

Psychological determinants of professional formation of the future teacher of foreign language as a basic issue of modern education

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This article presents the analysis of the professional development of the future foreign language teachers. The need of the following research can be explained by the current integration processes, changes in forms and methods of foreign teachers' work, and the demand of the high level of professional knowledge of foreign language teachers. Thus, it is important to analyze professional culture as a phenomenon and to distinguish main factors that influence its formation.

Professional culture is a complicated phenomenon which includes different components. Some scientists (I. Pidlasyi, S. Trypolska) state that professional potential (sum of skills, pedagogical knowledge, creative thinking etc.) is to be understood as the major component. Other scientists (S. Bolsun, O. Horska) add such aspects as appearance, personal culture, and communication.

The majority of researches, however, agree that personal qualities of the teachers play the most significant role in the formation of professional culture. This is determined by the fact that firstly students perceive their teacher as a person and an individual and only later as a pedagogue. Personal development contributes to the formation of a special attitude towards professional duties. Hence, personal qualities and values of the teacher can be regarded as those equally important to professional. In this context, the term "effective teacher" is analyzed in the article. "Effective teacher" is described as a pedagogue who is able to understand student's point of view and act according to this understanding. For such pedagogue, students and their reactions are more important than formal situations.

Nowadays educational paradigm faces transformations as it should consider human values. As a matter of fact, it places new demands to the teachers as they are supposed to be aesthetically developed people. Pedagogues should have positive traits of character, artistic taste and to be responsible. Estimating general culture of a person, society takes into consideration creative peculiarities of the personality in professional and personal life and their intelligence. If a pedagogue possesses all the abovementioned qualities, he/she will be able to help their students be all-round men.

Communicative skills play special role in professional development of the pedagogue. Foreign language teacher is supposed to know how to talk expressively and emotionally, use gestures and mimics and teach students all the necessary skills. Moreover, foreign language teachers should know the culture of a particular foreign language, such as verbal behavior and verbal etiquette.

Ukrainian scientists assumed that foreign language teacher should possess the qualities of an individual (the bearer of high moral qualities; a person with national consciousness and self-comprehension), worker (the one to determine the goal of activity and encourage the realization of it), and professional (a person who has knowledge of Psychology and Pedagogy etc.).

Professional culture combines formal and informal elements. Formal elements include norms, instructions and methods which teachers are supposed to follow, while informal elements are creativity, improvisation and individuality.

It should be mentioned that formation of professional culture is a longstanding process which is realized in certain stages. For instance, personal qualities are developed from early childhood and are in the process of formation during the whole life. Formation of professional qualities begins with the process of studying and later is improved in the educational activity. Pedagogue is constantly influenced by macro- and micro cultural environment, adopts its certain elements, and becomes a bearer of a few macro- and micro cultures.

Specific demands characterize the formation of professional culture of a foreign language teacher. Particularly, such pedagogue should not only be an expert in teaching methodology, but should also study cultures of different countries. During the whole teaching process pedagogue

should act like a native speaker who is aware of certain cultural peculiarities and has to illustrate some aspects of this culture to the students.

E. Horbun distinguishes professional responsibility as an essential part of a future pedagogue formation process. Professional responsibility is defined as the perception of social importance of the work, clear understanding of professional functions, independence and creative attitude towards the work. The formation of professional responsibility is complicated by the fact that distinct recommendations on how to conduct pedagogical classes and practical activities are absent today.

Every pedagogue should form skills of continuing education. It can be explained by the rapid development of science and society and impossibility to get knowledge “for the whole life”. That is why in order to meet modern standards and demands of the profession, a teacher should possess skills of individual work which are aimed at improving language and culture knowledge.

Professional competence, which is formed during the one’s studying of pedagogical disciplines, is also valid for a future pedagogue. It is based upon the system of skills which include constructive (ability to realize certain tasks), gnostical (ability to analyze scientific literature), communicative (ability to organize communication with students), evaluating (ability to evaluate own activity and its results) and organizational (ability to unite students into the group) skills.

Having studied scientific literature, we have distinguished the most essential aspects of foreign language teacher’s professional culture. They enlist professional identification, psychological culture, self-education, individual qualities, pedagogical experience etc. Formation of professional culture of foreign language teacher begins with the formation of a person as an individual. It continues at school and university and lasts during the whole life. Professional culture is a social phenomenon which can be formed, regulated and scientifically managed. As a result, development of the person’s professional culture should become a separate branch of every pedagogical establishment.