IMPLEMENTATION OF THE CONTINUITY PRINCIPLE IN TEACHING FOREIGN LANGUAGES FOR PHILOLOGY-STUDENTS

DOI: https://doi.org/10.24115/S2446-6220206Extra-C620p.19-29

ABSTRACT
The article reflects a theoretical study on adherence to the principle of continuity in teaching foreign languages to philology students. The main contradictions of this principle with the trends of modern linguistics are identified and the ways of implementing this principle in the modern educational process are outlined. Theoretical and experimental methods of investigation of the metatheoretical educational guidelines (principles, approaches and trends) are used in the article: analysis and generalization of the most recent scientific and methodical sources, method of comparison, modeling and inventory of essential provisions; method of observing the educational process, sociological mathematical methods and verification methods for presenting experimental results. It has been proven that remote learning and e-learning of foreign languages, gaining much popularity, require adjustment of adherence to the principle of continuity, and their compliance with content depends on the responsibility and self-regulation of students. Social work with foreign language teachers at philology colleges revealed that, for them, the principle of continuity is important in any educational conditions and trends.

Keywords: Linguodidactic. Vertical and horizontal aspects of continuity. Foreign language competence. Independent work. Personal educational trajectory.

IMPLEMENTAÇÃO DO PRINCÍPIO DE CONTINUIDADE NO ENSINO DE LÍNGUAS ESTRANGEIRAS PARA ALUNOS DE FILOLOGIA

IMPLEMENTACIÓN DEL PRINCIPIO DE CONTINUIDAD EN LA ENSEÑANZA DE LENGUAS EXTRANJERAS PARA ESTUDIANTES DE FILOLOGÍA

RESUMO
O artigo reflete um estudo teórico sobre a adesão ao princípio da continuidade no ensino de línguas estrangeiras para alunos de filologia. As principais contradições desse princípio com as tendências da linguodidática moderna são identificadas e as formas de implementação desse princípio no processo educacional moderno são delineadas. Métodos teóricos e experimentais de investigação das diretrizes educacionais metateóricas (princípios, abordagens e tendências) são utilizados no artigo: análise e generalização das fontes científicas e metodológicas mais recentes, método de comparação, modelagem e inventário de disposições essenciais; método de observação do processo educacional, métodos sociológicos matemáticos e métodos de verificação para apresentação de resultados experimentais. Está provado que o aprendizado remoto e o e-learning de línguas estrangeiras, ganhando muito popularidade, exigem o ajuste da adesão ao princípio de continuidade, e seu cumprimento de conteúdo depende da responsabilidade e autorregulação dos alunos. O trabalho social com professores de línguas estrangeiras em faculdades de filologia revelou que, para eles, o princípio de continuidade é importante em quaisquer condições e tendências educacionais.


RESUMEN
El artículo refleja un estudio teórico sobre la adhesión al principio de continuidad en la enseñanza de lenguas extranjeras a los estudiantes de filología. Se identifican las principales contradicciones de este principio con las tendencias de la lingüística moderna y se esbozan las formas de implementar este principio en el proceso educativo moderno. En el artículo se utilizan métodos teóricos y experimentales de investigación de las pautas educativas metateóricas (principios, enfoques y tendencias): análisis y generalización de las fuentes científicas y metodológicas más recientes, método de comparación, modelado e inventario de provisiones esenciales; método de observación del proceso educativo, métodos matemáticos sociológicos y métodos de verificación para presentar resultados experimentales. Se ha comprobado que el aprendizaje a distancia y el e-learning de lenguas extranjeras, ganando mucha popularidad, requieren un ajuste de la adherencia al principio de continuidad, y su cumplimiento de los contenidos depende de la responsabilidad y autorregulación de los estudiantes. El trabajo social con profesores de lenguas extranjeras en las facultades de filología reveló que, para ellos, el principio de continuidad es importante en cualquier condición y tendencia educativa.

INTRODUCTION

Modern requirements for foreign language education of students of any major have significantly increased, compared to the previous century. This is caused by the intensification of professional intra- and intercultural communication, the possibilities of digital access to educational resources, the bilingual concept of professional communication, etc. (Affandy, Aminah, Supriyanto, 2018; Surakarta, 2017; Singh, 2019).

