

ABSTRACT

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Motivational Factors of Formation of Professional Orientation of Future Foreign Language Teachers in the Modern ConditionsGumeniuk N. I.¹, Poliarush V. V.¹, Humeniuk-Chaus J. K.²¹National Pirogov Memorial Medical University, Ukraine²Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University, Ukraine**Background:**

Nowadays, the motivational factors of forming a young specialist are the prerequisite and the key to his professional development, growth, orientation and competence. The professional characteristics include, first of all, the level of professional-theoretical, as well as methodological and practical training of the teacher. What are the requirements of modern educational institutions for teachers in general and foreign language teachers directly? Exactly in this task that the pedagogical orientation of the specialist's personality is manifested. Under the direction of teacher teaching meant, above all, his interest in educational work, the ability to do it, finding new methods and techniques of teaching, continuous training and proper use of active and interactive teaching methods. Orientation includes goals, motives and emotional attitude to the activity (love, pleasure and other needs). For today, the following basic parameters are distinguished in the pedagogical orientation: is pedagogical activity important for the teacher, is it not masked by other goals? Is the object of pedagogical activity significant? To what extent does the educator become aware of the possibility of correct pedagogical tasks? What are the difficulties in teaching profession and how are they overcome? How important is the level of satisfaction with professional activity? How does pedagogical orientation correlate with personality self-esteem, level of competence, character abilities, etc.? These questions are most urgently raised by young professionals who are just beginning their path of becoming pedagogical and teaching work. Motivation in the chosen profession depends not only on one's own abilities, but also on the environment, the circle of communication, the priorities of the educational institution, the pedagogical abilities of the teacher, which is just beginning to become a specialist. By the ability to pedagogical activity means a certain combination of psychological and personal qualities of the teacher, which ensure the achievement of high results in teaching and upbringing. Pedagogical activity requires not only a special organization and certain skills but also a number of psychological characteristics that belong to the category of pedagogical abilities. Among them are the following:

didactic, academic, perceptual, organizational, linguistic, expressive. It is important to have the correct diction, pedagogical imagination, well-placed voice, agreement of language, facial expressions, gestures. A critical look and the ability to assess its activities and its results, achievements own concepts, methods and style of teaching. Nowadays, modern graduates of pedagogical educational institutions are a model of preparation of a new generation of teachers of responsible, creative, with high level of pedagogical skill, professional competence. This is a fundamental condition for the successful implementation of legislative provisions and strategic documents that determine the directions of development of education in Ukraine. Among them: The Law of Ukraine "On Education" (1996), the National Strategy for the Development of Education in Ukraine for 2012-2021 (2013), the Sustainable Development Strategy "Ukraine-2020" (2015), the Concept of the Development of Education in Ukraine for 2015-2025 years (2015), etc.

The purpose of our work is to substantiate the need to improve and implement the methodology of "continuous communication" in the process of learning a foreign language. The object of our study is the motivational sphere of a young education specialist in improving professional competence and developing pedagogical skills.

Methods:

The research is based on structural-logical analysis and generalization of scientific-theoretical sources devoted to solving a certain issue.

Results:

Traditionally, the educational process does not go beyond the scope of educational activities-practical, lectures, seminars, lessons, etc. The question of choosing the method of conducting the lessons lies in the area of responsibility and professional competence of the scientific and pedagogical worker. Specific learning situations are also diverse. In today's context, the method of learning is defined as a way of interdependent and interdependent activities of the teacher and student, aimed at the realization of learning goals, or as a system of purposeful actions of the teacher, which organize the cognitive and practical activities of students and ensure the solution of the problem. There are about 50 different teaching methods: storytelling, conversation, work on sources, demonstrations, exercises, independent work, educational game, debate, etc. A special place in pedagogical work is the use of active and interactive active teaching methods. At the present stage of the development of the methodology of teaching foreign languages, special emphasis is placed on new trends in the selection of methods that are focused on the purpose of learning – the formation of the basic features of the linguistic personality. The material learned through such methods should be seen as a tool and a means of social interaction with communication partners. Today it is possible to distinguish the so-called non-traditional methods of language learning

that have emerged in connection with the growing need for mastering a foreign language. Such methods include: the “community” method, the suggestive method, the full physical response method, the “silent” method, and the “continuous communication” method we propose.

Analyzing the above mentioned techniques, one would like to dwell on the method of complete physical reaction (TPR stands for Total Physical Response in English) is a method of learning a foreign language through the use of physical movements as a response to verbal stimuli, commands, instructions. The advantage of using this technique when learning a foreign language is the motivation of the student to study by creating comfortable conditions. Responding to the demands of the teacher by physical actions, the student “passes through” the information received. In this way, the desired effect of applying the technique is achieved. In this way, the desired effect of applying the technique is achieved. The method is related to the theory of memory trace in psychology, according to which the more and more intensively the bonds in memory are fixed, the stronger the associations and the more likely they will be reproduced. Playback can occur verbally or with motor activity. The combination of verbal and motor activity increases the playback effect. This method, in its most general form, is used to teach language through commands and forces one to show one’s understanding of what one has learned through physical movement. The TPR method is based on the natural biological property of the human brain to learn any language. It is known that it is realistic to learn any language, provided that the perception will precede the production of speech. There is no case when learning a foreign language, learning to speak, first spoke and then understood. Comprehension always precedes talking with a difference of about one year. One of the criteria for success in learning and learning a foreign language is the constant, regular learning of certain rules, schemes, vocabulary, constant repetition and the so-called “immersion in language”. Extremely effective in learning a foreign language is the parallel application of the method proposed in our work method Total Physical Response with “continuous communication” enables the system of student-teacher (teacher-student) to be in constant dynamics of communication exclusively in a foreign language not only within the framework of the educational process with a certain educational program, but most importantly, in the field of extra-curricular communication. Appeal to the teacher in a foreign language not within the audience or class, but at the level of personal communication: in the hallway, on the street or in public transport. Students have a positive, dynamic, active sense of being in a linguistic environment. Perception, understanding, mastering vocabulary not only within the initial program, but also at the level of everyday life, personal communication. The teacher of a foreign language becomes a visual model, a motivational factor, an example of active, not forced, free communication in a foreign language. The methodology has a positive tendency to stimulate the

improvement of foreign language and the teacher himself, successful implementation of the methodology of continuous education, demonstrates a high level of professionalism, which is important in forming a positive “I-concept” of a young specialist. Successful development of one’s own style of pedagogical activity, persistent pedagogical positions are the driving force in the formation of successful professional development of the novice specialist and metamorphosis in the teacher-professional.

Conclusions:

Thus, the professional development of a young teacher is the most important period of his professional and personal development. The fundamental stage of this process is the stage of professional adaptation, connected with the practical entry into the teaching profession, inclusion in the system of professional activity. An important condition for the professional development of a teacher is the development of professional competence, the acquisition of pedagogical skills, mastering the forms, methods and means of pedagogical activity that contribute to successful creative work. With the development of new technologies, the use of modern active and interactive techniques has been the impetus for the emergence, implementation and improvement of non-traditional methods of learning foreign languages, which are becoming widespread and popular. Transition to innovative professional-pedagogical activity is possible only if a high level of pedagogical skill is achieved, awareness of the purpose, content and values of pedagogical work. The use of non-traditional teaching methods, including the method of “continuous communication”, is a significant motivational factor, an incentive for scientific and pedagogical search, a creative approach to the educational process, which is an integral part in shaping the professional orientation of future teachers of a foreign language.

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