

## ПЕДАГОГІКА

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### PROFESSIONAL PREPARATION OF FUTURE TEACHER OF FOREIGN LANGUAGE IN PROCESS OF FORMATION INDIVIDUAL CULTURE OF STUDENT

*In this article the components of professional training of future teacher of foreign language in the professional activity of pedagogues in psychological literature were characterized; the basic factors of personal culture of a student in the process of professional training future teacher of foreign language were analyzed; the position of the teacher in the university who assisted the development professional training of future teacher of foreign language was proved. The personal culture of the teacher in the professional activity of educators in the psychological literature were analyzed; the revelation of the personal culture of the teacher as the mean of the development creation which was promoted better mutual understanding and valuable thorough realization of the pupil's personal potential which was reflected on the successful mastering of studying objects for example foreign language; the main factors of the development creation's of a teenager were characterized; the collective work in conditions of the special psychological climate which was created by virtue of variational, personal and creational ways. The factors defined a positive motivation and satisfaction from a mutual act: the realization of the aim, the attaining success in the work, self-assurance, positive mark of your possibilities, the manifestation of interest to action, the positive attitude to the action and the positive mark of group and place in its were distinguished by scientists; the development of creative activities in psychological science was proved.*

*This article deals with active methods of learning foreign languages which facilitate the forming of communicative competence of students of linguistic higher schools. Features of organization of communicative directional learning effect on the cognitive students' competence are analyzed. Creative teacher of foreign language was characterized not only deep knowledge of foreign language but high level of development of motives and creative skills which contributed to successful creative professional-pedagogical activity. The learning of foreign language contributes to the realization of such areas of professional activity, as the introduction of new technologies, scientific hypotheses and trends, innovations in the fields of technology; restore contacts with foreign firms, and educational institutions; increase the level of professional competence of specialists are investigated. Foreign language is not a sign of prestige, but it needs for a modern specialist.*

**Key words:** *professional training of future teacher; methodical competence, professional competence, social and cultural competence, trained preparation.*

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### ПРОФЕСІЙНА ПІДГОТОВКА МАЙБУТНЬОГО ВЧИТЕЛЯ ІНОЗЕМНОЇ МОВИ В ПРОЦЕСІ ФОРМУВАННЯ ОСОБИСТІСНОЇ КУЛЬТУРИ СТУДЕНТА

*У статті проаналізовано складові професійної підготовки майбутнього вчителя іноземної мови в професійній діяльності педагогів у психологічній літературі; охарактеризовано основні чинники особистісної культури студента в процесі професійної підготовки майбутнього вчителя іноземної мови; обґрунтовано позицію викладача у ЗВО, який сприяє розвитку професійної підготовки майбутнього вчителя іноземної мови. Дослідження виявило, що, професійно-педагогічна діяльність викладача іноземних мов є особливим видом соціальної та творчої діяльності, яка спрямована на формування іншомовної компетентності майбутніх учителів початкової школи, створення умов для особистісного розвитку майбутніх фахівців та їх підготовки до виконання певних соціальних ролей у суспільстві, формування творчої особистості студента. У статті розгля-*

нуто активні методи навчання іноземних мов, що сприяють формуванню комунікативної компетенції студентів мовних ЗВО. Проаналізовано особливості організації комунікативно спрямованого навчання та його вплив на пізнавальну мотивацію студентів. Творчий викладач іноземної мови характеризується не лише глибокими знаннями іноземної мови, а й високим ступенем розвиненості мотивів та творчих умінь, що сприяють його успішній творчій професійно-педагогічній діяльності. Досліджено, що сучасний фахівець отримує нову фахову інформацію через іноземні джерела. Вивчення іноземних мов сприяє реалізації таких напрямків професійної діяльності, як ознайомлення з новими технологіями, науковими гіпотезами і тенденціями, видатними інноваціями в галузі техніки; встановлення контактів з іноземними фірмами, підприємствами, навчальними закладами; підвищення рівня професійної компетенції фахівців. Володіння іноземною мовою вже є не ознакою престижу, а потребою сучасного фахівця.

Дослідження виявило, що професійно-педагогічна діяльність викладача іноземних мов у ЗВО є особливим видом соціальної та творчої діяльності, яка спрямована на формування іншомовної компетентності майбутніх учителів початкової школи, створення умов для особистісного розвитку майбутніх фахівців та їх підготовки до виконання певних соціальних ролей у суспільстві, формування творчої особистості студента. У статті доведено, що професійна компетентність викладача ЗВО є складним утворенням, основними елементами якої є: професійні знання як логічна системна інформація про навколишній і внутрішній світ людини, зафіксована в її свідомості; професійні уміння як психічні утворення, що полягають у засвоєнні людиною способів і технік професійної діяльності; професійні навички – дії, сформовані в процесі повторення певних операцій і доведені до автоматизму.