Particularly acute is the problem of improving foreign language education for the formation of professional competences of specialists in philology, for whom language is the main instrument of activity. In this respect, methodologists of all countries, having creatively learned the experience of predecessors, are looking for new ways to optimize and intensify language learning. Philology-student begins to master the content of higher education already with a sufficient level of foreign language competence; therefore, it is important to build on its level and optimally use time and didactic resources for rapid and high-quality linguistic and communicative development. It is possible to provide such progress only considering the classical principles of linguodidactics - continuity, integrity and consistency.

The principle of continuity has long been used in the linguodidactics of higher education, but the emergence of new opportunities and practical requirements for the competencies of a bachelor in the field of philology demands the updating of the methodological tools aimed at the effective use of the principle of continuity. Among other things, it is necessary to check adherence to the principle of continuity when using innovative educational tools and conditions. This is caused, first of all, by the fact that in most didactic approaches, continuity concerns only the invariant component of education, which makes it difficult to use it in the educational conditions of a modern institution of higher education, where the variable and independently elaborated component is significant.

The pedagogical scope of the concept “continuity” is extremely wide. It involves the development of competencies through the formation of educational and activity-based fulfilment of new qualitatively more complex intra- and external-subject connections: with each lesson, training module, semester, course, etc. Crucial moments of such transition occur when entering the university (college), at the end of the course, when moving to another level of educational degree (for example, bachelor - master’s degree). The seemingly linear principle of continuity (under the conditions of high-tech compliance) reveals itself in “abrupt” or disproportionately dependent growth of knowledge relative to time measurement. In general, continuity in mastering a foreign language in a simplified form can be presented in the range “knowledge — skill — understanding”.

In Western Europe, the problem of correlation of continuity of learning with its differentiation is solved by the wide introduction of independent forms of education (online courses) and its electronic content, support and control. This allows to preserve the classic traditions of universities in language learning and, at the same time, to implement the fundamental (compulsory) content of education, differentiating speed, depth of learning, didactic sources and channels, reporting forms. Continuity in its linear-progressive understanding suggests that each functional and activity-based element of the educational process completes its tactical task, which makes it possible to move to the higher stage.

Taking into account the principle of continuity in the formation of foreign language competencies in philological faculties means the implementation (against the background of knowledge consolidation in the basic disciplines (English grammar, translation practice, etc.) of the following trends: communicative orientation, activity approach, personal orientation, situational orientation, independent activity. In the implementation of these areas of the content of education, the greatest contradiction is caused by the coordination of the basic didactic content of education, which provides for continuity with individualized-differentiated fragments of the content of education, providing for specialization, individual specification, etc. Thus, one of the main problems in the implementation of the principle of continuity is its implementation in independent, individual and other differentiated forms of learning.

Analysis of the methodical literature on the methodology of teaching a foreign language for specialized professions (within bachelor’s programs) involves the following sequence and differentiation of the general content didactic line: compulsory mastering of the basic level (from A-1 to A-2), advancing the main level (from A-1 to B-2), professional level profiling (agricultural translation, medical translation, etc.) So is linguodidactic continuity traditionally understood. There is no profiling at the philological faculties with general study of foreign languages, and the student, mastering the general content of education, has the possibility of personal choice of advance and specification.

It is this choice that becomes one of the obstacles to the implementation of the principle of continuity, since it cannot be foreseen and sufficiently controlled.

The destructive factors of non-compliance or formal adherence to the principle of continuity, when students are forced to re-study the already learned material or, conversely, experience discomfort from a sharp transition from school to university education add to the relevance of the study. Particular attention should be paid to the issues of “smoothing” the transitions from one didactic stage to another by improving competencies through layering of higher quality skills.
on the background knowledge and opportunities. For the working hypothesis of the study, one can take the thesis that if there is sufficient motivation and appropriate control and counselling, philology-students can adhere to the principle of continuity in learning a foreign language. At the same time, they can independently organize the main didactic process.

**METHODS**

**Approach**

The general approach to the choice of methods of this study is determined by the theoretical and philosophical nature of the subject of the investigation - the implementation of the continuity principle in the study of foreign languages at philological faculties. In this respect, it was decided to move away from the evaluation of students’ achievements and focus on the theoretical methods of research and sociological methods of teaching staff research, since students usually do not care about philosophical and methodological issues of continuity of acquiring their own education.

