



FOREIGN LANGUAGE TEACHING IN PHILOLOGICAL HIGHER EDUCATION SYSTEMS AND PEDAGOGICAL DIAGNOSTICS

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Article history:	Abstract:
Received: July 24 th 2023 Accepted: August 24 th 2023 Published: September 28 th 2023	This article discusses about foreign language teaching in philological higher education systems and pedagogical diagnostics. Furthermore, there are some useful information about the development of the English language communicative competence in the future teachers is a complex, plural-motivated process, which uses diverse cognitive and metacognitive resources.

Keywords: Pedagogy, pedagogical diagnostics, philological higher education

The development of the English language communicative competence in the future teachers is a complex, plural-motivated process, which uses diverse cognitive and metacognitive resources. For this reason, the subject Integrated English Language Practice (IELP) should propitiate an active learning, since the teachers-to-be do not learn at the same pace, nor develop their abilities in the same way, because they have different forms of learning. Therefore, they should be trained to use different language strategies for learning how to learn.

For the elaboration of the future teachers' profile, a sequence must be followed. In the first phase, the parameters embodied within the instruments should provide information about their strengths, potentialities and weaknesses. This preliminary information will allow the teacher trainers to ensure the effectiveness of the training and of the educational process in its scientific, methodological, organizational and practical aspects, through better planning and evaluating their self-learning during the training process.

Then, through the development of the second phase, teacher trainers can make predictions concerning the tendencies of changes and possible transformations. Predictions are probable due to the information compiled in reference to the linguistic competence, that is, the phonological, lexical-semantic, discursive and pragmatic use of the foreign language.

Reflexive analysis derived from the application of the pedagogical diagnosis may induce concrete elements about the teaching learning process, specifically about the methods and procedures that could enhance motivation towards foreign language teaching within the pedagogical profession. The use of educational diagnostics helps to identify and quickly resolve deficiencies in the educational process, to predict the prospects of its development.

Some pedagogical experiences registered by the authors of this paper could precise some difficulties that still hinder the efficiency of the foreign language teaching training. For instance:

- Some linguistic abilities needed to be reinforced in some pre-service trainees, in order to develop a more efficient communicative competence. For instance, speaking, that is not highly developed due to insufficient language practice, health problems, and inadequate anatomical configuration of the organs of speech, among others.

- Cultural differences, depending on the pre-service trainees' home residency. Those who live in rural areas or have a low socio-economic development will need more pedagogical attention than those, who live in the cities, mainly in the use of the vocabulary.

- Unawareness of the differences and similarities between the native and foreign language. Those pre-service trainees that had a good command of the Spanish language learnt English easier. In contrast, with those who had deficiencies in the use of their mother tongue. They weren't able to make successful comparative analysis within the different levels of the linguistic analysis, which are essential for their future teaching practice in other educational levels.

- Incorrect combination of intrinsic motivation with extrinsic motivation. Their adequate combination has proven to be a powerful instrument that facilitated the accomplishment of the goals with the training of the future English language teachers.

- Need to incentive more autonomous learning with adequate teacher trainers' levels of help, in accordance with the successive results of the pedagogical diagnosis.

In general, experiences also denote the importance of deepening into the intrinsic and extrinsic motivation. They are both dynamic processes, which enhance self-esteem, sense of belonging for the profession and social commitment. In this way, the application of the pedagogical diagnosis during the second phase may encourage self-learning and the necessary metacognitive activity for the future foreign language teachers studying at the university.

Besides, the teacher trainers to secure the students' consciousness in getting adequate strategies that guarantee learning autonomy and self-regulation must implement levels of help. The strategies must also develop self-evaluation as a premise to improve cognitive independence and self-learning, which finally produce real transformations.

The application of the pedagogical diagnosis during the (third phase) permits projecting actions that potentiate changes towards the desired state. This is possible by means of external and observable didactic actions for each communicative activity. They are designed in correspondence to *how they learn*, stressing on the unity between teaching and learning, which implies several ways of teaching. It is recommendable the use of the self-evaluation method (Batista, 2010), to feedback future foreign language teachers and to apply systematic diagnoses for adjusting their formative process. The application of this method provides the opportunity to demonstrate a clear oral and written expression and comprehension of the foreign languages, in correspondence with the parameters demanded by themselves and the subject.

