

following criteria are defined: formation of attention, interest, desire and action; the ability to bring trust; taking into account the motives of the target audience; the possibility of forming conclusions; the application is written in a clear language to the target audience; consistency of all elements of social advertising: design (font, frame, color, form) of text, graphic image; honesty and independence; concreteness; availability of practical recommendations, addresses; use of facts; use of opinion, meaningful for the target audience of persons; realism; clearness and consistency; dynamics of the content of social advertising.

The conducted analysis of the influence of media on formation of students' vital values makes it possible to carry out some generalizations. In particular: mass media influence significantly and often uncontrolled the formation of youth consciousness, its vital values; such an impact can be both positive and negative; one of the most effective means of such influence is advertising; when preparing an advertisement it is necessary to adhere to certain criteria of its creation and to take into account the influence on the consciousness of young people.

Key words: *education, value orientations, modern youth, mass media, advertising, criteria of effective social advertising.*

UDC 378.015.31.041:37.011.3-052

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DOI 10.24139/2312-5993/2018.08/062-071

SKILLS FOR PERSONAL PROFESSIONAL DEVELOPMENT OF A MODERN EDUCATOR

Метою дослідження є з'ясування змісту особистого розвитку вчителя та висвітлення основних навичок професійного розвитку, які необхідні сучасним педагогам. Проаналізовано сучасний стан науково-теоретичного вивчення проблеми професійного розвитку педагогічних працівників у вітчизняній та зарубіжній педагогічній літературі. Використано теоретичні методи: аналіз, узагальнення педагогічної та соціально-педагогічної літератури для з'ясування ступеня розвитку досліджуваного наукового феномена, а також узагальнення з метою обґрунтування базових навичок підвищення кваліфікації вчителя для власного професійного розвитку. Досліджено сутність поняття «професійний саморозвиток». Відзначено, що пріоритетною потенцією самовдосконалення майбутнього вчителя є саморозвиток особистості, основою якого є розгортання сутності людини через її індивідуальність. Визначено саморозвиток майбутнього вчителя як свідому активну цілеспрямовану діяльність, скеровану на розвиток власної індивідуальності й професійну самореалізацію особистості з метою самовдосконалення. Установлено, що інтенсивність, тривалість та форми професійного саморозвитку як активної специфічної діяльності педагога залежать від його особистості. Виявлено зовнішні та внутрішні суб'єктивні та об'єктивні бар'єри, що перешкоджають ефективному саморозвитку педагогічного працівника. Виявлено та проаналізовано базові навички педагога, які сприяють ефективному професійному розвитку та саморозвитку, зокрема: адаптивність, упевненість, здатність до комунікації, уміння працювати в команді, безперервна самоосвіта, творчість, лідерські якості, здатність правильно

організовувати власний час, інноваційний підхід до професійної діяльності, захопленість власною роботою, позитивна онлайн репутація, розуміння сучасних технологій тощо. Перспективи подальших розвідок цього напрямку вбачаємо в дослідженні проблеми формування готовності вчителя до саморозвитку.

Ключові слова: педагог, учитель, саморозвиток, професійний саморозвиток, навички.

Introduction. Rapid changes in modern education, reforms in the educational sphere change the role and functions of primary, secondary and higher school, therefore the requirements for teaching staff are changing as well. A modern educator must be able to work in a multicultural class; to pay attention to the integration of pupils/students with special needs; to use efficient information and communication technologies, etc.

The traditional education system in Ukraine aims mainly at developing cognitive dimension of the future teachers', neglecting the social-emotional side of his/her personality. Despite the qualitative professional training in higher education institutions, it is impossible to prepare teachers for all the real problems they encounter throughout their careers. Therefore, it is important to provide them with opportunities to upgrade their skills in order to maintain a high level of teaching.

