

- studentov [Organization of students' learning and cognitive activity]. Moscow: Pedagogicheskoye obshchestvo Rossii [in Russian].*
8. Pikhota, O.M., Kiktenko, A.Z. & Liubarska, O.M. *Osvitni tekhnolohiyi [Educational technologies].* Pekhota, O.M. (Eds.). Kyiv: ASK [in Ukrainian].
 9. *Yesipov, B.P. (1991). Samostoyatel'naya rabota uchashchihsia na urokah [Learners' independent work in the classroom]. Moscow: Uchpedgiz [in Russian].*
 10. Zakon Ukrainy "Pro Vyschu osvitu" [Law of Ukraine "On higher education"]. (2014) *Vidomosti Verkhovnoyi Rady – Bulletin of the Verhovna Rada, 37-38, art.2004*

Gurin Ruslan

POSITIVE CHARACTERISTICS INTERRELATION OF PROSPECTIVE TEACHER'S I-CONCEPT

*South Ukrainian National Pedagogical University named after K. D. Ushynsky,
Odesa, Ukraine*

Abstract. *The article is devoted to positive characteristics interrelation of I-concept. Different aspects of prospective teachers' positive I-concept are analyzed. The author's point of view upon "prospective teachers' positive I-concept" phenomenon is given. The essence of the positive characteristics of I-concept is defined and mathematically proved the existing positive characteristics interrelation of I-concept.*

Keywords: *self-determination, positive I-concept, motivation to success achievement, self-assessment, reflexion.*

Relevance of the research is due to the change in the educational paradigm towards humanization, democratization, integration and Ukraine's entry into the European educational space, which increases the demand for competitive professionals. Despite the fact that the complexity of understanding the phenomenon "I-concept" is considered by philosophers, psychologists, educators, while the question about its semantic content in accordance with modern requirements remains open, so the problem of positive characteristics interrelation of I-concept for future teacher's personality formation is not questioned primarily from scientific and practical aspect.

Analysis of recent research. Increased interest in knowledge of person's essential peculiarities and its subjective world, strengthen the integrative processes in teaching and educational process of higher institutes of learning, stipulate the emergence of complex researches of modern teacher's I-concept. Psycho-pedagogical aspects of teacher's training and professional activity were

considered by such scholars: O. Abdullina, A. Alekseyuk, S. Arkhangelskiy, I. Bekh, I. Bogdanova, A. Bogush, M. Evtukh, I. Zyazyun, E. Karpova, N. Kichuk, N. Kuzmina, S. Kurlyand, A. Lynenko, A. Piskunov, V. Slastonin, R. Hmelyuk, A. Chebykin, A. Shcherbakov and others. The problems of integration in education were investigated by such scholars as: R. Gurevich, I. Kozlovska, V. Maximova, M. Makhmutova, O. Semenoh and others. Various aspects of I-concept study were highlighted in works: V. Agapov, R. Burns, V. Davydov, A. Derkach, N. Kuzmina, V. Markin, L. Mitina, A. Rean, C. Rogers, S. Rubinstein V. Shadrykov and others. However, despite the distinguished above scientific works, the problem of prospective teachers' I-concept formation, is not researched enough, also demonstrates the relevance of the study.

The purpose of the article is to substantiate the positive characteristics interrelation of prospective teachers' I-concept.

Main presentation. Self-awareness determines the formation of the individual "I" that is identified with consciousness. The study of psychological and educational literature on identity, shows that scientists have different approaches to its interpretation and determine it in such a way as: conscious person's relationship to its needs and abilities, motives, thoughts and concerns (by M. Dyachenko [3 , 343]); dynamic system of person's ideas about itself, his awareness of his physical, intellectual and other qualities, self-esteem of these qualities, as well as subjective perception of the factors influencing this person (by E. Klimov [4]); individual quality as a social being. The result of self-awareness process is I-concept which serves as a product of person's development (by S. Rubinstein [6]).

In the aspect of the study fully share the statements of scientists (A. Derkach, A. Seleznev etc.) they point out that self-consciousness includes: understanding life norms, rules, patterns as standards for the realization of person's own qualities; self-assessment of its own actions and behavior, self-understanding; general self-evaluation, determination the merits and prospects. Consciousness emerges as a complex process of mediated self-discovery, which is associated with the movement in time by integrating these numerous images of its own "I" [2].

The term I-concept emerged in scientific works at the intersection of XIX-XX centuries in works of American psychologist W. Gemma, who determined that I-concept includes self-awareness from four views: spiritual "I", material "I", social "I" and physical "I".