The use of the self-evaluation method also permits learning self-direction to self-regulate their progress and to orient learning activities for intensifying content abilities and overcoming limitations. Then, the following actions are recommended:

- 1- To appreciate success in terms of the teachers-to-be linguistic performance, through the Integrated English language Practice subjects, considering their objectives, system of knowledge and abilities, observing, analyzing and comparing their linguistic performance with the subject demands and verifying how far or near the results are achieved.
- 2- To interpret the results assuming the criteria from the Common European Frame of Reference for Languages (CEFR).
- 3- To learn how to listen to themselves while speaking and reading, as well as to take advantage of descriptive knowledge of the language: grammatical rules, phonetic transcriptions, morphological analysis, use of synonyms and antonyms, among others.
- 4- To take into account conditions for their linguistic performance, weather representative or not, to enjoy the pleasure of communicative success.
- 5- To get information about the value of an error during foreign language learning, and also on behalf of teacher trainers' feedback.
- 6- To know how foreign language structures function within the communication system.

The application of the pedagogical diagnosis during the teaching training process produces dynamics that activates conscious motives and self-regulation levels. The use of pedagogical diagnostics helps to identify and quickly resolve deficiencies in the educational process, to predict the prospects of its development.

Some other experiences registered by the authors of this paper, denote the importance of the future foreign language teachers' recognition of appropriate learning strategies in correspondence with learning styles. This advantage favors self-control of the communicative competence, which encourages cognitive resources and orients conscious reflections about how to build up self-learning and prepare them better for their future role as English language teachers.

Pedagogical diagnostics is important. It serves to improve the educational process, objectively determines the results achieved as a result of educational activities, allows to eliminate shortcomings and ultimately has a positive impact on the improvement of education does. If we look at the history of pedagogical diagnostics, we can see that in the past centuries it was done only by assessing the knowledge of the learner. American scientists D. Fisher and R. R. R. created it in 1864 and since 1908, scientist T. Stone has introduced a system of testing student knowledge through tests in arithmetic. Some aspects of pedagogical diagnostics or diagnostic activity aiming at determining acquired skills are as follows:

- a) comparison;
- b) pedagogical analysis;
- c) ability to predict (forecast);
- d) interpretation;
- e) informing students of the results of pedagogical diagnostics;
- f) informing students about the various diagnostic methods used;
- g) correct definition of pedagogical diagnostic methods.

The most essential pedagogical diagnostic criteria are:

- objectivity;
- reliability;
- based on validity.

When are diagnostic tests objective?

1. If: the test results show the same results in different tests and the indicators are close to each other;
2. If: the test criteria, the unit of measurement and its results do not depend on the personality and attitude of the test taker;
3. If the test is performed with the same requirements, the same attitude and psychological mood, objective results can be obtained in determining the actual situation.

Since the goal is to determine the real educational situation, it is necessary to approach it correctly, honestly, truthfully. Otherwise, to achieve the desired result from the diagnosis, it is impossible to determine the correct diagnosis. In addition, different approaches can be noted in the evaluation of some intermediate controls, sometimes final controls, and often verbal responses. It depends on the tester, the diagnostic analyst, on his understanding of the purpose of the work being done, his responsibilities, his approach to the work, and finally his level. The practical conclusion that follows from this is that in the implementation of pedagogical diagnostics, the real situation is not determined, the general work is impaired, shortcomings and deficiencies are left unexplained, if there is a mixture of adherence, familiarity, acquaintanceship or other inconveniences, it is intended to improve education. The targets remain unopened. The reliability of pedagogical diagnostics is ensured only in cases when the consistency of the results of repeated analytical conclusions is noted. If we relate this to a particular group, to the student's life activities, the situation becomes credible if the teacher evaluates the previous work some time later, but this is unfortunately rare in practice. Finally, investigations reveal that when pedagogical diagnostics are performed using test procedures, the findings are accurate. Because in this case, four different conclusions are evaluated with the same result. These are:

- confirmation of the content;
- a consistency in the findings achieved by various methodologies;
- proof of analyzes performed according to results
- approval of the design (i.e. the connection between the design outcomes and the conclusions obtained).

Flexible pedagogical technologies that adapt to the individual characteristics of students contain pedagogical diagnostics, by which we mean cognitive and transformative activities aimed at studying pedagogical processes based on comparing them with reference samples using a recognition algorithm to ensure effective management of these processes, as well as the theoretical and applied branch of pedagogy, which studies the regularities and principles, methods and means of carrying out this activity. It is designed to evaluate learning outcomes, take corrective measures, and develop a forecast. Implementing modern trends in the humanization of education, we defined the success of education as the subject of pedagogical diagnostics, interpreted as achieving its goals in full or exceeding expectations, which ensures the development of the student for his transition to higher levels of learning and self-development as an internally conditioned change in personal qualities.