Analysis of relevant research. The analysis of the studies on the problem has shown that the question of professional self-development is fundamentally presented in the scientific works of many domestic and foreign scientists: V. Andrushchenko, S. Honcharenko, A. Hluzman, I. Ziaziun, V. Kremin, N. Nychkalo, I. Podlasyi, B. Slaktionin, O. Sukhomlynska, J. Cox, Z. Djoub and others.

The analysis of the issue evidenced the fact that the problem of professional self-development is considered from the point of view of professional development of personality (O. Borisova, V. Orlov, A. Shcherbakova, etc.), purposeful professional self-development (N. Bozhin, E. Bondarevska, V. Maralov, V. Serikov, I. Chesnokov et al.).

The study aims at clarifying the meaning of teacher's personal development and highlighting the basic professional development skills that are necessary for a modern educator.

Research methods. The theoretical methods have been used for the analysis, synthesis of pedagogical and socio-pedagogical literature to clarify the degree of development of the investigated scientific issue, generalization in order to substantiate the basic professional development skills.

Results. There are a few basic requirements to a teacher: education, job experience, love for children and, of course, patience. However, education technologies and standards of educational programs are constantly changing, which creates complexity for teachers and requires knowledge of modern tendencies and best practices in this field and prompts constant professional self-development of the teaching staff.

The concept of “professional self-development” is central in pedagogical psychology and is defined as a complex involutory-evolutionary progression, in which progressive and regressive intellectual, personality, behavioral, and activity changes occur in the person itself. L. Vygotskii claimed that “development is a continuous process of self-movement, characterized primarily by the constant emergence of the formation of a new, which was not in the previous stages” (Выготский, 1991).

Professional development of a pedagogical worker is a conscious, purposeful process of raising the level of his professional competence and developing professionally relevant qualities in accordance with external social requirements, conditions of professional activity and his own development program.

Professional development was considered as a process of quantitative accumulation of skills, relationships, as an adaptive process, due to the inherent nature of the genetic program and the complications of social influences, factors in the environment in which this process unfolds.

The development of a person is carried out not only through the acquisition of knowledge and skills, but in the process of self-activity, through creation of conditions for self-realization, self-determination, self-control, self-education, self-improvement, self-organization and other positive manifestations of self-esteem (Выготский, 1991).

In encyclopaedic literature, self-development is defined as the mental and physical development of an individual through independent exercises; development by own forces, without the help of external forces. The principle of self-development laid the foundation for personal and professional development. It determines the ability of an individual to transform his livelihoods into a subject practical neoplasm and leads to the transition to the highest form of vital activity of the person – creative self-realization.

Professional self-development is carried out in four stages: from self-knowledge to practical implementation of professional self-development.

1. Realization of self-knowledge (self-observation, self-diagnosis, self-examination). The condition of self-knowledge is presence of a certain level of self-awareness.

2. Formation of self-evaluation and decision making on the need for professional self-improvement.

3. Setting the goal of professional self-development and developing an individual program of self-organization.

4. Practical implementation of professional self-development: self-education of the corresponding features, self-regulation, self-examination, self-control and self-correction.

Self-development is the process of generating new, more advanced internal qualities, which involves building behavior and forms of staying in the socio-cultural and professional environment, which occur due to internal

activity and the use of external influences as conditions for the implementation of this internal activity.

There is no limit to professional self-development, as this process is dynamic, dialectical and due to new goals and requirements that appear in accordance with changes in standards of professional activity, ideal ideas about the meaning, content, forms and methods of professional activity.

The conclusion of the International Study of Teaching and Learning conducted for a worldwide assessment of teaching and learning conditions to improve policy and outcomes in education, coordinated by the Organization for Economic Co-operation and Development, is that effective professional self-development is a continuous process which involves learning, practice and feedback, and demands sufficient time and further support (Professional development).

