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Estágios estrangeiros como fator de desenvolvimento profissional de professores de línguas estrangeiras

Pasantías en el extranjero como factor de desarrollo profesional de los profesores de lenguas extranjeras

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Abstract: The aim of the study is to find ways to expand teacher efficacy by participating in foreign internships. Survey methods were used to collect the data from students. Descriptive statistics was used to examine the overall trends in foreign language teachers' professional development. Thus, passing a training abroad leads to the development and improvement of language, professional, and cultural competencies of not only teachers, but also students; improving the skills of teachers, their motivation; increasing not only the prestige of the educational organization, but also the publication activity of university employees in world scientific publications; improving educational technologies. And most importantly, students, as direct participants of the educational process, are more than satisfied with their results. The article is of interest for the foreign language teachers.

Keywords: Organizational culture, Professional learning community, Teacher efficacy, Foreign internships.

Resumo: O objetivo do estudo é encontrar formas de expandir a eficácia do professor por meio da participação em estágios no exterior. Métodos de pesquisa foram usados para coletar os dados dos alunos. Estatísticas descritivas foram usadas para examinar as tendências gerais no desenvolvimento profissional dos professores de línguas estrangeiras. Assim, passar um estágio no exterior leva ao desenvolvimento e aprimoramento das competências linguísticas, profissionais e culturais não apenas dos professores, mas também dos alunos; melhorar as habilidades dos professores, sua motivação; aumentar não só o prestígio da organização educacional, mas também a atividade de publicação de funcionários universitários em publicações científicas mundiais; melhoria das tecnologias educacionais. E o mais importante, os alunos, como participantes diretos do processo educacional, estão mais do que satisfeitos com seus resultados. O artigo é de interesse dos professores de línguas estrangeiras.

Palavras-chave: Cultura organizacional, Comunidade de aprendizagem profissional
Eficácia do professor, Estágios no exterior.

Resumen: El objetivo del estudio es encontrar formas de ampliar la eficacia de los docentes mediante la participación en prácticas en el extranjero. Se utilizaron métodos de encuesta para recopilar los datos de los estudiantes. Se utilizaron estadísticas descriptivas para examinar las tendencias generales en el desarrollo profesional de los profesores de lenguas extranjeras. Así, aprobar una formación en el extranjero conduce al desarrollo y mejora de las competencias lingüísticas, profesionales y culturales no solo de los profesores, sino también de los estudiantes; mejorar las habilidades de los profesores, su motivación; aumentar no solo el prestigio de la organización educativa, sino también la actividad de publicación de los empleados universitarios en publicaciones científicas mundiales; mejorar las tecnologías educativas. Y lo más importante, los estudiantes, como participantes directos del proceso educativo, están más que satisfechos con sus resultados. El artículo es de interés para los profesores de lenguas extranjeras.

Palabras clave: Cultura organizacional, Comunidad de aprendizaje profesional, Eficacia docente, Pasantías en el extranjero.

INTRODUCTION

Increased academic and scientific mobility is a characteristic feature of modern universities. The financial University under the Government of the Russian Federation is not an exception. Every year, a huge number of our students and teachers travel to various countries of the world for scientific and industrial internships, conferences, seminars, studies, etc. This develops cultural and economic ties between states and contributes to general scientific and technological progress. In the past academic year, seven foreign language teachers of the Department of foreign languages and intercultural communication went on internships in the UK, China, the USA and France. Without a doubt, this incomparable experience directly related to the specifics of our profession, a real "upgrade", represents a more valuable opportunity for a foreign language teacher in an authentic environment. Yes, if it is still organized and conducted by experienced teachers with at least 15 years of experience in the field of special training of foreign language teachers.

At the end of the program, all the participants received international certificates confirming their knowledge. In addition, they had the opportunity to improve their skills not only within the course, but also as a result of sharing experience with colleagues from all over the world, joining the international community of foreign language teachers. The participation of teachers from many countries of the world made it possible to exchange views with colleagues on a number of professional issues, as international teams were formed at each seminar, which required the use of competencies necessary for working in an intercultural environment. It should be noted that our teachers were respected by their colleagues and represented our University with dignity in terms of professional and language training.

Those internships left a bright mark in cultural and educational terms. In addition to useful information obtained during the training process, it allowed our teachers to get experience of staying in the country of the taught language, immerse themselves in its culture and way of life, and

expand their horizons. All this, of course, is extremely important, both for improving the professional skills of a foreign language teacher, and for expanding cultural horizons. For example, our teachers were able to feel the spirit of ancient Oxford with its famous Christ Church-where Harry Potter was filmed, visit Stratford-upon-Avon-the birthplace of William Shakespeare, the medieval castle of Warwick and witness a Grand show about the War of the roses in England, between the Lancastrians and the Yorks.

The information received at lectures and seminars of outstanding specialists is undoubtedly discussed and will be discussed at various events of the Department, used in writing articles and methodological materials, and, first of all, directly in student auditoriums.

Since this was not the first participation of foreign language teachers in foreign internships, the purpose of the trips was not only to gain new knowledge and experience, but also to create a decent image of the teaching school of the Financial University, and to show the role of foreign internships in the foreign language teachers' professional development.

