Следовательно, языковая личность в поликультурном мире стала перспективным портретом современного пользователя ИЯ. Вектор направления процесса обучения ИЯ нацелен на развитие способности быть готовым изучать ИЯ и культуру в различных образовательных контекстах в течение всей жизни.

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TEACHERS' ONLINE PROFESSIONAL DEVELOPMENT: EXPERIENCES, CURRENT OPPORTUNITIES

ПРОФЕССИОНАЛЬНОЕ РАЗВИТИЕ УЧИТЕЛЕЙ В РЕЖИМЕ ОНЛАЙН: ОПЫТ, СОВРЕМЕННЫЕ ВОЗМОЖНОСТИ

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This paper attempts to give an introduction to technology influence of on-line course on leading on-line platforms to teachers' professional training. Necessity of educational environment forming, adequate to the new tendencies in the field of higher professional education is analyzed. The opportunities for using of online-courses on educational platforms in students' and teachers' professional competence development are described.

Keywords: on-line platform; educational platform; professional development; teacher.

В данной статье делается попытка дать представление о влиянии технологий онлайн-курсов на ведущих онлайн-платформах на профессиональную подготовку учителей. Анализируется необходимость формирования образовательной среды, адекватной новым тенденциям в сфере высшего профессионального образования. Описаны возможности использования онлайн-курсов на образовательных платформах для по-

вышения профессиональной компетентности студентов и преподавателей.

Ключевые слова: онлайн-платформа; образовательная платформа; профессиональное развитие; учитель.

Nowadays it is acknowledged that a certain level of language ability is required in order to teach language effectively, however any minimum language level required of the teacher is likely to vary depending on the teaching context and language levels of the group of learners being taught. Over the last decade research of education system in order to prepare graduates for the 21st century demonstrated that the development of foreign language competences is essential for social inclusion, mutual understanding and professional development.

The problem of teachers' online Professional Development is relevant. We analyzed factors of online education experience which are important for online education implementation in the foreign language teaching process. We would like to describe the opportunities for online education for improvement of higher pedagogical education. It is obviously necessary to generalize today's factors such as specific qualifications obtained, training undertaken or number of hours/years of formal teaching experience.

Among five categories of the Cambridge English Teaching Framework ('Learning and the Learner'; 'Teaching, Learning and Assessment'; 'Language Ability'; 'Language Knowledge and Awareness'; 'Professional Development and Values') we analyze the descriptions of 3 of them: understanding of teaching and learning, growing awareness of strengths, weaknesses and potential as a teacher, increasing sophistication in planning, decision-making, teaching skills and reflection, the ability to respond to a more complex range of classroom situations. Each category of the framework is made up of components. The explanations below set out what is meant by these components in the framework [2].

Learning and the Learner component involves conceptual and theoretical basis on which teachers consciously or unconsciously develop their personal understandings of teaching and learning: learning theories; FLA and SLA: theories of first (FLA) and second language learning (SLA); language-teaching methodologies; understanding learners.

Teaching, Learning and Assessment component involves the areas of knowledge and competence 'Teaching, Learning and Assessment', the practical application of knowledge and practice in using a range of different teaching techniques: planning language learning; lesson planning; course planning; *using digital resources:* familiarity with key concepts related to digital teaching/learning (blended learning, flipped classroom); core principles and techniques for selecting and using digital/online resources, where

available, as a resource for learning (digital videos, podcasts, learning platforms such as Moodle, downloading tasks onto mobile devices); key practical skills (computer skills, typing, searching the internet, finding web-based materials, use of social media); demonstration of the ability to use some or all of these techniques and skills effectively in a specified context in order to achieve desired learning outcomes and promote learner autonomy, and the ability to improvise when such digital resources are unavailable or not working; managing language learning skills: creating and maintaining a constructive learning environment; responding to learners; setting up and managing classroom activities; providing feedback on learner language.

Professional Development and Values component provides ability to apply knowledge and awareness in classroom, improving teachers' classroom practice, professional satisfaction and students' learning:

1) Classroom observation: different types of classroom observation (peer observation of and/or by a colleague, self-observation, observation of and/or by a more experienced teacher, mentor, trainer or manager); recognising their relative importance for one's professional development; developing the habit of seeking opportunities for constructive feedback and learning, and of how to learn and develop from such feedback.

2) Reflecting on teaching and learning: key issues and concepts related to teacher learning (critical reflection, reflective practice, experimental practice, teacher beliefs, meta-cognition, teacher expertise); reflecting on and questioning existing beliefs about teaching and learning (and exploring any beliefs which may conflict with good practice or with one's own teaching experiences, observations of learners, reading or learning on training courses); critically reflecting (verbalising this reflection) on teaching; developing the habit of regularly reflecting (during and after the lesson), and using these reflections as a basis for planning personal professional development activities; recognising the importance of learner feedback and evaluation; developing the habit of seeking regular feedback and acting on the results to ultimately improve student learning.

3) Planning own development: awareness of a range of available professional development options and activities; recognising the importance of identifying personal needs; developing the habit of self-assessing one's development as a teacher related to one's career goals, and using this to select appropriate professional development activities (formal qualifications such as TKT, CELTA, DELTA, MA, courses, workshops, conferences, webinars, observations, reading) and participating in them in an appropriate way in order to achieve one's own goals.

4) Teacher research: key issues and concepts related to teacher research (action research, experimental teaching, reflective practice, classroom re-

search, formal research); recognising ways in which engagement in teacher research (formal or informal) can improve teaching; using this understanding to carry out small-scale informal teacher research with the aim of learning about and improving one's own teaching and/or that of other colleagues (cambridgeenglish.org/teaching-english).

