

## PROFESSIONAL SOCIALIZATION OF FOREIGN LANGUAGE TEACHERS AS PSYCHO-PEDAGOGICAL PROBLEM

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The article deals with the problem of the professional socialization of future foreign languages teachers. The author has considered the importance of such process in the educational area and further professional activity of the specialist. The principals of forming of the professional skills of future specialist of the foreign languages sphere are considered. The author points out that the successful professional socialization is the ground for the effective activity of future educator. The author points out the main problems of modern educational sphere in the questions of professional socialization of students.

**Keywords:** professional socialization, educational process, feature, personality, profession.

An important stage of human activity is the integration into a professional environment which is a lengthy and peculiar process. Successful and high quality of professional socialization of future teachers of foreign languages is a priority of all higher educational institutions. In this process are present the improvement of the personality, achievement of special characteristics and knowledge, formation of goals and strategy of professional activity. Such factors ensure the adaptation of the future teacher of foreign languages to the labor and professional conditions of work.

**The problem of the research.** In the process of professional socialization, people get the qualities and characteristics that allow them to function effectively within a particular social group. In our case, we consider a special social group, which is divided into two subgroups, namely: a specialist in the sphere of education, as well as a specialist in the sphere of foreign languages.

Increasingly, foreign languages are studied not only for general communication, but also for improving the professional level and expansion of business qualities. This is due to the reform of the political, economic and cultural spheres of activity, their orientation towards the general partnership with foreign countries, as well as with modern international standards.

**Relevance of research.** The development of foreign economic relations, the establishment of universities and departments of international business, tourism, international economic and legal relations, put the universities at the forefront of the need to find new approaches to teaching a foreign language in order to prepare highly qualified professionals whose qualifications are enhanced due to the foreign language. These factors determine the relevance of the problem of professional socialization of the future specialist in the sphere of foreign languages, and its allocation to a special social group.

It should be pointed that the professional socialization of future teachers of foreign languages as a psychological and pedagogical problem should be considered not only through a range of pedagogical concepts, but also through socio-philosophical aspects in order to fully understand its essence, purpose and content. Professional socialization of future teachers of foreign languages is an integral part of a complex and multifaceted process – socialization, within which our problem will be considered.

**The subject** of the study is the modern educational environment as the space of the initial activity of the future teacher of foreign languages.

**The object** of research is professional socialization as the process of adapting the personality of a specialist to a future professional environment.

**The aim of the study.** Successful professional socialization of future teachers of foreign languages involves studying the essence, orientation and content of the process of entering a young specialist in the social environment which serves as a meaningful socio-pedagogical space.

**Analysis of researches and publications.** The first who contributed to the study of socialization were scientists who tried to analyze personal processes that occur under the influence of society, among them are: F. Giddings, E. Durkheim, G. Tard, T. Parsons. The focus of the researchers was to study the process of interaction between the individual and the social environment. The main provisions of the first theories of the personality socialization lay in the fact that in this process society serves as a subject, and the person serves as an object of his influence.

So, F. Giddings considered socialization as a process of forming a personality in the social environment in accordance with its goals. Such a vision of socialization does not correspond to contemporary views on this phenomenon, but it is important to take into account the historical and sociological aspect of this issue [5].

The question of the problem of professional socialization in the educational space was also considered by native scholars, such as I. Vorobyova, S. Kuchma, A. Zapesotsky, I. Strakhov etc.

**Main material.** Professional socialization of future teachers of a foreign language at the stage of studying in higher educational institutions is based on a person-oriented approach to the essence of the development of a professional and the formation of personality. This approach makes necessary to consider the process of professional socialization of future teachers of a foreign language in its specific manifestations: public, cognitive, communicative activities.

Consequently, the specifics of the professional socialization of future teachers of a foreign language, allowed us to give it a definition. It is a process of assimilating the norms, knowledge, and traditions of the environment of a foreign language in a specially organized «micro society», in

which future specialists of the educational process learn, and subsequently realize, valuable attitude to further professional activity.

In the pedagogical practice, we observe such a phenomenon, when the process of professional socialization of future teachers of a foreign language is usually accompanied by serious socio-psychological, economic, moral and other problems.

In pedagogical institutions of higher education, in the branches of a foreign language, a certain percentage of students is eliminated precisely at the stage of professional socialization. It happens on the basis of psychological and social problems. In our opinion, such a process is associated with insufficient knowledge of the teaching staff of the educational institutions to ensure the effective passage of the process of professional socialization.

The problem we face is present not only on the level of native education. It has spread all over the world. The world community including the educators of the United States and Great Britain, paid attention to the problem of professional socialization of future teachers of a foreign language. Since the 1950s, scientists have pointed the large percentage of young professionals who leave their professional activities at its first stages [3, p. 25].

