

Original Research

Methodological vector of professional training development of foreign language teachers

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Until recently, the question of the methodological role in the professional activity of a teacher, depending on the peculiarities of the performed functions, has remained unexplored. Also, a number of urgent problems have not been fully studied. What is the actual connection between teaching methodology and methodology? What is the influence of methodology on teaching methodology? How can methodology help teachers while implementing their multifunctional professional tasks? This study can be divided into several stages: identification of the connection between the general methodology of teaching foreign languages and methodology (the first stage of the research); clarification of the main directions of the methodological function implementation of the theory of teaching foreign languages (second stage of the research); specifying the conditions of the successful implementation of the methodological function of teaching foreign languages theory (third stage of the research). The study not only reveals the connections between teaching methodology with methodology, but also identifies the prospects for the development of methodological thought in relation to the professional training of foreign language teachers. This prospect is closely related to the methodological function of teaching methodology. The implementation of the present function is aimed at the research, reconstruction and description of certain methods and value-based objects of language education as well as methodological reflection of scientific research conducted within the framework of the given study and the educational activity. The consideration of the teaching methodology from the point of view of methodology allows us to reveal the content and direction of the methodological function realisation within the given science as well as to provide arguments for the significance of its inclusion into the scientific vocabulary of such categories as 'methodological consciousness' and 'methodological culture'.

KEYWORDS: professional training, foreign language teacher, teaching methodology, methodological consciousness, methodological culture



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1. INTRODUCTION

Modern methods of teaching foreign languages at universities demonstrate a wide variety of theoretical and empirical knowledge about the processes and phenomena observed in the language education field, as well as about methodological science itself and all its components (Galskova, 2022). The core knowledge usually includes a science-based conceptual and categorical framework, theoretical models that reveal the mechanisms of mastering foreign languages by students and assessing the level of their respective abilities and competencies formation, methodological concepts aimed at further development by means of the language studied and diverse personal culture of a student as a subject of communication, educational and professional activities, educational and computer-mediated methods of forming their ability to successfully realise interpersonal and intercultural communicative behaviour in the language studied in various socially determined contexts, etc.

The teaching methodology is not limited by its own boundaries providing arguments for its theoretical provisions; it is always based on the findings of the basic sciences, among which philosophy occupies a special place. Furthermore, nowadays the teaching methodology is purposefully addressing a philosophical branch such as methodology, designed to create a supportive environment for the development of any activity, including scientific, methodological, and teaching operations.

The trend of methodological research strengthening within the general methodology of teaching foreign languages was expressed in the dichotomy of its structure, consisting of two inter-related scientific areas: the theory of teaching foreign languages or language education (in the Russian tradition) and learning technology (or methodology). The given structure demonstrates various levels of scientific and methodological cognition and confirms the theoretical and applied nature of the methodology as a science at the same time: (1) the theoretical level underpinning

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the methodological foundations of methodological research and educational practice, and (2) the empirical or organisational and technological level associated with the development, testing and assessment of methods, techniques, and ways of 'teaching' a person a non-native language. Each of these levels imply that the methodology is aimed at contributing to the learning and transformation of pedagogical processes by means of methodological changes in the methodological scientific field.

In terms of the modern sociocultural environment of education, characterised by the rapid nature of social and technological advances, on the one hand, and on the other, by the diversity of teaching methodology theories and approaches, digital tools and technologies, a special role, by a foreign language teacher, is given to the understanding of the value-based meanings and consequences of using these theories, approaches and technologies in their professional activity, the values of teaching and scientific research in the linguistic education area, knowledge of methods for designing theoretical and practical activities, principles of research of methodological knowledge and its practical use, etc. The methodology is focused on the formation of these professionally significant skills and competencies, to master which means to master the ability to properly design, organise, implement, and respond to one's teaching activity together with scientific and methodological research at the language education and methodological (organisational and technological) levels.

While the pedagogical community in general recognises the significance of the given statement, the issues of the interrelations between teaching methodology as a science and methodology itself have not yet received sufficient reasoning in relation to the specific character of teaching activity and linguistic educational scientific research. It is a common fact that a foreign language teacher is a specialist who, due to the specific connection between the theory and practice of teaching foreign languages, is forced to combine two types of activities and implement at least two crucial functions: teaching (most often) and cognitive, and research activity. They do not only teach language, but also speak at conferences, write research articles, participate in

projects, examine various hypotheses, and even work on their PhD dissertations. However, the issue of the methodological role in the professional activity of a teacher, depending on the peculiarities of the performed functions, remains unstudied to date. There are other high-priority problems beyond scientists' visions, for example which solution can create a supportive environment for the development of the theory and practice of teaching foreign languages. These, among others, include the following issues. What is the actual connection between teaching methodology and methodology? What is the influence of methodology on teaching methodology? How can methodology play the role of 'a facilitator' for teachers while implementing their multifunctional professional tasks? The present article is aimed at comprehensively addressing these questions and several other issues related to the topic.

2. MATERIAL AND METHODS

The study uses the following methods of analysis.

1. The critical analysis of modern scientific research in the field of the general methodology of teaching foreign languages, the methodology of science, the methodology of psychological and pedagogical research, and the methodology of teaching methods.

2. The analysis of the subject-applied and the research activity of a foreign language teacher and the generalisation of the results obtained in the form of methodological tasks and skills, identification of the similarities and differences between them by means of comparison in relation to their professional function.

3. The historical approach that allows us to reveal the logic of the movement of the methodology of teaching foreign languages as a science in philosophy and methodology.

4. The systemic-structural approach that allows us to accurately and justifiably identify the key determinants of the linguistic educational field, the general methodology of teaching foreign languages as a science, the system of teaching foreign languages and the establishment of their connections and interaction with the methodology.

3. THEORETICAL BACKGROUND

The theoretical background of the given research includes the following provisions.

1. The general methodology of teaching foreign languages with its pronounced need for a theoretically meaningful view of a person's mastery of a non-native language in educational settings and for increasing the theoretical level of their research and interpretation by means of specific language education activities aimed at producing a theoretical systematisation of a system of scientific, theoretical and applied knowledge about teaching foreign languages and linguistic education as a complex social phenomenon.

