

ISSN 2227-2844

# ВІСНИК

---

**ЛУГАНСЬКОГО НАЦІОНАЛЬНОГО  
УНІВЕРСИТЕТУ  
ІМЕНІ ТАРАСА ШЕВЧЕНКА**

---

**№ 1 (355) ЛЮТИЙ**

**2023**



Видавничий дім  
«Гельветика»  
2023

# ВІСНИК

## ЛУГАНСЬКОГО НАЦІОНАЛЬНОГО УНІВЕРСИТЕТУ ІМЕНІ ТАРАСА ШЕВЧЕНКА

---

### ПЕДАГОГІЧНІ НАУКИ

**№ 1 (355) лютий 2023**

Засновано в лютому 1997 року  
Свідоцтво про реєстрацію:  
серія КВ № 14441-3412ПР,  
видане Міністерством юстиції України 14.08.2008 р.

Збірник наукових праць внесено до Переліку  
наукових фахових видань України категорії «Б»  
(педагогічні науки)

Наказ Міністерства освіти і науки України № 886 від 02.07.2020 р.

Журнал включено до переліку видань реферативної бази даних «Україніка наукова»  
(угода про інформаційну співпрацю  
№ 30-05 від 30.03.2005 р.)

Рекомендовано до друку на засіданні вченої ради  
Луганського національного університету імені Тараса Шевченка  
(протокол № 8 від 01 березня 2023 року)

Виходить чотири рази на рік

## ЗМІСТ

### ПОРІВНЯЛЬНА ПЕДАГОГІКА ТА МІЖНАРОДНА ОСВІТА

1. **Макєєв С. Ю.** Формування поняття про природничо-наукову компетентність на основі міжнародного дослідження PISA.....9

### ВИЩА ТА УНІВЕРСИТЕТСЬКА ОСВІТА

2. **Алексєєва О. Р., Павленко І. Г., Курліщук І. І.** Формування моральної свідомості студентів закладів вищої освіти в умовах сучасних трансформацій українського суспільства.....20
3. **Краснова Н. П.** Коучинг у діяльності викладача закладу вищої освіти: специфіка, інструменти, труднощі сприйняття та використання.....32

### ПРОФЕСІЙНА ОСВІТА ТА НАВЧАННЯ

4. **Карлова Н. М., Лапко О. А.** Компетентнісний підхід у позааудиторній роботі майбутніх учителів-словесників.....44
5. **Клімашевська Г. Р.** Сутність готовності до креативної професійної діяльності майбутніх учителів початкових класів.....52
6. **Chekhratova O. A.** Determining the level of learner autonomy of pre-service English teachers .....62
7. **Шинкарьов С. І., Костенко С. Ю.** Теоретико-методичні основи етапів, періодів розвитку проблем та аспектів спортивного відбору.....70

### ЗАГАЛЬНА СЕРЕДНЯ ОСВІТА

8. **Дудко С. Г.** Сучасні підходи до формування здоров'язбережувальної та здоров'ярозвивальної компетентностей учнів базової середньої освіти.....80
9. **Лопуга Г. В., Решетилова В. М., Михайленко Ю. М., Присяжна М. К.** Особливості інклюзивної освіти в загальноосвітніх навчальних закладах.....88
10. **Швець Т. Е.** Характеристика складників соціально-особистісної компетентності учнів старших класів.....96

### СПЕЦІАЛЬНА ОСВІТА

11. **Бєлова О. Б.** Дескрипція сформованості вербально-логічного мислення в дітей старшого дошкільного віку з логопатологією.....106

UDC 372.881.111.1

DOI [https://doi.org/10.12958/2227-2844-2023-1\(355\)-62-69](https://doi.org/10.12958/2227-2844-2023-1(355)-62-69)

**Chekhratova Olena Andriivna,**

PhD (Educational, Pedagogical Sciences),

Lecturer at the Department of Practice of Oral and Written English

H. S. Skovoroda Kharkiv National Pedagogical University,  
Kharkiv, Ukraine.

[elena.chekhratova@gmail.com](mailto:elena.chekhratova@gmail.com)

<https://orcid.org/0000-0002-7022-2042>

## **DETERMINING THE LEVEL OF LEARNER AUTONOMY OF PRE-SERVICE ENGLISH TEACHERS**

The modern system of education is in constant search of new methods and tools of ensuring the quality and efficiency of the teaching and learning process. The implementation of modern ideas also makes the educational process more varied and enhances students' motivation and responsibility. Being interested helps future specialists find a valid reason for learning and studying, making them active participants in the process eager to offer topics and tasks for the discussion, try new approaches, and help a teacher/lecturer in choosing the educational materials.