LITERATURE REVIEW

The past decade has seen a tidal wave of proposals to reform education. Seeking to improve what students get from school, reformers advocate changes in standards and assessment, school organization and decision making, and curriculum. The vision of a better education is complex. Teachers are to help diverse learners become competent and skilled, understand what they are doing, and communicate effectively. Schools are to be connected with their communities, and all students are to succeed in ways they currently do not and never have before in the history of public education. If such plans are to move in any significant way beyond rhetoric to permeate practice, significant professional development will be crucial, for such instruction is not commonplace. Nor could teachers change instruction in these ways simply by being told to do so. Teachers would need opportunities to reconsider their current practices and to examine others, as well as to learn more about the subjects and students they teach. Reformers routinely invoke the need for professional development, and there is no shortage of in-service workshops for teachers. Although a good deal of money is spent on teachers' development, most is spent on sessions and workshops (Ball & Cohen, 2009). Though teacher professional development is essential to efforts to improve our educational institutions (Borko, 2014). That is why it is necessary to overview some important directions and strategies for extending our knowledge into new territory of questions not yet explored.

The most important factor in the quality of students' learning is the quality of teaching and school leadership (Cambridge Professional Development Qualifications, 2018). Teachers and leaders need to develop their professional thinking and practice continuously throughout their careers. Cambridge PDQs have been designed to

lead the way in enriching professional learning in schools. These qualifications are based on research evidence about the kinds of professional development that have real impact and value. Cambridge PDQs help practicing teachers and education leaders to:

- engage critically with relevant educational thinking and international best practices
- apply new ideas and approaches in their own practice
- reflect on and share experiences and outcomes to plan further development
- improve the quality of their students' learning

Multiyear study examines the teaching performance of teachers trained in the professional development school (PDS) compared with teachers trained in a traditional teacher preparation program at the same university. Teachers trained in the PDS had higher overall teaching performance than those trained in the traditional program (Richards & Farrel, 2012). We can say that continuing professional development (Richards & Farrel, 2012) when provided formally, is something that is easy to recognize but perhaps rather more difficult to define. Theoretical and empirical controversy surrounds the scope and understanding of the concept.

By examining information about the nature of professional development opportunities (Darling-Hammond et al., 2019) currently available to teachers and in a variety of contexts, education leaders and policymakers can begin both to evaluate the needs of the systems in which teachers learn and do their work and to consider how teachers' learning opportunities can be further supported.

Fullan, for example, (Fullan, 2011; Fullan & Miles, 2012) has effectively highlighted major educational change problems which happen in most of the contexts, and he has successfully engaged readers with different aspect by providing insightful and anecdotes. The book is packed with lots of critical information related to change which requires reflecting and relating with our own context to see what actually happens. For those of us focused on educating, researching, helping, and driving school and educational system change, Michael Fullan has filled in as pioneer, guide, and tutor.

As for Michael Garet (Garet et al., 2011), he uses a national probability sample of 1,027 mathematics and science teachers to provide the first large-scale empirical comparison of effects of different characteristics of professional development on teachers' learning. Results, based on ordinary least squares regression, indicate three core features of professional development activities that have significant, positive effects on teachers' self-reported increases in knowledge and skills and changes in classroom practice: (a) focus on content knowledge; (b) opportunities for active learning; and (c) coherence with other learning activities. It is primarily through these core features that the following structural features significantly affect teacher learning: (a) the form of the activity (e.g., workshop vs. study group); (b) collective participation of teachers

from the same school, grade, or subject; and (c) the duration of the activity.

Allan A. Glatthorn implemented a special term (Glattenhorn et al., 2017) "Psychology Cooperative Professional Development" is the inclusive term used here to embrace these and other forms of peer-oriented systems. His experience in helping numerous campuses implement such programs. As schools increasingly adopt new technologies in enhancing teaching and learning, models of teacher professional development are also evolving (Guskey, 2010). To ensure that teacher development programmes effectively assist them in integrating technology in instructional processes, a study was conducted to determine a more acceptable model of teacher professional development. This study employed a quantitative survey methodology in the collection of data towards the development of a model on technology integration in classrooms and the identification of training needs for teachers. A total of 400 teachers were selected to participate in this study using the stratified random sampling technique from primary schools in 10 Regions of Cameroon to identify their preferences in a professional development model. The data was analysed using percentages, frequency counts, mean and standard deviation. The results indicated that teacher-participants showed a strong preference for an on-going school-based professional development model that supports collaborative learning, problem solving and involves classroom follow-up. A review of the weaknesses in current models as well as literature on best practices in in-service teacher training led to the proposed Mastery of Active and Shared Learning Processes for Techno-pedagogy (MASLEPT) model.

Martin Nystrand (Nystrand & Gamoran, 2011) examines two kinds of student engagement: "procedural," which concerns classroom rules and regulations; and "substantive," which involves sustained commitment to the content and issues of academic study. It describes the manifestations of these two forms of engagement, explains how they relate differently to student outcomes, and offers some empirical propositions using data collected on literature instruction, collected during ten years from 58 eighth-grade English classes (N=1,041 students). The results provide support for the following three hypotheses: (1) disengagement adversely affects achievement; (2) procedural engagement has an attenuated relationship to achievement because its observable indicators conflate procedural and substantive engagement; and (3) substantive engagement has a strong, positive effect on achievement. Features of substantively engaged instruction include authentic questions or questions that have no prespecified answers; uptake or the incorporation of previous answers into subsequent questions; and high-level teacher evaluation or teacher certification and incorporation of student responses in subsequent discussion. Each of these features is noteworthy because it involves reciprocal interaction and negotiation between students and teachers, which is said to be the hallmark of substantive engagement.

