

## РОЗДІЛ 2 ОСВІТА ТА ПЕДАГОГІЧНІ НАУКИ

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### FORMATION OF PROFESSIONAL AND PEDAGOGICAL ORIENTATION FUTURE TEACHERS OF FOREIGN LANGUAGES

#### ФОРМУВАННЯ ПРОФЕСІЙНО-ПЕДАГОГІЧНОЇ СПРЯМОВАНOSTІ МАЙБУТНІХ ВИКЛАДАЧІВ ІНОЗЕМНИХ МОВ

The article reveals the problem of forming the professional and pedagogical orientation of future teachers of foreign languages. This idea is revealed by the authors in different ways, but there is no consensus on the defined concept. Modern researchers of pedagogical sciences define that the productivity of professional and pedagogical orientation is provided not only by creative and intellectual abilities, but also determined by the structure of professional motivation as the main system of the teacher's personality and professional activity. Usually this term is understood as a person's perception of goals, guidelines of beliefs, which are indicators of his level of formation of professional activity.

The main competences of professional orientation are highlighted: positive perception of future professional activity; compliance with the future profession of a foreign language teacher; motivational component, interest in future pedagogical activity, psychological and moral values, and readiness for future professional activity of a foreign language teacher.

Features of pedagogical focus, which includes the personal qualities of the future teacher, which determine the awareness of the goals and tasks of professional activity in the system of motivation of the foreign language teacher, are determined.

The main theoretical and methodological factors of the professional and pedagogical orientation of future teachers of foreign languages are described: educational and pedagogical process, content, forms, methods and means of teaching in foreign language classes; professional motivation of future teachers; planning of the educational process of students; high level of professional competence of teachers and future specialists; psychological and pedagogical factors that influence the process of formation of professional competence of future specialists.

The main motives that influence the process of formation of the professional and pedagogical orientation of future teachers of foreign languages are highlighted: internal motives (professional activity, positive attitude towards the future profession of a teacher); external motives (personal needs of the individual, which are satisfied in the future professional activity of the individual and reflect certain aspects of professional self-awareness).

**Key words:** future teacher of foreign languages, competence, pedagogical activity, educational process, professional and pedagogical orientation, student, personality formation.

У статті розкрита проблема формування професійно-педагогічної спрямованості майбутніх викладачів іноземних мов. Ця ідея розкривається авторами по-різному, але єдиної думки щодо визначеного поняття не існує. Сучасні дослідники педагогічної науки розкривають, що продуктивність професійно-педагогічної спрямованості забезпечується не лише творчими та інтелектуальними здібностями, а й визначається структурою професійної мотивації як основної системи особистості та професійної діяльності педагога. Зазвичай, під цим терміном розуміють сприйняття особистістю цілей, настанов переконань, які є показниками її рівня сформованості професійної діяльності.

Виділено основні компетентності професійної спрямованості: позитивне сприйняття майбутньої професійної діяльності; відповідність майбутній професії вчителя іноземної мови; мотиваційна складова, інтерес до майбутньої педагогічної діяльності, психологічні та моральні цінності, готовність до майбутньої професійної діяльності вчителя іноземної мови.

Визначено особливості педагогічної спрямованості, яка включає в себе особистісні якості майбутнього вчителя, що визначає усвідомлення цілей та завдань професійної діяльності в системі мотивації вчителя іноземної мови.

Описано основні теоретико-методологічні фактори професійно-педагогічної спрямованості майбутніх учителів іноземних мов: навчально-педагогічний процес, зміст, форми, методи і засоби навчання на заняттях з іноземної мови; професійна мотивація майбутніх педагогів; планування навчально-виховного процесу студентів; високий рівень професійної компетентності викладачів та майбутніх спеціалістів; психолого-педагогічні фактори, які впливають на процес формування професійної компетентності майбутніх фахівців.

Виділено основні мотиви, які впливають на процес формування професійно-педагогічної спрямованості майбутніх учителів іноземних мов: внутрішні мотиви (професійна діяльність, позитивне ставлення до майбутньої професії вчителя); зовнішні мотиви (особисті потреби індивіда, які задовольняються у майбутній професійній діяльності особистості та відображають певні аспекти професійної самосвідомості).

**Ключові слова:** майбутній вчитель іноземних мов, компетентність, педагогічна діяльність, навчально-виховний процес, професійно-педагогічна спрямованість, студент, формування особистості.

**Formulation of the problem.** The issue of motivation of professional orientation has always been and is relevant. Taking into account the fact that processes of European integration are increasingly influencing such an important sphere of social life as education and understanding the important role that knowledge of a foreign language plays in this process, it is necessary to conduct continuous training of students in a foreign language throughout the entire period of study.

In a professional activity the future specialist must actively cooperate with foreign partners, representatives of different cultures and levels of professional competence; to have an idea of the latest scientific and technical achievements in their field of production, while using foreign language sources of information. It is well known that mastering a foreign language not only broadens the horizons and general intellectual level of a specialist, but it is a tool necessary for solving certain professional problems, an integral component of the professional competence of future specialists.