2. The concept of methodological complexity of teaching methodology science (Hellmich, 1980), according to which the given science consists of two relatively autonomous, but at the

same time, methodologically interrelated scientific branches: (1) the theory of teaching foreign languages or language education, which, based on scientific experience and scientific knowledge obtained at the theoretical and empirical levels of scientific and methodological cognition, integrates the results of theoretical reflection and educational practice and, on this basis, provides arguments for the scientific worldview of the linguistic and educational context, and (2) learning technology underpinning specific methodological and technological solutions that are expressed in a certain range of forms, methods and techniques ‘... *the work of the teacher and students, ensuring the achievement of the goals of language teaching and language acquisition*’ (Shchukin, 2008, p. 181) at various educational stages and in diverse segments of linguistic education, including university level.

3. The methodology of science (Balakhovsky & Timoshev, 2012; Lebedev, 2021), the main task of which is to classify the entire set of various methods of obtaining scientific knowledge, its description and research, structure and underpinning, dynamics and development, i.e. ‘*identifying the content, capabilities, boundaries and interaction of scientific methods*’ (Ushakov, 2008, p. 25), the development of general (methodological) principles and methods of obtaining knowledge (research activity) and their transfer to private or branch scientific disciplines.

4. The Branch methodology of psychological and pedagogical research (Borytko, 2008; Krayevsky & Berezhnova, 2006; Novikov & Novikov, 2007), that is leading methodological research in the pedagogical scientific field, and the dialectics of pedagogical research (Bordovskaya, 2020), the result of which is knowledge about the specific character of pedagogy, its links with other sciences, pedagogical fact, the conditions for pedagogical theory formation, the subject and object of pedagogy in general and individual pedagogical research, the patterns and trends in the development of pedagogical science in its connection with practice, as well as the principles behind increasing the efficiency and quality of pedagogical research, conceptual framework and methods of cognition in pedagogy.

5. Teaching methods methodology (Passov, 2011) as a special methodology that studies theoretical and empirical research methods in relation to the field of methodological science and is able to perform as a facilitator to the researcher in the linguistic educational area while selecting the topical direction of scientific and methodological search and in its structuring, defining the conceptual and categorical framework of methodological research, ensuring its methodological integrity, as well as understanding one’s personal position as a scientist and teacher.

The methodological background of the research includes:

1. System-structural analysis/system approach, which also acts as an approach to the study of complex systems (Blauberg & Yudin, 1973), including methodological systems, and involves the decomposition of complex phenomena of linguistic educational context (systems) into their constituent elements, consideration of the interrelations of these elements, their functions and interactions with each other and their subordination, that is, to the overall structure of the system (Bim, 1976, p. 10).

2. The historical approach to the analysis of the evolution of the relationship between methodology and teaching methodology, which makes it possible to judge that the formation of the teaching methodology is a clear demonstration of its commitment to the general scientific patterns of scientific development, which is demonstrated in the determination of its cognitive background and the process of its formation at a specific point in time with all the previously accumulated volume of empirical experience and theory including methodology, knowledge, the existence of its own scientific vocabulary (conceptual-categorical framework), often distinguished by a certain philosophical ‘load’, progressive movement from empirical knowledge to the understanding of the complex processes of developing a person’s ability to communicate in a foreign language outside the natural context of the existence of the language under study, the complication of experiments conducted in the field of teaching foreign languages in order to increase the level of evidentiality of methodological knowledge, etc.

4. STUDY AND RESULTS

4.1. Identification of the connection between the general methodology of teaching foreign languages and methodology as the first stage of the research

A diachronic analysis of the problems that the general methodology of teaching foreign languages has been dealing with allows us to establish its sustainable connections with philosophy as a basic science. For instance, initially, during Russian scientific practice, these connections affected exclusively the areas of goal setting and were related to the content, principles, and methods of teaching. It is known that throughout the second half of the last century, knowledge of the laws of dialectics was important for the methodology of teaching foreign languages as a science, which made it possible to interpret the essence of teaching a subject from the correct perspectives, to present the educational process as a system of interrelated and interdependent teaching factors (Gez et al., 1982, p. 10). Methodology actually only started to occupy a special place in the general system of scientific and methodological knowledge towards the end of the 20th century.

A significant step in the interaction of methodology with philosophy was the underpinning in the early 1980s of a system of approaches to methodological research (Shtulman, 1982) aimed at, as it is known in philosophy, fulfilling ‘*the role of a compass along which the knowing subject and actor paves his way*’ (Kokhanovsky, 2007, p. 308), organising and regulating the processes of scientific and methodological knowledge and changing the teaching foreign languages field. This step was of particular value for teaching methodology because, firstly, it marked a new stage in the interaction of science and philosophy, when, instead of episodic inclusions of philosophical ideas into methodological issues, there was a transition to a systematic and purposeful use of methodology for the development of a teaching methodology theory, and, secondly, the developed system of methods for the first time included an experiment as a ‘*scientific*

experiment based on a thorough study of the variability of the phenomenon under study with the possible equalisation of all other significant factors' (Gez et al., 1982, p. 14). Its underpinning significantly increased the degree of evidentiality of methodological knowledge and raised the theoretical level of methodological research, representing the fact of recognition of a new, linguistic educational level of scientific and methodological cognition.

Since the end of the last century, pedagogical science has begun to pay special attention to the analysis of the systemic foundations of the educational philosophy as an interdisciplinary scientific field aimed at identifying the *'scientific and ideological level, strategies and tactics for the development of educational systems'* (Gershunsky, 1997, p. 93). As a result, the educational philosophy, along with the philosophy of language, are recognised by the teaching methodology as the methodological basis of its scientific and methodological research.

It has been established that only in recent decades teachers and methodologists have begun to use the methodology of scientific activity related to the cognition and transformation of the educational context as a whole and to the teaching methodology, which is designed to develop theoretical research methods in the methodological field. We have reasons to believe that at present the teaching methodology has made its transition from the episodic inclusion of philosophical ideas in the methodological range of issues to the targeted use of methodology to build a methodological theory, to increase the degree of evidentiality of methodological knowledge and methodological research and, as a consequence, educational practice.

