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DEVELOPMENT OF A POSITIVE SELF-CONCEPT AMONG FUTURE FOREIGN LANGUAGE TEACHERS IN A CLASSICAL UNIVERSITY

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Abstract. *The article deals with the essence of the positive self-concept. The analysis of theoretical references, made it possible to establish that the organization of practical and technical training in local classical universities, taking into account their specificity, is not investigated, which also attracts interest in studying such phenomena as self-awareness and positive self-concept, especially at the initial stage of mastery teaching profession at a classical university. In terms of research, it was found out that self-awareness includes: awareness of norms, rules, life patterns as a standart for understanding their properties; self-assessment of their own actions and behavior, self-understanding; a general assessment, identifying positive qualities and perspectives.*

We can conclude that self-awareness emerges as a complex process of mediated self-discovery, which is associated with the movement of time by integrating these numerous images of his own "I". Therefore, development of teacher's positive self-concept as an integral feature of his professionalism adds stability, provides progressive stimulating effect on the professional development of future foreign language teachers not only as subjects of academic work, but also as subjects of their own development, the authors of their own life and professional way. This is reflected in the pursuit of future foreign language teachers to motivation of success gaining, the capacity for self-raiting,

development of reflection, which appears in their formed positive self-concept, which affects the further professional growth.

However, based on the foregoing, we concluded that the results of formation of future foreign language teachers' identity during training at classical university are: increased self-confidence, satisfaction in choosing a profession, the efficiency of self-improvement and self-realization. Due to the formation of future foreign language teachers' identity happens the self-identification as: personality; subject of professional activity; subject of self-development.

Keywords: *self-awareness, positive future foreign language teachers' self-concept*

The research is relevant due to a demand for specialists who have excellent skills in foreign languages and in the culture of foreign language communication. It influences the way we try to improve the education of future foreign language teachers in a classical university. It is related to significant changes in self-consciousness that helps to achieve efficient results both in personal development and in professional activity. However, scientific and research interest towards such phenomena as self-consciousness and towards a positive self-concept remains poorly studied, especially during the initial stage of mastering the teaching profession in a classical university.

The analysis of recent researches and publications suggests that O. Bondarenko, O. Gluzman, O. Zhuk, N. Kuznetsova, O. Mashkina, L. Pukhovs'ka, etc. studied the organization of practical and methodical training in national classic universities, paying attention to its special features in terms of university education in developed countries. O. Bigych, V. Krasnopol'skiy, S. Nikolayeva, N. Sklyarenko, E. Solovov, O. Tarnopol'skiy, etc. thoroughly analyzed methodical and foreign language practice of future foreign language teachers. L. Vygots'kiy, M. Zhyntkin, O. Leont'yev, O. Luriya, S. Rubinshteyn, etc. studied the theory of speech activity. In addition, O. Abdullina, S. Arkhangel'skiy, Yu. Babans'kiy, V. Galuzinskiy, O. Dubasenyuk, M. Yevtukh, N. Kuz'mina, A. Markova, A. Piskunov, V. Slast'onin, etc. researched psychological and education aspects of professional training and activity of a teacher. Various aspects of researching a self-concept can be found in works by A. Derkach, L. Mitina, A. Rean, K. Rodzhers, S. Rubinshteyn, V. Shadrikov, etc. On the contrary, despite the mentioned above scientific researches, the problem of development of a positive self-concept among future foreign language teachers in a classical university has not been studied sufficiently enough today. It proves the relevance of the research.

Thus, the *goal of the article* is to study the theoretical nature of a positive self-concept of future teachers of foreign language.

A dictionary of psychology defines “self-consciousness” as conscious attitude of a person towards his needs, skills, motives, thoughts, and concerns [2, p.343]. Self-consciousness is a dynamic system of ideas of a person about himself, the awareness of his physical, intellectual, and other qualities, self-esteem of these qualities, as well as subjective perception of factors influencing this individual [4].

According to S. Rubinshteyn, self-consciousness is a feature of the individual as a social being. The author thinks that self-consciousness as the process results in a self-concept that is the product of personality development [6].

In our research, we share the opinion of researchers (A. Derkach, O. Seleznyova, etc.) who mention that self-consciousness includes such things as awareness of norms, rules, patterns of life as models for understanding their properties; self-image of their own actions and behavior, self-understanding; general assessment, definition of positive qualities and perspectives [2].

Consequently, we have reached a conclusion that self-consciousness is a difficult mediated self-perception that is connected with movement over time due to integration of similar numerous self-images. Furthermore, the development of self-consciousness among future foreign language teachers during their education process in a classical university results in their improved confidence, satisfaction in their professional choice, and efficiency in self-development and self-realization. Due to the development of self-consciousness among future foreign language teachers, they perceive themselves as individuals; subjects of professional activity; and subjects of self-development [1].

We analyzed researches by A. Rean, K. Rodzher, P. Reshetnik, etc. and found out that these researchers paid a lot of attention to the significant importance of a positive self-concept as an efficient feature required for the further development of a teacher. It makes teachers feel satisfied with their teaching activities and improves their self-respect as well as confidence in themselves and in doing their work successfully in general. It can be achieved by the harmonization of elements of self in a self-concept of a teacher.

According to Z. Kurlyand, a positive self-concept of a teacher, providing high self-esteem and confidence as a teacher, prevents the desire to assert himself, humiliate the dignity of a child, and abuse his power. On the other hand, a positive self-concept has positive influence on self-esteem of pupils and improves their own significance. A teacher with such

concept uses optimism as to a pupil's personality, believes in the possibility to develop pupil's abilities, and creates conditions for their development. It all manifests in the unconditional positive attitude towards a child [5, p. 97].