In order to ensure the quality of education, the modern system turns not only to the content and methods of training but also relies on the implementation of the principles of learner autonomy and life-long learning. In Ukraine, promoting learner autonomy is a significant challenge for the education system at all levels. Merely acquiring knowledge is no longer enough; students should comprehend the reasons behind its relevance, application, and potential outcomes. Obtaining a degree is no longer the endpoint of self-development. In all areas of the economy, professionals who continue to improve their skills during their careers are in demand.

To do this, teachers develop and implement effective educational models and technologies, pedagogical innovations and modern trends, and successfully combine them with the traditional principles of educational systems thus stimulating the level of students' responsibility (Лавриш, 2020, с. 240).

Due to quarantine restrictions and martial law in Ukraine educators face even more challenges and have to be flexible and ready to combine synchronous and asynchronous teaching modes to ensure students' flow of communication, and interaction, stimulating their autonomy and responsibility and adapting the use of different digital tools and software programs (Tuchyna et al., 2021).

In such conditions, it is advisable to use monitoring strategies to objectively assess the education system and its adaptation to modern requirements, and predict the learning outcomes and future challenges.

Theoretical, methodological, and organizational aspects of monitoring the educational process were investigated by T. Borova, G. Dmytrenko, H. Kravchenko, H. Polyakova, Z. Ryabova, and others. The scholars emphasized the benefits of using a qualimetric approach to measure qualitative data (Борова та ін., 2019; Дмитренко, 2016; Лавриш, 2020; Полякова & Ачкасова, 2018). It is a methodology that combines the principles of quantitative and qualitative research methods. It enables researchers to measure qualitative data in a structured and systematic manner. It is a way of measuring the quality of a phenomenon that cannot be measured using traditional quantitative methods. This approach is particularly useful when dealing with complex and multi-dimensional constructs, such as learner autonomy.

Contemporary scholars consider the problem of fostering learner autonomy (Chernionkov, 2022; Dmitrenko et al., 2020; Nikolaeva et al., 2019; Tuchina et al., 2020). When considering learner autonomy, it is also vital to examine the issues of study motivation (Nikolaeva & Synekop, 2020; Маслова, 2019), and reflection (Krapivnyk et al., 2021). Prominent scholars also research the topics of language learning via ICT, the problem of Internet-based assessment, and the problems connected with ICT technologies in the educational process (Bykov & Shyshkina, 2018; Gurevych et al., 2019) which benefits students' involvement into the educational process.

The purpose of the article is to investigate the level of learner autonomy among pre-service English language teachers, identify the factors that influence its development, and examine the relationship between learner autonomy and academic performance.

The introduction of modern educational technologies ensures the creation of a favorable educational environment in student-centered learning, and adaptation of the content of education in accordance with the interests and needs of students. Students have an opportunity to access many educational resources, can perform multidisciplinary tasks, share the materials and topics and choose the pace of study and the individual educational pathway which it is vital for their personal and professional growth (Tuchina et al., 2020, p. 214).

In the modern system of education, the implementation of monitoring tools is becoming vital as it is closely connected with an objective assessment of educational results and helps to adapt to the current educational requirements as well as to forecast the outcomes of educating students in specific pedagogical conditions. In addition, monitoring helps in assessing the goals, pedagogical actions, and results of the educational process, and provides high-quality feedback (Борова та ін., 2019).

Continuous monitoring and analysis of the educational process are essential for identifying and assessing results, identifying the factors that led to those results, and making and implementing decisions to regulate and correct the process. This approach helps to identify the strengths and weaknesses of the system, assess opportunities and threats, evaluate the relationship between goals and the process of work, and monitor the achievement of goals. The primary goal of monitoring is to improve the quality of education by enhancing the set of forms, means, and methods of training and analyzing them to regulate and correct the activities of those involved.

