respondents are not aware of the importance of their own self-knowledge and self-development of the image of "I am a professional" (53%), since they have low self-esteem indicators.

The level of the formation of goal-setting skills and the ability to design a model of one's own activity based on life experience proved to be low. On average, only 10% of the respondents showedthe sufficient level of their development, about half (56%) of the future teachers wanted to acquire them, and one third (34%) – did not see any need in this. A small number of students had the ability to independently provide conditions for acquiring their own subjectness (6%), which can be explained by the lack of the subjectness formation.

The analysis of the recording experiment results discovered that the future teachers were not aware of the significance of such skills as goal-setting for mastering professional pedagogical activity (46%), the organization of systematic and purposeful activities oriented towards the formation of positive professional qualities (35%), and the ability to independently provide conditions for acquiring one's own subjectness (43%). Only 10% of the respondents had these skills developedsufficiently. It was also found that almost one third of future teachers did not have the ability to create an individual strategy and subjectness space (33%), and also to independently adjust the strategy of personal achievements in a professional pedagogical career (39%) and did not consider it necessary to do so.

A survey of students, teachers and experts in teaching methodology showed dissatisfaction with the prevailing level of subjectness of all participants of the experiment, which creates preconditions for purposeful and systematic formation of this important personal quality of future specialists of pedagogical specialties.

At the end of the experimental work, the forms and methods of reflexive activity in the context of the formation of subjectness, the adjustment of the course of the process of forming subjectness of the future teachers in professional training became important for the future English philologists.

At the final stage of the experimental research, the results of the check assessment revealed a significant increase in the number of students in the EG who reached the high and

average levels of the formation of subjectness upon all the indicators.

Table 5

The Distribution of Students According to the Levels of the Formation of Subjectness after the Forming Stage (%)

The Criteria for the Formation of Subjectness	The Levels of the Formation of Subjectness					
	low		average		high	
	before exper.	after exper.	before exper.	after exper.	before exper.	after exper.
The value-motivational	25	11	43	33	32	56
The cognitive	25	12	48	31	27	57
The prognostic and activity	34	15	50	28	16	57
The reflexive and re gulatory	29	6	46	29	26	65

The credibility of the results obtained is confirmed by methods of mathematical statistics. To compare the frequency distributions of experimental and control groups of future teachers by the levels of subjectness at the recording and forming stages of the experiment, we used Pearson's chi-squared testχ^2, which allowed comparing two empirical distributions and concluding that they are consistent with each other.

Table 6

The Comparison of Distribution of the CG and EG Future Teachers According to the Levels of Formation of Subjectness at the Recording and Forming Stages of the Experiment (by Pearson's chi-squared test χ2)

The Criteria for the Formation of Subjectness	The empirical value of Pearson's chi-squared test χ2 when comparing the CG and EG at the recording stage	The empirical value of Pearson's chi-squared test χ2 when comparing the CG and EG at the forming stage
The value-motivational	0,256	28,388
The cognitive	5,363	41,846
The prognostic and activity	6,506	27,303
The reflexive and regulatory	0,462	31,345

When comparing the CG and EG at the recording stage, for all the criteria of subjectness, except for the prognostic and activity one, the empirical value of Pearson's chi-squared test χ2is less than the critical value of 5,99 (respectively, 0,256; 5,363; 0,462), hence, the differences between the distribution of the CG and EG are insignificant ($p > 0,05$) for the experiment. In terms of the prognostic and activity criterion, the differences are significant at the level of 0,05(the empirical value of the criterion is 6,506). At the forming stage, when comparing the CG and EG, the empirical value of Pearson's chi-squared test χ2exceeds the critical value of 13,81 (the corresponding empirical values are 28,388; 41,846; 27,303; 31,345), hence, the differences between the distribution of the control and experimental groups after the experiment are statistically significant at the level of $p < 0,001$.

4. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

In the course of designing and implementation of subject-oriented pedagogical

situations, the method of distance counseling proved to be efficient, as it provided an especially organized interaction between the consultant and the future teacher, aimed at solving problems and making positive changes in the pedagogical activity of the future teacher. In stimulation of self-education, self-improvement and self-development processes, the method of moderation appeared to be quite productive, as it anticipated activity aimed at realizing the potential subjectness abilities of the future English language philologists in the course of their training. The background of such a method is the use of special distance technologies which help to organize the process of free communication, exchange of ideas, and judgments, which helps the future teacher to take a professionally competent decision applying their own subjectness.

The definition of distance subject-subject interaction in contemporary pedagogical science is understood as a kind of particular interaction between the participants of the educational process where the result will depend mutually on the teacher and the student in the framework of distance learning. The core function of a teacher is to support students' emotional and volitional attitude to constant working ability during the course by creating a motivational influence, such as external stimulation and self-motivation and by performing through constant teaching control over the tasks and virtual communication in the group.

The criteria of measuring the subjectness of the future English philologists training have been firstly defined, in particular: *the value-motivational criterion* refers to the motivational sphere of personality of a future English language philologists, reflects the motives and value orientations regarding the choice of the teaching profession, self-development of the image of "I am a professional"; *the cognitive criterion* characterizes the activity of future teachers regarding self-education in the professional pedagogical sphere; *the prognostic and activity criterion* includes the aptitude of future English language philologists for goal-setting in the context of mastering professional pedagogical activity; the ability to organize a systematic and purposeful activity of a person focused on the formation and improvement of positive professional qualities; *the reflexive and regulatory criterion* is manifested in the ability of future English language philologists to see the ultimate goal of the professional pedagogical activity and independently find the best ways to achieve and implement it; the ability to define an individual strategy and subject space, which will contribute to the formation of professional subjectness; independently adjust the strategy of personal achievements in the future professional pedagogical career.