**Ключові слова:** професійна підготовка майбутнього вчителя, методична компетентність, професійна компетентність, соціокультурна компетенція, тренінгова підготовка.

**Formulation of the problem in general and its connection with important scientific or practical tasks.** Modern society is characterized by changes in almost every aspect of human life: education, science, technology, religion, work environment, behavior. The younger generation needs a high level of adaptability and courage to live in a changing environment. This level is closely related to creativity, which is one of the global problems of the world. After all, only it helps to find a rational solution to complex social, economic, educational and cultural problems of a person. Thus, if it is necessary to prepare young people for future life, the process of forming the creativity of children of primary school age becomes important. Due to the fact that a foreign language is represented in modern primary school as one of the main subjects, there is a need for qualified primary school teachers. After all, one of the important factors in the effectiveness of the educational process, in particular in elementary school, is the personality of the teacher, his professional and pedagogical activity. Therefore, the primary task of a pedagogical higher educational institution is to train professional primary school teachers with the right to teach foreign languages. In turn, the responsibility for the effective training of future primary school teachers rests with the university teacher, who directs the educational process in a higher educational institution, determines the purpose and objectives of the process in specific conditions, programs the development of the student's personality, substantiates the system of pedagogical means, forms, methods, their phasing, focus on solving specific pedagogical tasks, in particular, the formation of creativity of the student's personality, ultimately forming the personality of the future specialist.

**The purpose of the article** is the components of the professional training of the future foreign language teacher in the process of forming the student's personal culture.

Objectives of the article:

- 1) analyze the components of professional training of the future foreign language teacher in the professional activities of teachers in the psychological literature;
- 2) to characterize the main factors of the student's personal culture in the process of professional training of the future teacher of a foreign language;
- 3) to substantiate the position of the teacher in the university, which contributes to the development of professional training of the future foreign language teacher.

**Analysis of recent research and publications in which the task of this problem is initiated.** The phenomenon of pedagogical skills was studied by many domestic scientists and practitioners of teachers. Thus, V. Andrushchenko, V. Bekh, V. Zhuravskiy, M. Zgurovsky, V. Lutai, M. Mikhalchenko, V. Ognevuyuk, M. Romanenko, N. Skotna, M. Stepko, V. Tsykin, V. Shynkaruk and others investigated the system of professional training of the teacher and the formation of his pedagogical skills.

**Presentation of the main research material with full justification of the scientific results.** In the context of reforming the educational space of higher education, the teacher-mentor becomes a key figure in the educational process, who by his own professional and pedagogical activity contributes to the formation of a high level of readiness of students for future professional activities. According to the definition of S. Sysoeva, professional and pedagogical activity is a creative activity, which is hampered by

the properties of the creative and research process. The study revealed that the professional and pedagogical activity of a foreign language teacher in a higher education institution is a special type of social and creative activity, which is aimed at forming foreign-language competence of future primary school teachers, creating conditions for the personal development of future specialists and their preparation for the performance of certain social roles in society, the formation of the student's creative personality. The teacher of a foreign language is constantly improving himself by acquiring knowledge, skills and abilities of professional work and mastering the skills of forming the creative personality of the student. The above characterizes a professionally competent teacher of a foreign language. So, the professional competence of a university teacher is a complex education, the main elements of which are: professional knowledge as logical systemic information about the surrounding and inner world of a person, recorded in his mind; professional skills as mental formations consisting in the assimilation by a person of the methods and techniques of professional activity; professional skills – actions formed in the process of repeating certain operations and brought to automatism (Sysoeva, 2006: 123).

On the above-mentioned elements of professional competence of a university teacher, the structural components of the professional competence of a foreign language teacher of a higher education institution are based, which is determined by the following competencies: socio-pedagogical (the presence of theoretical and methodological, technological base and special disciplinary knowledge, the correct use of appropriate methods and organizational forms, awareness of the psychophysiological, socio-cultural characteristics of the student contingent), organizational and managerial (the ability to organize and manage the educational and educational activities of students, possession of the basics of pedagogical management, taking into account the specifics of the chosen specialty) and reflective-communicative (the ability to motivate for self-education, self-improvement, help to adapt new information received to the system of their own views, their own life experience of the student) (Pavlyuk, 2013: 17).

After analyzing the structural components of the professional competence of a foreign language teacher at a university, we would like to note that socio-pedagogical competence plays one of the main roles in shaping the creative personality of students. After all, the result depends on the special disciplinary knowledge of the teacher and on the methods and forms of work chosen by him that will contribute

to the formation of the creativity of the future teacher. In the scientific works of many authors, attention is paid to the methods of enhancing information search, means of enhancing creative activity, methods for solving creative problems, constructing relationships in the research team, developing the creative abilities of young people in the process of educational work. Any foreign language lesson in higher education not only forms students' foreign language competence, but also forms their ability to independently find non-standard solutions to educational and extra-curricular tasks, teaches them to create new ones, focuses on self-determination and self-actualization, in other words, forms their creativity. In preparation for classes, a foreign language teacher at a higher education institution remembers that he is faced with the task of not just communicating the material and testing knowledge, but identifying the experience of students.