The first step in measuring learner autonomy is to identify the dimensions of the construct. This can be done through a literature review or expert consultation. Once the dimensions have been identified, the next step is to develop a scale that measures each dimension. Then we need to assign scores to each item on the scale.

The unique aspect of monitoring the progress of learner autonomy is to identify the starting point of learner autonomy development, recognize the characteristics of its formation, and identify the obstacles and challenges faced during different stages of development. By using a qualimetric approach to monitor the educational process of developing learner autonomy, it is possible to make an impartial assessment of specific pedagogical processes. The evaluation can establish a connection between the evaluated characteristics of learners and the empirical scale points. The properties of the numerical series can express the relationship between different evaluations of characteristics (Полякова & Ачкасова, 2018).

What is more, a benefit of constructing a factor-criterion model for evaluating the level of a particular process is that it enables students to assess their knowledge and abilities based on specific indicators, at any point during the model's implementation (Погорєлова, 2020, с. 110). By assigning tasks for planning and executing teaching activities, the educator not only observes and makes conclusions regarding the educational process's progress or modifications based on certain quantitative measures but also enhances classwork through analyzing, predicting, and reflecting with the students. This fosters student motivation and encourages them to independently make decisions regarding their learning process, which ultimately contributes to the development of learner autonomy.

Reflecting, the teacher can also analyze the results of his own pedagogical activities to achieve the goals and adjust the action plan (Krapivnyk et al., 2021).

Constructing a factor-criterion model of pre-service English teachers, we identified the factors listed below.

The diagnostic activities in fostering learner autonomy involve assessing the initial level of knowledge, skills, and abilities of students to determine how the curriculum should be adapted. This includes evaluating the students' readiness to take responsibility for their own learning, their level of independence in completing tasks, their internal motivation, and well as their self-esteem. It is essential to consider whether the students are ready to implement the principles of learner autonomy into their educational process.

When organizing the educational process, it is crucial to consider factors that contribute to designing an effective and supportive learning environment for the development of learner autonomy. The student should be capable of formulating their own learning objectives based on the overall purpose of their education, which should be determined through communication with the teacher and other educational stakeholders. Achieving learner autonomy requires students to create their own learning plans based on their learning goals, and to be able to evaluate, analyze, adjust, and monitor their progress toward these goals. Therefore, it is important for each student to have the ability to manage their own learning load efficiently, by adding or removing certain categories, additional training sessions, materials, and other relevant factors.

To support the process of developing learner autonomy, there is a need for organizational and methodological actions, such as adapting the context and educational materials of the discipline, promoting cooperative learning, and finding compromises between the educational goal and the students' wishes. It is essential to teach students how to use various learning strategies, methods, and techniques to achieve learner autonomy.

While individual learning trajectories are still important, the focus has shifted to students' control over their own educational process, including evaluating their progress, influencing the choice of content, and organizing independent work based on their educational and psychological interests and goals. At this stage of learner autonomy formation, the teacher's main task is to provide moral support, and create and maintain a positive learning environment.

Finally, we need to measure the effectiveness of forming learner autonomy which is reflected in various aspects, such as students' academic achievements, their ability to analyze and assess their own learning activities, their willingness to take risks when studying a foreign language, their use of the target language in extracurricular activities, their level of reflection, their capacity and desire to self-assess, their willingness to take responsibility for their own learning, and their evaluation of their own language skills and choice of communicative strategies.

Using the submodel for developing learner autonomy of pre-service English teachers, which encompasses diagnostic, motivational, organizational, and effectiveness elements, can enhance students' academic performance, boost their creative and language abilities, and enrich teachers' classroom work. This model is recommended for both students and teachers to provide feedback on the learning process and discipline mastery. Although individual student results may be subjective, involving a group of experts can make them more objective.

Using the qualimetric submodel, students describe the sequence of their own actions, and can also compare their results at different stages, analyze them and draw conclusions about the educational process, achieve their own learning outcomes, and adjust their own educational trajectory.

In the course of implementing the qualimetric submodel, we determined the characteristics of each of learner autonomy levels, taking into account their quantitative indicators.

