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THE DEVELOPMENT OF SKILLS OF SELF-PRESENTATION OF FUTURE ENGLISH LANGUAGE TEACHERS IN THE PROCESS OF TEACHING PRACTICE

Oksana Anatoliivna Horovenko,

Ph.D. in Pedagogy,

Department of foreign languages,

Municipal Establishment Kharkiv Humanitarian Pedagogical Academy

of Kharkiv Regional Council

Kharkiv, Ukraine

Abstract

Modern approaches in solving problems in education, including in the field of foreign language acquisition, bring forward new demands to preparation of teachers, their professional skills, one of which is self-presentation.

Under the self-presentation of the English teacher we will understand the process of managing the impression about him that arises from other people, through the collection of attitudes, sent by the teacher himself, through the involvement of mechanisms of social perception associated with the appearance of the teacher, his personality and communicative behavior and speech.

The main structural elements of self-presentation of the teacher are: attitudes (real I am; ideal I am; anti perfect I am; professional I am); appearance (style and color of clothing, shoes; hair; cosmetics; accessories); personal behavior (compliance with current legislation, moral integrity, taking into account specific situations; self-critical of their own capabilities); speech and communicative behaviour (transmission and exchange of information; use of verbal and non-verbal means; creation of the emotional and psychological atmosphere).

The study determined that the leading motives of self-presentation of successful young professionals can be a variety of contests and activities that aim: improving the professional competence and creativity; promote pedagogical creativity and innovation; popularization of pedagogical ideas and innovations; identifying the best young masters of pedagogy; support the publication of scientific and methodological groundwork of young teachers.

During the pilot study to ascertain future specialists the most effective means of skills development of their self-presentation, creative identity, it

was found that the leading factors are: pedagogical educational practices at the Academy; the nature of communication «teacher-student», «student-student»; creative atmosphere. Significant place of the respondents took participation in scientific conferences of different levels. The overwhelming importance in the development of skills of self-presentation of young teachers has the higher factors of the educational process, which aims at the identity of the student directly. Teaching practice is an important stage of readiness of the student to self-presentational activities.

Development of skills of self-presentation to future English language teachers in the process of pedagogical practice promotes psychological comfort, creating situations of success, the implementation of free exchange of ideas during the analysis of demonstration lessons and activities, complete a group of creative tasks, presentation of student interns experience by junior students. The final conference, which started to publish articles in teacher publications, exhibitions that can be presented to albums that reflect a student's work on practice, programs and scripts of holidays, lesson plans, classroom workshops, teaching materials, visual aids, videos, lessons and educational activities contribute to the education of responsible attitude to pedagogical activity, pedagogical practice, effective learning of theoretical disciplines, develop skills of self-presentation of the future experts.

Combining of cognitive and practical activity, pedagogical practice has a significant potential impact on the qualitative characteristics of the personality, which play a major role in the process of becoming a teacher-creator: erudition, imagination, the ability to analyze and introspect, a sense of the new, etc.

Methods: analysis of theoretical literature, questionnaire survey in written, contentanalysis.

Key words: future English language teacher; pedagogical activity; pedagogical practice; self-presentation.

Introduction.

Statement of the problem in the context of modern pedagogical science. Training of teachers, their professional development is an important condition of modernization of up-to-date education. The development of national education and the role of teaching personnel are reflected in the Law of Ukraine «On education», National Strategy for the Development of Education in Ukraine until 2021. According to certain documents in these tasks should be trained competent staff capable of creative activity, professional development and commitment to self-development and self-knowledge.

The urgency of the problem, which caused by the globalization of Ukraine into the European space, is the growing demand for highly educated, highly qualified foreign language teachers, who are capable of a creative approach to solving educational problems, to have skills of implementation of self-presentational activities and to form a creative personality of the younger generation.

The formation and development of skills of self-presentation of future teachers is in the process of learning in higher educational establishment based on the unity of curricular and extra-curricular activities. Great importance in this process acquires a pedagogical practice, which is an integral component in the training of specialists.

Analysis of the last researches and publications. Theoretical approaches to the study of self-presentation as a unity of internal and external factors considered in the works of R. Arkin, G. Borozdina, I. Hoffmann, V. Labunska, B. Shlenker and others.

Such scientists as R. Chaldini, I. Jones, T. Pittman, Y. Zhukov reviewed the various approaches to the allocation of strategies and techniques of self-presentation.