In our opinion, the most effective methods of teaching a foreign language are interactive teaching methods (work in pairs, triads, small groups), methods of developing critical thinking ("Free writing", "Reading with foresight", "Mutual learning", "Reading with marks", "Groning", "Senkan"), project technologies (creation of collages, Power Point presentations, interviews, creation of mini-films, playing a variety of life and professionally directed situations in the form of talk shows, etc.), communicative and game methods (phonetic, lexical, grammatical, stylistic, role-playing and business games). The constant use of poems, songs, tongue twisters, proverbs not only expands the language supply of students, but also encourages creative searches, and it is the compilation of their own tongue twisters and rhymes. A teacher who works in higher education, taking into account the School of Cultural Dialogue, will face the need to completely change the traditional approach to the process of education and training. The School of Cultural Dialogue works according to the experimental program of V.S. Bibler. The educational process in the classroom should be skilfully initiated by the teacher. In the classroom, the student must master different angles of view of the world, value systems, activities that personify certain cultural worlds (according to V.S. Bibler): ancient, medieval, modern, modern. In the process of discussions, dialogues of different characters are envisaged: students of the same course, students and teachers, different courses among themselves, the student and the text of culture (with the author and the hero, or on behalf of the author or hero of the work). Any element of the content of the course of the subject receives its own "cultural" specific interpretation, appears as one that

is constantly evolving, rethinking, deepening. On the other hand, different elements of the course content can be organically combined and even flow into one another. And only under such conditions of building a higher school, students will be creative individuals capable of independent thinking, and their way of life will be determined by the pleasure of communication, thinking of creativity. Discussions in the classroom, built on the principles of a dialogue-cultural approach, teach that not only in a theoretical dispute, but also in any business in everyday life, a communication partner would act as someone who “looks differently” as an opponent, and precisely because of this was valuable and necessary for other interlocutors. . Under such circumstances, each person becomes naturally necessary for another person – “as a source of co-thinking, and compassion, and understanding; and disagreement, and a different view, and an unexpected question” (Sysoeva, 2006: 122).

So, considering and analyzing the basic psychological conditions for effective discussion in foreign language classes with the terms “monologue” and “dialogue”, we denote not so much the forms of communication as the principles of its construction. According to the monologue approach, the teacher acts as a carrier of indisputable truth, monologue communication is used only to “lead” the student to this truth. With a dialogical approach, the student has the right to his own opinion, his own position. The teacher respects the student’s position; If necessary, he can make adjustments already in his own position. In Ukraine, a new ideology and practice of life of the modern school as a socio-pedagogical system is being formed, the result of which is to ensure the modern quality of education on the basis of preserving its fundamentality and compliance with the actual and promising needs of the individual, society and the state. The problem of efficiency, effectiveness of the pedagogical process can be solved only if high competence and professional skills of each teacher are ensured. V. A. Sukhomlinsky noted that an essential condition for the teacher’s skill is the depth of knowledge, a broad intellectual outlook, and the reason for its loss by individual teachers is their “spiritual ossification”, which occurs when they do not replenish their knowledge (Pavlyuk, 2013: 19).

Therefore, the basis of the pedagogical skills of a foreign language teacher is general educational and information competence, which includes the following skills: quickly update and reproduce the necessary information; independently search for new information from various sources; ability to use information and communication technologies; use catalogs, com-

pile a bibliography; use a variety of reference books; work with graphs, diagrams, tables, paintings; know and apply fast reading techniques; use techniques for understanding the text; general language skills. The most important for the pedagogical skills of a foreign language teacher, scientists consider communicative competence, by which they understand the ability to communicate orally and in writing with a native speaker in a real life situation. At the same time, special attention is paid to the semantic correctness of the expression, and not only to the correctness of the language forms used. The basis of the didactic competence of a foreign language teacher is an acquired synthesis of knowledge (psychological, pedagogical, social, general education); skills (professional and pedagogical, special, self-educational); creative pedagogical activity, transformed from potential to real, has an activity character and functions in the form of methods of activity, necessary for the teacher to design his own technology for teaching schoolchildren, constructing the logic of the educational and educational process, solving difficulties and problems. Methodical competence is an important element of the pedagogical skills of a foreign language teacher. In foreign language lessons, students should realize that intercultural understanding is associated with problems and misunderstandings that are not solved even by perfect knowledge of a foreign language. It is the teacher who can prepare the individual for the tolerant perception of other cultures and peoples and for the recognition of equality of cultures and the supremacy of universal human values. The sociocultural competence of a foreign language teacher V.O. Kalinin includes the following knowledge and skills (Kotenko, 2012: 62): polylogical skills of cultural dialogue, background knowledge, country knowledge, knowledge of the rules of verbal and non-verbal behavior. The collection of empirical data that characterize the first and second indicators of the social component of students’ professional competence – civic responsibility and understanding of the importance of pedagogical activity – is also proposed to be carried out using the rating (the method of competent judges). In order to study the reliability of the data, this indicator can be represented by the number of more fragmented features: responsibility to society and the Motherland; veneration of state symbols of power; Patriotism. It is proposed to act as competent courts to invite teachers of the psychological and pedagogical cycle, social disciplines and foreign languages. Previously, conversations should be held with these teachers, where they explain about the selected criteria and their indicators. The next indicator – social activity – can be using a method-