Jackson Nzarirwehi (2019) introduced Teacher Development Management Systems, with the sole aim of supporting and enhancing

professional development of teachers through in-service teacher training. Though the training has increasingly motivated teachers into upgrading their academic qualifications, research has not established the effect of the training on professional development of teachers and loopholes, assumptions and misconceptions still persist two decades after the inception of the Teacher Management Systems. Using primary data collected in 2016 from the southwestern Uganda districts of Bushenyi, Rukungiri & Sheema, this study attempts to examine this issue. Key informant interviews and questionnaires were used to collect data from a sample of 610 primary teachers and education stakeholders selected for the study. Findings show that in-service teacher training has a significant effect on teachers, particularly on their academic qualifications, performance, and professionalism. However, these benefits can only be realized when the training is properly planned, implemented and continually evaluated, and in the presence of certain resources and incentives. To this end, the study recommends a review of teacher training approaches and a revamp of educational environments to facilitate the teaching-learning process. Nassira Boudersa adds that (Boudersa, 2016) being competent and well-performing teacher is one of the most important resources in any educational institution. The teacher is considered the professional agent and the most directly responsible person in the process of learning; he is the one in charge of making/helping students learn and benefit or suffer from the quality of his teaching. Given this, the teacher and the quality of his teaching are always under discussion and receive prevalent importance in education. Nowadays, the Algerian educational institutions, for example, like any other educational institutions around the world, is at risk when it comes to the fact that we may encounter a situation whereby our educational systems fail to educate and form excellent learners. As a result of such concerns, there is usually a persistent need in education to assure effective teaching for students at all levels. The call today is for teachers' evaluation procedures as a way to provide assurance in the teaching/learning processes. Teachers are used to come to their career as teachers with little formal professional training or experience. Lack of professional training and professional development of teachers can be a key source for any dissatisfaction in the quality of their teaching to form competent students with the necessary knowledge and skills in the different subject matters. Today, there is a need to shift from traditional-based teaching that is largely based on theoretical educational processes to a research-theory-based teaching that informs and inspires teaching practices.

Results from a study of the relationship between different kinds of professional development supports and early childhood practitioners' use of 10 types of recommended early intervention/early childhood special education practices are reported (Borg, 2018). The participants were 955 practitioners employed in early intervention, preschool, preschool special education, Early Head Start, Head Start, and other early childhood programs in a Midwestern state. The practitioners were asked to indicate if their school districts, agencies, or programs offered and

provided (1) information about recommended practices, (2) professional development specialists demonstrated the use of the practices for the practitioners, (3) the practitioners were provided opportunities to learn to use the practices, and (4) practitioners were provided coaching and performance feedback. Responses to these four types of professional development supports were used to group practitioners into low, moderate, or high degrees of professional supports. Findings showed that practitioners who reported receiving a combination of all four types of supports reported more frequent use of recommended practices compared to practitioners in the other two groups. Implications for in service professional development are described. Results from a study of the relationship between different kinds of professional development supports and early childhood practitioners' use of 10 types of recommended early intervention/early childhood special education practices are reported. Communication competence, as a system of knowledge, skills, abilities, motivational disposition, attitudes and properties, is the essential competence of teachers (Zaslow, 2014). In the last twenty years teacher communication competence has been one of the most important content of teacher training programmes. However, the effects of teacher communication education have not been investigated systematically; there is not specific comparison of the effects of these programmes between student-teachers and active teachers. Teacher's and student-teacher's communication skills were investigated from 2006 to 2014. The sample consists of student- prospective teachers, prospective subject teachers, and active teachers in Serbia who participated in communication training in the last 5 years. There are differences in some socio-communication skills between the examined groups. In the process of communication education teacher communication competence is increased, its specific competencies emphasized (social sensitiveness, non-violent verbal communication, integrative style of conflict management, interaction involvement). "Factors Driving Learner Success in Online Professional Development" (Vu et al., 2017). This study examined factors that contributed to the success of online learners in an online professional development course. Research instruments included an online survey and learners' activity logs in an online professional development course for 512 in-service teachers. The findings showed that there were several factors affecting online learners' success in online professional development. In addition, there were also significant differences between successful and unsuccessful online learners in terms of course login frequency and learning activities viewed.

Darling-Hammond et al. (2019) report the results of a three-year capacity building effort to improve core reading knowledge and practice in 165 third-grade teachers working in 63 urban schools and its effects on student reading outcomes. Teachers volunteered to participate in one or two years of professional development lasting from 90 to 180 hours. Core reading knowledge among teachers resulted in statically significant growth with generally large effect sizes. Three cohorts of third-grade students taught by participating teachers were assessed on

multiple measures of reading at the beginning and end of each school year. Results for within-year improvement showed large effects on all student outcomes. Analysis of the magnitude of student gains between the three years found that for two of the four measures gains in year one were exceeded in years two and three. Implications for professional training to facilitate improved reading outcomes are discussed.

In our article we consider the role of foreign internships in the foreign language teachers' professional development.