The analysis of scientific literature has also shown that it is the theory of teaching foreign languages that can provide a reliable foundation for the philosophical and methodological understanding of scientific and methodological problems in the level-based dichotomic structure of methodological science. The given statement is explained by the basic functions of this science, which consist not only in identification of the *'content-related components of education, training, teaching in their linkage with the language and communication nature as a social phenomenon that determines the activity essence of speech products, which are based on the mechanisms of social interaction of individuals'* (Khaleeva, 1989, p. 199), but also in methodological changes in research settings in the field of linguistic education and teaching foreign languages.

Within the methodological diversity, language education has a special purpose as it acts both as a result of a methodological shift in the teaching methodology as a science, which was expressed, as it was mentioned earlier, in the recognition of the structural dichotomy of this science, and as a product of a complex process of scientific and methodological cognition, which is *'aimed at, on the one hand, the production, generalisation and systematisation of scientific (theoretical) knowledge within the science itself, and, on the other hand, on the implementation of this knowledge into concepts, approaches, technologies for teaching foreign languages, as well as into the real educational process'* (Galskova et al., 2021, p. 58).

However, the main purpose of the theory of teaching foreign languages as part of teaching methodology as a science is to be a 'metatheory' of linguistic education and foreign language teaching and to function as a specific cognitive activity. The acceptance of such diversity, which is a consequence of the polysemy of the concept of 'science', is especially significant when considering the issues raised in the present article.

As a metatheory, language education is a complex, comprehensive integral system of scientific, theoretical, and applied knowledge of various types and operating at various levels in the linguistic educational context (in the broad sense). Stated differently, metatheory is the so-called cognitive background of methodological science, 'emerging' at a certain historical stage of its development, or a wide range of areas of systemic, scientific and methodological knowledge that form the general scientific picture of the complex 'methodological world' with its at least three 'components': social, cognitive, and personal. If the first of the given aspects is determined by the social order in relation to the system of language (foreign language) education, then the second is based on the synthesis of current methodological knowledge and knowledge accumulated by the entire previous history of teaching methodology and related scientific fields. At another point, the third component consists of research priorities and scientific needs of methodologists, on the one hand, and the system of relations within the scientific and methodological community as well as the assessment system of the scientific contribution of each scientist by their colleagues and society, on the other hand.

Given that the 'methodological world' is distinguished not only by a large volume of knowledge, but also by disciplinary diversity, which is expressed in the existence of numerous methodological theories, directions, and approaches, as well as a complex linguistic educational process, the knowledge that is generated by the foreign languages teaching theory is significant both for all methodological scientific branches and theories, together with the practice of teaching foreign languages. Knowledge acts both for theory and for educational practice as a kind of norm, standard, established and accepted by all systems for conducting research and teaching foreign languages activity.

As for language education as a specific cognitive activity, the analysis showed that it is characterised by a system of cognitive actions. First, there is the production and systematisation of new scientific and methodological knowledge, including knowledge of its history, structure, principles, and the forms and methods of obtaining it. Second is the analysis, classification and systematisation of methodological concepts and categories, underpinning the scientific vocabulary, and third, interpretation, explanation and understanding of the facts of educational practice and the testing of working hypotheses introduced during theoretical research.

The purpose of language education is to represent a metatheory and a specific cognitive activity, as well as the fact that the given scientific branch, being an integral part of culture and acting as a kind of mediator between culture as a 'sphere of

values' and linguistic education as a social phenomenon, as one of the subsystems of culture, obliges this science to formulate, first of all, methodological terms of any research in the methodological field, i.e. to build that scientific, theoretical foundation on which any research, and later the practical process of teaching foreign languages, will stand up to examination.

Given that the concept of 'methodology' can be used in different meanings both in the philosophy of science (Lebedev, 2021, p. 64) and in pedagogical methodology (Kraevsky & Berezhnova, 2006, p. 60), in relation to the linguistic educational field it is necessary to mention the methodology of scientific and methodological cognition and the methodology of language education. Each of them has its own specifics. If the methodology of scientific and methodological cognition emphasises research methods, cognitive techniques, and operations for obtaining scientific and methodological knowledge, then the focus of the language education methodology is the scientific and methodological knowledge itself and the conceptual and categorical framework of the teaching methodology as a science in general and language education theory in particular.

By defining the methodological reasons for methodological research and language education, teaching theory performs its methodological function, affecting the scientific and methodological research and cognitive activity as a process (this expresses its activity aspect) and a result, i.e. the cognitive background of knowledge by this metatheory), which establishes the knowledge aspect of the present function.

4.2. Clarification of the main directions of the methodological function implementation of the theory of teaching foreign languages (second stage of the research)

The methodological function content has been identified as the solution to a range of professional issues of a methodological nature. For example, this includes identifying patterns and trends in the historical, current, and future development of teaching foreign languages methods as a science in its connection with other sciences and educational practice within the scientific and methodological research field. Here it is possible to mention the analysis of the conceptual and categorical framework of the given science, as well as the underpinning of the specific character of the process of scientific and methodological cognition, methods, and patterns of scientific research around teaching foreign languages and language education, etc. These tasks are primarily related to identifying patterns and trends in the development of foreign language teaching methods as a science in its connection with other sciences and linguistic educational practice, underpinning the specific character of the scientific subject area of the present science, the relationships and models of its interaction with culture, society, and individuals, scientific and methodological knowledge, its structure, history and evolution, as well as the analysis of the conceptual and categorical framework of methodological science. Along with this, certain methodological tasks include underpinning the specific character of the process of scientific and methodological cognition, its types and

levels, methods, and patterns of scientific research in the field of teaching foreign languages and linguistic education, principles of increasing the efficiency and assessment of the language education process and methodological research quality.

It has been discovered that the implementation of the methodological function can occur in two directions. This corresponds to the understanding of language education as a metatheory and specific cognitive activity and is consonant with the interpretation of this function as the unity of scientific and methodological cognition and the scientific and methodological cognition obtained because of this knowledge.