Gradually, this problem became more global and a large number of scientists conducted researches on this issue. In particular, in the UK, this issue was considered within the framework of the problem of the morality of future professionals in the sphere of foreign language. In England and the USA this problem was analyzed within the framework of the motivation of future specialists in the field of education [4].

Steve Dinham has pointed that 30% of young foreign language teachers leave their professional activity during the first five years of work. Such dropdown statistics have not only negative economic consequences, but also the negative impact on educational and social processes in general [4].

Consequently, researchers came to the conclusion that such negative processes are caused by poor quality progress of the process of entering into a profession that is called the professional socialization of future specialists. It means that such a problem must be solved in advance by using a certain scientific approach.

To prepare a future specialist for further professional activity means to organize his activity in an educational institution and to grow the social and professional basis (knowledge, experience, values) for his future activity as a teacher of a foreign language in the educational process.

Such a component of the process of professional socialization of future foreign language teachers is important as a professional skill that affects the nature of professional activity. The professional skills of teachers of foreign languages in the educational environment are realized in the following aspects:

– At the level of mastering the professional skills that make up the technology of professional

activity and ensure the effective performance of professional duties.

– At the level of mastering the knowledge of their area, which includes the comprehension of the essence of their own work, the expansion of the general outlook, the acquisition of knowledge from the sciences which are close to the profession.

– In the personal qualities of a specialist whose indicators are thinking, reflection, self-esteem, creative approach to work, value-based approach to professional activity. In modern pedagogical educational institutions the process of entering the profession of a future teacher of a foreign language is reduced to general theoretical knowledge.

One of the most important elements of the professional skills of future teachers of foreign languages is the formation of a professional tact. The term «tact» means the mode of human behavior. It is important for our study to point out the definition of the tact within the educational environment by I.V. Strakhov who noted that the pedagogical cycle is a «measure of pedagogical expediency in applying of the educational influence, which is expressed in their optimization, delicate adaptation to the specifics of each situation and individual identity» [2, p. 102].

Consequently, the professional cycle of future teachers of foreign languages is manifested in various skills, such as: the ability to find the best solution in difficult situations, to solve the problem without preventing oppression of another participant in the professional process, the general culture and culture of the language of professional communication, tolerance to others etc.

The educational system also has an underestimation of the importance of students' learning of social experience, norms and values of culture. All this facts affects the effectiveness of the process of professional socialization of the future specialist, as well as his outlooks, social and moral principles.

The professional socialization of future teachers of foreign languages depends not only on the relevant technologies and criteria for evaluating the results of activities, but also on the values and purposes of professional activities. This process occurs as a result of assimilating a multilevel set of norms, the essence of which can be defined by the formula: «values-aim-methods-resources-objects» [1, p. 347].

Such a complex is assimilated by students together with a group of disciplines within the framework of the corresponding system which aims to form the appropriate qualities of a specialist.

**Conclusions.** Our research leads us to conclude that the professional socialization of future foreign language teachers includes the process of forming of certain qualities of a person-professional which can be attributed to: the level of general intellectual development (professional thinking) level of organization of the specialist's activity; culture of communication; the level of mastery of the principles of professional ethics, the formation of professional tact and skills.

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**ПРОФЕСІЙНА СОЦІАЛІЗАЦІЯ МАЙБУТНІХ ВИКЛАДАЧІВ ІНОЗЕМНОЇ МОВИ  
ЯК ПСИХОЛОГО-ПЕДАГОГІЧНА ПРОБЛЕМА****Анотація**

У статті розглядається проблема професійної соціалізації майбутніх викладачів іноземних мов. Автор наголошено на важливості даного феномену, в рамках освітнього процесу і подальшої професійної діяльності фахівця. Окремо, визначено принципи формування професійних навичок майбутнього фахівця сфери іноземних мов. Автор підкреслює, що успішна професійна соціалізація є умовою для ефективної діяльності майбутнього педагога. Автором також названо основні проблеми сучасної освітньої системи, що стосуються процесу професійної соціалізації студентів.

**Ключові слова:** професійна соціалізація, освітній процес, якість, особистість, професія.

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**ПРОФЕССИОНАЛЬНАЯ СОЦИАЛИЗАЦИЯ  
БУДУЩИХ ПРЕПОДАВАТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА  
КАК ПСИХОЛОГО-ПЕДАГОГИЧЕСКАЯ ПРОБЛЕМА****Аннотация**

В статье рассматривается проблема профессиональной социализации будущих преподавателей иностранных языков. Автором отмечена важность данного феномена, в рамках образовательного процесса и дальнейшей профессиональной деятельности специалиста. Отдельно, отмечены принципы формирования профессиональных навыков будущего специалиста сферы иностранных языков. Автор подчеркивает, что успешная профессиональная социализация является условием для эффективной деятельности будущего педагога. Автором также названы основные проблемы современной образовательной системы, касающихся процесса профессиональной социализации студентов.

**Ключевые слова:** профессиональная социализация, образовательный процесс, качество, личность, профессия.