MATERIALS AND METHODS

During the internship, our teachers received new knowledge on linguodidactics and modern educational materials for courses: the use of mobile devices in the classroom, motivation of low-motivated students, the development of effective listening skills and key factors in the preparation of creative teachers, modern methods of teaching a foreign language were mastered, an analysis of current trends in the language was conducted, workshops were held in the development of a lesson plan using additional resources, multimedia and IT technologies, modeling situations and analyzing typical errors caused by language interference. During the training were also considered:

- a productive approach to teaching a foreign language, in particular, methods of problem-based learning, partially-search, research. According to the above methods, students learn to acquire knowledge and skills themselves: the teacher does not give ready-made answers, but prepares a subject and illustrative environment, questions for finding an answer (a rule or method of activity); after "opening" a new one, they are offered consolidation exercises aimed at developing foreign language communicative competence. The search for a new concept, rule, method is carried out by students, work in a group is encouraged, and front-line work is minimized;

- method of organization of classroom classes with newspaper articles for students, aimed at the development of productive speech activity.

1st session: 1) discusses the chronology of events in the last 12 months in the country of the target language (the list of events is proposed by the teacher); 2) a list of adjectives describing these events (historical, revolutionary, shocking, unexpected etc.); 3) organizes a discussion in a group of 3 people, then to the class)

2nd session: 1) students are asked to analyze the content of the first page different titles according to the questions aimed at the clarification of the potential readers of this publication/newspaper: left, right, liberals, conservatives... 2) organization of discussion material in the pair; 3) representation of the contents of the first page group, discussion in a group; 4) after discussion of the first page the students are offered an exercise on matching the terms of the article with its content

3rd session: 1) students are invited to analyze the full content of the article, according to the questions (open-type questions, multiple choice) developed by the teacher, including key lexical units; 2) discussion

in pairs; 3) presentation of the content of the article to the class; 4) discussion in the classroom, comparison with those already presented; 5) fixing the lexical material on the topic under discussion (working with the press);

4th session: 1) students perform exercises to fix the lexical material of the press, filling in the meaning of the gaps in the sentences; 2) make a sentence based on key expressions, names of newspapers/magazines proposed by the teacher; 3) listening: viewing news (annotation of all news at the beginning of the programme) with the definition of news without sound; students make assumptions about their content based on what they see; 4) individual work of students, listening to the news chronicle, its independent transcription; 5) checking the dictation in a group / individually (the teacher presents the correct version of the transcription to each student on paper/electronic media). This method of teaching allows students to smoothly immerse themselves in the material, focusing not on translating the material from a foreign language into their native language, but on understanding the content of the original text, developing language guesswork when reading/listening /discussing the material in a foreign language. Thus, an active approach to teaching a foreign language better contributes to the formation of all types of speech activity in a foreign language;

- the most relevant provisions of modern teaching methods, including innovative developments of foreign teachers in the field of teaching foreign languages, based on the Bloom taxonomy;

- mobile applications (training and application) for the development of communicative competence; criteria for selecting training proposals, principles of working with applications; the main methodological problems that arise when using mobile applications.

- a communicative approach to learning, which is manifested, first of all, in the organization of group training of students in various modes, which leads to a significant increase in the level of dynamism of the class. The task of the teacher and students is to learn to work together, to move away from individualized learning. The student learns to listen to their fellow group members, conduct conversations and discussions in the group, and work on projects together with other group members. The student focuses more on their group mates than on their teacher as a model. The formation of the competence of one communication participant takes place over the account of communication with other participants. All exercises and tasks are based on communication. Various examples of projects, role-playing and business games, discussions, and even theatrical performances were demonstrated. The teacher does not give lectures or formulate rules using a large number of grammatical terms: they are themselves comprehended by students on the basis of text analysis (that is, using the method of induction, not deduction). The teacher usually acts as an assistant, friend, or adviser. Great importance is attached to the development of paraphrase skills in attempts to explain and express concepts in various ways.

- the most relevant provisions of modern teaching methods, including innovative developments of foreign teachers in the field of teaching foreign languages, based on Peer Assessment technology, when students give a grade for assignments according to the scheme set by the teacher. The final score is the average of the scores awarded by the group members. Variations or additions to mutual evaluation can be: mutual commenting as a statement of his own opinions in the form of recommendations, arguments in continuation of the theme either as a rebuttal to the author of the work (used in the evaluation of works for which it is difficult to formulate clear assessment criteria, and includes a mandatory response to the author of the review); mutual peer review, which involves a detailed and reasoned comment in the review form, based on teacher-defined criteria to work. The teacher determines the impact of mutual assessment on the overall results of training; formulates recommendations and criteria based on which students make reviews and evaluate the work of their fellow students; sets the "weight" of the results of mutual verification of works in the final score for completing the task. The use of this technology means greater involvement of students in the learning process, additional practice in receptive and productive types of speech activity, and increased internal motivation to learning a foreign language, which ultimately contributes to the formation of all kinds of students' competences: a teamwork, which is very important to form an objective assessment, communication - because teamwork involves the development of such qualities of students as the ability to communicate, to listen and hear others, to express and convey their ideas to different people, critical thinking, as it involves an objective and comprehensive discussion of incoming information, and, finally, creativity - because it develops the ability to apply not standard solutions and the ability to create new tools for solving problems;

- advantages of the lexical approach to language teaching in comparison with the grammatical approach. Despite the fact that some aspects of this issue are controversial, and, of course, the level of language teaching at our University provides excellent knowledge of grammar by students, still some arguments in favor of a more extended use of the lexical approach are interesting and the proposed recommendations can be partially applied in the educational process.

As for Italy, students and teachers at all levels are encouraged to experience internships abroad in order to improve their knowledge of foreign languages. Universities and schools recommend academic mobility and encourage their students and teachers to participate in the Erasmus program or to pass a training abroad.