The essence of the professional image of specialist and features of effective self-presentation are considered in the studies of I. Aliokhina, V. Bebik, D. Frensis, F. Kusin, N. Skrypachenko, E. Utkin.

The concept of self-presentation that contributes to the success of pedagogical activity is investigated by A. Kaliuzhnyi, V. Khoroshavyh, A. Panasiuk, O. Perelygina, G. Pocheptsov, V. Shepel, N. Snaider and others.

Researches of main ways of professional development of the teacher are considered in the works of A. Abdullina, Y. Babanskyi, N. Kichuk, N. Kuzmina, I. Pidlasyi, V. Slastionin, S. Sysoieva, V. Zagviazytskyi, I. Ziaziun and others.

The issues of formation of students' readiness for professional pedagogical activity are disclosed in the works of I. Bogdanova, L. Kadchenko, L. Mikhailova, G. Nagornyi, A. Voloshenko and others.

The formation of professional competence of future foreign language teachers in the phenomenon of pedagogical creativity devoted in the works of L. Ananieva, O. Bigich, N. Martynovich, G. Melnychenko, Y. Passov, O. Polat, V. Safonova and others.

However, analyzing the literature, we note that the issue of the development of skills of self-presentation of future English language teachers in the process of pedagogical practice has not been studied.

The formulation of the objectives of the article. The purpose of this article is to highlight the entity and identifying the specific development

of skills of self-presentation of future English language teachers. The main objectives of the research are: justification of the importance of developing skills of self-presentation of future English language teachers in the process of pedagogical practice; the study of the structural elements of self-presentation of the teacher; the concretization of the leading motives of the successful self-presentation of future teachers; the determination of the main forms of the development of self-presentational activity of future teachers in the Municipal Establishment Kharkiv Humanitarian Pedagogical Academy of Kharkiv Regional Council.

Statement of the main research. Modern approaches in solving problems in education, including in the field of foreign language acquisition, bring forward new demands to preparation of teachers, their professional skills, one of which is self-presentation. The difficulty of an unambiguous interpretation of the concept of «self-presentation» is that it is a complex social and psychological formation and interacts with a large number of social phenomena.

For example, some scientists note that «the self-presentation is a term synonymous to the concept «impression management», serves to identify the numerous strategies that people use to control and manage the impression they can make on others» [1, p. 39].

Researchers in the field of social psychology have noted that self-presentation is the process by which we try to control the impressions that occur about us from other people [5, p. 26].

According to N. Kotlsarova, self-presentation – process of presenting themselves in socially and culturally appropriate ways of action and behavior. Have in mind that this process is based on the use of certain strategies designed to shape the opinions of others about themselves [2].

Scientists R. Baumeister, A. Steinhilber consider self-presentation as a means of self-disclosure in interpersonal communication through demonstration of their thoughts, nature, etc. [6, p. 87].

Presentation of principal material. Under the self-presentation of the English teacher we will understand the process of managing the impression about him that arises from other people, through the collection of attitudes, sent by the teacher himself, through the involvement of mechanisms of social perception associated with the appearance of the teacher, his personality and communicative behavior and speech.

Consider in more detail the structural elements of self-presentation of teachers and their substantial aspect.

1. Attitudes: real I am; ideal I am; anti perfect I am; professional I am.

The teaching profession implies the existence of certain psychological characteristics that manifest as attitudes aimed at him. The presence of these atti-

tudes demonstrates the willingness of teachers to unqualified internal perception of pupils; gives the teacher an opportunity to feel their own dignity and importance; the ability to command respect and to have authority; to have a flexible, creative mindset that gives him the opportunity to make the right decision in difficult situations, to react quickly to changes in feelings, thinking, behavior of children; to strive for continuous improvement.

2. Appearance: the style and color of clothing, shoes; hair; cosmetics; accessories.

Culture and technique of care for appearance involves the ability to take care of hair, choose clothes and shoes, jewelry, accessories, perfume. It is the ability to take care of the body (face, hands and feet). Only the combination of these components creates an appearance that represents teachers. It should be noted that the appearance of teachers must be inspired, to emit light, warm, friendship.

3. Personal conduct: compliance with applicable laws (in the manner prescribed in society, in school); moral integrity (fixation high degree of honesty, fairness, conscientiousness, characterized by strict observance of the established norms of behavior in society); specific situations (the ability to see in a pedagogical situation problem and to place it as a pedagogical task, to foresee near and remote results of the solution of pedagogical tasks); self-criticism of own capabilities (the ability to critically evaluate the advantages and disadvantages of own work and, if possible, to correct them).