**Strategy**

The strategy of the research consisted in the gradual collection of data from theoretical-philosophical to soci-personal one (only teachers were respondents and participants of focus groups). These data were then subjected to theoretical and mathematical types of analysis in order to determine the correspondence of the modern educational process (learning foreign languages at the major faculty) to the principle of continuity.

**Method**

Research methods are generalization, inventory of didactic instruments and modern trends in foreign language learning by reviewing relevant theoretical and methodological literature within the framework of the analyzed approach; experimental methods — observation of the educational process, social survey and discussion within focus groups to clarify the practical aspects of using the principle of continuity; modelling of new perspectives of its application in order to intensify and improve the quality of linguistic education in higher education.

**Data collection**

The collection of empirical data was performed through an experiment that took place during one academic year and consisted of two parts: observation of didactic process (monitoring) and social part. The essence of the first part of the experiment was that the author of this study and two of his competent colleagues selectively attended classes at the Philological Faculty on the following subjects “German language in professional communication”, “Grammar of the German language”, “Practical stylistics of the German language “etc. (Bachelor’s degree) and monitored teachers’ adherence to the continuity principle using monitoring system suggested by researcher (WILLMS, 2006).

In particular, compliance monitoring was used. This became possible by comparing the ways of continuity principle implementation declared by teachers during the questionnaire with those recorded in the observation of the “live” educational process. Thus, the essence of the pre-experimental data collection carried out during the year is to monitor the lecture classes and study the methodical literature in order to take into account the parameters related to other principles, tracking aberrations (deviations) and integrate the consolidated indicators within the analyzed principle.

The essence of the second part of the experiment was to trace whether the principle of continuity of teaching foreign languages is adhered to by teachers of the above subjects in the following institutions of higher education: National Academy of the State Border Service of Ukraine named after Bohdan Khmelnytsky, Faculty of Foreign Languages and Humanities (Department of the English Language); Kyiv National Linguistic University, Faculty of Romance Philology and Translation, Department of Spanish and French Philology and Faculty of Natural Geographical Education and Ecology (Foreign Languages Department); Transcarpathian Hungarian Institute named after FerencRakoczi II (Department of Philology) (FerencRákóczi II. Transcarpathian Hungarian Institute, Department of Philology).

To verify the above, a focus-discussion of the process and the results of training among teachers of the Faculty of Philology was carried out. The number of teachers who were invited to participate in the experiment was 112 people. This number was obtained by using a random sample of the general list of teachers of major subjects. Of these, 96 people agreed to participate in the experiment. Actually, 64 people participated, since the rest were excluded due to the restrictive criteria (work experience, emotional state, application of experimental learning technologies, etc.).
Data processing
Processing of initial and output data was carried out with the help of mathematical methods and special programs. Thus, using the sample size calculator (Google Apps) in order to obtain valid results, the size of the representative sample was determined. Since the population size is 64 (N), and the confidence interval is about 7.2, the confidence level is 95%, a sufficient sample size is 32 people. This study used qualimetric and quantitative research methods (questionnaires for teachers, surveys and discussions in the focus group, classes observations with marks of the number of relevant moments and qualitative extremes of classes) (SAKE, 1995; MERRIAM, 1998).

Data analysis
The analysis of the data consisted in determining the presence, absence during the classes (and in the methodological tools of teachers) and quantitative presentation of didactic phenomena that would prove the facts of adherence to the principle of continuity during the classes on the relevant for our study disciplines of philological faculty. The main material that was studied and the analysis of which fell into the findings of this study is the assessment by teachers of the ratio of continuity principle with modern approaches to learning a foreign language (independent and electronic approaches to learning a foreign language in higher education) and direct facts of revealing such a principle during experimental observation. It was also important to find out the positive/negative attitude of modern teachers to classical principles of education and thereby to find out the degree of continuity between modern (postnonclassical) and classical foreign language education in general. Thus, the main type of analysis was a comparison of three aspects - theoretical and methodological generalizations of adherence to the principle of continuity, observed facts of adherence to such a principle and declared teaching methods and guidelines for its adherence (see Table 1). This corresponds to a comparative approach to social and educational data (YIN, 2014).