Every year, a large number of Italian students and teachers attend foreign language courses, in particular English courses in the UK and other countries. The duration of these courses can be from one week to one year but and over, in any case, they give the students the opportunity to learn a foreign language living in strict contact with other people from all over the world, in a college or in a family for example, so developing intercultural communication and opening their minds at the same time.

Students not only learn a foreign language but they learn also the culture and the habits of the country in which they are having the internship. At the end of these training internships students get certifications recognized in all academic fields.

Teachers' professional development is highly recommended at all levels in Italian schools. Passing a training abroad gives the teachers the opportunity to improve their knowledge of a foreign language and leads to the development of professional and cultural competencies and skills, thus improving their motivation and the efficacy of their methods. In the UK, for example, many English language teaching organisations, accredited by the British Council, offer a huge number of opportunities to all professionals who want to learn English. One of these organizations is Anglo-Continental, in Bournemouth, where teachers can pass a training internship to learn more about teaching English. Anglo-Continental is an approved Training Centre for the University of Cambridge Certificate in English Language Teaching to Adults (CELTA). The courses concentrate on methodology and practice rather than on theory. They also show participants how they can extend their skills, practice and effectiveness after completion of the course.

In the last ten years I spent at least two weeks a year in different cities of the UK attending English courses in order to improve my Knowledge of English language. Living in London, Edinburgh, Bournemouth and visiting the English countryside, The Highlands or some of the most famous cities like Oxford and Cambridge, Brighton, Bath, Stratford-upon-Avon, Winchester, is a precious experience from different points of view one should go through once in his life.

My personal exposure at Anglo-Continental in the years 2018/2019 is extremely positive. In the summer 2018 I attended the TKT (Teaching Knowledge Test) COURSE, Modules 1,2,3, taking the exam and getting a certificate. The Teaching Knowledge Test is a test developed by Cambridge ESOL for teachers of English to speakers of other languages. It is designed to test candidates' knowledge of concepts related to language and language use, and the background to and practice of language teaching and learning.

All participants are provided with authentic materials, books, copies, magazines, and every kind of tools useful for a full immersion in an authentic environment. They are taught to use technological devices to increase the students' motivation and modern methods of teaching a foreign language. In particular, during their internships teachers learn: Language and background to language learning and teaching; lesson planning and use of resources for language teaching; managing the teaching and learning process.

The course tutors are always extremely supportive and understanding of the difficulties one can encounter in learning methodology in a foreign language.

In the summer 2019 I attended the same course to gain new knowledge of English language, thus having a new opportunity to meet people from all over the world (I met Chinese, Russian, Arabic and Japanese teachers),

to share with them ideas and experiences on methodology and extending my own culture.

RESULTS

For the period 2018-2020 academic years, 20 teachers of the Financial University have completed foreign language training in Spain, France, China, the United Kingdom, and the United States in order to improve their foreign language proficiency and expand their didactic knowledge of teaching methods. At the same time, the authors of the article came up with the idea to compare the results of teachers' work from the point of view of students before and after the internship. A survey was conducted of 1530 students in the groups where these teachers conduct classes.

Students were asked to answer the following questions in the spring before the summer internship and in the winter of the next academic year after passing it:

- able to clearly, easily and consistently present the material;
- connects theoretical knowledge with the practical component of the future profession;
- able to interest and engage the student in the learning process;
- from the first lesson in the discipline puts forward clear and understandable requirements for evaluating knowledge in classes, certifications and exams; objective in evaluating students' knowledge and work; interested in improving the level of students' learning of knowledge and skills in the taught discipline;
- friendly and tactful with students;
- available for out-of-class communication on issues of educational and scientific information on consultations or remotely.

Students were asked to anonymously rate teachers on a 10-point system, according to which:

- 0 – 4.9 points: unsatisfactory;
- 5.0-6.9 points: satisfactory;
- 7.0-8.5 points: well;
- Of 8.6 – 10.0 points: excellent.

The results of the survey of 1530 students were listed in the table (Table 1).

Table 1
A teacher through the eyes of students in 2018-2019 / 2019-2020 academic years.

