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**GENESIS AND DEVELOPMENT
OF FOREIGN LANGUAGE EDUCATION
AT THE BELARUSSIAN STATE PEDAGOGICAL UNIVERSITY**

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Abstract. The article discusses the formation and development of foreign language education at the Belarusian State Pedagogical University named after Maxim Tank (formerly the Minsk State Pedagogical Institute named after M. Gorky). The study of foreign languages pursues the tasks of comprehensive education of people through the study of the language, culture and customs of the country of the studied foreign language. The authors propose a periodization of the development of the Department of Foreign Languages of the University, which can be used as part of the course “History of Language” and “History of Pedagogy”.

Keywords: foreign language education; teacher training; foreign language; Department of Foreign Languages; historical memory.

Each historical period in the development of society dictated its own requirements for teaching a foreign language, which led to the existence of various approaches and teaching methods. A retrospective review of the problems associated with the development, formation and development of foreign language teaching methods, their choice in a particular historical period is certainly interesting and productive for teachers in terms of understanding the effectiveness and disadvantages of each method.

History is the acquired knowledge and experience that allows you to move forward. On January 1, 2022, the Head of State signed Decree No. 1, according to which, in order to form an objective attitude of society towards the historical past, to preserve and strengthen the unity of the Belarusian people, 2022 in Belarus was declared the Year of Historical Memory. The Year of Historical Memory is

an opportunity to review the historical heritage, pay attention to what has not been studied before, and draw conclusions about what has been achieved.

The reform of domestic foreign language education increases scientific interest in the study of the accumulated positive experience, which is a reliable foundation for the modernization of teacher education. Further development of the system of foreign language education is impossible without an adequate historical and cultural reflection of its genesis, and the search for an optimal teaching model, which has intensified recently, requires knowledge of the previous stages of development. All this determines the relevance of an objective study of the history of the formation and development of foreign language education at the Belarusian State Pedagogical University named after Maxim Tank (hereinafter – BSPU).





Consideration of the problems of the content of foreign language education was carried out by such scientists as V. Kraevsky, M. Skatkin, V. Tsetlin. The theory of the content of foreign language education was formulated in the works by I. Beam, G. Rogovoi, E. Passov, S. Shatilov, et al. Today, the legislative and instructional support for higher education in the Republic of Belarus adheres to the international standards of quality higher education, at the same time providing variability and flexibility for the tertiary institutions [7, p. 35].

The formation and modernization of foreign language education at the Belarusian State Pedagogical University can be divided into two main periods: before and after the reorganization. Minsk State Pedagogical Institute named after M. Gorky (hereinafter – MSPI) in 1993 was reorganized into the Belarusian State Pedagogical University. The Department of Foreign Languages, which will turn 75 in 2023, trains specialists who speak foreign languages at the Belarusian State Pedagogical University.

Based on the characteristics of the material concentration of teachers and the scientific staff of the Department of Foreign Languages, the periodization of the formation and development of foreign language education at the Moscow State Pedagogical Institute was determined.

The first period (1945–1958) is characterized by theoretical concentration. In the post-war period, there was no theoretical basis for teaching a foreign language, so teachers needed to revive it. However, the teachers of the department of foreign languages during this period were published in the mass press “Latin-Russian Dictionary. About 20,000 words”, compiled by A. M. Malinin [1, p. 53]. Textbooks used by teachers in the process of work were published before the war. The goal of foreign language teachers in this period was to teach students a basic level of a foreign language [4].

The second period (1959–1974) can be characterized by the synthesis of the theoretical base and the scientific one. At that time, the teachers of the department wrote over 40 works, among which 15 were teaching aids and methodological materials [1, p. 55–82]. However, along with writing textbooks, teachers of the Department of Foreign Languages publish scientific articles with which they participate in conferences, including interuniversity and international ones [2].

The third period of development (1975–1993) will be singled out in connection with the concentration on the scientific development of foreign language education. During this period, the scientific activity of the department is actively developing: teachers participate in international conferences, competitions and symposiums. During this period, the Department of Foreign Languages published over 120 scientific papers [1, p. 83–120]. Also, the scientific life of the department was expanded by defended candidate dissertations.

Taking into account the approaches to teaching foreign languages, the use of the educational, scientific and technical base in the educational process, the interaction of the ideology of the state and the goal of the course “Foreign Language” in 1993–2021, we present the following stages of the development of foreign language education in the BSPU of this period:

The stage of stabilization (1993–2012) is marked by a differentiated approach to learning a foreign language and professionally oriented teaching of a foreign language; innovative teaching methods and technologies are beginning to be introduced; educational work helps to immerse students in a language environment in which they can easily learn study individual topics of the curriculum; research work with students is one of the priority areas of the department [5]. The content of lectures and practical courses corresponded to the current state and prospects for the



development of science in the field of linguistics and methodology, which was reflected in the annual changes and additions to the work programs in the disciplines of the department [6].

During *the period of modernization (2012–2019)* in order to improve the foreign language competence of BSPU students for 2012–2019. The teaching staff of the Department of Foreign Languages has taken a number of measures: adequate organizational and pedagogical conditions have been created that activate the foreign language competence of students; the possibilities of information technologies were used with the simultaneous introduction of practice-oriented communicative educational material; the content of foreign language education was expanded to include extracurricular activities; actualized independent professional self-education through a foreign language.

The period of digital transformation (2019–2021) at the Department of Foreign Languages is marked by personalization in learning, caused by the need to improve processes in the education system in the Republic of Belarus based on developing digital technologies. In this regard, the methods and content of training for each stage of higher education were revised, electronic educational and methodological complexes were developed, tested and introduced into the learning process. The pandemic did not become an obstacle to research activities: work was carried out to identify and involve students in research activities, holding scientific events and competitions, organizing project activities, which had a positive impact on the dynamics of growth in the number of scientific publications of the department.

Since 1958, a foreign language has become an additional specialty in many faculties and departments, which is associated with the state's need for broad-skilled employees. Since the 1980s the quality of teach-

ing foreign languages is improving, because the number of teaching hours is increasing, the program is deepening, and the number of broad-profile specialties is also decreasing.

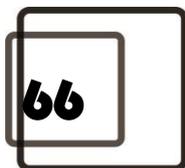
An important event in the life of the university was 1993, when the MSPI was reorganized into the BSPU. The Department of Foreign Languages provided teaching of foreign languages (English, German, French, Spanish and Italian) at 12 faculties of the university in full-time, part-time and evening forms of education, with the exception of the Faculty of History, whose work was provided by the Department of Germanic-Romance Linguistics, and the Faculty of Social Pedagogy and practical psychology, whose work was provided by the Department of Modern European Languages and Classical Philology [3].

The main task of a modern higher educational institution during the stage of modernization of the study of foreign languages at BSPU is the preparation of a socially active, professionally competent specialist. It is important to implement competence-based tasks for pre-service teachers and provide lifelong supervision for in-service ones [8, p. 57].

So, the genesis of foreign language education at the BSPU presents an evolutionary process aligned with the trends in higher education in the Republic of Belarus. Cultivating awareness of the stages and landmarks in foreign language education for future teachers is a prerequisite for sustainable teacher training and development of a competitive system of pedagogical education.

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