<table>
<thead>
<tr>
<th>Aspects of adherence to the principle of continuity</th>
<th>Adherence by teachers</th>
<th>Declaring by teachers</th>
<th>Evaluation on a 5-point scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominated</td>
<td>67%</td>
<td>63%</td>
<td>3 / 3</td>
</tr>
<tr>
<td>Declared</td>
<td>75%</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Observed</td>
<td>-</td>
<td>85%</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Source: Search data

Data confirmation
Confirmation of experimental data can be objectified by the demonstration of the experimental procedure and the specific results of the analysis. Thus, at the beginning of the experiment, in order to increase the validity of its results, the theoretical and methodological literature on the following topics was analyzed: continuity in education, monitoring of education, modern trends in teaching foreign languages at universities (dominance of independent types of work in the study of foreign languages in higher education, the use of “e-learning” in modern foreign language higher education, training students according to individual educational strategy). After that, a questionnaire was developed, which was submitted to teachers in the form of a blitz questionnaire. The answers were analyzed using a special application (Textalyser). The blitz questionnaire contained the following questions:

- What do you personally do to adhere to the principle of continuity in teaching a foreign language?
- How do students respond to traditional didactic activities aimed at adherence to the principle of continuity?

Briefly formulate how the continuity in modern trends of teaching a foreign language is manifested (spontaneity, individualization, specialization, independence, emphasis on electronic resources). Name the main contradictions of modern trends, student priorities, your pedagogical idiosyle with the principle of continuity. After some time, for the effect of relevance to disappear, focus-discussion on the main results of the survey was conducted among teachers of basic disciplines in Germanic languages. The results are given in Table 1.

Note: in the vertical row of the table the initial data (nominated, declared, observed aspects of adherence to the principle of continuity) is taken as an absolute indicator (100%), and in the horizontal line (aspects of adherence to the principle of continuity: adherence by teachers, declaring by teachers) the real indicator is demonstrated in comparison with the absolute one. In the table, the aspects of continuity adherence, revealed during the questionnaire and work of teachers in focus groups are considered as declared, observed ones are revealed during the observation (monitoring) of the educational process, whereas nominated are identified in the analysis of literature. The estimation of mathematical results was carried out in the Results section.

In the second part of the experiment, focus-discussion was organized among the participants of the experiment. The
focus group consisted of 16 participants and worked on a controversial discussion of the following issues:

- Determination of the project of implementation of the “vertical” and “horizontal” aspects of the principle of continuity within the framework of a specific didactic segment (topic, module, academic discipline).

- Correlation of classical and innovative principles of foreign language education of future philologists: pros and cons. Naming and argumentation of specific methods, tools and recommendations for adherence to the principle of continuity within the framework of modern educational conditions at philological faculties.

Data analysis

The data obtained during the focus discussion and discussion was recorded after decoding the solid audio recording and processed using the Textalyzer web program. Then it was summarized in a numerical table reflecting the frequency of using relevant words and expressions: “method”, “recommendation”, “implementation”, “project”, “utilization”, “adherence to the principle”, “vertical”, “horizontal”, “tool” etc. Among other verbal data the most constructive were selected, which relate to the structure, essence and optimization of the process of implementing the principle of continuity in the study of foreign languages. Verified results are presented in the Results section.

Literature review

Continuity in education is considered in modern pedagogical discourse from general philosophical observations to specific methodical technologies (KISSLING, 2012; GLAKJANI, 2017; KRAVTSOV & GNEDKOVA, 2016). The issue of continuity in education and in the study of languages in particular is widely analyzed by scholars of different areas and periods. Thus, some scholars study the language continuity between native (local) and foreign (English) languages, which is actually a manifestation of interlingual continuity even in the study of genetically and morphologically different languages. At present, thorough proposals have been made for governments and educational institutions to use the potential of the mother tongue as a basis for implementing the principle of continuity in initial learning of a foreign language (CARUSO & BROWN, 2017). This principle can be nominated by the principle of interlingual continuity.