For students' evaluation	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033	2033-2034	2034-2035	2035-2036	2036-2037	2037-2038	2038-2039	2039-2040	2040-2041	2041-2042	2042-2043	2043-2044	2044-2045	2045-2046	2046-2047	2047-2048	2048-2049	2049-2050	2050-2051	2051-2052	2052-2053	2053-2054	2054-2055	2055-2056	2056-2057	2057-2058	2058-2059	2059-2060	2060-2061	2061-2062	2062-2063	2063-2064	2064-2065	2065-2066	2066-2067	2067-2068	2068-2069	2069-2070	2070-2071	2071-2072	2072-2073	2073-2074	2074-2075	2075-2076	2076-2077	2077-2078	2078-2079	2079-2080	2080-2081	2081-2082	2082-2083	2083-2084	2084-2085	2085-2086	2086-2087	2087-2088	2088-2089	2089-2090	2090-2091	2091-2092	2092-2093	2093-2094	2094-2095	2095-2096	2096-2097	2097-2098	2098-2099	2099-2100	2100-2101	2101-2102	2102-2103	2103-2104	2104-2105	2105-2106	2106-2107	2107-2108	2108-2109	2109-2110	2110-2111	2111-2112	2112-2113	2113-2114	2114-2115	2115-2116	2116-2117	2117-2118	2118-2119	2119-2120	2120-2121	2121-2122	2122-2123	2123-2124	2124-2125	2125-2126	2126-2127	2127-2128	2128-2129	2129-2130	2130-2131	2131-2132	2132-2133	2133-2134	2134-2135	2135-2136	2136-2137	2137-2138	2138-2139	2139-2140	2140-2141	2141-2142	2142-2143	2143-2144	2144-2145	2145-2146	2146-2147	2147-2148	2148-2149	2149-2150	2150-2151	2151-2152	2152-2153	2153-2154	2154-2155	2155-2156	2156-2157	2157-2158	2158-2159	2159-2160	2160-2161	2161-2162	2162-2163	2163-2164	2164-2165	2165-2166	2166-2167	2167-2168	2168-2169	2169-2170	2170-2171	2171-2172	2172-2173	2173-2174	2174-2175	2175-2176	2176-2177	2177-2178	2178-2179	2179-2180	2180-2181	2181-2182	2182-2183	2183-2184	2184-2185	2185-2186	2186-2187	2187-2188	2188-2189	2189-2190	2190-2191	2191-2192	2192-2193	2193-2194	2194-2195	2195-2196	2196-2197	2197-2198	2198-2199	2199-2200	2200-2201	2201-2202	2202-2203	2203-2204	2204-2205	2205-2206	2206-2207	2207-2208	2208-2209	2209-2210	2210-2211	2211-2212	2212-2213	2213-2214	2214-2215	2215-2216	2216-2217	2217-2218	2218-2219	2219-2220	2220-2221	2221-2222	2222-2223	2223-2224	2224-2225	2225-2226	2226-2227	2227-2228	2228-2229	2229-2230	2230-2231	2231-2232	2232-2233	2233-2234	2234-2235	2235-2236	2236-2237	2237-2238	2238-2239	2239-2240	2240-2241	2241-2242	2242-2243	2243-2244	2244-2245	2245-2246	2246-2247	2247-2248	2248-2249	2249-2250	2250-2251	2251-2252	2252-2253	2253-2254	2254-2255	2255-2256	2256-2257	2257-2258	2258-2259	2259-2260	2260-2261	2261-2262	2262-2263	2263-2264	2264-2265	2265-2266	2266-2267	2267-2268	2268-2269	2269-2270	2270-2271	2271-2272	2272-2273	2273-2274	2274-2275	2275-2276	2276-2277	2277-2278	2278-2279	2279-2280	2280-2281	2281-2282	2282-2283	2283-2284	2284-2285	2285-2286	2286-2287	2287-2288	2288-2289	2289-2290	2290-2291	2291-2292	2292-2293	2293-2294	2294-2295	2295-2296	2296-2297	2297-2298	2298-2299	2299-2300	2300-2301	2301-2302	2302-2303	2303-2304	2304-2305	2305-2306	2306-2307	2307-2308	2308-2309	2309-2310	2310-2311	2311-2312	2312-2313	2313-2314	2314-2315	2315-2316	2316-2317	2317-2318	2318-2319	2319-2320	2320-2321	2321-2322	2322-2323	2323-2324	2324-2325	2325-2326	2326-2327	2327-2328	2328-2329	2329-2330	2330-2331	2331-2332	2332-2333	2333-2334	2334-2335	2335-2336	2336-2337	2337-2338	2338-2339	2339-2340	2340-2341	2341-2342	2342-2343	2343-2344	2344-2345	2345-2346	2346-2347	2347-2348	2348-2349	2349-2350	2350-2351	2351-2352	2352-2353	2353-2354	2354-2355	2355-2356	2356-2357	2357-2358	2358-2359	2359-2360	2360-2361	2361-2362	2362-2363	2363-2364	2364-2365	2365-2366	2366-2367	2367-2368	2368-2369	2369-2370	2370-2371	2371-2372	2372-2373	2373-2374	2374-2375	2375-2376	2376-2377	2377-2378	2378-2379	2379-2380	2380-2381	2381-2382	2382-2383	2383-2384	2384-2385	2385-2386	2386-2387	2387-2388	2388-2389	2389-2390	2390-2391	2391-2392	2392-2393	2393-2394	2394-2395	2395-2396	2396-2397	2397-2398	2398-2399	2399-2400	2400-2401	2401-2402	2402-2403	2403-2404	2404-2405	2405-2406	2406-2407	2407-2408	2408-2409	2409-2410	2410-2411	2411-2412	2412-2413	2413-2414	2414-2415	2415-2416	2416-2417	2417-2418	2418-2419	2419-2420	2420-2421	2421-2422	2422-2423	2423-2424	2424-2425	2425-2426	2426-2427	2427-2428	2428-2429	2429-2430	2430-2431	2431-2432	2432-2433	2433-2434	2434-2435	2435-2436	2436-2437	2437-2438	2438-2439	2439-2440	2440-2441	2441-2442	2442-2443	2443-2444	2444-2445	2445-2446	2446-2447	2447-2448	2448-2449	2449-2450	2450-2451	2451-2452	2452-2453	2453-2454	2454-2455	2455-2456	2456-2457	2457-2458	2458-2459	2459-2460	2460-2461	2461-2462	2462-2463	2463-2464	2464-2465	2465-2466	2466-2467	2467-2468	2468-2469	2469-2470	2470-2471	2471-2472	2472-2473	2473-2474	2474-2475	2475-2476	2476-2477	2477-2478	2478-2479	2479-2480	2480-2481	2481-2482	2482-2483	2483-2484	2484-2485	2485-2486	2486-2487	2487-2488	2488-2489	2489-2490	2490-2491	2491-2492	2492-2493	2493-2494	2494-2495	2495-2496	2496-2497	2497-2498	2498-2499	2499-2500	2500-2501	2501-2502	2502-2503	2503-2504	2504-2505	2505-2506	2506-2507	2507-2508	2508-2509	2509-2510	2510-2511	2511-2512	2512-2513	2513-2514	2514-2515	2515-2516	2516-2517	2517-2518	2518-2519	2519-2520	2520-2521	2521-2522	2522-2523	2523-2524	2524-2525	2525-2526	2526-2527	2527-2528	2528-2529	2529-2530	2530-2531	2531-2532	2532-2533	2533-2534	2534-2535	2535-2536	2536-2537	2537-2538	2538-2539	