Different aspects of prospective teachers' positive I-concept formation were studied by A. Krylenko, A. Bondarevska, Z. Kurlyand, A. Markov, I. Bech and others. However, analyzing scientific researches of mentioned above scientists, gave an opportunity to establish that I-concept is considered as a

system of I images; a collection of settings aimed at a person; organized, consistent gestalt; individual's originality and uniqueness in particular.

It should be emphasized that teaching profession provides availability of prospective teachers' certain professional and psychological qualities, displayed in his I-concept: "real I" (self-assessment of their own personal qualities); "perfect I" (an idea of teacher's ideal qualities); "anti-ideal I" (an idea of teacher's undesirable qualities); "professional I" (evaluation of teacher's professional qualities, motives, values, etc) (by Z. Kurlyand) [5].

After analyzing the researches by A. Rean, K. Rogers, P. Reshetnik and others, it was found out that the scientists note essential meaning of positive I-concept as productive for further teacher's self-improvement that promotes the expression of satisfaction feelings from teaching, self-esteem, self-confidence and sense of achievement in whole, which is achieved by harmonization of I-formation components of teacher's I-concept.

According to Z. Kurlyand, positive teacher's I-concept, providing high self-esteem and self-confidence as a teacher, prevents the desire to self-assert, to humiliate child's dignity, to dispose. On the other hand, positive I-concept has a charitable impact on pupils' self-esteem, gives them self-assurance. Teacher with this concept stands for optimism about the student's individuality, believes in the possibility of his abilities, and creates conditions for their development, manifested in unconditional positive regard for a child [5, p.97].

Therefore, development of teacher's positive I-concept as an integral characteristic of his professionalism adds stability, provides progressive stimulating effect on prospective teachers' professional development not only as objects of educational work, but also as objects of their own development, as authors of their own life and professional way.

However, according to the purpose of the article, it was essential to set such tasks as: to define the essence of positive I-concept characteristics; to prove existing relationship between positive characteristics of prospective teacher's I-concept.

Thus, according to the first task, observe such positive characteristics of I-concept as: motivation to achieving success, the ability to self-esteem, advanced reflexion.

Analysis of psychological and educational literature (H. Ball, A. Derkach, E. Klimov, N. Kuzmin, A. Markov, V. Slastonin etc.) gave an opportunity to determine that prospective teacher's professional development will be successful if it is focused on motivational activities formation. Teacher's activity is defined with a set of reasons, both internal, which is an indicator of inner responsibility, formation of motivational sphere, and social motives which appear in the form of claims, condemnation, encouragement, approval or disapproval of the actions etc. Thereby, the motivational sphere of professional activity determines the interest to the content of educational activity, its results

and implications. The motivation or need for achievement – one form of labour motivation related to the needs of the individual to achieve success and to a lesser extent – to avoid failures. Exactly "success" reflects the objective indicators of work efficiency, prospective teacher's subjective self-attitude that affects his self-consciousness as objects of educational work [2].

It should be noticed that prospective teacher's awareness of educational work while studying is closely related to the reflexion and self-esteem capacity. It is known that teacher, feeling relaxed and confident, friendly and equal in the relationship with the pupils, knowing the weaknesses of his work, intending to fix them does not destroy common positive self-esteem, and vice versa, teachers with low professional self-esteem negatively acquire educational reality through the prism of their stress and anxiety, often referring to the authoritarian style as a means of psychological self-defense (by A. Markov). Based on self-esteem and adequate ideas of teacher's own professional status the regulatory effect is enhanced. In this aspect self-regulation, which covers intellectual and communicative, emotional and volitional activity of prospective teacher's individuality, performs acts of self-awareness, self-control and self-esteem associated with the reflexion [5]. On the other hand, reflexion is self-knowledge and self-analysis of one's work or relationship which is considered by other people.

According to M. Dyachenko and L. Kandybovycha, reflexion – a self-analysis, comprehension, premises assessment, conditions and course of one's own work and domestic life. Reflexion includes such phenomena as self-knowledge, reinterpretation, checking thoughts about ego, about other people and the fact, according to the individual, what other people think about him, how they evaluate and treat him. Teacher's reflexion, continue the scientists – the process of self-perception as of a professional, his inner world, analysis of his own thoughts and feelings related to professional and pedagogical work, thinking of himself as a person, understanding of the fact how he is perceived and evaluated by the pupils colleagues and others nearby [3 s.231-232].

Thus, prospective teachers' desire to motivate success, ability to self-esteem, reflexion development, manifested in their current positive I-concept and affects further professional growth.

