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## **FACTORS OF SELF-DEVELOPMENT OF A TEACHER-LINGUISTIC**

### **Summary**

The article analyzes scientific research on the formation of a new type of teacher, who is able to ensure the personal and civic formation of students of higher education. It was found that for the professional development of a teacher, in particular a philologist, it is necessary to continuously and systematically improve skills and abilities, expand and deepen knowledge in various fields of knowledge, namely: philology, pedagogy, psychology and teaching methods. The factors of the self-development of a lexicographer are determined: approbation of scientific and methodological concepts, introduction of media didactics into the educational process, implementation of creative programs in academic disciplines, study of best practices of colleagues from other educational institutions, development and conduct of open lectures/practical and seminar classes, implementation of reflection, compilation of a creative portfolio pedagogue-linguist, etc. The article noted that the self-development of a teacher-linguist is characterized by persistent motivation for teacher activity, activity and initiative in mastering specialized knowledge and using it in specific professional situations of a philological focus.

**Keywords:** self-development, factors, self-improvement, professionalism, competences

### **Introduction**

New realities, modern civilizational processes, globalization and global cataclysms are changing the model of society, which requires changes in the educational process. The key issue

of modern education is the development of a new type of teacher who is able to ensure the personal and civic development of students of higher education. Therefore, the prospects for the development of the educational field are focused on the formation of the teacher's professional competence through self-improvement and self-development.

A teacher-linguist is primarily a bearer of universal cultural values, who implements his own strategy of professional thinking, behavior and activity in the teaching profession, thus forming pedagogical professionalism.

Pedagogical professionalism is achieved by the continuous self-development of the teacher, which is based on the factors and principles of competencies that reflect a certain educational system that corresponds to the social order of society: the level of general culture; mastery of subject content and pedagogical technologies; ability to pedagogical reflection; the ability to carry out innovative activities in the field of education; psychological and pedagogical competence.

L. Nikolenko believes that "self-development acts as a means of realizing certain dominant goals, as a result of their achievement, in our opinion, it is possible to change the life paradigm of the teacher's personality, acquiring a new meaning of life. The inclusion of informal and informal components determined the teacher's self-development as lifelong education" [6]. And that is why there is a need for a conscious understanding that the self-development of a lexicographer is a purposeful, personally-driven act, the results of which can be considered the improvement of a person's mental and moral-ethical potential. The motivational components of the teacher's self-improvement are determined by the level of personality development and his abilities that regulate his activity at the cognitive, emotional, evaluative and volitional levels.

### **Aim, subject and research methods**

The aim of the article is to find out and highlight the main factors in the formation of a teacher's professional competence in the modern world.

The subject of the article is the factors of self-development of a teacher-linguist.

Research methods are general scientific methods (analysis, synthesis, generalization, observation) and a pedagogical method of studying the products of activity.

## **Research results**

In the modern world, the requirements for the quality of philological education are increasing. Conceptual changes are taking place in the understanding of the role and tasks of the teacher-linguist in higher education institutions. New theories about professional self-improvement and self-realization appear in the scientific literature, presented by the works of E. Bachynska, V. Vvedenskyi, B. Dyachenko, N. Murovanoja, I. Tsybalyuk, and others. The algorithm of the lexicographer's activity for improving the components of professional competence, innovative forms of activity are defined in their works by O. Kutsevol, H. Tokman, V. Shulyar and others.

G. Danilova emphasizes the following factors of professional self-development of teachers: 1) competence (psychological-pedagogical and social knowledge, theoretical-practical and methodical knowledge, pedagogical skills, pedagogical abilities); 2) personal orientation (self-realization in the context of the acmeological model "I-competence" in the dynamics from "I-real" to "I-perspective (ideal)); 3) moral and spiritual culture (moral consciousness, moral activity, moral relationships) [1].

O. Matviychuk in the article "Books and reading are an important factor in self-development and self-improvement of a teacher" notes: "Issues of self-development and self-improvement of a teacher retain their relevance regardless of specific historical conditions and are constantly in the center of attention of researchers. It should be noted that progressive writers, scientists, teachers, public figures defined the important role of reading as the main means of self-education and paid special attention to the issue of the development of libraries as a component of self-education. A modern teacher must also be ready to accept new ideas, technologies, methods, and means of pedagogical activity; capable of constant learning, and his self-education should begin with books, libraries and reading" [5].

The self-development of a lexicographer is a systematic and purposeful work aimed at deepening knowledge of the specialty, acquiring new abilities and skills, at determining effective models of the professional educational program with the aim of improving and improving qualifications in linguistic, literary, speech, psychological, pedagogical, pragmatic, creative, scientific levels.

The organization of the teacher's self-educational process is the result of continuous learning and self-improvement. Therefore, it is necessary for the teacher to individually develop a program of his own self-development, which would be based on the basic and fundamental factors of the formation of professional competence.

Such factors can include:

1. approval of scientific and methodological concepts (publication of scientific articles, monographs, textbooks, manuals, educational and methodological complexes);
2. the introduction of media didactics into the educational process (the teacher's task is to research and constantly monitor educational Internet publications that produce educational information, and appropriately use the achievements of the civilized world in their practice, taking into account didactic goals);
3. implementation of creative programs in educational disciplines (development and conducting of author's courses), adaptation of the educational program to the specified conditions and target audience of the educational process;
4. preparation of students for participation in language and literary contests, Olympiads, intellectual games;
5. studying the best practices of colleagues from other educational institutions by participating in domestic and international internships;
6. development and conduct of open lectures/practical and seminar classes, implementation of reflection (to understand and grasp the positive and negative aspects of one's own activity in order to prevent mistakes in the teaching of a certain discipline in the future);
7. systematic development by the teacher of his own base of the best scenarios of educational events (literary evenings, literary/language quests, etc.), interesting techniques, effective innovative forms and methods, development of his own visual aids (creative portfolio);
8. participation and organization by the teacher of trainings, webinars, seminars, scientific and practical conferences;
9. systematic work on methodical and scientific topics;
10. development of diagnostic procedures, tasks and tests for educational disciplines, verification of the effectiveness of the applied methods of education and upbringing;
11. reflection of one's own activity (through an objective assessment to reach self-realization), self-correction;
12. compilation of the creative portfolio of the teacher-linguist (samples of works in written or printed form, video materials, diary of reflections, video/audio components of the educational process);
13. approbation of promising experience, publication of individual developments during methodical scientific seminars;

14. the organization of group work (a group of young philologists, pantheonists (or researchers of another writer's work), local literary historians, a group of Ukrainian dramaturgy, etc.).
15. visiting cinemas, theaters, museums, exhibitions;
16. reading books on pedagogy, psychology and works of art.

### **Conclusions**

Self-development of a teacher-linguist is an integrated quality of personality, characterized by persistent motivation for teacher activity, activity and initiative in mastering the basics of knowledge, their appropriate use in specific professional situations of philological orientation, and their use in pedagogical activity. Investigating the factors of self-development of a teacher in the modern world, the dominant components of professional improvement have been identified, which include the possession of a broad scientific worldview, a system of professional and pedagogical knowledge of a high level of generalization and the ability to apply it effectively and quickly acquire knowledge in the field of one's profession and related fields, build and implement a trajectory his further professional growth.

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