That is why the development of a positive self-concept of a teacher as integral feature of his or her professional competence adds continuity, provides progressive encouraging influence on the professional development of future foreign language teachers not only as subjects of pedagogic activity, but also as subjects of personal development, who are authors of their own personal and professional life. It is reflected in the pursuit of future foreign language teachers towards motivation to succeed, the capacity for self-evaluation, and development of reflection that manifests in their developed positive self-concept, which affects the further professional growth.

The study of literature on psychology and pedagogy (G. Ball, A. Derkach, Ye. Klimov, N. Kuz'mina, A. Markova, V. Slast'yonin, etc.) allowed us to determine that professional development of future teachers will be successful based on its purposeful motivational activity. The teacher's activity is defined by a set of motives both internal (the indicator of internal responsibility and developed motivational environment) and the social motive (manifests itself in demands, reproaches, encouragements, approvals or disapprovals, etc.). In this regard, motivational environment of professional activity defines the interest to the context of pedagogical activity, its results and consequences. Motivation or the need for achievement is one example of work motivation related to the need of a person to succeed and to a lesser extent to the need to avoid failures. The development of motivation to succeed is closely related to personal socialization and can manifest itself as "desire to improve personal skills." Individuals with a high level of motivation differ according to such features as persistence in achieving the goal; dissatisfaction with the achieved result; constant desire to make something better; tendency to be obsessed with the work; experience of satisfaction when work activity is successful; inability to work bad; desire to find new methods while performing usual things; dissatisfaction with easy success; lack of the spirit of unhealthy competition; readiness to accept help and provide help to other people [2]. Consequently, the mentioned features are the indicator for the development of motivation for success in a future teacher of foreign languages, which he or she needs to develop as a professional.

The problem of success in professional activity of a teacher can be found in works by F. Gonobolin, N. Kuz'mina, M. Kukharev, M. Levitov, A. Markov, S. Rubinshteyn, V. Shadrikov, etc., in which researchers first of all connect the relation of inborn human potential and achieved features, skills, and set of knowledge as well as skills, abilities, and success in performing of activities, abilities and functional system that carry our psychological phenomena. It is "success" that defines objective performance indicators of activity and subjective attitude to oneself. Thus, awareness by future foreign language teachers as subjects of pedagogical activity is fully related with the development of their positive self-concept during their education in a classical university.

Surely, the training of future foreign language teachers is connected to the learning process that seeks to identify and develop their personal qualities. Among personal qualities of a specialist some of them need to be specifically developed, some of them are quite solid, and do not change significantly under the influence of human life experience. First of all, the author thinks that moral and characterological features of a person – determination, diligence, sense of duty and responsibility, determination, courage, persistence, etc. – are the ones that can be developed. Other features are emotional well-being, self-control, patience, ability to concentrate, mental endurance, field and allocation of attention, etc. Both categories of personal features play a crucial, sometimes even a vital part, in ensuring the reliability of professional activity (according to B. Lomoviy).

The structure of professional important features in some combinations is created by necessary (without them an employee cannot fulfill such activity as "person-to-person" without any harm done to himself or to other people) and desired (which facilitate activities such as "person-to-person") psychological qualities of a person. The researcher thinks that focus on such activity as "person-to-person" (needs, motives, goals, interests, inclinations) sociability, emotional stability, necessary psychological qualities of a person, volition personal traits that manifest themselves in the ability to control the mood and behavior of other people, some features of speech can be attributed to psychological qualities of a person. Among the desired professional important qualities, the researcher singles out social intelligence, empathy, and some features of appearance. These features are easy to develop and enhance during the professional education of a specialist [4].

Thus, the requirements of the profession reflect the universal features that are necessary for the successful implementation of a professional activity. Therefore, moral and volitional qualities such as determination, courage, leadership role, self-possession, self-control, perseverance, stubbornness, and independence.

It should be emphasized that awareness by future teachers of foreign language of teaching activities while learning is closely linked to the ability for reflection and self-esteem. It is known that a teacher, feeling comfortable and confident, friendly and in good relations with students, understands the weaknesses of his or her work, intends to fix them and does not destroy the overall positive self-image. To the contrary, teachers with low self-esteem perceive professional educational in a negative way in terms of their stress and anxiety often refer to the authoritarian style as a means of psychological self-defense (according to A. Markova). The effect of standard self-regulation is enhanced based on self-esteem and real ideas about personal professional level. In this respect, self-regulation, which covers intellectual, speech, emotional, and volitional activity of a future teacher, helps to perform acts of self-awareness, self-control and self-esteem related to reflection [5]. On the other hand, reflection is the self-knowledge, self-analysis, and comprehension of personal activity and relations through the eyes of other people.

According to M. D'yachenko and L. Kandibovych, reflection is the self-analysis, comprehension, evaluation of assumptions, conditions, and the course of personal activity and interior life. Reflection includes such phenomena as self-knowledge, re-thinking, verification of your own thoughts about themselves, about other people, and about things, which other people think about him or her according to the subject, how they assess and treat him or her. Researchers think that reflection of a teacher is a process of comprehension himself as a professional, understanding his inner world, analysis of personal thoughts and emotions during professional and teaching activity, ideas about yourself as an individual, recognition of the fact how he or she is perceived by students, colleagues, and other people [3, pp. 231-232].

To sum up, we can draw a *conclusion* that the period of education in a classical university plays a crucial part in the development of a positive self-concept of future foreign language teachers with such elements as motivation to succeed; personal qualities; ability for self-assessment and reflection.