At present there are a great many possibilities to online professional development, and self-study materials for teaching and learning have been available for many years. However, when the globalisation and internationalisation of higher education are discussed, the role of students' and teachers' professional competence development in a educational institution using online platform has not discussed enough. There are many ways by which teachers can become actively involved in the learning process. Technology influence on new ways of teaching and learning. On-line professional training course on leading on-line platforms is an up-today trend in education [1].

According to statements and discussions by a number of workshop participants, online professional development greatest potential benefit should be the improvement for all forms of high-quality professional development. Online professional developmen has many potential benefits for teachers, schools, districts, and states such as: flexibility and versatility, potential to build community among teachers and across groups, new possibilities for accountability, improvement of teacher retention by enabling teachers to become more directly involved in their own learning and professional growth [3].

In our practice we use the online platforms for students' and teachers' learning and language learning achievement presenting and assessing their skills. We focus on the opportunities for implementation of online education for improvement of higher pedagogical education in the foreign language teaching process. There are examples of some on-line courses for students and teachers.

1) Supporting English Learners: Resources for Leaders (https://online.stanford.edu/courses/gse-y0029-supporting-english-learners-resou rces-leaders) – This course provides a set of resources designed to support educational leaders in driving educational change for English Learners. These resources guide educational leaders through a process of examining existing systemic thinking and structures around the education of English Learners, using organized tools to look more deeply at practices for ELs, and developing or refining a plan to propel systemic change and shift practices. The overall goal is for participating educators to better understand ELs in their context, including their schooling experiences, needs, and successes, and use what they learn to design and implement higher quality educational experiences that build disciplinary knowledge and skills. Educators in the

course will have access to videos, readings, and activities that help them to understand the EL context in their setting, create guiding frameworks such as a vision statement and language development framework, and craft a plan to improve teaching and learning for ELs.

2) Creating Effective Online and Blended Courses (https://online.stanford.edu/courses/gse-yopen-creating-effective-online-and-blen ded-courses). Creating Effective Online and Blended Courses was produced by the Open Learning Initiative at Stanford University with contributions from the Vice Provost for Teaching and Learning at Stanford University. These resources were partially funded by O.P.E.N., the Open Professionals Education Network which is sponsored by the Gates Foundation to support Department of Labor (DoL) Trade Adjustment Assistance Community College & Career Training (TAACCCT) grantees. These resources, designed for a general audience of instructors at 2-and 4-year higher education institutions, will help such instructors develop online courses or incorporate online learning approaches in their on-campus classes.

3) Blended and Online Learning Design from Stanford (https://online.stanford.edu/courses/tds-ybold-blended-and-online-learning-des ig n-stanford). Blended and Online Learning Design is a guide to creating digital learning content at Stanford. It walks you through the design process from beginning to end and currently consists of the following modules: Introduction: How do I navigate these modules? What resources does Stanford provide for me? Planning Your Course: How do I get started with creating my course? What platforms are available? What tools can I use? Designing Blended Courses: How do I design an effective course with both online and face-to-face components? Designing for All Learners: How do I design inclusive and accessible course content? Presenting Content Online: How can I most effectively use videos, slides, HTML, and other media to present course content? Creating Assessments: What types of assessments are available and how can I use them most effectively? Fostering Social Presence & Motivation Online: How do I build genuine community to keep students motivated?

The foreign language online platforms were analysed by the undergraduate students in the process of studying discipline "Teaching foreign languages in the higher education institutions": Future Learn – https://www.futurelearn.com; Yale – https://oyc.yale.edu/courses; Canvas – https://www.canvas.net; Stanford Online – http://online.stanford.edu/courses; Alison – https://alison.com; Openlearning – https://www.openlearning.com; Genius English – https://geniusenglish.ru; Khan academy – https://www.khanacademy.org; Lingualeo – https://lingualeo.com/ru. They use this material for preparing and conducting their own microteaching lessons:

1) Using Virtual Scenarios To Create Effective Learning (St George's, university of London: this course is for teachers and trainers in any discipline who wish to create their own virtual scenarios, or learn about this approach. The course will also be of value to those studying or interested in working in education disciplines or instructional design.

2) An Intermediate Guide to Writing in English for University Study (University of Southampton: improve academic English skills further, learning about critical analysis, using sources, avoiding plagiarism) [4].

3) Creating Effective Online and Blended Courses (Stanford University: these resources help instructors develop online courses or incorporate online learning approaches in their on-campus classes.

4) English as a Medium of Instruction for Academics (University of Southampton: equip yourself to teach in international contexts by increasing your English language skills and intercultural knowledge).

5) Teaching Online: Reflections on Practice (this course invites your critical reflection on the methods of online instruction; beliefs and potential bias of the online learner; policies and rules and how they align with course objectives; tone and the purpose of communication. In this course you'll find readings and experiences of practice from online instructors and students to provide a foundation for discussion).

In conclusion we can say that the skills and content of any modern educational course; the nature of assessment, impact of technology have changed. We used online platform resources for supporting our students' and teachers' thinking about their teaching and learning; helping them to understand the central aim of learning; teaching them how to assess themselves; increasing the learners' motivation; using European standards of proficiency (the CECR levels). It is necessary to discuss some considerations as to the prospects of online learning and teaching, which are potentially applicable to similar intercultural and educational situations.

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