ology developed by L.L. Stolyarenko, which allows to determine the attitude of students to social work based on the assessment of the curator, headman, student dean, classmates, as well as through psychological testing.

The second criterion of professional competence – cultural – can be diagnosed using the methodology of G. Eysenck and G. Wilson, adapted by us in accordance with the task – to form the professional competence of the teacher. This will determine the social and multicultural positions of students, their attitude to representatives of other races, nationalities, to racial segregation in the countries of the world (Steele, 1998: 64).

For a more complete disclosure of this criterion, students may be offered a written essay on “What does it mean to be a man of the world?” students should answer the following questions: what does it mean to have planetary thinking; whether you realize yourself as a carrier of national values of Ukraine; do you respect the culture, traditions of other nations, in particular those that inhabit our country. At the same time, the completeness of the disclosure of the above concepts and the place given to them by students in the scale of their own life values will be evaluated. The next criterion of professional competence – regulatory and evaluative – is proposed to be diagnosed by the method of questioning, which makes it possible to determine the motivation for achieving professional competence of students. At the heart of this section can be used the technique of M.S. Magomed-Eminov, which contains questionnaires that present questions related to individual personality traits, judgments and feelings about life situations in which a person strives for success or avoids trying to do things because of fear of failure, etc.

We believe that self-esteem in the process of forming professional competence plays an extremely important role. “Without self-esteem, it is difficult or even completely impossible to self-determine in life. True self-esteem implies a critical attitude towards oneself, constant trying on one’s capabilities to the requirements that life puts forward, the ability to independently set goals that can be achieved, strictly assess the course of their thoughts and their results, diligently check the guesses that are put forward, thoughtfully weigh the pros and cons, abandon hypotheses and versions that have not been justified (Kotenko, 2012: 61).

Adequate self-esteem by students of the level of their professional competence will contribute to the improvement of knowledge, professional skills, professionally significant qualities. Evaluation of oneself as a subject of activity opens up to students the pos-

sibilities of their real inclusion in a particular type of activity.

**Conclusions from this study and prospects for further research in this direction.** The complexity of the study and the impact on the formation of adequate self-esteem lies in the fact that these processes are deep, secret. According to P.R. Chamaty, a person receives basic knowledge about himself as a result of comparing his behavior with the behavior of other people, awareness of the assessments that other people give him, the team of people in which he lives and works or studies (Pavlyuk, 2013). Based on the analysis of their own successes and failures, evaluation by other people, comparison with professionals, self-esteem develops in the direction of its adequacy, and, at the same time, the need for constant introspection, professional reflection develops.

All of the above necessitates the organization of the educational process in such a way that students are able to adequately assess their professional competence. It is recommended to carry out work in two interrelated stages: at the first stage, students learn to evaluate the activities of their fellow students, at the second – their own activities. To this end, it is necessary to create a reflexive environment: in thinking – by applying problematic pedagogical situations, when students learn to analyze their actions and the actions of their comrades; in activities – by instructing for cooperation, and not for competition, when joint decisions are made, the point of view developed by the group is defended; in communication – relationships are established that imply the availability of their own experience for others and the openness of the experience of others for themselves, when students have the opportunity to compare their achievements with the achievements of their comrades and evaluate them.

This work is proposed to be performed in practical classes of the special course developed by us “Fundamentals of the formation of professional competence in future teachers of foreign languages”, which is read after studying the general foundations of pedagogy, the history of pedagogy, didactics and the theory of education. In standard programs on pedagogy, issues related to the formation of professional competence of future teachers are not sufficiently disclosed, so we consider it necessary to acquaint students with the theoretical foundations of the formation of the aforementioned integral education.

This special course plays a system-forming role in the process of professional training of students, is an intermediate link between the theoretical assimilation of knowledge and their practical application in the real conditions of the modern school.

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