Instead, in work (YU & GENG, 2020) suggest studying continuity in the context of motivation. As a result of the study of experimental groups, these scholars identified 12 motivational categories. They were divided into autonomous and controlled ones, which gives valuable material for our research. At the same time, scholars use the term “continuity of motivation”, which was observed in part of postgraduate students. The problem area of this study is a contradiction: how to implement a common phased content which will mean continuity into teaching; how to encourage students to self-regulation in the continuous mastery of knowledge and how students can leave a “niche” for an individual approach and self-selection of topics and disciplines so that they adhere to the principle of continuity (YU & GENG, 2020). Motivation of students adhering to individual educational trajectories is analyzed in terms of behavioral, self-regulating, self-presentation aspects (ZLATEA & CUCUI, 2015).

Review of literature on basic principles of teaching foreign languages at specialized faculties revealed numerous methodological attempts to introduce personally-oriented student training on the basis of mandatory invariant competence platform. This is achieved by the implementation of remote and online programs, in which the great weight is given to the variable component. This is caused by the fact that many European students and students from the United States already work, have a major orientation or already have higher education and are well-motivated and practically oriented in terms of advancing their linguistic competence (LORENZ, 2018; DONAHIUE, 2015). So, in this dimension specialization involves the formation of foreign competencies not in breadth, but depth and partially deviates from the principle of continuity in its linear-translational sense. Particularly discordant with this principle is not so much the general linguodidactive content, but the form of its representation, which can range from interviews to presentations and personal creative projects. The situation is saved by the way of planning educational activities: teachers help students not to thematically move away from the program requirements or deepen into the material according to the chosen specialization while building their own learning trajectory (in the framework of the whole process of education — strategy) (BENSON & VOLLER, 2014).

The indicated methodological problem is solved by increasing the personal responsibility of the student (personal educational trajectory based on independent work) and strengthening of external monitoring. The latter is carried out both remotely (with the help of electronic means) and in person. At the same time, the teacher performs the function of a consultant-mentor.

The basics of e-learning are generally considered in the aspects of methods, technologies of thematic databases, educational resources and the possibilities of their application in the conditions of higher education (SIDIQI, et al. 2019). The widespread introduction of so-called “e-learning” helps to solve the typical on the principle of continuity perspectives, namely multimodal motivation (from verbal guidelines to films and presentations); flexibility and variability (methods, time of tasks completion, selection of results representation); instant availability to the required
level of knowledge to represent the complex in the form of the simple; universal electronic resources, with which one can repeat, reproduce, create a didactic product (KMK, Strategie der Kultusministerkonferenz “Bildung in der digitalen Welt” [Strategy of the Standing Conference “Education in the Digital World”], Berlin, KMK, 2016). With the help of such opportunities, continuity is represented not only as an unstoppable line of qualitative growth of didactic development, but a space in which one can return, correct, predict and even overtake the didactic requirements put forward to the student at this stage of training. Thus, e-learning in correlation with the independent choice of variable component (under the advice of the teacher) and the conduct of own educational trajectory allows to “smoothen” the cognitive distance between each subsequent structural or thematic stage of education.

In Western Europe, the principle of continuity is equivalent to the principle of domination of e-learning, which is both the principle and the main didactic tool. The continuity, as well as the use of smart technologies, provides accessibility, continuity, different levels, etc. In the universities of this region, the principle of continuity in language learning by both major and non-major students of is provided by online courses that are organized according to this principle and are remote multifunctional resources designed for dialogue and interactivity (DONAGHUE, 2015).

Responsibility for gradual, linear and consistent learning of foreign languages in modern universities is based on two components: regular and qualitative monitoring of education and high responsibility of students, their understanding of the structure of educational process and management (ZAWACKI-RICHTER & MAYRBERGER, QUALITÄT, 2017).

Based on the key theses formulated in the review of the literature, it is possible to formulate the basic task of the study — to theoretically justify and experimentally verify that within the framework of modern e-learning of foreign languages with the support of independent work it is possible to adhere to the principle of continuity without the loss of quality of the results achieved. In order to achieve this goal, it is necessary to outline innovative methods, methodologies, technologies and techniques built on the implementation of the principle of continuity in the study of foreign languages by students philologists and the application of electronic and self-oriented learning. It is also necessary to summarize the experience of different methodologists in the application of this principle, to model its most effective implementation and to experimentally verify the improvement of foreign language competencies of philology-students.