The first direction relates to the methodological research realisation, the second, the inclusion of so-called methodological knowledge in the cultural objectiveness of language education.

Methodological research is research that is aimed not at the immediate linguistic educational context, but at the process of scientific reflection of previous contexts. Consequently, methodological research can be divided into three groups in language education. The first group is related to the underpinning of the scientific status and the specific scientific character of methodological science and language education as its component, the history and development trends of this science with reference to other sciences and educational practice, its object-subject area. The second group consists of research that studies the specific character of scientific and methodological cognition in its current and historical aspects, as well as the specific character of the scientific and methodological knowledge obtained, its structure, functions, and evolution. And finally, the third group is research within which research methods are underpinned in relation to the field of linguistic education, principles, and conditions for increasing the efficiency and level of scientific research itself in the field of theory and methodology of teaching foreign languages, the quality of the conceptual framework and cognition methods in this area in its historical and current aspects.

It is obvious that there are not enough studies of a methodological nature in the methodological field (however, there cannot be many of them, just as there probably cannot be many methodologists in this field). But these studies are necessary at least to maintain the 'purity' of the conceptual framework of language education and the basic methodology of teaching foreign languages in general.

The second direction in which the methodological function of language education is realised or is to be realised, as it was stated before, is associated with the inclusion of methodological knowledge as a result of methodological research into the cultural objectiveness of language education.

It should be noted that the cultural objectiveness of language education, as an immanent part of culture, results from the process of scientific and methodological cognition. Cultural objectiveness is, first of all, the cognitive background of a given science. It is the cultural objectiveness of language education that expresses its (the science's) 'scientific meanings', which form its methodological basis and determine patterns of both an applied nature (how to teach a language, how to act in a specific educa-

tional situation, etc.) and the fundamental essence of the teaching methodology as a science, the main trends and prospects for its development, its categorical and conceptual framework, methods of systematisation and clarification of scientific and methodological knowledge and the conduct of methodological research.

Consequently, it is possible to distinguish three groups of knowledge within the scope of methodological knowledge. The first one includes knowledge about language education and methods (techniques) of teaching foreign languages. It covers the connections and information flows between them, the patterns of their formation and evolution, the reference of each of them to educational practice, traditions and innovations in the teaching foreign languages field. The second group consists of knowledge about the content-related essence of language education and methodological categories, features of scientific and methodological cognition and the production of scientific and methodological knowledge both in their historical aspect and in the current environment, knowledge about the ideals, norms and values of scientific, cognitive, and educational activities, methods of their implementation and assessments, etc. Finally, the third group is knowledge about language education and methods (techniques) of teaching foreign languages, but in relation to the practice of developing and conducting specific scientific and methodological research. For instance, a researcher's knowledge of the boundaries of one's own research 'field' correlates with knowledge of the boundaries of the research space of modern language education.

The study demonstrated that the methodological function of language education acts as an important basis for obtaining, as a result of methodological research, new knowledge about the specific character and prospects for the development of both methodological science and the process of scientific and methodological cognition, and about scientific and methodological knowledge itself. Thus, the implementation of the methodological function is aimed not only at research, reorganisation, and description of the specific methods of the teaching foreign languages theory, but also at the methodological reflection of its scientific research, value-based objects and patterns of its development as well as value-based essence of teaching, learning and education in the sphere of foreign languages.

4.3. The conditions of the successful implementation of the methodological function of teaching foreign languages theory (third stage of the research)

Condition 1. The teacher's knowledge of the advanced methodological consciousness, i.e. a combination of intellectual, strong-willed, emotional, cognitive, etc. processes which are actively engaged in the understanding of the peculiarities of the linguistic education field in their historical and current aspects and the understanding of their role and position within the modern language education context that is concerned with controversial and innovative processes and phenomena. In other words, teachers' knowledge of methodological consciousness

makes them able to analyse, assess and creatively transfer the given context of language education with reference to their own experience and the requirements of methodological science. This enables them to properly design, organise, implement, and reflect on their professional activity, correlate the results obtained and methods implemented with the results and methods of other scientists, thus identifying the perspective of their pedagogical work together with scientific research.

The foundation of the present level of consciousness is the teacher's mastery of a system of principles and methods of organisation and development of theoretical (cognitive, research) and practical (pedagogical) activity, i.e. the methodology of cognition and the transformation of all language education processes. The knowledge of the present methodology means that the modern foreign language teacher is able to function successfully within the complex and controversial world referred to as language education as well as improve this world and be aware of how and why this is to be implemented.

Conducting multivariate analysis of the language education world demonstrates that it represents an elaborate phenomenon, a social organism created by an individual for the individual that is sensitive to all the external and internal factors affecting it. The main determinants include the realities of social development and the results of the teaching methodology and related scientific disciplines. They change sociocultural (in the broad sense: political, economic, social, etc.) and scientific contexts of the education in general and linguistic contexts in particular and require the foreign language teacher to update and even reinterpret previously accumulated knowledge together with the understanding of how and, most important, why it is necessary to study the process of scientific and methodological cognition. The current technologies and techniques learned by the teacher today will, as a rule, lose their novelty and significance tomorrow.

Thus, for example, at the turn of the Millennium and in the 2000s the teacher's attention was focused on the process of teaching a foreign language (construction of knowledge, skills and abilities in a student). Today one has to recognise the significance of complying with the axiologically marked requirements of language education according to which language education is considered as a value and the activity of mastering this value by an individual is considered as part of the process of developing one's personality, expanding one's individual picture of the world and forming a value-semantic structure. Not so long ago there was general acceptance and relevance of the scientific and methodological postulate about the strategic focus of teaching a foreign language on familiarising students with the language being learned as a cultural phenomenon and on familiarising them with cultural artefacts and the value-semantic system of the native speakers of this language. Nowadays this idea has acquired a new meaning, that led the teacher to solve a new and rather difficult task: to use the resources of the academic subject 'Foreign Language' not only to reveal to students the meanings of 'diverse' beliefs and concepts of other linguistic, cultural and social reality, but also for deeper understanding of the peculiarities

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of the culture and language of their people, their identity, their own universal essence as a cultural and historical subject, their thinking, and a nationally specific system of values (Galskova et al., 2022). In addition, if we include the rapid speed of technological changes that are happening today in the system of linguistic education, then it can be considered as an insufficiently strong structure. In a very short period, from a historical point of view, one might say that teachers who cannot be classified as digital natives by age faced the fact that this system managed to move from electronification to computerisation, then to informatisation and, finally, to digitalisation. And there are no reasons to believe that this process will be stopped. It involves both supporters of digital teaching of foreign languages and the so-called digital dissidents in education; they are forced to think not only about the content, organisational and technological aspects of learning from the point of view of their compliance with the digital reality and the technogenic future, but also about the fate of a foreign language as an educational subject and the role of the teacher in the segment of its mass study with the rapidly developing mobile Google translator programmes and artificial intelligence.