When offering the students an opportunity to evaluate the degree of learner autonomy by using the submodel, we used a 5-grade assessment system, where 5 is "completely satisfied", 4 – "partially

satisfied”, 3 – “average, difficult to determine”, 2 – “partially dissatisfied”, 1 – “completely dissatisfied”. The evaluation system was adapted from the usual system with measurements from 0 to 1 (Дмитренко, 2016, с. 67) for the convenience of the students.

Having gathered the results, we calculated the findings, and, based on the 3-level learner autonomy system (Тарнопольский & Кожушко, 2004) – zero or teacher-dependent level (when the teacher makes all the decisions about the learning process), the first or group autonomy level (when a group of students adapt to the new realia and start being responsible for the decisions about the educational process), and the second or the level of individual autonomy (when a learner plans and controls the learning process and receives the help from a teacher in case they need it) – we distinguished the following characteristics for each of the levels:

When a student gets a result of  $\leq 0,35$ , they are at the zero level of learner autonomy. It means that the student lacks a sufficient understanding of the concept of “learner autonomy” and its elements. The student has little or no ability to plan their educational activities, self-control, and self-assessment. The educational process relies heavily on the teacher and focuses solely on acquiring knowledge and skills in the subject, without developing the professional skills and abilities of future teachers. The student lacks internal motivation.

When a student gets a result of 0,36–0,69, they are at the first level of learner autonomy. It means that the student has a general understanding of the concept of “learner autonomy”, its components, and its content. They use learner autonomy principles to some extent when planning, organizing, and controlling their own learning. They have some skills in goal setting, planning their own educational activities, self-control, and self-assessment. They apply reflection and have sufficient sociability and academic success. They can generate ideas and participate in some matters of responsibility for their own learning.

When a student gets a result of 0,7–1, they are at the second level of learner autonomy. It means that the student has a deep understanding of the concept of “learner autonomy”, including its components, and can identify areas for improvement. They consistently apply the principles of learner autonomy when planning, organizing, and monitoring their own learning, and possess strong skills in goal-setting, planning educational activities, self-control, and self-assessment. The student is adept at effectively organizing their own educational activities, which simultaneously develop both subject knowledge and professional skills relevant to teaching foreign languages. They are also able to allocate their resources efficiently. The students have a strong internal motivation, are engaged in reflection, are proactive, and exhibit high levels of sociability and academic success. The student has the ability to generate and execute ideas and actively takes responsibility for their own training.

To summarize, incorporating technology into the educational process can enhance the organization of the learning process and improve the academic performance of students during the development of learner autonomy. The implementation of a qualimetric submodel can further facilitate the systematic acquisition of necessary skills and abilities by providing a structured framework for self-reflection and correction. Having motivated and eager to explore learners will benefit the educational process and influence the levels of their academic achievements.

### Bibliography

1. Bykov V., Shyshkina M. The Conceptual Basis of the University Cloud-Based Learning and Research Environment Formation and Development in View of the Open Science Priorities. *Information Technologies and Learning Tools*. 2018. Vol. 68. № 6. P. 1–19. DOI: <https://doi.org/10.33407/itlt.v68i6.2609>.
2. Chernionkov Ya. Individualization of Future Foreign Languages Teacher’s Professional Training in Distance Education Conditions. *Educational Challenges*. 2022. Vol. 27. Iss. 2. P. 39–53. DOI: <https://doi.org/10.34142/2709-7986.2022.27.2.03>.

3. Autonomous ESP Learning of Prospective Teachers of Mathematics / N. Dmitrenko, S. Nikolaeva, L. Melnyk, O. Voloshyna. *Revista Românească pentru Educație Multidimensională*. 2020. Vol. 12. Iss. 1. P. 86–104. DOI: <https://doi.org/10.18662/rrem/201>.

4. Gurevych R., Frytsiuk V., Dmytrenko N. Computer Diagnostics of Prospective Teachers' Readiness for Professional Self-Development. *Information Technologies and Learning Tools*. 2019. Vol. 69. № 1. P. 211–221. DOI: <https://doi.org/10.33407/itlt.v69i1.2605>.

5. Modelling the Process of Reflection with Pre-Service Student Teachers / G. Krapivnyk, N. Tuchyna, O. Bashkir, V. Borysov, O. Gonchar, V. Plakhtyeyeva. *Revista Românească pentru Educație Multidimensională*. 2021. Vol. 13. Iss. 3. P. 116–133. DOI: <https://doi.org/10.18662/rrem/13.3/443>.

