FORMATION OF READINESS OF FUTURE PHILOLOGISTS TO PROFESSIONAL SELF-REALIZATION

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 training.

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

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Key words: self-actualization, professional fulfillment, readiness for professional self-realization, pedagogical conditions, future philologists.
**Formulation and justification of the relevance of the problem.** The relevance of the problem of self-realization is increasing due to such peculiarities of our society as instability, uncertainty which characterize almost all spheres of human life. In these circumstances the problem of subjective choice of the individual becomes important. The latest structural and substantial changes make a person search for individual solutions of complex issues. These issues are connected with search of oneself, with the definition of their capabilities and desires, their place in the world, that is, the issues that directly determine self-realization, formation of need, ability to see, to explore, to create conditions that will facilitate the transition of self-realization from potential into actual, finding space for the manifestation of self-realization.

Accordingly, the problem of formation of a teacher’s identity arises. The teacher appears to be not a performer of institutional, administrative and methodological guidelines and recommendations, but he is a professional, willing and able to go beyond the curriculum requirements, he proves himself to be more versatile, as a multi-faceted personality and he is able to influence the pupils through the uniqueness of his individuality [4, c. 3].

Theoretical and practical solution to the problem of professional preparation of future teachers enforces the need for its improvement, which greatly depends on its orientation to the process of self-realization of students.

**Analysis of recent research and publications.** The problem of self-realization was highlighted by Y. Andreev, E. Halazhinskyi, V. Hromov, N. Krylova, D. Leontiev, A. Maslow, A. Mudryk, N. Nikitina, K. Rogers, K. Jung and others. In modern science the question of professional self-realization in the conditions of pedagogical activity is investigated in the context of the formation of teacher’s personality in the system of higher pedagogical education and training (V. Akimova, H. Hurevich, M. Yevtukh, I. Zaziun, V. Kan-Kalyk, N. Kichuk, N. Kuzmina, L. Mitina, I. Smoliuk, R. Skulskyi, V. Stasytonin, H. Tarasenko, V. Stefurak).

The necessity of formation of readiness of future philologists to full-fledged professional self-realization is determined by increasing requirements to the level of preparation of graduates, the need for constant professional self-education that ensures competent entering them into the labour market.

The willingness of students to different types of activities was investigated by O. Bondarenko, M. Vievksa, K. Dolgosh, O. Cer- nak, L. Sultanova, T. Shestakova and others.

**The aim of the study** is to define and experimentally check the efficiency of pedagogical conditions of formation of readiness of future philologists to professional self-realization.

**The main material of the study.** The concept of «self-realization» is one of the central concepts of philosophy, psychology and pedagogical science. Almost all researchers who investigated this problem agree, that of all categories that characterize an individual autonomy, his activity, integrity, intrinsic strength, the category of «self-realization» is the most important.

L. Korostylova [2, 3], considering self-realization to be a necessary attribute of development of an adult, defines this phenomenon as «implementation possibilities of the development of «I» through one’s own efforts, co-creation, cooperation with other people (near and remote surroundings), society and the world». Self-realization implies a balanced and harmonious development of different aspects of personality through the application of appropriate measures aimed at disclosure of genetic, individual and personal potentials. In the most general form, self-realization as the process of implementation oneself means the realization of oneself in life and daily activities, search and assertion of one’s special way in this world, their values and the meaning of their existence at any given point of time. Self-realization is carried out when a person has a strong stimulating motive for personal development [3, p. 52].

The definition of «self-realization» suggested by N. Pylypenko and A. Artemova deserves much attention. According to their definition «professional self-realization» should be understood as the socialized way of harmonious development of a personality, combined with the obtaining of vocational practical and spiritual experience in the process of acquiring qualification of the future specialist in the period of initial professional development (training in high school) and improvement of professional growth in the process of fulfilling professional roles and responsibilities that are inherent in the disclosure and implementation of personal and professional potential [1].

Readiness in the scientific literature is interpreted as an opportunity of a subject to act at a high level. It is determined as the defining condition of fast adaptation to working conditions, further professional development and training. The analysis of pedagogical literature on the topic of our investigation suggests that readiness is considered as a system of components, of personality traits of future professionals that provide him with the functions adequate to the needs of specific production activities. According to V. Slas- tylonin, readiness is an integral formation, the core of which is ethical, psychological and informational content operational readiness, which is also one of the key indicators of professional and personal development of the student and specialist.

Formation of readiness, the nature of the process of professional self-realization and its result depend on both internal and external conditions. External conditions make some influence on the internal, thus changing the level of readiness of students to professional self-realization. In our opinion, the most significant influence on the formation of readiness for self-realization in the professional field has a set of pedagogical conditions, which are provided in the training process.

Within a framework of our study, in order to define motives of self-realization in the professional training, the students of the Department of Philology and Journalism of Central Ukrainian Volodymyr Vynnychenko State Pedagogical University (80 people) have been interviewed. The respondents expressed the point of view that the term «self-realization» means the desire to show one’s own potential and to meet the professional standards of the teacher-philologist (40 % of respondents), the desire to be well prepared to compete (31 %), interest in professional educational activities, which appeared while studying at school, and the desire to be constantly engaged in self-improvement and self-education (29 %). The analysis of the study results showed that future philologists are aware of the importance of self-realization. However, 57 % of people were lacking confidence, knowledge about the ways to self-realization associated with the further employment.

For the successful formation of readiness for professional self-realization in the training of future philologists the following pedagogical conditions have been defined.

The first pedagogical condition of formation of readiness of future philologists to professional self-realization is the actualization of the subjective experience of students and its inclusion in the training contents.

The concept of subjective experience is interpreted in different ways, but the difference in semantic interpretations is the desire to describe a particular holistic personality construct, through the prism of which there is assimilation of new knowledge and de-
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:**