2539-2540	2540-2541	2541-2542	2542-2543	2543-2544	2544-2545	2545-2546	2546-2547	2547-2548	2548-2549	2549-2550	2550-2551	2551-2552	2552-2553	2553-2554	2554-2555	2555-2556	2556-2557	2557-2558	2558-2559	2559-2560	2560-2561	2561-2562	2562-2563	2563-2564	2564-2565	2565-2566	2566-2567	2567-2568	2568-2569	2569-2570	2570-2571	2571-2572	2572-2573	2573-2574	2574-2575	2575-2576	2576-2577	2577-2578	2578-2579	2579-2580	2580-2581	2581-2582	2582-2583	2583-2584	2584-2585	2585-2586	2586-2587	2587-2588	2588-2589	2589-2590	2590-2591	2591-2592	2592-2593	2593-2594	2594-2595	2595-2596	2596-2597	2597-2598	2598-2599	2599-2600	2600-2601	2601-2602	2602-2603	2603-2604	2604-2605	2605-2606	2606-2607	2607-2608	2608-2609	2609-2610	2610-2611	2611-2612	2612-2613	2613-2614	2614-2615	2615-2616	2616-2617	2617-2618	2618-2619	2619-2620	2620-2621	2621-2622	2622-2623	2623-2624	2624-2625	2625-2626	2626-2627	2627-2628	2628-2629	2629-2630	2630-2631	2631-2632	2632-2633	2633-2634	2634-2635	2635-2636	2636-2637	2637-2638	2638-2639	2639-2640	2640-2641	2641-2642	2642-2643	2643-2644	2644-2645	2645-2646	2646-2647	2647-2648	2648-2649	2649-2650	2650-2651	2651-2652	2652-2653	2653-2654	2654-2655	2655-2656	2656-2657	2657-2658	2658-2659	2659-2660	2660-2661	2661-2662	2662-2663	2663-2664	2664-2665	2665-2666	2666-2667	2667-2668	2668-2669	2669-2670	2670-2671	2671-2672	2672-2673	2673-2674	2674-2675	2675-2676	2676-2677	2677-2678	2678-2679	2679-2680	2680-2681	2681-2682	2682-2683	2683-2684	2684-2685	2685-2686	2686-2687	2687-2688	2688-2689	2689-2690	2690-2691	2691-2692	2692-2693	2693-2694	2694-2695	2695-2696	2696-2697	2697-2698	2698-2699	2699-2700	2700-2701	2701-2702	2702-2703	2703-2704	2704-2705	2705-2706	2706-2707	2707-2708	2708-2709	2709-2710	2710-2711	2711-2712	2712-2713	2713-2714	2714-2715	2715-2716	2716-2717	2717-2718	2718-2719	2719-2720	2720-2721	2721-2722	2722-2723	2723-2724	2724-2725	2725-2726	2726-2727	2727-2728	2728-2729	2729-2730	2730-2731	2731-2732	2732-2733	2733-2734	2734-2735	2735-2736	2736-2737	2737-2738	2738-2739	2739-2740	2740-2741	2741-2742	2742-2743	2743-2744	2744-2745	2745-2746	2746-2747	2747-2748	2748-2749	2749-2750	2750-2751	2751-2752	2752-2753	2753-2754	2754-2755	2755-2756	2756-2757	2757-2758	2758-2759	2759-2760	2760-2761	2761-2762	2762-2763	2763-2764	2764-2765	2765-2766	2766-2767	2767-2768	2768-2769	2769-2770	2770-2771	2771-2772	2772-2773	2773-2774	2774-2775	2775-2776	2776-2777	2777-2778	2778-2779	2779-2780	2780-2781	2781-2782	2782-2783	2783-2784	2784-2785	2785-2786	2786-2787	2787-2788	2788-2789	2789-2790	2790-2791	2791-2792	2792-2793	2793-2794	2794-2795	2795-2796	2796-2797	2797-2798	2798-2799	2799-2800	2800-2801	2801-2802	2802-2803	2803-2804	2804-2805	2805-2806	2806-2807	2807-2808	2808-2809	2809-2810	2810-2811	2811-2812	2812-2813	2813-2814	2814-2815	2815-2816	2816-2817	2817-2818	2818-2819	2819-2820	2820-2821	2821-2822	2822-2823	2823-2824	2824-2825	2825-2826	2826-2827	2827-2828	2828-2829	2829-2830	2830-2831	2831-2832	2832-2833	2833-2834	2834-2835	2835-2836	2836-2837	2837-2838	2838-2839	2839-2840	2840-2841	2841-2842	2842-2843	2843-2844	2844-2845	2845-2846	2846-2847	2847-2848	2848-2849	2849-2850	2850-2851	2851-2852	2852-2853	2853-2854	2854-2855	2855-2856	2856-2857	2857-2858	2858-2859	2859-2860	2860-2861	2861-2862	2862-2863	2863-2864	2864-2865	2865-2866	2866-2867	2867-2868	2868-2869	2869-2870	2870-2871	2871-2872	2872-2873	2873-2874	2874-2875	2875-2876	2876-2877	2877-2878	2878-2879	2879-2880	2880-2881	2881-2882	2882-2883	2883-2884	2884-2885	2885-2886	2886-2887	2887-2888	2888-2889	2889-2890
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80% of teachers have become more interested in improving the level of students' knowledge and skills in the taught discipline, are more tactful and friendly with students, and 90% have become more accessible for extracurricular communication, including participation in international student conferences I, writing articles in international journals. This fact indicates that teachers, having become more confident in their knowledge of foreign languages, and having received a certain energy boost after obtaining country-specific knowledge and linguistic features, are more interested in teaching foreign languages. They become inquisitive researchers in search of methodological and linguistic techniques that will help students to stimulate and improve foreign language communication, included in the professional sphere. In this context, training becomes more practice-oriented, foreign language communicative professional competence is formed, which stimulates the motivation of students to study FL. The teacher himself is better and more freely oriented not only in his subject, but also in the field of direction and profile of training of his students, which improves classroom and extracurricular communication with them, encourages joint research in the FL. In addition, successful and effective classroom activities contribute to the emergence and implementation of new scientific and pedagogical ideas, which are reflected in the publication activity of teachers at the national and international level, thereby increasing the prestige of the University.