6. Nikolaeva S., Synekop O. Motivational Aspect of Student's Language Learning Style in Differentiated Instruction of English for Specific Purposes. *Revista Românească pentru Educație Multidimensională*. 2020. Vol. 12. Iss. 2. P. 169–182. DOI: <https://doi.org/10.18662/rrem/12.2/272>.

7. Nikolaeva S., Zadorozhna I., Datskiv O. Development of Pre-Service English Teachers' Language Skills and Learner Autonomy via Blended Learning. *Revista Românească pentru Educație Multidimensională*. 2019. Vol. 11. Iss. 2. P. 222–239. DOI: <https://doi.org/10.18662/rrem/126>.

8. Developing Learner Autonomy via Choosing a Person's Educational Pathway / N. Tuchina, V. Borysov, I. Podhurska, I. Kupina, N. Borysenko. *Revista Românească pentru Educație Multidimensională*. 2020. Vol. 12. Iss. 1. P. 209–225. DOI: <https://doi.org/10.18662/rrem/210>.

9. Tuchyna N., Perlova V., Chukhno O. English Trainee Teachers' Perspective on Synchronous and Asynchronous Language Teaching. *Вісник Житомирського державного університету імені Івана Франка. Педагогічні науки*. 2021. № 2(105). С. 88–97. DOI: [https://doi.org/10.35433/pedagogy.2\(105\).2021.88-97](https://doi.org/10.35433/pedagogy.2(105).2021.88-97).

10. Кваліметрія в управлінні: гуманістичний контекст : навчальний посібник / Г. Дмитренко, О. Ануфрієва, Т. Бурлаєнко, В. Медвідь ; за заг. ред. Г. Дмитренка. Київ : Аграрна освіта, 2016. 335 с.

11. Лавриш Ю. Дидактична система індивідуалізації навчання іноземної мови студентів інженерних спеціальностей у технічних університетах : дис. ... докт. пед. наук : 13.00.09 ; Полтавський національний педагогічний університет імені В.Г. Короленка. Полтава, 2020. 489 с.

12. Маслова К. Мотивація студентів до самостійної роботи як один із важливих чинників у навчальному процесі. *Педагогіка формування творчої особистості у вищій і загальноосвітній школах*. 2019. № 64. Т. 2. С. 34–36. DOI: <https://doi.org/10.32840/1992-5786.2019.64-2.6>.

13. Педагогічний консалтинг : навчальний посібник / Т. Борова, З. Рябова, Г. Кравченко, О. Почуєва. Луцьк : Терен, 2019. 324 с.

14. Погорелова Т. Управління процесом формування професійної відповідальності майбутніх менеджерів економічної галузі : дис. ... докт. філософії : 011 «Освітні, педагогічні науки» ; Харківський національний економічний університет імені Семена Кузнеця. Харків, 2020. 254 с.

15. Полякова Г., Ачкасова С. Оцінка якості освітньої програми на основі кваліметричного підходу в закладі вищої освіти. *Педагогічні науки: теорія, історія, інноваційні технології*. 2018. № 10(84). С. 131–145.

16. Гарнопольский О., Кожушко С. Методика обучения английскому языку для делового общения. Киев : Ленвит, 2004. 192 с.

## References

1. Bykov, V., & Shyshkina, M. (2018). The Conceptual Basis of the University Cloud-Based Learning and Research Environment Formation and Development in View of the Open Science Priorities. *Information Technologies and Learning Tools*, 68(6), 1–19. DOI: <https://doi.org/10.33407/itlt.v68i6.2609> [in English].



2. Chernionkov, Ya. (2022). Individualization of Future Foreign Languages Teacher's Professional Training in Distance Education Conditions. *Educational Challenges*, 27(2), 39–53. DOI: <https://doi.org/10.34142/2709-7986.2022.27.2.03> [in English].

3. Dmitrenko, N., Nikolaeva, S., Melnyk, L., & Voloshyna, O. (2020). Autonomous ESP Learning of Prospective Teachers of Mathematics. *Revista Românească pentru Educație Multidimensională – Romanian Journal for Multidimensional Education*, 12(1), 86–104. DOI: <https://doi.org/10.18662/rrem/201> [in English].

