

*Borzenko Oleksandra*

## **FEATURES OF PROFESSIONAL DEVELOPMENT OF FOREIGN LANGUAGE TEACHER IN THE SYSTEM OF HIGHER PEDAGOGICAL EDUCATION**

*Kharkiv National Automobile and Highway University,  
Kharkiv, Ukraine*

**Abstract.** *The article deals with the issues of professional development of a foreign language teacher and identifies its main features. It is stated that modern world demands new approaches to the organization and improvement of the teaching process of learning a foreign language. It is determined that improving the quality of teaching depends on many factors. It is stated that the constant professional development of teachers is characterized by a variety of forms, methods, approaches. It is noted that new technologies created conditions for fundamental changes in teaching methods, changed the conditions of professional activity of a teacher, transformed his/her role and functions, and also required mastering a range of new skills. The qualification characteristic of a teacher is formulated as an integral part of his/her professional culture, which is aimed at improvement and self-development. It is emphasized on the importance and necessity of increasing the effectiveness of acquiring knowledge and practical skills in the institutes of advanced training and improvement.*

**Keywords:** *teacher, professional development, foreign language, students, innovative pedagogical technologies*

**Statement of the problem.** The leading role in the realization of the teaching and educational process belongs to the teacher. Therefore, the requirements for the personal creation of the teacher's image, his/her professional development are progressively increasing. A foreign language teacher should have a fluent command of a foreign language in all spheres of communication, have general linguistic knowledge of language and language phenomena, and its link with culture. Knowledge of processes, phenomena, laws of speech activity, didactic principles is necessary for the fulfillment of professional duties and optimization of the educational process of learning a foreign language.

**Analysis of the research.** The research of a number of scientists (I. Zvereva, A. Kapska, L. Koval, L. Mishchik, etc.) is devoted to the determination of the features of the teacher's pedagogical activity. A. Kapskaya, with a group of scientists, determined the content, the essence, and functions of a teacher, which envisage mastering knowledge and creating a system of means and techniques for planning his/her activities, as well as achieving professional development.

Scientists emphasize that when determining personal characteristics of a teacher it is always necessary to remember that he/she works in a field which is based on the ability to function successfully in the system of interpersonal relations where the following characteristics are needed: psychological – emotional balance, creative thinking, good visual and auditory memory, persistence, endurance, attentiveness; moral and ethical – honesty, kindness, tolerance, responsibility; psychoanalytic – self-control, self-analysis, self-discipline; pedagogical – sociability, visual attractiveness, ability to persuade, perception of another person [1, p. 50].

***The purpose of the article.*** Identification of the main features of the professional development of a foreign language teacher.

***The main material.*** New technologies, the development of globalization and information technology, the use of global information resources and network technology put new demands on teachers for a fundamentally new organization of teaching a foreign language. At the present stage, the effectiveness and quality of teaching a foreign language depends on many factors that should be taken into account. The main feature of them is the constant professional development of teachers, which is characterized by a variety of forms, methods, approaches to its realization. New technologies have created conditions for fundamental changes in teaching methods, in relationships between teachers and students. The implementation of these technologies into the educational process creates social and pedagogical conditions for increasing the effectiveness of further formation of the features of teachers' professional competence, promotion of innovations, and emergence of new approaches to the development of students' learning skills.

The professionalism of a foreign language teacher needs the qualities that ensure his/her mobility, personal responsibility for his/her own continuous professional development, the creative nature of practical activity, which contributes to raising the level of his/her culture of foreign language communication and requires taking into account ethnocultural experience, as well as learning and understanding of the processes of interaction between cultures and peoples.

One of the mechanisms for developing the educational process of learning a foreign language is the link between theory and teaching methods of educational material. The determining role in the organization of teaching plays information-subject support. However, it should be noted that in the educational process, the use of information technology itself is not so much important as ensuring the correspondence of its features in achieving educational goals, that is, the choice of specific means of communication should be determined by the content of teaching, the level of teacher's education, the degree of disclosure of the essence of speech phenomena, another system of concepts, features of the comparison of phenomena of a foreign language. [2, p. 15]. That is, the teaching

of a foreign language requires from a teacher not only the proficiency in his/her subject, the use of both traditional and interactive methods, processes, approaches, but also the special knowledge in the field of modern information technology. Today the teaching of a foreign language is increasingly becoming an applied one.