In general, we note that the average index of teachers for two academic years (2018-2019 / 2019-2020) has significantly increased. Let's describe it in the next histogram:

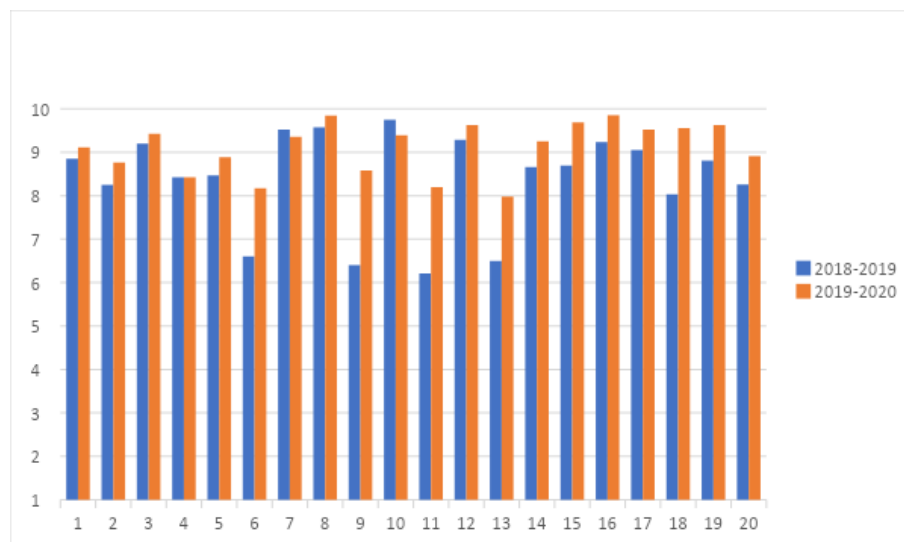


Image 1

Average rating of teachers through the eyes of students for 2018-2019 / 2019-2020 academic years (SCORES)

It is obvious that students have a fairly high "excellent" rating of the work of the majority of teachers (55%). However, there are also quite low "satisfactory" ratings (20%) for the 2018-2019 academic year before passing the foreign internship. However, in the 2019-2020 academic year, after passing a summer internship abroad, there are significant

improvements: the work of 80% of teachers is rated "excellent", 20% of teachers – "good". There is no "satisfactory" rating (Table 2).

Table 2

Comparative analysis of teachers' assessment through the eyes of students according to the 5-point system

Score	2018–2019	2019–2020
Excellent	11 (55%)	16 (80%)
Good	5 (25%)	4 (20%)
Satisfactory	4 (20%)	–
Poor	–	–

CONCLUSION

Therefore, due to foreign internship, the professional level of the teacher increases, mastering the culture of professional activity and linguistic culture as an integral part of the general culture of a modern person. The teacher's awareness of their place in the culture allows them to expand the range of their activities, encourages productive cooperation with students, contributing to their greater motivation to study the subject. An important result of the internship is to improve communication literacy, communication speech, increase communication culture, and develop communication skills. Despite the short duration, such internships help teachers to test their foreign language skills, plunge into a foreign language environment, assert themselves in their professional competence and start working with new enthusiasm in the new academic year.

Thus, passing a training abroad leads to the development and improvement of language, professional, and cultural competencies of not only teachers, but also students; improving the skills of teachers, their motivation; increasing not only the prestige of the educational organization, but also the publication activity of university employees in world scientific publications; improving educational technologies. And most importantly, students, as direct participants of the educational process, are more than satisfied with their results.

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