The necessity of formation of readiness of future philologists to complete professional self-realization is determined by increasing requirements to the level of preparation of graduates, by the need for constant professional self-education that ensures competent entering into the labour market. In our opinion, the most significant influence on the formation of readiness for self-realization in a professional field has a set of pedagogical conditions, provided in the training process. In the study we have defined pedagogical conditions of formation of readiness of future philologists for professional self-realization: the actualization of subjective experience of students and its inclusion in the training contents, providing communication between the subjects of the educational process on the basis of dialogical interaction, the formation of attitudes of future philologists to professional self-realization. It has been defined that the efficiency of the process of self-realization is associated with the success of pedagogical activity of the student during pedagogical practice and positive future of professional benchmarks that reveals the possible future career prospects. Having done experimental research, it has been proved that integrated application of certain pedagogical conditions promotes formation of readiness to professional self-realization as a phenomenon in all its aspects.

**Key words:** self-actualization, professional fulfillment, readiness for professional self-realization, pedagogical conditions, future philologists.

**FORMATION OF READINESS OF FUTURE PHILOLOGISTS TO PROFESSIONAL SELF-REALIZATION**


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The necessity of formation of readiness of future philologists to complete professional self-realization is determined by increasing requirements to the level of preparation of graduates, by the need for constant professional self-education that ensures competent entering into the labour market. In our opinion, the most significant influence on the formation of readiness for self-realization in a professional field has a set of pedagogical conditions, provided in the training process. In the study we have defined pedagogical conditions of formation of readiness of future philologists for professional self-realization: the actualization of subjective experience of students and its inclusion in the training contents, providing communication between the subjects of the educational process on the basis of dialogical interaction, the formation of attitudes of future philologists to professional self-realization. It has been defined that the efficiency of the process of self-realization is associated with the success of pedagogical activity of the student during pedagogical practice and positive future of professional benchmarks that reveals the possible future career prospects. Having done experimental research, it has been proved that integrated application of certain pedagogical conditions promotes formation of readiness to professional self-realization as a phenomenon in all its aspects.

**Key words:** self-actualization, professional fulfillment, readiness for professional self-realization, pedagogical conditions, future philologists.
Формулювання та обґрунтування значення проблеми. Вагомим є те, що проблема самореалізації в наші часи стає все більш актуальною, внаслідок змін у соціальних умовах, зростання економічного та соціального навантаження. Самореалізація - це процес вільної, самовизначеної дії, на основі власного вибору. Самореалізація - це мост між теорією та практикою, це потенціал для розвитку ініціативності та самовизначення. Важливо зазначити, що самореалізація не є обмеженою в межах місцевості, а має глобальну значимість.

В рамках нашої дослідження, для формування готовності до самореалізації в навчанні майбутніх філологів, було проведено соціологічний опитувальник. Відповіді були одержані від 80 студентів. Основні результати:

1. Відомість студентів про значення самореалізації. У 57% випадків, люди відомі про значення самореалізації. Однак, 29% студентів не мають уявлення про самореалізацію.

2. Цікавість до навчання та самореалізації. У 31% випадків, студенти вкажуть на навчання та самореалізацію як важливі для майбутньої професійної діяльності.

3. Цікавість до соціального інгеренту. У 29% випадків, студенти вкажуть на соціальний інгерент як значимий фактор інерції майбутньої професійної діяльності.

4. Цікавість до іншого. У 29% випадків, студенти вкажуть на інші аспекти інерації майбутньої професійної діяльності.

5. Цікавість до майбутньої професійної діяльності. У 29% випадків, студенти вкажуть на майбутню професійну діяльність як значимий фактор інерації майбутньої професійної діяльності.

Висновки:

1. Для успішного формування готовності самореалізації в навчанні майбутніх філологів, мусить бути спрощено майбутнє навчання, як навчання, так і самореалізація.

2. Для успішного формування готовності самореалізації в навчанні майбутніх філологів, мусить бути спрощено майбутнє навчання, як навчання, так і самореалізація.

3. Для успішного формування готовності самореалізації в навчанні майбутніх філологів, мусить бути спрощено майбутнє навчання, як навчання, так і самореалізація.
velopment of a personality. The functions of the subjective experience in the learning and development lie in the fact that from the perspective of this experience through a kind of selectivity that is ordered by the perception of the information the individual vision of the world is provided.Externally subjective experience shows that the interaction of personality with the surrounding world and internally builds the basis, logic and general orientation of interests, values, worldview [6].

Thus, readiness to professional self-realization will be higher on condition of consideration, not levelling in the educational process of subjective experience, filled with personally-meaningful sense for each person, and the extension of the subjective functions of the students in this process.

The effectiveness of personal self-realization depends on the range of opportunities offered to future teachers in higher educational institutions for the manifestation of their self-sufficiency in learning, scientific and artistic works, diverse themed sections, clubs and special events. However, this orientation can be implemented by constructing an appropriate strategy of the activity of the teacher which creates pedagogical conditions of development of personal self-realization and creativity in system interaction. This interaction is a means of the essential forces of the subjects of education [5, p. 78].

