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TEACHER PROFESSIONAL ACTIVITY IN EDUCATIONAL PROCESS OF HIGHER EDUCATIONAL INSTITUTION

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Abstract. *The theoretical analysis and empirical research relating to peculiarities of teacher professional activity in educational process of higher educational institution depending on work experience and age are conducted in the article.*

It is substantiated that in modern psychology issues of personality's subject activity, its creative role in life transformation remain relevant.

The article specifies that the activity of pedagogical interaction subjects is linked to teaching process and interaction. Entire subject activity in pedagogical interaction integrates various manifestations of activity, the most important for this action, which is the potential of their activity.

The aim of the study was to investigate the characteristics of professional activity of higher educational institution teachers depending on work experience and age. The study involved the teachers of Ukrainian universities: Rivne State Humanities University, Vasyl Stefanyk Carpathian National University, Lesia Ukrainka Eastern European National University. Total sample – 124 persons.

According to the "professional activity of teachers" method (TAQ) we have established the relationship between educational activity components, such as teacher professional activity motivation, self-evaluation of abilities to self-realization in this life sphere, emotion control in professional sphere, professional activity dynamics, rigid reproduction-modification activity, effective component of teacher pedagogical activity in educational process of higher education institution.

The differences in professional activity manifestation of university teachers with different experience are revealed. Different type of professional orientation is discovered. University teachers with seniority from 1 to 5 years demonstrate effective component of teacher professional activity, teachers with experience of 5 to 10 years – self abilities at self-realization in this life sphere, teachers with experience of over 10 years – teacher professional activity motivation.

Keywords: *teacher, institution of higher education, professional activity, educational process.*

In modern psychology issues of personality's subject activity, its creative role in life transformation remain relevant. Today, the statement of subject activity received the new treatment in specific psychological studies (A. A. Asmolov [3], A. V. Brushlinsky [4], A. O. Mitkin [8], V. A. Peterovskyy [9], etc.).

Activity in the subjective approach of native psychology is seen as a way of expression and achievement of integrity, as the ability of self-improvement, self-regulation and self-movement (K. O. Abulkhanova-Slavska [1], B. G. Ananiev [2], A. A. Volochkova [5], S. L. Rubinstein [10], V. A. Tatenko [11], I. S. Yakymanska [12] et al.).

Educational process effectiveness depends on internal incentives and educational activity motives, appropriateness, timeliness and intensity of external (social, pedagogical, moral, material, etc.) stimulants.

The activity of subjects (teacher and student) of pedagogical interaction is interconnected with teaching process and interaction. Entire subjects' activity in pedagogical interaction integrates various manifestations of activity, the most important for this action, which is the potential of their activity.

The teacher as a subject of pedagogical activity is a combination, fusion of individual, personal, subjective qualities proper, adequacy of profession requirements of which ensures the effectiveness of his work.

The aim of our research is to study the peculiarities of professional activity of higher educational institution teachers depending on work experience and age.

The study involved the teachers of Ukrainian universities: Rivne State Humanities University, Vasyl Stefanyk Carpathian National University, Lesia Ukrainka Eastern European National University. Total sample – 124 persons (Table. 1).

Table 1

Characteristics of Teacher Groups Depending on Length of Service and Age

Teachers with seniority from 1 to 5 years (24 people)		Teachers with seniority 5 to 10 years (50)		Teachers with experience of over 10 years (50)	
Span age period (in years)	Average	Span age period (in years)	Average	Span age period (in years)	Average
Characteristics depending on length of service					
1-5	1.5	5-10	6	11-30	19
Characteristics depending on age					
24-29	26,5	30-41	35,5	34-49	43,5

Empirical research was conducted using a questionnaire "Professional activity of teachers" (TAQ) by A. Volochkova [5].

On the base of research of university teachers professional activity it was found that in the first place in professional activity manifestation of the teachers with seniority from 1 to 5 years is the effective component of teacher professional activity (63%), teachers with seniority from 5 to 10 years – the capacity for self-fulfillment in this life area (59%), teachers with experience of over 10 years – teacher professional activity motivation (58%).

For teachers with seniority from 1 to 5 years an activity in the profession is self-esteem results of professional activity, satisfaction with these results, and satisfaction with results of their students.

For teachers with seniority from 5 to 10 years the manifestation of activity in the profession is self-evaluation of own abilities (didactic, organizational, perceptual) and volitional control activity.

For teachers with experience of over 10 years the manifestation of professional activity is a high level of professional activity motivation. Teachers try to analyze their own attitude to profession, to their professional activities.

In the second place manifestation of activity in professional practice is the teacher professional potential activity for teachers with experience from 1 to 5 years (46%) and teachers with experience of over 10 years (44%), for teachers with experience of 5 to 10 years manifestation of activity in professional practice is a common code of teacher professional activity (62%).

Some teachers with seniority from 1 to 5 years have professional activity motivation, that is, university teachers consciously treat their professional activities. Teachers tend to assess their own skills (teaching, organizational, perceptual) and volitional control activity.

For teachers with seniority from 5 to 10 years the manifestation of activity in the professional practice is control of emotions in the professional sphere, self-regulation of professional activities in the situation of frustration or stress. Teachers try to modify the style and content of professional activities, show their interest in literature, and desire to learn. In the professional activity teachers show flexibility of the means and forms of work. Teachers are inclined to self-assessment of their professional activity results, to satisfaction with these results and the results of their students.

In the third place manifestation of activity in professional practice is the index of professional activity of teachers with seniority from 1 to 5 years (50%). The received data indicate that this sample is less inclined to motivation of professional activity, to self-assessment of their own abilities, to control of emotions and self-regulation in the professional sphere, to change of the style and content of professional activity.