The positive level dynamics of the subjectness formation of the future English language philologists in the process of professional training in the EG testifies to the effectiveness and expediency of the above-mentioned interactive training based on subject-subject pedagogical interaction. It is applied to stimulate self-development of the future English language philologists as well as to enhance efficiency of the future foreign language teachers training applying information and communication technologies.

The study does not cover all the aspects of the above-mentioned problem. The issues related to the study of the peculiarities of the organization of distance subject-subject interaction of the future teachers in different specializations, as well as the search for effective methods for improvement of the results of such interaction call for further study.

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ОРГАНІЗАЦІЯ ДИСТАНЦІЙНОЇ СУБ'ЄКТ-СУБ'ЄКТНОЇ ВЗАЄМОДІЇ В ПРОЦЕСІ ПІДГОТОВКИ МАЙБУТНІХ ФІЛОЛОГІВ АНГЛІЙСЬКОЇ МОВИ

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Анотація. У статті представлено теоретичне та експериментальне обгрунтування організації дистанційно суб'єкт-суб'єктної взаємодії в процесі підготовки майбутніх філологів англійської мови. На сьогодні актуальним напрямом формування суб'єктності майбутніх філологів англійської мови до професійно-педагогічної діяльності є застосування педагогічних технологій, які б сприяли особистісному розвитку студентів як суб'єктів професійно-педагогічної діяльності. У статті визначається, що найраціональнішим є інтернет-технології, які надають дидактичні можливості і можливість здійснити суб'єкт-суб'єктну взаємодію між викладачами та студентами, у зв'язку з чим дистанційна форма взаємодії має певні переваги, зокрема: оперативне передавання на будь-яку відстань інформації різного обсягу й у будь-якому вигляді: звуковому (аудіоролик, Podcast), візуальному (PowerPoint Presentation), текстовому (звіт з педпрактики, виконання вправ, портфоліо), графічному тощо; можливість оперативної зміни інформації через мережу Інтернет зі свого робочого місця; можливість інтерактивної взаємодії за допомогою спеціально створеної з цією метою мультимедійної інформації й оперативного зворотного зв'язку тощо. Визначено критерії формування суб'єктності майбутніх філологів англійської мови. Встановлено, що перший критерій стосується ціннісно-мотиваційної сфери особистості майбутнього філолога; другий критерій - критерій суб'єктності, який характеризує самопізнання і самоосвіту майбутніх учителів; третій критерій дозволяє визначити суб'єктність майбутніх учителів щодо самовдосконалення та саморозвитку в університеті; четвертий критерій доводить, що майбутні філологи набувають суб'єктивність для саморефлексії. На практиці ця система була впроваджена на етапі формувального

експерименту, який передбачав розробку методичних рекомендацій для вчителів університету щодо організації суб'єкт-суб'єктної взаємодії майбутніх філологів у межах дистанційного спецкурсу.

Ключові слова: дистанційна форма навчання; суб'єктність; суб'єкт-суб'єктна педагогічна взаємодія; особистісні якості студентів; віртуальне спілкування; дистанційні технології.

ОРГАНИЗАЦИЯ ДИСТАНЦИОННОГО СУБЪЕКТ-СУБЪЕКТНОГО ВЗАИМОДЕЙСТВИЯ В ПРОЦЕССЕ ПОДГОТОВКИ БУДУЩИХ ФИЛОЛОГОВ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация. В статье представлено теоретическое и экспериментальное обоснование организации дистанционно субъект-субъектного взаимодействия в процессе подготовки будущих филологов английского языка. На сегодня актуальным направлением формирования субъектности будущих филологов английского языка к профессионально-педагогической деятельности является применение педагогических технологий, способствующих личностному развитию студентов как субъектов профессионально-педагогической деятельности. В статье раскрывается рациональность использования интернет-технологий, которые предоставляют дидактические возможности и возможность осуществить субъект-субъектное взаимодействие между преподавателями и студентами, в связи с чем дистанционная форма взаимодействия имеет определенные преимущества, в частности: оперативная передача любой информации различного объема и в любом виде: звуковом (аудиоролик, Podcast), визуальном (PowerPoint Presentation), текстовом (отчет по педагогической практики, выполнение упражнений, портфолио), графическом и тому подобное; возможность оперативного изменения информации через Интернет со своего рабочего места; возможность интерактивного взаимодействия с помощью специально созданной для этой цели мультимедийной информации и оперативной обратной связи и т.д. Определены критерии формирования субъектности будущих филологов английского языка. Установлено, что первый критерий касается ценностно-мотивационной сферы личности будущего филолога; второй критерий - критерий субъектности, который характеризует самопознание и самообразование будущих учителей; третий критерий позволяет определить субъектность будущих учителей для самосовершенствования и саморазвития в университете; четвертый критерий доказывает, что будущие филологи приобретают субъектность для саморефлексии. Экспериментальная система развития субъектности в процессе подготовки будущих филологов английского языка включает в себя четыре блока, которые определяют этапы развития субъектности и объединены общей целью и содержанием. На практике эта система была внедрена на этапе формирующего эксперимента, который предусматривал разработку методических рекомендаций для учителей университета по организации субъект-субъектного взаимодействия будущих филологов в дистанционном спецкурсе.

Ключевые слова: дистанционная форма обучения; субъектность; субъект-субъектное педагогическое взаимодействие; личностные качества студентов; виртуальное общение; дистанционные технологии.

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