The teacher should be a good visible model for imitation, kind of standard how made to behave. The teacher is a professional, carrier of personal and civil functions, formed at the highest level.

4. Speech, communicative behavior: the transmission, exchange of information; use of verbal and non-verbal means; creation of the emotional and psychological atmosphere.

Successful self-presentation plays an important role in the pedagogical activities of the teacher. During the presentation the teacher is able to effectively carry out his professional activities, revealing the sum of knowledge, abilities and skills that determine the extent of his pedagogical activity and communication and the identity of the teacher as the human producer of certain values, ideals and pedagogical consciousness, i.e. to show their professional competence.

Effective self-presentation (the main factors of which are self-actualization, self-education; social recognition; professional growth) plays an important role in shaping the careers of teachers, their personal and professional image.

The leading motives of successful self-presentation of young professionals can be a variety of contests and activities that aim:

- improving the professional competence and creativity;
- encourage pedagogical creativity and innovation;

- popularization of pedagogical ideas and innovations;
- identifying the best young masters of pedagogy;
- support and publication of scientific-methodical works of young teachers [5].

To motivate students for self-presentation during teaching practice, encouraging them to professional and pedagogical self-realization and the desire to improve teaching skills promote classes of the practice of oral and written speech at the initial stage of learning, during which students are simultaneously aware of the ways of learning, ways of formation of foreign language personal experience to improve skills and their further use in practice. The language material of 1-2 courses is basically the same as the material of the school programme. This promotes the use of linguistic material for the purpose of professional training of future English language teachers.

For lessons on teaching the foreign language the intellectual quality of prospective teachers are formed, among which N. Postaliuk highlighted the following: the originality and flexibility of thinking; the ability to «vision» problems; the ease of association and generation of ideas; anticonformism, critical thinking; the ability to evaluation to action; readiness of memory; the ability to transfer [3].

To develop skills of self-presentation it is necessary to provide:

- continuous and systematic inclusion of future teachers in collective forms of creative activity (dedication to students; creative debates on pedagogical materials periodicals; meetings with masters of pedagogical work; the involvement into clubs, trainings, seminars);

- creative reliance on student self-governance, independence and autonomy of public higher education organizations in the development of activity of students;

- involvement of future teachers to systematic teaching, as well as to business and personal communication on the basis of the passion of co-creative activity;

- taking into account age and individual peculiarities of students, student-humane approach in the process of forming public opinion.

Useful are these games that motivate future English language teachers to implement of self-presentational activities:

- simulation games, which contribute to self-management of their mental condition, who is playing a teacher role of such a person, how he wished to be;

- educational teaching games are aimed at finding optimal methods and techniques of teaching in an artificially created environment that reproduces the real environment of English lessons in secondary schools;

- socio-psychological games, which feature is the presence of acute dramatization that put players in front of the problem to solve stressful psychological situations that are of educational character;
- evaluation games involve assessment of professional qualifications, subject knowledge of prospective teachers of specially selected experts who are watching the progress of the game;
- heuristic game takes place taking into account the following principles: integrity simulation of professional activities, circumstances and situations; objectivity of the content of professional activity that determines its specificity, needs, motives, tasks, actions and operations; the problematic character of game-based learning; reflection on various training's impact; focus on the development of the consciousness and personality of the professional staff, as well as forming new ways of professional activity;
- business games are simulation model of any manufacturing unit of organizational activities;
- ethical business game, during which successfully formed the culture of behavior, moral reasoning, ability to take decisions in various professional situations.

Non-game methods (analysis of specific situations, simulation exercises, solving practical problems, round table, workshop, brainstorming, etc.) also provide active involvement of students in the process of implementing of these methods.

With the help of questionnaire we tried to find out from young professionals that, in their view, best facilitates the development of skills of self-presentation, artistic personality. Ranking the obtained results showed that the leading factors are: pedagogical educational practices at the Academy; the nature of communication «teacher-student», «student-student»; creative atmosphere. Significant place of the respondents took participation in scientific conferences of different levels. The data, obviously, can be interpreted as follows: the overwhelming importance in the development of skills of self-presentation of young teachers has the higher factors of the educational process, which aims at the identity of the student directly. Teaching practice is an important stage of readiness of the student to self-presentational activities. Pedagogical practice is understood as an important part of the educational process in which a direct combination takes place and the implementation of theoretical knowledge which students receive in the classroom with their practical work as teachers.