Thus, dynamically changing methodological rhetoric makes the teacher choose between the old and new, the familiar and unfamiliar and the result of this choice is determined by the teacher’s degree of understanding. In these circumstances, only knowledge of methodological consciousness can allow a teacher to qualitatively design, organise, implement and reflect on one’s professional activities in the field of language education and teaching foreign languages. They will also have to correlate the results obtained and the methods and means used to obtain them with the results and methods of others, thus determining the prospects of one’s teaching work and scientific research.

As has been justifiably established, the processes of understanding and awareness require a specialist to have a high level of professional competencies and personal qualities, which must also include one’s developed methodological awareness. It is based on knowledge of, firstly, systematic scientific and methodological knowledge, i.e. cultural objectiveness in teaching methodology, secondly, high motivation and ability for scientific and methodological research, linguistic educational research, and teaching activities, and thirdly, the technology and methodology of scientific and methodological research and the methodology of language education. Within the framework of the given study, methodological consciousness is referred to as methodological culture.

Condition 2. Foreign language teacher’s knowledge of methodological culture as one’s single-option professional quality due to the fact that the cultural objectiveness of a teaching methodology theory is not only its cognitive background, but also a set of specific historical ideals, norms and values of scientific, cognitive and educational activities, methods of implementation and assessments in the methodological field.

Methodological culture is a constituent part of the general scientific culture of a teacher. This fact needs to identify with the framework of the present research considering the meaning of the following concepts: ‘scientific culture’ and ‘methodological culture’.

Thus, scientific culture is a universal characteristic of a teacher and researcher. Its generality means that regardless of a teacher or scientist’s scientific field of interest, one has to have high motivation and ability for scientific research, cognitive activity, certain values, norms of research activity, a set of personal attitudes, principles and work methods developed and based on research experience. Moreover, it is important for one to master general methods of research, cognition, systematisation and structuring, as well as a wide range of knowledge and special skills, without which achieving high-quality results of research activities seems impossible.

Thus, for instance, knowledge of the basics of bibliography as a special applied branch of knowledge gives any researcher the opportunity to successfully find the necessary bibliographic sources and competently use them both in the research process and in the text of their work at the level of formatting references, quotations, and a list of references.

The ability to read and write (in native and foreign languages) is also of particular importance. If the first of these skills is associated with the researcher’s ability to extract meanings from the texts of other authors and critically evaluate them from the point of view of relevance and significance for their own scientific research, then the second is the ability to format their own written texts in accordance with the norms of scientific writing.

The culture of spoken and written scientific speech is an important component of the scientific culture of the researcher. It is the text in social and humanitarian knowledge that is the main source of information about the modern world. Furthermore, the mastery of scientific language not only enhances a researcher’s ability to communicate effectively but also facilitates the critical analysis and interpretation of historical events. *‘An important part of a scientist’s activity is textual work, the creation of one’s own texts. It is the publication which is at the core of modern scientific activity. Today the increase and the functioning of the scientific knowledge is held in place by publications. Scientist’s ideas are introduced to the scientific community only when they have been published, verified, confirmed, and accepted in cycles of other research and publications reflecting them. Modern scientific knowledge, especially with reference to the reality of the Internet, is often called a giant hypertext, which connects individual publications into a single information space’* (Ushakov, 2008, p. 411).

'The ability to read and write (in native and foreign languages) is also of particular importance. If the first of these skills is associated with the researcher's ability to extract meanings from the texts of other authors and critically evaluate them from the point of view of relevance and significance for their own scientific research, then the second is the ability to format their own written texts in accordance with the norms of scientific writing'

The text is also a method aimed at self-expression for the person who created it, and in this capacity, it acts as *'the most significant subject of humanitarian cognition'* (Buchilo & Isaev, 2012, p. 364). The above statement is relevant for any text, as well as for professional pedagogical discourse, the text of which can say a lot of about its creator-teacher. Convincing, reasoned, accurate speech of the teacher, one's ability to use expressive means of the native and foreign languages in professional communication, competent use of scientific vocabulary help one to promote scientific ideas and share ideas with the scientific and methodological community and, if necessary, defend them, not to mention the fact that knowledge of the norms of scientific speech culture contributes to one's (scientist's) image as a competent and educated specialist.

Science also states other important qualitative features of the scientist's expertise that are determined by the level of proficiency of the scientific culture as a sign of research work of general-purpose. Thus, Ushakov (2008) refers, for example, to knowledge of the basics of patent science displaying such characteristics. The scientist's knowledge of the issues of legal support for intellectual property and management theory is intended to help them fulfil their functions as an organiser of scientific research, involvement in scientific projects, and working with their supervisor. According to Ushakov (2008), the former is also significant due to another condition: *'Several scientists combine their own research work with the teaching activity which, in fact, is a separate profession that requires certain skills as well as continuous professional development. In addition to working within the formal education system, the scientist usually has an opportunity (especially at a mature age) to influence the younger generation in an informal way that is possible to name as a supervision'* (Ushakov, 2008, p. 412). These skills are extremely relevant for a foreign language teacher, whose research activity is always associated with the teaching profession.