RESULTS

As a result of the analysis of scientific and methodic literature, as well as the analysis of the experimental part in accordance with the purpose of the study, we came to a number of conclusions. Firstly, the principle of continuity clearly manifests itself in the field of linguodidactics in the so-called “horizontal” (translational development) and “vertical” (deepening and specification) plane. At the same time, in the practice of teaching foreign languages, the horizontal component is clearly expressed and vertical one is expressed moderately. Secondly, there a dissonance was observed between the nominated (available in the scientific and methodological literature), declared (obtained during the discussion and questioning of teachers in the work with focus groups) and the observed (during the observation part of the experiment) content and methodological interpretation of the concept “the principle of continuity”.

This is caused by the discrepancy between the classical understanding of the principles of teaching, its idiostylic representation in the work of each individual teacher and the production realities of postnonelastic linguistic education. Thirdly, it was found that the modern process of acquiring foreign language vocational education at philological faculties in leading universities of the world is characterized by a support for independent work (up to the independent definition of educational trajectory, didactic resources and forms of presenting the results of learning activities); continuous digitalization (involves the use of mainly electronic learning resources and reporting forms) and maximum differentiation and individualization. The above trends in foreign language education complicate the implementation of the principle of continuity in its classical sense. The latter is still possible under conditions of expansion of its “vertical component” (paradigmatic intra-language, inter-level, interlanguage, intercultural relations), high motivation of students and correction of their educational intentions by the teacher-consultant.

If we analyze the principle of continuity within the framework of the modern philosophy of education, the key metatext here is unity. The latter includes a connection of goals, educational content, methods, technologies and techniques that gradually become more complicated from degree to degree of education and ensure continuity in the gradual improving of competencies. The principle of unity can be contrasted by such a gap in the content of education, which is expressed by the inconsistency of quality, complexity, quantity of implemented knowledge to cognitive possibilities of its mastering (absence of previous base, time gap, inconsistency of the general content line.)

Peculiarities of the continuity principle in the study of foreign languages at philological faculties are determined by two types of status of a foreign language: as non-professional, but basic discipline or as the second professional language. This status allows to build a vertical of continuity in relation to the native language - a foreign language, which is explicated in intercultural dialogue and interlinguistic relations, first of all, at the level of linguistic universals, common
morphological type (flexive, synthetic-analytical), etc.

As a result of the analysis of the key provisions obtained by the groups on the suggested problematic issues, it is possible to distinguish the following relatively autonomous levels of continuity of linguistic education:

Formal and educational: preschool study of a foreign language, school one, within the framework of higher education institution.

Content-educational (bachelor, master’s degree).

Competence (level A-1, A-2, B-1, etc.).

Essential. Lifelong learning - consistence - continuity - continuity - systematicity - regularity - structuring

Such a chain of deductive representation of the principles of continuity certifies the heterogeneity and some metaphoricality of the principle, which is most applicable in the framework of classical education. The postnonclassical period, on the contrary, assumes spontaneity, abruptness, individuality, variability. However, the analysis of the presented shortcomings and contradictions of such approaches is often difficult because of their heteromorphicity and isolation.

As a result of studying the obtained experimental data (according to the recommendations of the teachers-participants of focus-discussions) and applying to them modern views generalized in the analysis of literature, specific optimization measures were recommended in the framework of the study. The latter should contribute to the implementation of the principle of continuity in the study of foreign languages by students of philological faculties:

Assignment of the continuity index. We offer to assign an index of continuity to each more or less autonomous block of knowledge (subject, module, discipline) (of course, depending on the year of study, during which it is mastered). At the same time professionally oriented topics for bachelors of III - IV years of study are evaluated by high indices. If the discipline of free choice maximally corresponds to the formation of the basic competencies of a specialist, it is also assigned a high score.

To deepen vertical links within the framework of the continuity principle, in particular, inter-subject and intercultural communication as a plane of expansion and consistency and depth of competencies. To introduce monitoring of knowledge for control and experimental (and in the future - for all) groups of students taking into account the corresponding index of continuity in further studies within the framework of forming and diagnostic experiment.

Constantly adjust (“turn to mainstream”) personally-controlled educational trajectories of students into relatively linear transnational dynamics according to the above monitoring.