Pedagogical practice in the Municipal Establishment Kharkiv Humanitarian Pedagogical Academy of Kharkiv Regional Council is carried out in conditions of modern educational institutions and organizing indepen-

dent educational activity of students. Pedagogical practice is a more specific kind of professional skills and it is a foundation of knowledge, deepening and generalization of theoretical bases; it forms the necessary professional knowledge, abilities and skills of students; teaches to analyze own activity, to acquire teaching experience, to conduct scientific research, to reinforce positive learning motives in the pedagogical institution.

Development of skills of self-presentation of future English language teachers contributes to the psychological comfort, creating situations of success, the implementation of free exchange of ideas during the analysis of demonstration lessons and activities, completion group creative tasks, presentation of future specialists experience by junior students.

Throughout the training students are involved in organizing the final conference from different types of practices. It fosters a responsible attitude to pedagogical activity, pedagogical practice, effective learning of the theoretical disciplines. As a rule, these conferences started to publish articles in teacher publications, exhibitions that can be presented to albums that reflect a student's work on practice, programs and scripts of holidays, lesson plans, classroom workshops, teaching materials, visual aids, videos, lessons and educational activities.

So, students of our Academy had in mind the proposed study on writing methodological developments in the series «English for children and their teachers» whose purpose is to provide practical assistance to both future teachers and practicing teachers in preparing their lessons for the study of English grammar. Published methodical development «The Grammatical structure There is (there are)» and «Demonstrative pronouns this/that, these/those» have been approved by the school teachers of Kharkiv, and used by them in fragments, as addition to their own lessons.

The success of the practical training of students depends on the close cooperation of the Academy with basic educational institutions. Therefore, the administration of the Academy allocates priority to the definition of basic education and creative cooperation with their teaching staff.

Teachers-methodologists of the Academy collaborate with teachers in basic educational establishments in a variety of ways: individual consultation, presentations at meetings of methodical associations, teachers' meetings, preparation of pupils for subject olympiads and creative competitions. It is practiced the meetings of teachers of the departments of the Academy and teachers of schools; studying and summarizing the best experience of the teaching staff. It is widely used video lessons of teachers, practice educators at the theoretical lessons. At the final conferences on the various practices the school and kindergartens staff is invited to an active discussion of experimental lessons and practice of student-improvers.

Based on monitoring results and feedback of managers of base educational establishments, most students of our Academy have a high level of development of self-presentational skills. This is evidenced by the need of students in creativity; openness to experience; creative activity for self-education, self-improvement; the ability to quickly evaluate and find the optimal solution; imagination and erudition; the ability to set a goal and achieve it; to plan and to forecast own activity; to develop individual work plans.

Research conclusions and perspectives of further studies in the area of investigation. Teaching practice is a crucial factor in the development of skills of self-presentation of future English language teachers. Base creative is the system of fundamental knowledge, sustainable skills of professional work. Variety of types of educational pedagogical practice acts as the dominant catalyst of their awareness, mobility, flexibility, efficiency, completeness. Kind of combining of cognitive and practical activity, pedagogical practice has a significant potential impact on the qualitative characteristics of the personality, which play a major role in the process of becoming a teacher-creator (erudition, imagination, the ability to analyze and introspect, a sense of the new, etc.).

Study on the problem of diagnostic tools development of self-presentational skills of future English language teachers can be promising areas of scientific research.

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Оксана Анатольевна Горovenko,

кандидат педагогических наук,

кафедра иностранной филологии,

Комунальное учреждение «Харьковская гуманитарно-педагогическая академия» Харьковского областного сонета,

г.Харьков, Украина

E-mail: mezheritska.vip@mail. ru

Горovenko O. A.

РАЗВИТИЕ НАВЫКОВ САМОПРЕЗЕНТАЦИИ БУДУЩИХ УЧИТЕЛЕЙ АНГЛИСКОГО ЯЗЫКА В ПРОЦЕССЕ ПЕДАГОГИЧЕСКОЙ ПРАКТИКИ

Аннотация

Цель статьи заключается в освещении сущности, выяснении специфики развития навыков самопрезентации будущих учителей английского языка. В статье обоснована актуальность развития навыков самопрезентации будущих учителей английского языка в процессе педагогической практики; уточнена сущность понятий «самопрезентация», «педагогическая практика»; рассмотрены структурные элементы самопрезентации учителя и раскрыт их содержательный аспект; конкретизированы ведущие мотивы успешной самопрезента-

ции будущих учителей; определены основные игры в учебном процессе, мотивирующие будущих учителей английского языка к осуществлению самопрезентационной деятельности; раскрыты основные формы развития самопрезентации учителя в Коммунальном заведении «Харьковская гуманитарно-педагогическая академия» Харьковского областного совета.