Correlation analysis of the activity in professional practice has shown that teachers with seniority from 1 to 5 years have connection of indicators "professional activity of teacher motivation" and "professional activity dynamics of rigid reproduction-modification of activity" ($r = 0,356, p \leq 0,05$), ($t = 3,1, p \leq 0,05$), "effective component of teacher professional activity" ($r = 0,466, p \leq 0,05$), ($t = 2,6, p \leq 0,01$).

These data affirm the influence of motivation of teachers' professional activity with experience from 1 to 5 years on the quality indicators of their professional activities, interest in the development and enrichment of the subjects taught with new material, improving lecturing skills, using new approaches to teaching the subject. Teachers are focused on the results of their

professional activity; bright indicators of their professional work are students' knowledge and good results at exams.

Teachers with seniority from 5 to 10 years demonstrate the connection of indicators "professional activity of teacher motivation" and "self-assessment of capacity for self-realization in this sphere of life" ($r = 0,344$, $p \leq 0,05$), ($t = 2,8$, $p \leq 0,05$), "control of emotions in the professional sphere" ($r = 0,441$, $p \leq 0,05$), ($t = 4,9$, $p \leq 0,05$), "professional activity dynamics of rigid reproduction-modification of activity" ($r = 0,322$, $p \leq 0,05$), ($t = 2,6$, $p \leq 0,01$).

These data affirm the influence of motivation of teachers' professional activity with experience of 5 to 10 years skills on teachers' self-esteem and volitional control activity. Professional activity motivation has a positive effect on the control and self-regulation of emotions in professional activities during lectures and seminars. Teachers are interested in professional literature, constantly improve their knowledge of the subject, taking into account the latest educational technologies and wishes of students. They are able to respond quickly to unexpected changes in course sessions, thanks to their teaching experience, they are able to find a way out of any educational situation.

Teachers with experience of over 10 years show the connection of indicators "professional activity of teacher motivation" and "control of emotions in the professional sphere" ($r = -0,333$, $p \leq 0,01$), ($t = 4,3$, $p \leq 0,05$), "self-assessment of capacity for self-realization in this sphere of life" ($r = 0,377$, $p \leq 0,05$), ($t = 4,3$, $p \leq 0,05$), "effective component of teacher professional activity" ($r = 0,366$, $p \leq 0,05$), ($t = 4,3$, $p \leq 0,05$).

Teachers with experience of over 10 years have a high level of motivation of professional activity that affects the control and self-regulation of emotions during the lectures and practical classes. Many-year teaching experience helps avoid educational stress situations and resolve conflicts in the classes effectively, find a way out of difficult situations without any harm to their health. Teachers can assess their skills and abilities, constantly improving their pedagogical skills. Achieving the goal, teachers with work experience of over 10 years show persistence, endurance, discretion; despite the obstacles they achieve their goal. Teachers assess the results of their professional activity, analyze their mistakes and make conclusions.

Conclusions. According to the method of "professional activity of teachers» (TAQ) we have established the relationship between the components of educational activity, such as teacher motivation of professional activity, self-assessment of capacity for self-realization in this sphere of life, control of emotions in the professional sphere, professional activity dynamics of rigid reproduction-modification of activity, effective component of teacher's pedagogical activity in the educational process of higher educational institution.

The differences in manifestation of professional activity of university teachers with different experience are revealed. Various types of professional orientation are discovered. University teachers with seniority from 1 to 5 years

have a prevailing effective component of professional activity, teachers with experience of 5 to 10 years – self-assessment of capacity for self-realization in this sphere of life, the teachers with experience of over 10 years – professional activity of teacher motivation.

Psycho-pedagogical conditions of teacher's activity are: teacher's needs in professional self-realization; mechanism of productive professional self-knowledge; free choice of alternative possibilities of self-realization; individual style of self-realization; and the ability to self-reflection. Professional activity of self-identity is defined as the transition of the individual in the social, during which the person discloses essential powers, which is manifested in all activities within a particular profession.

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PROBLEM OF TEACHING ORAL ENGLISH SCIENTIFIC DISCOURSE IN PEDAGOGY OF TERTIARY EDUCATION

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Abstract. *The article deals with the problem of teaching oral scientific and pedagogical discourse at higher educational establishments. The notion "oral scientific and pedagogical discourse" has been examined. The genres and linguistic features of scientific and pedagogical discourse have been highlighted. Some pedagogical techniques as to teaching oral scientific and pedagogical discourse have been recommended.*

Keywords: *discourse, scientific and pedagogical discourse, academic discourse, genres of oral discourse, linguistic features of scientific discourse.*

The notion "discourse" is a complex multifaceted phenomenon that is the focus of modern science and is studied by such scientists as: B. Bernstein, B. Bilik, T. Ezhova, L. Fillips, W. Harris, M. Jorgensen, V. Karasik, F. Kristi, D. Moskalik, M. Oleshko Y. Pospelova, Y. Scherbinina, T. Van Dijk . However, in the different sciences the term "discourse" differs, so "discourse" requires clarification in a definite science.

Interpreted from the perspective of pedagogy, a concept of discourse allows deeper to reflect the behavior of the participants of pedagogical discourse, to distribute high-status roles and responsibilities, behavior and values, forms of pedagogical interaction. It gives an opportunity to optimize teaching process in higher educational institution from the standpoint of interdisciplinary and interactive approaches, as well as the total anthropocentric orientation of modern education.

The purpose of the article is to analyze the concept of scientific-pedagogical discourse, its genres and lexical characteristics and to work out offer the kinds of exercises for learning oral English teaching of discourse.

The logic of the work requires considering the notion "scientific-pedagogical discourse" in more detail. Analysing the opinions of scholars regarding the definition of the term we can say that some scientists propose to consider scientific discourse and pedagogical discourse separately. S. Suvorova denotes