Within the framework of modern realities of higher foreign language education, where it is recommended to use electronic learning resources, we recommend to focus on independent work and build for each student a personal educational trajectory according to the transnational principle. To do this, it is necessary to monitor the success of implementing the continuity principle, which has certain contradictions with modern trends in higher education (see Table. 2).

Table 2. Contradictions of continuity principle and modern trends in higher education

<table>
<thead>
<tr>
<th>Contradictory factors of self-e-learning and adherence to principles of continuity in learning a foreign language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-e-learning</strong></td>
</tr>
<tr>
<td>Individualization</td>
</tr>
<tr>
<td>Independent work</td>
</tr>
<tr>
<td>Low level of control</td>
</tr>
<tr>
<td>Uncertainty of the didactic trajectory</td>
</tr>
</tbody>
</table>

**Source:** Search data

The table presents the content contradictions of the modern self-electronic form of learning foreign languages and didactic factors of the principle of continuity defined in the study, which indicates the relative confrontation of these parameters. However, now in Europe, the tendency to transform the full-time form of foreign language education into remote reporting-advisory one is becoming more common. This became possible thanks to modern students’ achieving a high level of motivation and focus on self-learning activities using cloud and other online technologies. Such a transformation requires a revision of classical approaches to the principles of higher education and, accordingly, the verification of their compliance with modern requests and correction for production needs.
DISCUSSION

Comparison of the results of the study with the results of the analysis of this subject by other scientists confirmed their validity. Thus, the exceptional importance of different levels of monitoring the educational process in order to verify its compliance with the basic principles of modern higher education is proved, as stated in the works of various scientists (WILLMS, 2006, p. 20-22).

The paper proves that traditional principles of higher education can be discordant with modern trends of higher foreign language education, as discussed in a number of works (LEE, 2015; CASTAÑEDA, DABBAGH, & TORRES-KOMPEN, 2017). In particular, the relative possibility (under the conditions of teacher’s correcting the educational trajectory of the student and high motivation of the latter) of adherence to the principle of continuity in the postnonclassical stage of obtaining foreign language education is proved.

The validity of researcher (KHLYBOVA, 2018) views on the importance of adherence to the principles of continuity at each stage of the three-level system “Bachelor - Master - Postgraduate”, and all components of the didactic process should be complex, expressed in the succession of each subsequent educational program. In addition, the principle of continuity is revealed through the interdisciplinary nature of educational programs, their variability and the formation of independent as well as research and scientific competence of students (KHLYBOVA, 2018).

The obtained results confirm the empirical achievements of other scientists who studied the stated topic. Thus, researchers in work (MARTYNYCHEVA, GALISHNIKOVA & SAKHABIEVA, 2017), having conducted a number of expert assessments, came to the conclusion about the importance of the “vertical” and “horizontal” component of the implementation of the continuity principle in the formation of foreign language competences among students of philological faculties. The main tool of interaction of these components is to introduce the main and additional professional programs, which allows both to expand and deepen knowledge. In addition, the parallel implementation of such programs forms the student’s competence for communication, dialogue and discussion of both broad and highly specialized topics.

It is proved that continuity in learning a foreign language should be connected in practice with the phenomenon of motivation, which can be controlled and autonomous (YU & GENG, 2020), and the concept of “continuity of motivation” correlates with the concept of “permanent continuity”, which can include independent learning, lifelong learning, etc. Such a new understanding of continuity in foreign language linguodidactics requires additional explication and separate theoretical and methodological research.

The theory of German specialists in cloud learning of foreign languages regarding the responsibility of students and the fact that a significant part of the mastered didactic material is entrusted to them was confirmed in the paper. For the gradualness and quality of the educational process, it is necessary to constantly monitor the quality of education and the specifics of learning a foreign language, taking into account the peculiarities of both the language and the country in which it is studied (ZAWACKI-RICHTER, MAYRBERGER, QUALITAT, 2017).

Vertical component in the implementation of continuity in learning a foreign language at philological faculties is most realized in interdisciplinary connections. The monitoring of communicative ability of students of faculties of foreign languages is carried out, first of all, by intercultural communicative ability, and, accordingly, with political, cultural and historical competence in relation to those countries whose language studied (LANTOLF, THORNE & POEHNER, 2015).