In order to develop ability and readiness in students for foreign communication, it is necessary to teach them to communicate within certain areas of activity, in different situations by mastering particular linguistic and speech material through the development of appropriate practical skills, abilities, and to radically update the content of teaching the foreign languages in higher school on the basis of further development of knowledge. The development of foreign communication and communication skills in students depends on many factors, such as the organization of the process of learning a foreign language, the professional competence of the teacher, the form of teaching materials of a foreign language, etc. [3, p. 444].

Analysis of the materials of scientific and pedagogical sources (T. Anderson, G. Ball, V. Bykov, C. Woodley, R. Harrison, R. Gurevich, O. Dovgyallo, M. Zhaldak, G. Kozlakova, K. Meredith, G. Onkovych, etc.) shows that information and communication technologies can be considered as one of the main components of providing modern educational process, the basis of the development of a new informational and educational environment with specific didactic requirements, which change the style of teaching and the level of knowledge development, make it possible to use unlimited amount of information, develop skills to work with it as well as form the personality of a future specialist in the conditions of globalization and informatization of society, contribute to improving the quality of teaching a foreign language.

With the development of information and communication technologies, new technologies of teaching (distance learning) appeared, the conditions of professional activity of a teacher (tutor) changed, his/her role (an expert, a conveyor, a leader) and functions (controlling, methodical, communicative, motivational, managerial, diagnostic, planning).

Therefore, it should be noted that the emergence of new technical means requires teachers to develop fundamentally new methods of teaching and learning (author distance courses and programs, designing delivery of courses to students with the preservation of their information and ensuring the perception activity, management of virtual groups), as well as additional responsibilities and mastering a range of new skills. In particular, teachers have to learn to hold teleconferences, seminars through network or satellite communications, to master the programming fundamentals.

Teachers' training for working with new information technologies includes widespread use of computers, audio and telecommunications, etc. This indicates that the teacher's scientific and methodical work involves getting to a new level

by creating, in cooperation with specialists in the field of pedagogy, psychology and information technologies, the new generation of educational materials.

The teacher of a foreign language must be able to implement the following: *communicative and teaching function* consisting of information, motivation-stimulating and controlling-correcting components, that is, to competently apply modern principles, methods, techniques and means of teaching foreign language communication; *bringing-up function*, that is, to solve problems of moral, cultural-aesthetic, labor education of students by means of a foreign language taking into account the features of the degree of education; *developing function*, that is to foreseen the ways of formation and development of the intellectual and emotional spheres of the personality of students, their cognitive and mental abilities in the process of mastering foreign language speech; *educational function*, that is, to help students in their ability to learn, to expand their worldview, to know themselves and another system of concepts through which other phenomena can be understood; *gnostic function*, that is, to analyze their professional activity and educational activities of students, to acquire textbooks and manuals, to predict the difficulties of students while learning linguistic and speech material, as well as to master the speech activity, to study and generalize the experience of other teachers in the field of teaching the foreign languages; *designing and planning function*, i.e. planning and creatively designing the educational process as a whole and the process of studying a particular material, taking into account the features of the degree of education, planning the educational and communicative activities of students, implementing different types of individualization of the teaching a foreign language – motivating, regulating, developing, forming; *organizational function*, that is, to implement plans taking into account the features of the degree of education, creatively solve methodological problems in the process of education and bringing-up, taking into account the leading characteristics of students of a particular educational institution, to make corrective plans in order to achieve the desired result based on the objectives of teaching a foreign language. For the successful performance of the above-mentioned functions, the teacher must master the course of methodology of teaching the foreign languages [5, pp. 13, 14].