As a result of the analysis of scientific research (Вайніленко, 2005; Паршук, 2014; Середа, 1999; Сухомлинский, 1979), the teacher's professional self-development is understood as a holistic, multicomponent personally and professionally significant process of purposeful activity of the teacher with continuous self-change, conscious management of his own professional development, finding one's destination and meaning of life, choosing the goals, ways and means of professional self-improvement, which contributes to the comprehension of one's own independent activity and formation of an individual style of professional activity of the teacher (Cox).

Considering self-development as the process of active, consistent positive qualitative change of personality, which is the result of not external actions, but his/her own efforts, researchers (N. Kislińska, N. Nikitina, etc.) consider this process as an activity of the individual aimed at changing those psychological and personal qualities that already exist, and are given by the nature on the preliminary stage of one's development, for example: memory, thinking, attention, emotional sphere, general and professional abilities and desires, etc.

Self-improvement is the activity of a man, aimed at forming new and strengthening existing positive qualities and properties, abilities and skills, as well as to correct their shortcomings; assumes an action on itself, means resistance of a person to a better one in himself, an extension of this better and a move to his own apex (self-perfection), the achievement of acme (Вайніленко, 2005).

Comparison of definitions of the concept of "self-development" leads to the conclusion that self-development is the internal process of self-change as a result of their own contradictions, higher level of self-movement. At the same time, the developing system should be open, because internal resources cannot ensure its existence.

The professional development of a teacher outside of the basic vocational training aims at a number of goals, such as:

- increase of the individual professional level in the context of recent achievements in the field of pedagogy;
- updating skills, attitudes and approaches for developing new teaching methods, new research results in the field of education;
- adaptation to changes in curricula and other changes in pedagogical practice;
- gaining experience in developing and applying new strategies for the implementation of the curriculum and other innovative aspects of pedagogical practice;
- getting the opportunity to share information and experience with other subjects of the educational process.

In the international educational community the term “professional self-development of a teacher” is described as “activity aimed at developing skills, knowledge, experience and other individual characteristics of a person as a teacher” (Shipin & Dzhishkariani, 2018).

Ukrainian researcher A. Kononenko understands professional self-development of a teacher as an internal process aimed at achieving professionalism, which represents qualitative changes in the person-professional sphere and professional activity (Кононенко).

The Study in the United States has shown that the educational achievements of the pupils/students can be improved by 21 % after participation of the teachers in professional development programs (The Importance of Professional Development for Educators). It means that a modern educator needs a wide range of skills for professional development along with knowledge of their subject and job experience to be an effective teacher.

Among the skills of the 21st century, or as we call it, “modern skills” that today’s teachers should possess for professional development researchers (Creating Effective Teaching and Learning Environments) single out the following skills.

Adaptability. The modern, digitalized society demands a teacher’s flexibility and ability to adapt. The new technologies that are being developed every day definitely change the way pupils/students learn and the way the teachers teach. Hence, the ability to adapt is definitely a feature that is compulsory for every modern educator.

Confidence. Every teacher should be confident both in himself/herself and in the pupils/students and colleagues to inspire others to be confident and to influence others to be a better person.

Communication. It is essential for a modern educator to communicate successfully with not only pupils/students but with parents and staff, so it is important to talk clear and concise.

Team Player. Teachers work together as part of a team or a group to provide pupils/students with a better chance to learn. Networking with other educators (in real life or virtually) and solving problems together leads to success of both a teacher and a pupil/student.

Continuous Learner. Effective teaching is also a learning process that never ends. The world is always changing, along with the curriculum and educational technology, so the teacher is to keep up with it.

Imaginative. The most effective tool of a teacher is imagination. Teachers need to be creative and think of unique ways to keep their students engaged in learning.

Leadership. An effective teacher is a mentor, a good role model for the students.

Organization. Modern teachers have the ability to organize and prepare for the unknown. Studies show that organized teachers lead more effective learning environments. So it is even more imperative to be organized if you want higher-achieving students.