This approach, in our opinion, is the highest manifestation of vertical connections in adherence to the principle of continuity in learning a foreign language.

Thus, the key methodological provisions and theoretical generalizations of the article find a constructive interception with modern linguodidactic discourse and theories of principles, monitoring and specifics of modern higher education.

CONCLUSION

Thus, continuity in learning a foreign language at philological faculties can be considered as systematics and consistency, presenting the vertical and horizontal direction of deployment of the content of education and, accordingly, the development of personality. Thus, the horizontal direction is more consistent with the philosophy of continuity and involves a gradual complication of the material, the emergence of new disciplines based on the assimilation of previous ones and includes, in addition to the above, multi-level gradual links: from the sequence of topics – to the sequence of acquiring educational levels Bachelor – Master – postgraduate student. Instead, the vertical metaphor of continuity is more complex and is explicated as deepening of knowledge, transition from one level to another, actualization of interdisciplinary connections, transition of student to thinking in a foreign language, etc. It is most difficult when observing both horizontal and vertical levels of continuity to avoid sharp “jumps” and “gaps” in qualitative transitions to a new level.

In general, it can be said that although the principle of continuity in acquiring foreign language competencies is
decisive, it is still discordant with separate provisions of the modern paradigm of liberal arts education, namely with individualization, specialization, digitalization, independence. However, the analyzed principle corresponds to the concept of humanization of education, lifelong education, interdisciplinarity of acquired competencies, etc.

The philosophical concept and theoretical explanation of the principle of continuity in practice do not correspond to the teachers’ ideas about this principle and are even less realized in the classroom, as evidenced by the digital data given in Table 2. Despite these contradictions, it is still possible to adhere to the principle of continuity in the learning of a foreign language by future philologists in terms of teachers’ counselling students, the availability of sufficient motivation for students, appropriate monitoring and adjustment of personal educational trajectory.

Prospects for further research determine the aspects analyzed in this article that require detailed study. Thus, it is necessary to check other classical principles of higher education for compliance with modern linguistic education trends and, if necessary, make adjustments to their practical methodological implementation. Some provisions obtained in this paper open prospects for studying the philosophy of education, namely the ratio of classical and postnonclassical principles of education; the ratio of invariant and variable components in higher liberal arts education; the ratio of the role of subjects (student and teacher) and facilities (cloud environment, language) of higher liberal arts education in the management of the educational process.

The results of this study can be used to monitor the quality of methods and principles of education (in our case - teaching, not learning); studying the peculiarities of obtaining philological education; in developing recommendations on program principles and approaches to planning the content of foreign language education at philological faculties.

REFERENCES


KOPER, R. Conditions for effective smart learning environments, Smart Learning Environments, v.1, 1-17, 2014.


Implementation of the continuity principle in teaching foreign languages for philology-students

1 Department of English language, Faculty of foreign languages and humanities, Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine, Khmelnytskyi, 29000, Ukraine. E-mail: aslamova9090@gmail.com. ORCID: https://orcid.org/0000-0002-2702-7363.

2 Department of English language, Faculty of foreign languages and humanities, Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine, Khmelnytskyi, 29000, Ukraine. 0001-6100-4193 *Corresponding Author. E-mail: natalia.teaching1979@gmail.com. ORCID: https://orcid.org/0000-0000.

3 Department of Spanish and French philology, Faculty of romance philology and translation, Kyiv National Linguistic University, Kyiv, 03150, Ukraine. E-mail: goldearrow@ukr.net ORCID: https://orcid.org/0000-0001-6106-5634

4 Department of Philology, Ferenc Rákóczi II. Transcarpathian Hungarian Institute, Berehove, 90200, Ukraine. E-mail: posze.andi789@gmail.com. ORCID: https://orcid.org/0000-0001-8572-032X

5 Department of foreign languages, Faculty of natural and geographical education and ecology, National Pedagogical Dragomanov University, Kyiv, 01601, Ukraine. E-mail: super_yullyestarr@ukr.net. ORCID: https://orcid.org/0000-0002-6505-8248

Received: 20 Oct. 2020
Approved: 01 Dec. 2020