One's opportunity to combine research work with teaching activity is explained by the specific character of scientific and cognitive activity in the field of linguistic education. The target theoretical results are addressed exclusively to educational training, they are confirmed or refuted by it, they require a deep generalisation of empirical data obtained during the observation of the process of teaching a foreign language, and personal experience in teaching the subject, including in the conditions of experimental testing of working hypotheses and testing of developed

theoretical postulates. According to Kraevsky and Berezhnova (2006), this reveals the specific connection between the teaching methodology and practice. *'Different aspects of the relationship between science and practice are associated with such methodological questions as the interrelation between the empirical and theoretical levels of scientific underpinning of specific areas of practical pedagogical activity, the place in such underpinning of the results obtained by other sciences and the degree of mediation of these results on the path from theory to practice'* (Kraevsky & Berezhnova, 2006, p. 75). The quality of these relationships' implementation between science and practice largely determines the management of the teaching methodology development, determines the level of research work efficiency in the field of linguistic education and the efficiency of the influence of the teaching of foreign languages theory on the actual educational process. As is known, learning theory develops to meet the practical needs of educational context, and reality itself is transformed and improved based on scientifically based theories of language education and innovative organisational and technological solutions.

In contrast to scientific culture, methodological culture inclusively covers only the area of language education methodology and the methodology of scientific and methodological research and is associated with the teacher's ability to solve a certain set of methodological problems.

Considering the dual nature of the professional activity of a foreign language teacher, we believe that it is possible to draw a distinguishing line between such notions as 'a methodological culture of an educator/teacher' and 'a methodological culture of a teacher-researcher'. However, this division is of a formal nature, therefore, regardless of whether a teacher performs his/her teaching and research functions, he/she is to solve a certain set of methodological tasks. Thus, the methodological tasks of a teacher include: construction and development of the linguistic educational process; identification of the 'concept/style' of one's teaching activity; analysis and assessment of the actual educational process within the framework of the social, general pedagogical and methodological requirements and from the perspective of one's own work experience, search for 'personal meaning' of the methodological concepts and phenomena that are necessary for the foreign language teaching, education and development of a student by means of the language and culture being studied, etc.

These tasks are not directly connected with the process of teaching students a foreign language but are a scientific reflection of this process. This happens when a teacher, for example, develops a specific lesson, makes a lesson plan, designs a curriculum, conducts methodological reflection, analyses, and assesses the actual educational process considering the theory of teaching foreign languages requirements from the perspective of one's work experience. The given analytical and assessment activities require mental concentration and gives the acquired knowledge and experience a methodological character, especially when the teacher masters new methodological directions as well as new methods and means of teaching, including digital ones. They form one's methodological culture that allows them to think

based on an understanding of the essence of the methodology of cognition and the transformation of pedagogical processes, to absorb the principles of the unity of education and social policy, a holistic approach, expansion of the total subject of education and the priority of educational goals in the holistic educational process. In this regard, the methodological culture of a teacher-researcher is aimed at providing one with success in professional and, above all, teaching activity due to the new or updated methodological, mainly organisational, and technological knowledge they acquire. Consequently, the result of such a work is aimed at the increase in the quality and level of the actual process of teaching foreign languages and the level of the teacher's expertise.

As for the teacher who studies the processes and phenomena peculiar to language education, then one's major methodological tasks include the development, organisation, implementation and reflection of scientific and cognitive activity within the framework of the educational sphere; assessment of one's research activity (in a historical context, from the point of view of the main terms of the scientific school within which they conduct their research); correlation of the results obtained and the methods and means used to obtain them with the results and methods of others; identification of the prospects of one's scientific research; selection of research procedures and their practical implementation in one's research and cognitive activity, etc.

As it may be noted, these tasks are directly related to research activities in the methodological field. Their solution can provide a researcher in this area with success in the search and formation of new theoretical and empirical scientific and methodological knowledge about various objects in the linguistic educational context, knowledge that can make a significant contribution to the theory of teaching foreign languages as a science and thereby enrich the practice of teaching languages.

The comparison of two lists of methodological tasks made it possible to identify the similarity and differences between these tasks.

The similarity is in (1) their analytical and evaluative nature (it is possible to state that reflection and assessment are the core of methodological culture and methodological consciousness); (2) their focus on solving the problem of interaction and 'compatibility' of scientific and 'practically oriented knowledge'; (3) focus on educational training; (4) demonstration or lack of a certain level of methodological culture, which allows the subject who solves these tasks to think and act, based on an understanding of the essence of the methodology of cognition and the transformation of linguistic educational processes and phenomena.

The differences are expressed in the fact that, for instance, for a teacher, in one's methodological culture as one of the major specialised forms of culture, one's teaching function is realised, and for a teacher-researcher, one's cognitive or research function is realised. Moreover, if the teacher predominantly uses ready-made scientific and methodological knowledge, which allows them to construct, design and assess the educational process, re-

alise methodological reflection, and creatively solve pedagogical problems, then the teacher-researcher obtains new scientific and methodological knowledge about various objects which are part of the linguistic educational context. If a teacher/educator needs knowledge on methodology, then the teacher-researcher while performing a cognitive/research function, needs knowledge about language education and methods of teaching foreign languages, about the patterns of their functioning and development, the object-subject area of each of them, methods of implementing scientific-methodological search at different levels of knowledge, etc., as well as knowledge that allows us to effectively design and conduct scientific and methodological research (for example, knowledge of the general principles of scientific knowledge and the principles of knowledge in the scientific and methodological field, logic and features of scientific research in the field of linguistic education, etc.). In addition to the systemic scientific and methodological knowledge, motivation plays an important role for both the teacher and the researcher. For the teacher strong motivation and ability in pedagogical activity, more precisely, for its quality of reflection and assessment are of more significant value, than for the researcher who values high motivation and ability for scientific and methodological research. At the same time, if a teacher is to know the ethics of pedagogical communication in the educational space, then the researcher is to master the ethics of professional communication, primarily in the scientific and methodological community.