Innovative. A modern teacher is open for the new – from new educational apps to teaching skills and electronic devices. Being innovative means not only trying new things, but making real-world connections and cultivating a creative mindset. Innovative educator teaches the students to take risks and makes them learn to collaborate.

Commitment. While being committed to your job is a traditional teaching skill, it is also a modern one. A modern teacher needs to always be engaged in the profession.

Ability to Manage Online Reputation. This modern teaching skill is definitely a new one. In this digital world most people, if not all, are online. This concerns teachers as well, hence modern teachers need to know how to manage their online reputation and which social networks are Ok for them to be on. LinkedIn is a professional social network to connect with colleagues, but some other social networking sites where students visit, are probably not a good idea.

Ability to Engage. Modern teachers know how to find engaging resources. In this digital world it is essential to find materials and resources for pupils/students that will keep them interested. This means keeping up to date on new learning technologies and apps, and browsing the internet.

Understanding of Technology. Technologies are developing at a rapid speed. In the past five years alone we have seen huge advancements and we will continue to see it grow. Though it may be hard to keep up with it, it is a must for all modern teachers.

The driving forces of personality development are internal contradictions that stimulate his/her activity. Some contradictions can be successfully overcome, and this leads a personality to new actions and ultimately to self-improvement, while others cause insurmountable obstacles in overcoming them.

However, during professional activities on the path to self-development of a teacher, many external and internal barriers arise due to many objective and subjective factors.

External objective barriers:

- low salary, wages, lack of time for self-development;
- high intensity of work;
- poor health and its constant restoration.

External subjective barriers:

- no conditions for self-development of teachers in the education institution;
- conflicts on the workplace;
- lack of support from the administration, which does not require self-developed teachers.

Internal objective barriers:

- lack of skills (ability) of self-development, observance of patterns and stereotypes;
- lack of motives and needs for self-development;
- insufficient formation of psychological mechanisms of self-development, self-perception, self-propagation;
- ignorance (superficial knowledge) of technology of self-development and self-education.

Internal subjective barriers:

- own inertia, laziness, reluctance to mobilize for change, personal growth;
- disappointment in the profession, due to professional failures;
- self-programming to block the desire for change;
- a negative attitude to all sorts of innovations that change the normal course of life and make them work on themselves (Митина, 1998).

All of these factors restrain and sometimes stop the self-development of teachers. As J. Glazkova observes, barrier, on the one hand, is a complex pedagogical phenomenon, which hinders, constrains, reduces the efficiency and success of the pedagogical process (negative functions), and therefore needs to be prevented, and on the other – a means, which stimulates, prompts, increases the efficiency of activities of subjects of the pedagogical process (positive functions) by overcoming it (Глазкова, 2013).

The scientist emphasizes that the role of the barriers in the development of creative thinking is significant, since external barriers (tasks set) develop thinking only when it is necessary to overcome internal barriers to overcome them (conscious lack of ready-made mechanisms for reaching the goal), which may be related to the lack of formance of the skills of adequate mental activities or other internal cognitive contradictions (Глазкова, 2013).

Accumulation of experience in overcoming barriers ensures development of freedom, which causes changes in the mechanisms of self-regulation of behavior, formation of motivational installations, which are manifested in difficult situations of choice and, with the rest, leads to relief process of overcoming barriers. Also, the researcher emphasizes that barrier is a kind of stimulus for the development of potential personality and proves the feasibility

of artificial creation of educational barriers with the aim of their further overcoming (Глазкова, 2013).

In our opinion, the main motive of all these are internal objective and internal subjective barriers, since they are more related to the motivational sphere of life and professional activity of a teacher in particular. Most teachers need direct support and necessary conditions for self-development. However, there is a category of teachers who are capable of self-development in almost all conditions.

Conclusions. Therefore, for effective self-development and self-improvement in a modern environment, it is important for a primary school teacher to have some resources, including time for self-development, access to information, methodological support (activities, training technology and training programs that a teacher can use for his professional development). And although the creation of conditions and resources for self-development sometimes requires some material costs, however, an education institution should devote considerable attention to self-development of the teaching staff.