The problem of foreign language teacher training is currently acute as the sociological and cultural context of foreign language learning has changed in the world. It became possible to involve a large number of people of different beliefs, interests, ages and professions in both direct and indirect communication, which led to increased motivation to study languages of international communication. Therefore, there are new priority tasks regarding the training of a foreign language teacher as one of the main subjects of the educational process, since his activity has a significant impact on the effectiveness of the educational process.

The actuality of the problem is determined by many factors: increasing requirements for the level and quality of the professional training of teachers, strengthening of self-education activities of teachers, expansion of political, economic and cultural ties between people.

**Analysis of recent research and publications.**

Researches emphasize the special importance of professional orientation in the process of professional and life self-determination of young people (Yu. Vavilov, O. Golomshtok, V. Zhuravlev, E. Klymov, B. Fedoryshyn, P. Shavir, etc.). A prominent place in pedagogy is the study of conditions and ways of formation of professional orientation among students of higher educational institutions (V. Abramova, Yu. Andreeva, G. Hektina, O. Gubaidulina, T. Derkach, N. Doronina, V. Zhernov, O. Kaganov, V. Potikha and etc.). Today, in the theory and practice of pedagogical education, significant scientific developments have been accumulated, which reveal the content of the training of a future teacher of foreign languages. The following scientists made a significant contribution to the study of this issue in their works: O. Abdulina, I. Adolf, T. Bocharnikova, V. Kuzmina, A. Spirina, V. Stepanova, I. Pasov and others.

In their research a certain part of scientists highlight the essence of professionally oriented education as the unchanged preservation of the teaching of the basics of science in the some basic scope as it is in a general education school, but with the difference that a special emphasis is placed on the ability to apply knowledge, skills and abilities from a certain subject when mastering specific professions. As S. Goncharenko emphasizes, orientation is a system of motives that affects the activity of an individual, determines his choice, the level of self-realization, the main result of the professional orientation of education is not the amount of knowledge, but their combination with personal professional qualities, the ability of a student to independently apply his knowledge in practice [3, p. 376].

L. Shevchenko asserts that professional orientation is a complex multifaceted formation, which is the result of the formation of a system of value motives that encourage a person to acquire professional knowledge, abilities, skills and methods of their creative use in practice [4, p. 207].

The professional orientation of students of pedagogical specialties is determined by a positive attitude and interest in pedagogical professions, internal influence (motives for choosing a pedagogical specialty), external influence, social significance of the chosen specialty. The concept of professional orientation consists of the following competencies: positive attitude to the profession; professional suitability; professional motivation; professional interests, values, relationships; psychological readiness for professional activity; professional stability [2, p. 124].

**The purpose of the article** is to determine the features of the professional and pedagogical orientation of future teachers of foreign languages and to reveal the main problems of professional training of teachers of foreign languages in institutions of higher education, as well as to find out what should be paid attention to when preparing a future competent teacher.

**Presentation of the main material of the study.** The problem of the development of personality orientation has long attracted the attention of pedagogues and psychologists. In our time, when radical social and economic transformations are taking place in society, social and cultural values are being rethought, it is becoming extremely relevant. From modern specialists not only a high level of professional competence is required but also personal involvement in the profession, appropriate self-identification, a commitment to humanistic values of medical activity, constant professional self-improvement and a valuable attitude to the profession. The development of professional orientation can be considered as an important component of the formation of professionalism of future specialists, since professional orientation is an internal source of professional development and personal growth of any subject of activity.

The problem of orientation is one of the central ones in the personality psychology, since the subject of its study is a wide and diverse motivational and value sphere of a person, which is manifested in interests, goals, intentions, inclinations, values, selectivity of behavior, internal position. Orientation is a core of personality and determines its social and psychological characteristics. In different concepts this characteristic is revealed in different ways. S. Yaremchuk considers professional orientation as a dynamic, mental formation which determines a stable, active and positive attitude of the student towards mastering the knowledge, abilities and skills necessary in the future profession, determines

the success of the professional self-determination of the future specialist. In the procedural aspect of professional orientation the author distinguishes three components: cognitive (psychological and pedagogical knowledge and awareness of ways of self-knowledge); emotional and evaluative (positive attitude towards the future profession); behavioral (activity of students in learning and self-knowledge) [5, p. 4].

The formation of a professional orientation occurs in a close relationship with the formation of the personality itself, which is a continuous, integral process of development and is carried out as a result of its socialization, upbringing and self-education. As a result of this process not only the professional formation of the personality takes place, but also its harmonious development, the expansion of the worldview and formation of life values.

The professional orientation of the individual is manifested in positive attitude towards the profession, inclination and interest in it, the desire to improve one's training, to satisfy material and spiritual needs by engaging in professional activities. Professional orientation involves the internal acceptance of values and tasks of professional activity, an interested attitude towards it, the formation of professional ideals, attitudes and beliefs [5].