The next step of checking positive characteristic interrelation of prospective teacher's I-concept is conducting the research (in the second semester of 2014-2015 academic year), during which we were trying to find out: in which way motivation to achieve success (variable X) is simultaneously connected with self-esteem (contradiction Y) and reflexion (variable Z); in which way self-esteem is connected with motivation to achieve success and reflexion at the same time; in which way reflexion is related to self-esteem and motivation to achieve success. To achieve the result we selectively interviewed Ukrainian and foreign languages faculties' 4-year students, state institution

"South-Ukrainian National Pedagogical University named after K. D. Ushynsky" (20 people, specialties "Philology. The English language and literature" and "Philology. The Ukrainian language and literature"). According to the survey such techniques were chosen: "Motivation to success and fear of failure" (by A. Rean); self-appraisal of ontogenetic reflexion level (by N. Fetyskin); determination of self-esteem level (by V. Ternopilka). After the diagnostic, it was found out that students showed 100% motivation to achieve success. This is because they realize future profession and have been dreaming to become teachers since childhood. Self-esteem at the high level was diagnosed at only 30% and 70% of students at the sufficient level, which explains the insufficient level of practical training during their teaching practice. Reflexion at the high level was diagnosed at only 50% from the total number of students, at the sufficient level – 40% from the total number of students and 5% at the average and low levels. According to the data, these students have traits possessed by teachers with great abilities to good planning and foresight of their own teaching. Unfortunately, most students have enough professional and pedagogical skills to plan their own learning activities, but they lack practical experience.

After the diagnostic mathematical processing was made by means of

multiple correlation: $r_{x(yz)} = \sqrt{\frac{r_{xy}^2 + r_{xz}^2 - 2 \cdot r_{xy} \cdot r_{xz} \cdot r_{yz}}{1 - r_{yz}^2}}$, where

r_{xy}, r_{xz}, r_{yz} – coefficient of linear correlation between pairs of X and Y, X

and Z, Y and Z. After calculations were obtained: $r_{xy} = 0,72$; $r_{xz} = 0,7$;

$r_{yz} = 0,33$. Since the three factors, the latter r_{yz} is the smallest in absolute

value, the calculation was made using Student's t -criterion and was equal to 4,11. The resulting coefficient of multiple correlation is in the "zone of importance." In this regard, it is necessary to accept the hypothesis of the different resulting coefficient of zero.

Conclusions. In conclusion, the obtained results provide an opportunity to say that all three positive characteristics of I-concept have a significant impact on each other. On the other hand, firstly, such characteristics as motivation to achieve success, self-assessment and reflexion are the only complex in the I-concept structure; and secondly, these characteristics formation will have a positive impact on the effectiveness of prospective teachers' professional activity.

Prospects for further research we see in the consideration of factors and determination of pedagogical conditions which influence prospective teachers' positive I-concept formation in the process of their professional training.

References translated and transliterated

1. Agapov V. S. Akmeologicheskoe stanovlenie Ya-kontseptsii rukovoditelya : ucheb. posob. / V. S. Agapov; pod. obshch. red. A. A. Derkach. – M. : RAGS, 2009. – 210 s.
2. Derkach A. A. Psihologiya razvitiya professional / A. A. Derkach, V. G. Zazyikin, A. K. Markova. – M. : RAGS, 2000. – 259 s.
3. Dyachenko M. I. Kratkiy psihologicheskii slovar: Lichnost, obrazovanie, samoobrazovanie, professiya / M. I. Dyachenko, L. A. Kandyibovich. – Mn. : «Helton», 1998. – 399 s.
4. Klimov E. A. Psihologiya professionalnogo samoopredeleniya / E. A. Klimov – Rn/D. : Feniks, 1996. – 512 s.
5. Kurlyand Z. N. Stanovlennya pozytyvnoyi Ya-kontseptsiiyi maybutn'oho vchytelya / Z. N. Kurlyand – Odessa : PNT APN Ukrayiny – M. P. Cherkasov, 2005. – 163 s.
6. Rubinshteyn S. L. Osnovyi obschey psihologii / S. L. Rubinshteyn – SPb. : Piter-Kom, 2004. – 720 s.

Guslenko Iryna

**SOCIOCULTURAL COMPETENCE IN DEVELOPING SKILLS OF
WRITTEN TRANSLATION**

*Kharkiv University of Humanities “People’s Ukrainian Academy”
Kharkiv, Ukraine*

Abstract. *This paper provides an analysis of main translation competences and focuses on the importance of developing students’ sociocultural awareness. Sociocultural competence is regarded as an integral part of translators’ professional training and as a necessary condition for further development of other translators’ professional skills and competences.*

It outlines methodological approaches to selection texts for translation, differentiates specific features of texts for written translation and studies the influence of extra-linguistic factors on developing skills of written translation

Keywords: *translation competences, sociocultural competence, text selection, written translation, higher education*

The problem of teaching written translation as part of translator professional training has traditionally been given much attention at Ukrainian universities. In