4. Gurevych, R., Frytsiuk, V., & Dmytrenko, N. (2019). Computer Diagnostics of Prospective Teachers' Readiness for Professional Self-Development. *Information Technologies and Learning Tools*, 69(1), 211–221. DOI: <https://doi.org/10.33407/itlt.v69i1.2605> [in English].

5. Krapivnyk, G., Tuchyna, N., Bashkir, O., Borysov, V., Gonchar, O., & Plakhtyeyeva, V. (2021). Modelling the Process of Reflection with Pre-Service Student Teachers. *Revista Românească pentru Educație Multidimensională – Romanian Journal for Multidimensional Education*, 13(3), 116–133. DOI: <https://doi.org/10.18662/rrem/13.3/443> [in English].

6. Nikolaeva, S., & Synekop, O. (2020). Motivational Aspect of Student's Language Learning Style in Differentiated Instruction of English for Specific Purposes. *Revista Românească pentru Educație Multidimensională – Romanian Journal for Multidimensional Education*, 12(2), 169–182. DOI: <https://doi.org/10.18662/rrem/12.2/272> [in English].

7. Nikolaeva, S., Zadorozhna, I., & Datskiv, O. (2019). Development of Pre-Service English Teachers' Language Skills and Learner Autonomy via Blended Learning. *Revista Românească pentru Educație Multidimensională – Romanian Journal for Multidimensional Education*, 11(2), 222–239. DOI: <https://doi.org/10.18662/rrem/126> [in English].

8. Tuchina, N., Borysov, V., Podhurska, I., Kupina, I., & Borysenko, N. (2020). Developing Learner Autonomy via Choosing a Person's Educational Pathway. *Revista Românească pentru Educație Multidimensională – Romanian Journal for Multidimensional Education*, 12(1), 209–225. DOI: <https://doi.org/10.18662/rrem/210> [in English].

9. Tuchyna, N., Perlova, V., & Chukhno, O. (2021). English Trainee Teachers' Perspective on Synchronous and Asynchronous Language Teaching. *Visnyk Zhytomyrskoho derzhavnoho universytetu imeni Ivana Franka. Pedagogichni nauky – Zhytomyr Ivan Franko State University Journal. Pedagogical sciences*, 2(105), 88–97. DOI: [https://doi.org/10.35433/pedagogy.2\(105\).2021.88-97](https://doi.org/10.35433/pedagogy.2(105).2021.88-97) [in English].

10. Dmytrenko, H. (ed.) (2016). *Kvalimetriia v upravlinni: humanistychnyi kontekst: navchalnyi posibnyk [Qualimetrics in management: a humanistic context: study guide]*. Kyiv: Ahrarna osvita, 335 p. [in Ukrainian].

11. Lavrysh, Yu. (2020). *Dydaktychna systema indyvidualizatsii navchannia inozemnoi movy studentiv inzhenernykh spetsialnostei u tekhnichnykh universytetakh [Didactic system of individualization of foreign language learning for students of engineering specialties in technical universities]*. Doctor's thesis. Poltava: Poltava V.G. Korolenko National Pedagogical University, 489 p. [in Ukrainian].

12. Maslova, K. (2019). *Motyvatsiia studentiv do samostiinoi roboty yak odyin iz vazhlyvykh chynnykiv u navchalnomu protsesi [Motivation of students to work independently as one of the important factors in the educational process]*. *Pedahohika formuvannia tvorchoi osobystosti u vyshchii i zahalnoosvitnii shkolakh – Pedagogy of creative personality formation in higher and secondary schools*, 64(2), 34–36. DOI: <https://doi.org/10.32840/1992-5786.2019.64-2.6> [in Ukrainian].

13. Borova, T., Riabova, Z., Kravchenko, H., & Pochuieva, O. (2019). *Pedahohichni konsaltni: navchalnyi posibnyk [Pedagogical consulting: study guide]*. Lutsk: Teren, 324 p. [in Ukrainian].

14. Pohorielova, T. (2020). *Upravlinnia protsesom formuvannia profesiinoi vidpovidalnosti maibutnikh menedzheriv ekonomichnoi haluzi [Management of the process of formation of professional responsibility of future managers of the economic sector]*. Candidate's thesis. Kharkiv: Simon Kuznets Kharkiv National University of Economics, 254 p. [in Ukrainian].