As it is known, the knowledge, skills, abilities of a teacher will not become the property of students, if he/she does not possess the theory of teaching a foreign language, which is based on the achievements of science. In order for the teaching of a foreign language to be effective and up-to-date, the teacher shall master on the proper level the theoretical course “Methodology of teaching a foreign language”, which shall occupy a leading place in the system of teacher’s professional competence [5, p. 14]. The professional competence of a foreign language teacher includes mastering a foreign language as a means of verbal and written communication in all spheres of communication, as well as a means of pedagogical activity in different conditions, taking into account the goals of

education, age characteristics of students and their language competence. The teacher must have general linguistic knowledge of the language as a social phenomenon, its connection with thinking, culture, system and levels of language, modern trends in linguistic science, and to be able to use them in the process of learning a foreign language, to have knowledge and skills in psychology and pedagogy, to have a proper cultural and aesthetic competence. The latter includes knowledge of world culture with a deep knowledge of the culture of people of his/her own country and the culture of people of the country which language is being studied. A special place in the training of a teacher has professional and methodological knowledge and skills that determine the methodological proficiency of a teacher of a foreign language. The teacher must have a deep knowledge of the teaching methods of a foreign language and be able to implement them in the learning process. This knowledge and skills will ensure the realization of the main professional and methodological functions of a teacher of a foreign language: communicative and teaching, bringing-up, gnostic, designing and planning, organizational [5, p. 242].

The qualification characteristic of a teacher is an integral part of his/her professional culture, which reflects the attitude of a person to society, its history and nature and is aimed at improvement. The development of the profession involves a change in the requirements of its representatives, including knowledge, skills, abilities, certain personal qualities [1, p. 48].

Self-development as a form of professional development of teachers is the most productive way not only for gaining knowledge, but also for the development of beliefs. Properly organized and purposeful work of a teacher allows to develop skills and abilities of deep comprehension of the essence of problems, to master them practically. It teaches to analyze and generalize the facts of life, arming with scientific methods of knowledge and transformation of reality. Cognition opens the way of knowing the truth, since the categories and principles of philosophy are a methodological basis for understanding the content of the laws that operate in the educational field, constitute the starting point for a broad vision of the areas for pedagogical research [6, p. 37].

Forms of professional development of teachers include applied research. According to O'Hanlon, an applied research is "a process of research, critical analysis and activities aimed at improving the quality of the real situation, which forms the focus of research" [7, p. 181]. The effectiveness of applied research, as a form of professional development of teachers, is ensured by the following factors: underpinning on curiosity, which allows to explore the teacher's own world; the focus on improving the learning and teaching process; the focus on understanding the actions and improving the conditions of the educational process [6, p. 43].

The instructor teacher improves his/her qualification due to planned training (advanced training) in institutes of advanced training and improvement

(postgraduate education, the purpose of which is to support the professional development of a teacher at the level of modern requirements, the formation of his innovative ability).

Increasing the effectiveness of obtaining knowledge and practical skills by teachers can be attributed to the concept of “effectiveness of learning”, since learning is a two-way pedagogical process that results in a certain level of acquiring the information, mastering a range of skills and abilities. This process integrates the activities of a teacher in order to implement a variety of methods and techniques. The professional rising of a teacher is a coherent, open in space and continuous process that should provide every person with such training that would enable him/her to deepen his/her professional qualification based on his/her own needs and requirements of society, to promote general development, that is, education becomes a means of personal development [4, p. 148].

The society sets new requirements before education, which would ensure the continuity of the professional growth of a teacher: the development and implementation of programs for the organization of advanced training, which are based on targeted, organizational, educational, methodological, information and communication provision of various seminars, systems of training, guidance and methodological meetings, which is a continuation of improvement of the content of teachers' education.

**Conclusions.** Thus, a teacher constantly improves himself/herself as a result of cognitive, valuable, creative, artistic and aesthetic, communicative activities, as this is based not only on the need for self-creativity, self-development, but also on the social duty. In assessing the role of a teacher in education, it is reasonable to emphasize that a teacher introduces emotional coloring into the teaching process, implements feedback, analyzes and summarizes the facts of life, equips with scientific methods of cognition, carries out planning and control of his/her own professional development and education.

The study does not cover all aspects of the problem. Promising areas for further research are the development of new issues, approaches, strategies, forms, models and attention to new aspects of the professional development of a foreign language teacher.

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