An attempt to outline the circle of methodological knowledge in the field of linguistic education made it possible to establish that it can be distributed within at least two concentric circles. The first one is the entire body of knowledge about the teaching methodology, its constituent scientific disciplines, the characteristics of scientific and methodological cognition and the scientific and methodological knowledge it produces. The first concentric circle includes knowledge of: (1) the specific character of teaching methodology as a science in the unity of all its constituent aspects and structural components, the specific character of its research function and capabilities, its role in the system of sciences and in education, its relation to the culture of the modern world, education, basic and related sciences; (2) patterns of general teaching methodology development (theory and techniques of teaching foreign languages) and the content-related essence of its categories; (3) structures of scientific and methodological knowledge, methods of its systematisation and clarification; (4) the categorical framework of language education and methodology (techniques) for teaching foreign languages and ways and means of enriching the vocabulary of the teaching methodology; (5) the evolution of methods of teaching foreign languages as methodological directions, the history of the development of methodological ideas, approaches, theories and concepts, as well as scientific schools developing the scientific direction under study; (6) the basic concepts of language education, theories and their foundations, methodological approaches, learning technologies in historical and current dimensions; (7) the key scientific schools and their leading representatives, both

historically and in the present; the conceptual framework of a particular scientific school; (8) the ways of constructing and underpinning theories and methodological concepts, approaches and methods.

The second concentric circle of methodological knowledge in the field of linguistic education is the knowledge that allows the teacher-researcher to design and conduct one's scientific and methodological research efficiently. This concentric circle includes the knowledge of: (1) boundaries of the teaching methodology research space; (2) boundaries of one's own research 'field'; (3) methodological requirements for the research process in general and in the field of linguistic education in particular and the rules for their implementation; (4) general principles of scientific cognition and principles of cognition in the scientific and methodological field; (5) the logic and features of scientific research in the field of linguistic education; (6) methods of pedagogical/methodological research and ways of selecting them for one's research; (7) features of design, organisation and the implementation of scientific and methodological research; (8) norms of research and educational activities in the field of linguistic education; (9) methods for designing practical activities in the field of linguistic education; (10) methods of quantitative and qualitative analysis of research results.

Thus, the content base of methodological culture is methodological knowledge, however, it is not enough for a teacher just to know it. The observation of professional activity of a foreign language teacher demonstrated that it is necessary to be able to react immediately to specific methodological issues.

The scope of methodological skills is diverse. Provided that language education methodology and the methodology of scientific and methodological search have their own set of skills. Thus, the first one includes such skills as (a) realise the 'scientific context' of language education as a personal socially significant

value, demonstrate the social, scientific, theoretical and practical significance and implementation of new knowledge obtained during the research process; and (b) implement the scientific vocabulary of teaching methodology together with the scientific vocabulary of a certain scientific school where the subject performs one's own work in a proper way.

In the context of the methodology of scientific and methodological cognition, this is the ability to implement the basic mechanisms of personal mental processing of the language education methodology and the methodology of scientific cognition within the linguistic and methodological field into the form of methodological requirements for one's research activity (for instance, the ability to distinguish the object, subject, goals and objectives, the logic of scientific and methodological activity, clear organisation of the scientific framework of one's research, the selection of adequate research methods for these purposes, reflection on the results obtained and selection of adequate methods and ways of accumulating empirical experience, etc.). The methodological culture of the researcher allows them to solve a complex range of problems that require knowledge not only of the cognitive background of science, methods, and skills of research work, but also the ability to analyse the process of scientific and methodological research and generalise the results obtained. Thus, it is about the ability to reflect on scientific and cognitive activity.

In addition to reflection, important features of methodological culture are the researcher's proficiency in professionally significant competencies that are of a social nature. The first one that is to be mentioned in this regard is the ability to interact with other people, including scientific supervisors in the context of the implementation of certain scientific tasks of a methodological nature. The second is to demonstrate tolerance and respect in relation to other points of view on a particular study, without violating basic principles of scientific ethos, etc. The first one is of

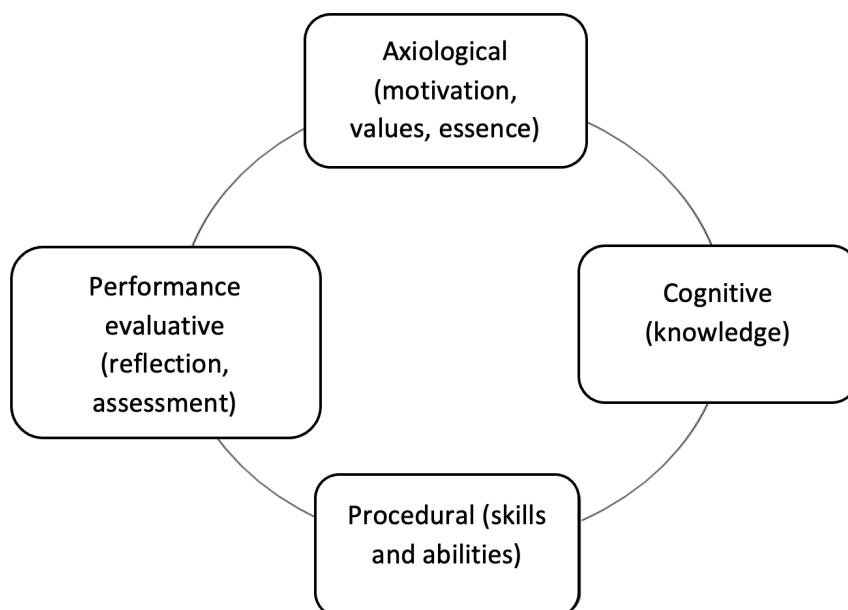


Figure 1. The structure of methodological culture

Table 1
Component-by-component analysis of the levels of methodological culture development