Personal professional development of the subject of labor is possible if he has perceived and experienced the unique system of ideas about himself, his own capabilities and prospects. They create the basis for models and standards of professional aims. As a result, the program of self-development and professional self-realization is formed [5, p. 163].

The second condition is providing communication between the subjects of the educational process on the basis of dialogical interaction.

An important quality of a teacher, communication, is formed, developed on the basis of the needs in communication, one of the main sociogenic (socially conditioned) needs of a person.

The combination of such qualities as reflectivity, flexibility, empathy, communicativeness is formed on the basis of genuine interest to the partner, to his activities, the desire to work together, to participate in a common cause. The ability to cooperate integrates, incorporates comprehensive skills: to articulate point of view, to listen and hear the other person, to investigate the point of view of the partners, to resolve disputes through logical argument, without making logical contradictions of personal relations, to encourage the activity of a partner and to show the initiative timely; to implement emotional and informative support to anyone who needs it in particular; to give another person an opportunity to establish himself, to try hand at various activities; to take the position of another one and to coordinate different points of view, carrying out an exchange of views; choosing dialogue and not monologue; to combine role-playing and interpersonal business and human relationships. The ability to cooperate involves the openness of the teacher and his willingness to any form of interaction.

Taking into account the subjectivity of the student in educational communication and granting him the opportunity to exercise active influence on the learning process increases student’s interest in profession, he experiences emotional and value approaching to it, he acquires the possibility of manifestation himself in the profession and growing need for professional growth.

The research shows experimentally that the most effective types of activities which actively develop social and professional communication and influence on intensive development of professional self-realization are: manifestation of social maturity in communication; active participation in the development of the microenvironment; involvement of fellow students into professional self-development [4, p. 14].

The third condition is the formation of attitudes of future philologists to professional self-realization.

The personality of a teacher is considered in its internal integrity, where professional and personal «I» is closely connected with the system of values. The teacher acts as a person who is focused on the voluntary implementation of certain social and moral functions in the society, as a personality in the full glory of their capabilities and abilities.

The major premise for professional self-realization of a student is his professional direction, which is manifested in accordance with professional attitudes and values. The current positive attitude to the future profession and self-education, a focus on cultural and humanistic values lead to the progressive development and success of future professional activity. The process of progressive personal and professional development of the student can be activated at any stage by creating educational situations, which provide the implementation of the professional role through overcoming depersonalization and changing negative professional attitudes. As a result, it increases self-motivation, promotes student’s self-identity through reflexive position, helps to master effective ways of socially responsible behavior, which is transformed into a system of a professional statement [5, p. 75].

The undeniable characteristic of personality that strives for self-realization is the ability to overcome difficulties that arise on the way. Therefore, active protection of their beliefs, values and ideals is the indicator of stress tolerance of the personality that is extremely important, especially in professions of social interaction. In different emergency situations, emotional resilience, realistic approach and well-developed mechanisms of cognitive assessment contribute to flexible response on the basis of the selection of different behavioral strategies in changing social conditions [5, p. 77].

The fulfillment of all conditions in their entirety, in our opinion, to the greatest extent, ensures self-realization of future philologists in the gradual involvement of students in practical-oriented activities during teaching practice. Theoretical training provides mastery of constructing models of educational activities based on program-variable and individual-oriented approach. The unity of theoretical and practical training in the process of pedagogical practice is implemented due to its structure and system construction. Future philologists’ ability to fulfill functions of teaching practice (educational, pedagogical, developmental, diagnostic, constructive and communicative) in the process of pedagogical practice indicates readiness for professional self-realization. Phasing implies transformation of educational and personal experience, based on the mastery of pedagogical design and modeling. The process of attracting future philologists to the practically-oriented activities in the process of teaching practice (propaeudeutic, folklore, dialectology, educational) contains the following stages: the stage of observing teaching process, modeling of fragments of pedagogical actions, practical implementation of certain educational objectives, creative application of innovative ideas in their own teaching activities [5, p. 164].

The results of experimental studies at Central Ukrainian Volodymyr Vynnychenko State Pedagogical University with the students – the future teachers of philological specialties have shown, that selected set of pedagogical conditions of self-realization of the future teacher, used during the period of teaching practice, allows to increase the level of professional self-realization of students...
on average 60-65%. This means that during the period of teaching practice, two-thirds of the future teachers with a low level of self-realization in professional activity moved to the group with a high level of self-realization.

**Conclusions and prospects for future research directions.** Experimental examination of the readiness of future philologists to professional self-realization showed the effectiveness of certain pedagogical conditions, it proves that each of the distinguished pedagogical conditions is necessary for the formation of readiness for professional self-realization as a phenomenon in all its aspects, and their implementation will be reflected in increasing level of readiness of future philologists. In our opinion, the prospect for further research is the study of the effectiveness of professional self-realization of future philologists in extracurricular and educational activities.

**References:**