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THE FACTORS OF INFLUENCE ON PROFESSIONAL SELF-REALIZATION OF THE FOREIGN LANGUAGE TEACHER OF A TECHNICAL HIGHER EDUCATIONAL ESTABLISHMENTS

Annotation

The article is devoted to the problem of professional self-actualization of the modern foreign language teacher of a technical university.

The article explains the essence of the factors, which influence the professional self-realization of the foreign language teacher of a technical higher educational establishments, particularly of the system of ongoing education, and defines directions for further studies. Thus, among the main groups of factors of influence, within the problem formulated, we have distinguished subjective, objective and subjective-objective ones. Among them, the main role is played by subjective factors, since the professional self-realization of the teacher is based on internal reserves of an individual, not on the external conditions of his professional activity. It is proved that the intellectual mobility of a specialist is the determining subjective factor. The peculiarities and patterns of the formation of intellectual mobility of specialists are proposed to be directions for perspective scientific research.

Key words: factor of influence; foreign language teacher; intellectual mobility; professional self-actualisation; teacher's professional self-realization; technical university.

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ФАКТОРИ ВПЛИВУ НА ПРОФЕСІЙНУ САМОРЕАЛІЗАЦІЮ ВИКЛАДАЧА ІНОЗЕМНИХ МОВ ТЕХНІЧНОГО ВИШУ

Анотація

Статтю присвячено проблемі професійної самореалізації сучасного викладача іноземної мови технічного університету. Наукова стаття розкриває сутність факторів впливу на професійну самореалізацію викладача іноземних мов технічного вишу, зокрема системи неперервної освіти, та визначає напрями подальших наукових досліджень. Так, основними групами факторів впливу, в межах сформульованої проблеми, виділено суб'єктивні, об'єктивні та суб'єктивно-об'єктивні. Серед них головну роль відіграють суб'єктивні, оскільки професійна самореалізація викладача відбувається базуючись на внутрішніх резервах особистості, а не на зовнішніх умовах його фахової діяльності. Доводиться, що визначальним суб'єктивним фактором виступає інтелектуальна мобільність фахівця. Напрямом перспективних наукових розвідок виділено особливості та закономірності формування інтелектуальної мобільності фахівців.

Ключові слова: викладач іноземної мови; інтелектуальна мобільність; професійна самореалізація; професійна самореалізація викладача; технічний університет; фактор впливу.

1. Defining the problem

In the conditions of rapid scientific, technical and economic progress in the society at the beginning of the XXI century there is an urgent need for the continuous development of an individual. Undoubtedly, this applies to every specialist who wants and must be competitive in the labor market. Speaking about a modern teacher, the harmonious development of his personality is not an exception and is inextricably linked with the development of his own creative potential and self-realization in the profession.

Professional self-realization of the teacher, as we found out as a result of study of a certain array of scientific sources, is a kind of a social-role; and promotes the self-determination of a person in the sphere of activity; expresses the realization of a person's need to acquire or improve the necessary professional knowledge, skills. Actually, the process of professional self-realization of the teacher of foreign languages of a technical university we consider as a certain way of human life, which expresses the process of obtaining necessary professional knowledge, skills and qualities, which lasts throughout the period of professional activity upon completion of study in the basic higher educational establishment. First of all, it is linked with the person's desire for systematic, regular acquisition, updating and replenishment of relevant knowledge and skills, in which there is a need, for changing the reality or changing perception and awareness of it. Secondly, it is aimed at optimization of the educational process on the subject: in the process of professional self-realization, the teacher, having appropriate motivation, seeks to achieve the goals of professional activity in an optimal manner, in accordance with the requirements of the technical higher educational institution. It should be noted that this process depends on a number of factors, which we will classify to provide conditions for its optimal flow, covering the management of this process both by the teacher himself and from the outside.

2. Main material

The problem of self-actualization of an individual was relevant and significant, since self-realization is both a mechanism and a condition for human survival in society; it was revealed and reviewed from different points of view. Thus, a number of scientists (L. Kogan, M. Mikhailov, M. Muliar, M. Nedashkovska, G. Nesterenko, L. Nikiforov, L. Podolyanko, N. Tsybra, I. Chkayilo, E. Vakhromov, T. Vivcharyk, V. Gupalovska, Y. Dolinska, N. Isayeva, L. Korostyleva, A. Shchekatunova, L. Buraya, T. Vivcharyk, S. Garmash, B. Gershunsky, O. Goryachova, I. Isayev, L. Kalashnikov, A. Kovalev, I. Krasnoshchok, L. Levchenko, N. Loseva, L. Rybalko,

M. Sitnikova, O. Teplov, etc.) investigated the problem of self-realization of the personality. The importance of its solution is particularly emphasized by modern Ukrainian researchers, including I. Bekeshkina, T. Vivcharyk, N. Loseva, L. Mova, V. Mulyar, M. Nedashkivska, G. Nesterenko, V. Radul, L. Rybalko, L. Sokhan, V. Tikhonovich, A. Fomenko, N. Shulga and others.