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РЕЗЮМЕ

Ненько Юлія. Навыки для личного профессионального развития современного педагога.

Целью статьи является исследование содержания личного развития педагога и освещение основных навыков профессионального развития. Использованы теоретические методы: анализ, обобщение педагогической и социально-педагогической литературы для изучения степени развития исследуемого научного феномена, а также обобщение с целью обоснования базовых навыков повышения квалификации учителя для собственного профессионального развития. Исследована сущность понятия «профессиональное саморазвитие». Выявлены барьеры, препятствующие эффективному саморазвитию педагога. Выявлены и проанализированы базовые навыки педагога, которые способствуют эффективному профессиональному развитию и саморазвитию. Перспективы дальнейших исследований этого направления видим в исследовании проблемы формирования готовности учителя к саморазвитию.

Ключевые слова: педагог, учитель, саморазвитие, профессиональное саморазвитие, навыки.

SUMMARY

Nenko Yuliia. Skills for personal professional development of a modern educator.

The purpose of the article is to study the content of personal development of the teacher and highlight the basic skills of professional development. The theoretical methods were used: analysis, generalization of pedagogical and socio-pedagogical literature to study the degree of development of the scientific phenomenon under study, as well as generalization with the aim of substantiating basic skills teacher enhancement for their own professional development. The essence of the concept of "professional self-development" is

investigated. The barriers interfering with the effective self-development of the teacher are revealed. The basic skills of the teacher, which contribute to the effective professional development and self-development are identified and analyzed. Prospects for further research of this direction are seen in the study of the problem of formation of a teacher's readiness for self-development.

Key words: *educator, teacher, self-development, professional self-development, skills.*

УДК 808.5

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КРАСНУЮ РЕЧЬ КРАСНО И СЛУШАТЬ: НАРОДНЫЕ ПРЕДСТАВЛЕНИЯ О РЕЧИ

У статті відображено один фрагмент фольклорної картини світу. Автор статті реконструює кодекс побутової мовленнєвої поведінки, тобто своєрідну народну риторичку за текстами прислів'їв та приказок (паремій), що описують мовлення. Матеріалом для аналізу стала тематична група паремій «Мова – мовлення» за збіркою В. І. Даля «Прислів'я російського народу». Паремії повною мірою відтворюють народне уявлення про «правильне» мовлення. Народні знання не сформульовані в точних визначеннях та не названі термінами. Народна риторика описує норму мовленнєвої поведінки через художню форму, тобто образно, емоційно. У пареміях обговорюються такі комунікативні параметри: відповідальність за вимовлені слова, змістовність мовлення, логічність, уміння вибирати співрозмовника, правдивість мовлення. У статті також описані метафоричні моделі комунікації на основі паремій про мовлення.

Ключові слова: *паремії, прислів'я та приказки, народна риторика, донаукові уявлення, побутова сфера мовлення, кодекс.*

Постановка проблеми. Искусство красноречия, возникшее в Древней Греции, сформировало каноны публичного выступления, которые повлияли на все известные европейские риторички. Учение о красивой (правильной) речи регламентировало не только словесную часть ораторского мастерства, но и личность самого оратора. Теория риторички опиралась на известную триаду, описанную Аристотелем в «Риторичке»: этос (нравственное начало) – логос (умственное) – пафос (чувственное) (Апресян, 1986). Понимание и выполнение этих базовых компонентов обеспечивало оратору уместную понятную и эмоциональную речь. Но в фокусе внимания риторички находилась речь художественная, тогда как воздействие на собеседника и убеждение слушателей происходило и в обыденной жизни. Однако теории красивой бытовой речи не существовало. Но существовала практика регламентации повседневного речевого поведения, то есть речи долитетарурной. И происходило это с помощью фольклорных текстов.