The results of pedagogical diagnostics are of great importance in improving the quality of education, meeting the educational and educational needs of students, innovative organization of the professional activities of pedagogues, and improving their professional skills. In diagnostics, existing pedagogical problems are clarified, it is determined that there is a need to find their solution. The solution of problems is reflected in the components of the activity, in the rational distribution of tasks. Pedagogical diagnostic functions arise from this point of view:

- feedback function
- analysis of forms and ways of achieving intended educational goals;
- the function of setting goals and tasks
- determining the team's prospects for development, prospective plans;
- distribution function
- division of responsibilities and tasks among team members;
- function of creation
- providing a safe atmosphere for adults to interact with students;
- the task of researching and synthesizing instructional experience;
- pedagogical correction function
- serves to eliminate defects in youth behavior, educational activity, educational process, helps in attesting teachers and students;
- the function of motivation and stimulation
- implies the stimulation of the learning and teaching activities of students-young people and coaches-teachers, adequate reception of external stimuli. Enhances the quest for perfection during the educational process;
- the control function implies carrying out various types of control in the educational process, because diagnosis means having information about the state of the spiritual-educational process.

According to Russian scientist N.S. Suntsov, pedagogical diagnosis is founded on the following principles: goal orientation, correctness and dependability, systematicity, and coherence. Diagnostics' target orientation is largely dictated by the proportionality of organizational form, instruments, and procedures with end results and pedagogues' professional requirements: they are aimed at boosting the efficacy of educational activity. In our opinion, the orientation of diagnostics to a certain object is determined by taking into account the professional competence of students, educators, their intellectual development, gender, and social prestige.

Accuracy and reliability of diagnostic procedures are determined by the scientific basis of methods and tools.

The directions and procedure for conducting pedagogical diagnostics are carried out as follows:

- direction of preparation: preparation of questionnaires, diagrams, diagnostic criteria, indicator tables;
- organizational direction: organization of diagnosis and discussion mechanisms;
- direction of self-evaluation of pedagogues and young students: work with each person separately, individually;
- direction of evaluation by the administration, colleagues, peers, classmates, parents and young people;
- processing and analysis of obtained information;

- development of recommendations and suggestions;
-organization of pedagogical councils and development of a system of recommendations in order to ensure the correct solution of the pedagogical situations discussed in it, as well as correction of the educational process in necessary cases.

Pedagogical action is a complicated process that necessitates exploratory inquiry. Pedagogical diagnosis is an essential component of social life and assists the educational and training processes. Continuous monitoring of pupils by teachers is a diagnostic activity in and of itself. Diagnostic data can be gathered with or without the use of specific indicators (group work, test, questionnaire, etc.) (by simple observation). In the diagnostic activity, the following directions can be identified:

- a) compare;
- b) analysis;
- c) prediction (prognosis);
- d) interpretation (interpretation);
- e) convey the results of diagnostic activities to teachers, parents, students;
- f) monitoring the impact of various diagnostic methods on young people and developing pedagogical suggestions based on this.

In the process of education, the pedagogue constantly predicts the situation, based on its results, corrects the areas that require correction in the educational system, and tries to organize the next stages correctly.

It is required to be able to predict issues such as reading, preparation, level of activity in social life of primary school students, which are required for diagnosis and correction of educational results. According to current need, every instructor should be involved in prognostication.

Of particular importance in the training of students is the development of readiness for work on the development of children's speech on a diagnostic basis, which is a mandatory component of the professional development of preschool teachers, which is due to the social significance of speech and its role in the formation of higher mental functions and personality development.

From the position of a systematic approach, all the links of teacher education should maximize the manifestation of all components of readiness to carry out activities on a diagnostic basis. The implementation of the reflexive-activity approach involves the development of the student's ability to enter an active research position in relation to his activity to study and evaluate himself, as a subject, for the purpose of critical analysis, understanding and evaluation of its effectiveness to increase the level of knowledge. An individual-creative approach takes to a personal level, which provides for the student's identification and development of creative individuality, the development of his research interests, innovative consciousness, and diagnostic technology in the field education.

Language teachers have perhaps always known that diagnosing their students' strengths and weaknesses early on in a foreign language course would, in principle, greatly facilitate their efforts to tailor instruction to the needs of particular students, or at least help them plan class activities appropriate for the general skill levels of the class as a whole. This, of course, is one of those many pedagogical insights that is much easier to talk about than act upon. Many of us forego diagnostics altogether and simply start teaching our class with Chapter 1 of whatever textbook we happen to be using, or perhaps by conducting some activity that has worked well for us in the past—all the while thinking that we'll get to know the students pretty well in time. A common problem is that while strengths and weaknesses may become apparent as students complete their regular coursework throughout the semester, by the time you get to really know what the students need most, it is often simply too late to do much about it. This is why, years ago, such prominent foreign language scholars as the late Paul Pimsleur began to emphasize the importance of "knowing your students in advance" (Pimsleur and Struth, 1968). More recently, J. Charles Alderson published a book called "*Diagnosing Foreign Language Proficiency*", in which he calls for a greater emphasis on diagnostic assessment in both research and practice.

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