LEVEL OF METHODOLOGICAL CULTURE DEVELOPMENT	AXIOLOGICAL COMPONENT	COGNITIVE COMPONENT	PROCEDURAL COMPONENT	PERFORMANCE-EVALUATIVE COMPONENT
High	A clearly expressed sustainable need for research activities; active, attitude and increased interest in the development of personal methodological culture; understanding of the possibilities and significance of methodology for the high-quality implementation of scientific research	Methodological knowledge is systematised and conscious; high level of proficiency in methodological knowledge of various levels (concentric circle); a pronounced desire to process new methodological knowledge	Knowledge of a wide range of methodological skills, own personally, significant system of scientific knowledge actions	Focus on self-assessment and reflective analysis of one's own research activity and the research activity of other scientists
Medium	Episodic understanding of the significance of methodological culture and the situational demonstration of interest and desire in its development	Lack of commitment to the processing of new methodological knowledge; methodological knowledge is not systematised and is not always clearly recognised	Based on ideas about the main actions of research activities, the ability to implement them independently	The ability to a certain extent for reflexive actions: to differentiate known knowledge from new knowledge; describe at an elementary level the methods, means, and forms of research activity; establish cause-and-effect relationships between certain factors, conditions, and the result of scientific and methodological knowledge; assess their thoughts and actions, but mainly under the guidance of a supervisor
Low	Lack of necessity to conduct scientific research; indifferent attitude towards scientific research; lack of interest in the formation of one's own methodological culture	The desire to process and use only known methodological knowledge; methodological knowledge is superficial, unsystematic, fragmented	Knowledge of certain methodological skills	Lack of the ability to conduct a reflexive analysis of the target and obtained results

great importance as scientific achievements are the result, to a greater extent, of cognitive consensus and dialogue, especially since no science is limited to knowledge in our social and humanitarian scientific and pedagogical area. It is important to establish and recognise the cognitive and social communication between scientists, the relationship and interaction between them, and social activity.

Methodological culture, which can be recognised as the culture of mature methodological consciousness, as an important factor and condition for the implementation of the methodological function of the teaching foreign languages theory, is a complex structured phenomenon (Figure 1). It can be structured as a set of four interrelated and interdependent components – axiological, cognitive, procedural, and performance evaluative.

The level of methodological culture development can be diverse (Table 1) which is explained by several objective and subjective circumstances. These circumstances include both the content of methodological knowledge which the researcher uses but which does not depend on them and the ability to transform this knowledge into personal socially significant values and into the form of methodological requirements for their own research activities, and to show a high level of consciousness in the use of mechanisms for personal mental processing of this knowledge and the formation of methodological requirements for research and teaching work. According to the given table, the levels of expression by scientists of their personal methodological culture reflect all aspects of the former one. Their combination can ensure the quality of the teaching of a foreign language as well as

'The level of methodological culture development can be diverse which is explained by several objective and subjective circumstances. These circumstances include both the content of methodological knowledge which the researcher uses but which does not depend on them and the ability to transform this knowledge into personal socially significant values and into the form of methodological requirements for their own research activities, and to show a high level of consciousness in the use of mechanisms for personal mental processing of this knowledge and the formation of methodological requirements for research and teaching work. The levels of expression by scientists of their personal methodological culture reflect all aspects of the former one. Their combination can ensure the quality of the teaching of a foreign language as well as design and implementation of research and educational activities to their full extent'

design and implementation of research and educational activities to their full extent and, therefore, contribute to the acquisition and improvement of research experience, the conduct of analytical and assessment activity in the teaching and scientific and methodological cognition by scientists. Due to the fact that the formation of any experience in a person occurs only within and through specific activities, as well as when one realises the personal meaning of this activity for their personal and professional growth, then the formation of experience in the practical use of methodological knowledge, skills and abilities is to be implemented on the basis of purposefully organised scientific activities within the framework of the university's holistic training system. It should be noted that the methodological culture in relation to pedagogical activity has been described in several methodological publications (Yashina et al., 2017), but the methodological culture of the researcher of linguistic educational context (in the broad sense) remains to this day of no concern to scientists.

Therefore, students of language and pedagogical universities face numerous difficulties in designing their research work, especially in terms of formulating a scientific research framework. An analysis of their works (the total number is 50) shows that they do not know how to practically use the knowledge of the methodology of teaching methodology and do not know how to transform this knowledge into the form of methodological requirements for their own research activities; they also cannot choose the strategic direction of their scientific and methodological search, competently execute the conceptual and categorical framework of their research, establish and comprehend connections between theoretical postulates and theoretical constructs, on the one hand, and empirical knowledge and practical experience, on the other. Many of them do not understand the relationship between methodological traditions and innovative solutions

in the field of teaching a foreign language and language education and are not able to conduct a comparative and systematic analysis of approaches and directions in solving the problem under study, etc. This proves that students do not have a sufficient level of knowledge of the methodological culture necessary for the successful implementation of professional activity.

5. CONCLUSION

The research conducted not only revealed the connections between teaching methodology and methodology, but also identified the prospects for the development of methodological thought in relation to the professional training of foreign language teachers. This prospect is closely related to the methodological function of teaching methodology. The implementation of the present function is aimed at the research, reconstruction and description of certain methods and value-based objects of language education as well as methodological reflection of scientific research conducted within the framework of the given study and the educational activity. This function is responsible for the development and implementation of research activity in the field of language education and, in addition, the contribution to the increase in the quality of the practice of teaching foreign languages. The reference to the methodological function of the language education area expands the variety of the objects under study. The process and methods of cognition have become the objectives of language education except for the methodology of goal setting, design, and the evaluation of theoretical and practical activities in the field of linguistic education.

The consideration of the teaching methodology from the point of view of methodology allowed us to reveal the content and direction of the methodological function of realisation within the given science as well as to provide arguments for the significance of its inclusion in the scientific vocabulary of such categories as 'methodological consciousness' and 'methodological culture'. They represent integral features of the personality of a foreign language teacher, allowing them to obtain scientific knowledge, conduct the cognition process of the foreign language teaching practice based on one's personal knowledge and beliefs, and select and implement certain methods and means of solving a range of educational and scientific and research tasks in the field of language education.

Due to this fact, methodological cognition and methodological culture are to be considered as key factors and, simultaneously, conditions of the implementation of the methodological function of language education aimed at the development and implementation of scientific and cognitive activity within the linguistic education area, and, consequently, contribute to the increase in scientific and methodological cognition and in the quality of the scientific and methodological knowledge that is produced within the cognition process. This forms the key essence of the methodological vector of the foreign languages teaching methodology which demonstrates the topicality of the development of the methodological perspective of the professional training of the foreign language teacher.

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