To form the professional and pedagogical orientation of students, it is necessary to implement the pedagogical orientation of education, which consists in the formation of pedagogical views, knowledge, judgments and the ability to connect them with direct practical pedagogical activity. Professional and pedagogical orientation can be formed in two directions: on the one hand, by professionalizing the learning process, improving the quality of teaching and using active learning methods, on the other hand, by involving students in such activities that require the necessary application of not only professional, but also pedagogical knowledge, abilities and skills. Therefore, if the entire process of educational work is subordinated to the formation of a professional and pedagogical orientation, it will positively affect the entire complex of motives, interests and needs of future specialist and as a result, the quality of his training [1, pp. 248–249].

Most researchers focus on the value aspect of professional self-determination, which indicates the organic connection of this process with the formation of the professional orientation of the individual. Professional self-determination is considered as a process of integration of young people into a social and professional structure of society, which is

carried out through a value based choice of options for professional development. In this process Y. Didkovska singles out a number of stages during which various aspects of students' professional and value choices are realized. In the first year adaptation to new learning conditions takes place, doubts may arise about the correctness of the professional choice. The third course is transitional, since the adaptation period has already ended here and the students' professional interests and future plans are updated. At this stage they develop a system of professional priorities, values, tasks, life and professional plans. In the final courses students are faced with the questions of determining the direction of specialization in a chosen profession, choosing a specific place of work. Unlike first year students, graduates consider their professional choice not only from the point of view of its compliance with their own desires, interests and inclinations, but also taking into account the social demand for professions, their demand on the labor market, employment opportunities [3, p. 135].

Thus, professional self-determination is considered as a long-term process of an internal, subjective plan, which consists in the search and choice of an «individual's own profession», defining professional positions and prospects for oneself. In this sense professional self-determination is a stage of socialization at which an orientation towards a certain professional activity is formed in an individual. Professional self-determination, which is understood as «finding the meaning of the work performed», precedes the formation of the professional orientation and at the same time is the first stage of this complex process. From such positions professional orientation can be considered as an independent and conscious mastery of the personal meaning of the chosen profession [3].

The majority of researches single out the characteristics of professional orientation that reflects its substantive and dynamic aspects. Content characteristics include completeness and level of orientation; dynamic characteristics include its intensity, duration and stability. By completeness we mean the number and variety of motives for a positive attitude to the profession. The formation of a positive attitude towards one or another profession, as a rule, begins with the appearance of partial motives that relate to its individual aspects or external characteristics. Various factors related to the profession can be significant for a person: social prestige, compliance with one's inclinations and interests, opportunities for self-realization and career growth, hygienic and other working conditions, wages, compliance with family traditions, etc.

Most often professional orientation is determined by a complex of various motives. The wider the circle of such motives, the more valuable the corresponding profession is for individual [6].

In general, several groups of motives can be distinguished, which are related to professional activity to varying degrees: 1) internal motives, which directly relate to the content of the profession and are caused by interest in it, when a person is primarily attracted to the process and direct results of professional activity; 2) motives, that have a more indirect relation to the profession are associated with the attitude towards it formed in society: awareness of the social significance of the profession, its prestige, importance; 3) motives related to various needs of the individual, which can be satisfied both in professional activity and outside of it: the need for self-affirmation, communication, achievement, dominance; 4) motives that reflect various aspects of an individual's professional self-awareness: confidence in the possession of professionally necessary qualities and abilities, in the fact that the profession corresponds to the vocation; 5) motives based on interest in external, secondary features in professional activity [6].

Studying foreign languages on the basis of professional orientation contributes to the formation of future specialist's skills in communicating, establishing business contacts, studying foreign sources, analyzing modern scientific achievements, improving skills and presenting ideas to the professional community. Professional communicative competence develops such professional qualities as independence, self-control, responsibility, creative thinking and professionalism [5].

Professionally oriented teaching of a foreign language involves the study of a foreign language by students in the modern context of the features of the future profession. Of course, such an approach should take into account the personal qualities of students. A skillful combination of professional and language knowledge and skills will help graduates to achieve a foreign language level of professionally oriented communicative competence, which will allow them to use a foreign language in professional activities at the level of internal standards.

In order to achieve a high result in learning a foreign language and its further teaching, it is necessary to focus a lot of attention on the choice of textbooks and teaching aids. When choosing content the content of foreign language educational material, it is necessary to take into account the interest and individuality of each individual specialty. It is especially important

that the content of textbooks, foreign language manuals for teachers is saturated with professional pedagogical vocabulary, topics, concepts, problems that allow influencing the motivational, practical spheres of students' activities and their early inclusion in professional activities. In addition, one should take into account the compliance of the material with the modern level of pedagogical technologies, the relationships of professional, general education and special components of the content of education, as well as the impact on the motives, interests, needs and inclinations with students.

**Conclusion.** Thus, the processes of integration into the European educational space, changes in principles, forms and methods of work in higher educational institutions of Ukraine led to significant

increase in requirements for the level and quality of professional training of future foreign language teachers, their professional and social competence, general and professional culture. The final result of the educational process depends on how high the level of the teacher's skill is. Therefore, the formation of professional and pedagogical orientation in students will be effective if students are oriented to pedagogical activity in the process of studying all subjects of the curriculum. Therefore, in order to achieve high results in the formation of professional and pedagogical orientation during the study of a foreign language, it is necessary to take into account the specifics of the process of learning a foreign language, which consists in preparing students for future pedagogical activities.

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