Despite such versatile scientific developments, the problem of professional self-realization of the teacher of foreign languages of a technical university, and in particular the factors influencing the process of his professional self-realization, has not been studied by the researchers.

Investigating the process of professional self-realization of the teacher of foreign languages of a technical university, we found that it is influenced by a number of important factors. These factors can be classified by means of division into objective, subjective, and objective-subjective ones.

1. Objective factors. They relate to the conditions for the organization of professional environment, which the teacher as a professional does not directly influence on, but can only partially compensate for their effect due to subjective and objective-subjective factors. Such objective factors include:
 - a) the purpose of studying foreign language at a technical university;
 - b) material and technical support of the educational process in a certain university;
 - c) informational and methodological support of the educational process in it;
 - d) organization of teaching foreign language at a technical university;
 - e) selection of specialists and control over their professional activity for effective organization of educational process;
 - f) the collective itself as an environment and the leadership of a particular specialist.
2. Subjective factors directly affect the teacher as a subject of professional activity, and their influence may be deliberately regulated and corrected by the teacher himself. These factors include:
 - a) the purpose of professional activity in the understanding of what is required by the foreign language teacher of a technical university;
 - b) professional knowledge necessary for the successful professional activity of the teacher;
 - c) capability as a combination of a set of professional skills and the level of their formation;
 - d) self-improvement;
 - e) professional self-reflection;
 - f) satisfaction with professional activity;
 - g) creative updating of the professional and personal potential of the teacher;
 - h) intellectual mobility as a basis for self-development and self-improvement.
3. Objective-subjective factors act at all levels, directly affecting objective and subjective factors, and include the following:
 - a) value attitude towards professional self-realization;
 - b) the prestige of the teacher's profession in modern society;
 - c) social dominance;
 - d) a system of continuous post-graduate education.

The process of professional self-realization of a teacher occurs when the latter focuses primarily on internal reserves as a subjective factor, but not on external conditions of professional activity as an objective factor, from which it follows that direct influence on the dynamics of this process has subjective factors, while objective and objective-subjective – indirect, because of the influence on the subjective.

Among the above mentioned objective-subjective factors we stress the system of continuous education, since it enables each specialist to master general and special disciplines, based on social and personal needs; opens the way for constant professional growth and personality development to increase the intellectual, qualification and spiritual potential of society as a whole. The system of continuous education as an objective-subjective factor of influence on the process of professional self-actualization of the teacher influences such important objective and subjective factors as the level of teaching foreign language in a higher technical educational institution, the teacher's awareness of the purpose of professional activity, level of knowledge and formation of teacher's skills, his self-improvement and professional self-reflection, satisfaction with professional activity and creative updating of professional and personal potential of a teacher.

In the context of the system of continuous education, postgraduate education and self-education we should ensure the further improvement of the general education level of young teachers and overcome their difficulties in professional activities, the formation and development of skills after basic university, contributing to the process of self-realization in the profession. At the same time, the process of self-education and its influence on the formation of a professional is deliberately organized, regulated and corrected by the teacher himself, which suggests that self-education is a subjective form of education. Postgraduate education does not depend on the teacher, is organized without his participation, although its content is to a certain extent determined by the needs of a teacher, and is an objective form of education.

Since the formation and further development of the teacher of foreign languages concern adults as an age and a social group, here the purpose of training is to teach teachers how to acquire knowledge, practical skills, competences, based on already acquired knowledge, social, life experience, to master the new experience of application already known ways of professional and creative activity. The basis of the professional self-actualization of a specialist as his ongoing professional growth through the acquisition of new knowledge and the improvement of

skills of a professional seeking to be an intellectual, in demand and competitive in the labor market is the formation of his intellectual mobility [3, p. 6, 7]. We are sure it is necessary to form intellectual mobility of future specialists as the basis for their self-actualization in profession after their university graduation.

3. Conclusion

The process of professional self-realization of a teacher of foreign languages at a technical university is influenced by a number of important factors. These factors can be classified by dividing them into objective, subjective, and objective-subjective ones.

Speaking about professional self-realization of the teacher, the main objective and subjective factor of influence on the process of its professional self-realization is a system of continuous education, which optimally combines the two main vectors of harmonious development of the individual – individual and social. The system of continuous education provides an opportunity for everyone to master general and special disciplines, based on social and personal needs, and opens the way for constant professional growth, personal development to increase the intellectual, qualification and spiritual potential of society.

As for the teacher of foreign languages of a technical university, in the process of professional self-actualization it is necessary to address exactly those structural components, i.e. factors, that influence the individual development of the teacher: basic higher education and postgraduate education, including postgraduate studies, doctoral studies and self-education.

Regarding the prospective directions of further scientific research, we outline the peculiarities and patterns of the formation of intellectual mobility of specialists.

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