Ключевые слова: будущий учитель английского языка; педагогическая деятельность; педагогическая практика; самопрезентация.

Оксана Анатоліївна Горovenко,

кандидат педагогічних наук,
кафедра іноземної філології,

Комунальний заклад «Харківська гуманітарно-педагогічна академія» Харківської обласної ради,

м. Харків, Україна

E-mail: mezheritska.vip@mail.ru

Горovenко О. А.

РОЗВИТОК НАВИЧОК САМОПРЕЗЕНТАЦІЇ МАЙБУТНІХ УЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ У ПРОЦЕСІ ПЕДАГОГІЧНОЇ ПРАКТИКИ

Анотація

Сучасні підходи у вирішенні проблем в освіті, у тому числі і в галузі опанування іноземною мовою, висувають нові вимоги до підготовки вчителя, його професійних умінь, одним із яких виступає самопрезентація.

Під самопрезентацією вчителя англійської мови розуміється процес управління враженням про себе, що виникає у інших людей, через сукупність установок, спрямованих учителем на самого себе, за допомогою залучення механізмів соціального сприйняття, пов'язаних із зовнішнім виглядом педагога, його особистісною і комунікативною поведінкою та мовленням.

Основними структурними елементами самопрезентації учителя виступають: установки (реальне Я; ідеальне Я; антиідеальне Я; професійне Я); зовнішність (стиль і колір одягу, взуття; зачіска; косметичні засоби; аксесуари); особистісна поведінка (відповідність чинному законодавству, моральна бездоганність, урахування конкретних ситуацій; самокритичність власних можливостей); мовлення, комунікативна поведінка (передача, обмін інформацією; використання

вербальних і невербальних засобів; створення емоційно-психологічної атмосфери).

У дослідженні визначено, що провідними мотивами успішної самопрезентації молодих спеціалістів можуть бути різноманітні конкурси та заходи, які ставлять за мету: підвищення професійної компетентності та креативності; стимулювання педагогічної творчості та новаторства; популяризацію педагогічних ідей та інновацій; виявлення кращих молодих майстрів педагогічної справи; підтримку й публікацію науково-методичного доробку молодих учителів.

Під час пілотажного дослідження з метою з'ясування у майбутніх спеціалістів найбільш дієвих засобів розвитку навичок їх самопрезентації, творчої індивідуальності було встановлено, що провідними факторами є: педагогічна навчально-виховна практика у вузі; характер спілкування «викладач-студент», «студент-студент»; творча атмосфера. Значне місце опитувані відвели участі у наукових конференціях різного рівня. Домінуючим значенням у розвитку навичок самопрезентації майбутнього вчителя мають ті фактори вузівського навчально-виховного процесу, які направлені на особистість студента безпосередньо. Педагогічна практика при цьому виступає важливим етапом перевірки готовності студента до самопрезентаційної діяльності.

Розвитку навичок самопрезентації майбутніх учителів англійської мови у процесі педагогічної практики сприяє психологічний комфорт, створення ситуацій успіху, здійснення вільного обміну думками під час аналізу уроків і заходів, виконання групових творчих завдань, представлення студентами-практикантами власних наробок студентам молодших курсів. Підсумкові конференції, до яких готуються статті у педагогічних виданнях, виставки, де можуть бути представлені фотоальбоми, які відображають роботу студента на практиці, програми і сценарії свят, плани-конспекти уроків, занять гуртків, методичні розробки, наочні посібники, відеозаписи уроків та виховних заходів сприяють вихованню відповідального ставлення до педагогічної діяльності, педагогічної практики, ефективного вивченню теоретичних дисциплін, розвитку навичок самопрезентації майбутніх спеціалістів.

Своєрідно поєднуючи в собі пізнавальну і практичну діяльність, педагогічна практика має значні потенційні можливості впливу на ті якісні характеристики особистості, які відіграють провідну роль у процесі самопрезентації учителя: ерудиція, розвинене уявлення, здатність до аналізу та самоаналізу, відчуття нового тощо.

Ключові слова: майбутній учитель англійської мови; педагогічна діяльність; педагогічна практика; самопрезентація.