15. Poliakova, H., & Achkasova, S. (2018). Otsinka yakosti osvitnoi prohramy na osnovi kvalimetrychnoho pidkhodu v zakladi vyshchoi osvity [Evaluation of the quality of the educational program based on the qualitative approach in the institution of higher education]. *Pedahohichni nauky: teoriia, istoriia, innovatsiini tekhnolohii – Pedagogical sciences: theory, history, innovative technologies*, 10(84), 131–145 [in Ukrainian].

16. Tarnopol'skiy, O., & Kozhushko, S. (2004). *Metodika obucheniya angliyskomu yazyku dlya delovogo obshcheniya [Methods of teaching English for business communication]*. Kyiv: Lenvit, 192 p. [in Russian].

### **Chekhratova O. Determining the level of learner autonomy of pre-service English teachers**

The article discusses the importance of promoting learner autonomy and life-long learning in the modern education system. In Ukraine, there is a significant challenge in implementing learner autonomy at all levels of education, as students are required to comprehend the relevance, application, and potential outcomes of knowledge rather than just acquiring it. Monitoring tools are becoming essential in assessing educational outcomes and adapting to current educational requirements. Constructing a factor-criterion model of pre-service English teachers, the article identifies factors affecting learner autonomy, such as assessing the initial level of knowledge, skills, and abilities of students and evaluating their readiness to take responsibility for their learning. The article explains that students at the zero level of learner autonomy lack a sufficient understanding of the concept and have little ability to plan their educational activities. Students at the first level have a general understanding of the concept and apply it to some extent when planning, organizing, and controlling their own learning. Students at the second level have a deep understanding of the concept, consistently apply the principles of learner autonomy, and possess strong skills in goal-setting, planning, self-control, and self-assessment. They are also able to allocate their resources efficiently, exhibit high levels of sociability and academic success, and actively take responsibility for their own training. The article concludes that promoting learner autonomy and providing adequate monitoring tools can help students develop not only subject knowledge but also professional skills relevant to their future careers.

*Key words:* learner autonomy, reflection, pre-service teachers, levels of learner autonomy, qualimetrics.

### **Чехратова О. А. Визначення рівня навчальної автономії студентів – майбутніх учителів англійської мови**

У статті обговорюється важливість формування навчальної автономії студентів та впровадження принципів навчання протягом життя в сучасній системі освіти. В Україні є значна проблема щодо впровадження принципів навчальної автономії на всіх рівнях освіти, оскільки від учнів і студентів вимагається усвідомлення актуальності, застосування та потенційних результатів знань, а не просто їх отримання. Інструменти моніторингу стають важливими для оцінювання результатів навчання та адаптації до поточних освітніх вимог. Шляхом побудови факторно-критеріальної моделі формування навчальної автономії майбутніх учителів у статті визначено фактори, що впливають на автономію студента (наприклад, оцінку початкового рівня знань, умінь і навичок учнів та оцінку їх готовності брати на себе відповідальність за своє навчання). У статті пояснюється, що студенти на нульовому рівні навчальної автономії не мають достатнього розуміння концепції та мають слабку здатність планувати свою освітню діяльність. Студенти з першим рівнем автономії мають загальне розуміння концепції та певною мірою застосовують її під час планування, організації і контролю власного навчання. Студенти, які досягли другого рівня автономії, мають глибоке розуміння концепції навчальної автономії, послідовно застосовують її принципи та володіють навичками постановки цілей, планування, самоконтролю й самооцінки. Вони також уміють ефективно розподіляти свої

ресурси, демонструють високий рівень комунікабельності та успішності в навчанні, активно беруть на себе відповідальність за власне навчання. У статті зроблено висновок, що сприяння формуванню навчальної автономії та надання належних інструментів моніторингу може допомогти студентам розвинути не лише предметні знання, а й професійні навички, необхідні для їхньої майбутньої кар'єри.

*Ключові слова:* навчальна автономія, рефлексія, майбутні вчителі, рівні навчальної автономії, кваліметрія.

Creative Commons Attribution 4.0  
International (CC BY 4.0)



Стаття надійшла до редакції 09.03.2023 р.  
Прийнято до друку 21.03.2023 р.