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Intellectual capital
is the foundation of
innovative development

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INTELLEKTUELLES KAPITAL - DIE GRUNDLAGE FÜR INNOVATIVE ENTWICKLUNG
PROFESSIONELLE SELBSTVERWIRKLICHUNG DES FREMDSPRACHENLEHRERS IN DEN MODERNEN BILDUNGSDIMENSIONEN

INTELLECTUAL CAPITAL IS THE FOUNDATION OF INNOVATIVE DEVELOPMENT
FOREIGN LANGUAGES TEACHER'S PROFESSIONAL SELF-REALIZATION IN THE MODERN EDUCATIONAL DIMENSIONS

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MONOGRAPH

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EINFÜHRUNG / *INTRODUCTION*

Global integration processes in education at the national and institutional levels cause increased students interest to foreign languages as a means of communication with peers and adults, professional self-determination and self-realization in the international learning space. In turn, the qualitative teaching foreign languages to students in general secondary learning institutions requires foreign language teachers professional development to provide the learning process subjects awareness with other people's mentality and traditions, formation of foreign language culture, linguistic competence and communication with foreign educators.

The results of the survey (112 in total) have showed that foreign language teachers lack: a) high level of professional competence, including the ability to self-perceive in new communicative situations and life circumstances (46.4%); b) proper support for implementation of new pedagogical ideas by the administration of institutions, colleagues, and the parent community (40.2%); c) experience in organizing feedback via information and communication technology (ICT) with colleagues, students, especially parents who work abroad (13.4%).

Based on the analysis of scientific works (T. Gora, O. Zhdanova-Nedilko, V. Ilyina, L. Karpova, S. Kirychenko, I. Lebedyk, O. Osova, A. Tkachov, I. Tyalleva, S. Yablokov), it has been proved that due to favorable conditions participants of the learning process are united around common pedagogical problems, offer alternative ways of solving them, participate in competitions and projects, grants on education policy in the mother country and abroad, present their own products and study innovative experience of domestic and foreign colleagues. At the same time, as stated in the Law of Ukraine "On Education" (2017), such environment is productive for international cooperation with learning organizations, public institutions of foreign countries, common development of learning and scientific programs.

Theoretical foundations of the study of the problem of foreign language teachers professional self-realization are works by scientists, who reveal the leading ideas of individuals' self-realization (I. Beh, L. Korostylyeva, N. Loseva, A. Maslow, K. Rogers, V. Frankl), teachers' self-realization and achievement of acmeological peaks in their professional activities (E. Goloborodko, O. Grechanyk, I. Drozdova, O. Dubaseniuk, V. Ognevyuk, G. Kovalenko, M. Lazarev, K. Poseletskaya, R. Prima, L. Rybalko, N. Samokhina, S. Sisoeva), enhancing professionalism and professional competence of teacher's personality in the updated conditions of pedagogical work (N. Bilyk, I. Gorbachova, V. Grynyova, N. Huziy, Y. Ermak, L. Kalashnikova, S. Kirychenko, T. Kutsenko, N. Marakhovska, L. Peretyaga, I. Prokopenko, T. Khlebnikova, L. Horuzha, R. Chernovol-Tkachenko).

Studying the works by these scientists enables to state that the problem of teachers professional self-realization is given considerable attention, but technological support of this process needs to be developed.

Relevance of studying the outlined problem is exacerbated by the following contradictions:

- between the increased requirements for foreign language teachers professional

competence and the insufficient level of their professional self-realization;

- between the potential of the foreign-language learning environment for teachers professional self-realization and the insufficient use of these opportunities by foreign language teachers;

- between the need to ensure the process of professional self-realization in a foreign language environment and the insufficient theoretical elaboration of the problem.

KAPITEL 1 / *CHAPTER 1*

ESSENCE, CONTENT, STAGES OF FOREIGN LANGUAGE TEACHERS PROFESSIONAL SELF-REALIZATION

Identification of the essence of self-realization of the person is facilitated by logical-semantic analysis of the concept. The term "self-realization" is borrowed from English language and is presented in the philosophical encyclopedic dictionary (1983) "as a realization of oneself" [190, p. 537]. The key words of this term are embodiment of their inner strengths and abilities, self-help in realizing potential opportunities, development of genetic and personal abilities, self-sufficiency [143].

In order to reveal the essence of professional self-realization of foreign language teachers, we refer to the essential provisions of the theory self-realization of the personality, which is the theoretical basis of the above problems and are reflected in scientific research.

The problem of human's self-realization, their development and self-improvement is at the forefront of philosophy of different eras. We paid attention to the fact that the writings of that time did not have the term "self-realization," the content of the thoughts of thinkers is filled with ideas about the development and improvement of human potential for realization in all spheres of being [13; 21]. In particular, the analysis of Eastern ancient philosophy testifies that one can only achieve true self-realization when they are in harmony with the Universe, with themselves and other people. Eastern thinkers, such as Confucius, believed the truth to be multidimensional, diverse, so it cannot be fully reflected, and different views of it are the impetus to reveal the inner potential and its realization, which is the ultimate goal of each individual.

Referring to the works by L. Rybalko and N. Samokhina [147–151; 155] we involved in the study of the philosophical aspect of the problem of self-realization, which is close to the topic of the study. In our opinion, the existential direction of exploring the issues of meaning of human life and realization of own valuable potential.

Despite the fact that such a trend branches into religious existentialism (M. Berdyaev, K. Jaspers), atheistic existentialism (Jean-Paul Sartre, Martin Heidegger), the common thing is recognition of human existence in the world. This being is peculiar to a man in experiences, goes beyond the existence of real thought, that is, transcendent. The main philosophers' opinion is that a man seeks to discover their own essence, feels the value of their being, carries out specific activities for the realization of a kind of potential.

We are also impressed by the ideas of the ethics of self-realization (A. Adler, B. Bown, J. Mackenzie, J. Royce and others), within which the individual is always opposed to the public. Proponents of this philosophical direction believe that human actions are closely related to their awareness of the importance of their own self-being in the world, personal responsibility for the consequences of activity and behavior.

Within the research, scientifically valuable are the opinions of well-known

Ukrainian and foreign psychologists [94; 99; 110; 206], who study the phenomenon of self-realization of the personality, its psychological mechanisms.

A Ukrainian psychologist G. Kostyuk [76] considered internal contradictions as the main mechanism of personality development, which are caused by the attitude of the person to the outside world, contradictions between the individual's needs and demands of the society. The scientist emphasized the difference between new human needs and ways of satisfying them, personal aspirations for transformative positive changes and reinforced stereotypes that impede their self-development and self-realization. A person can be moved forward by the desire to acquire the level of professionalism and the place that they occupy in the system of public relations.

Self-realization of the personality in the concept of humanistic psychoanalysis by K. Horney is overcoming, removing of the internal conflict and returning to spiritual harmony not only through awareness of contradictory factors of their existence, but also through feelings. Self-realization occurs due to free choice of personality in the process of their self-realization in the environment in the process of life. In today's context, K. Horney's views not only have not lost their scientific, social and psychological-pedagogical value, but and are noticeably updated with new problems of individual and social being in the environment [197].

The scientist A. Rean [144] identifies the idea of "self", self-development, self-realization, self-transcendence and self-improvement of personality. He believes that the need for self-development, the desire for self-improvement, self-realization is an indicator of personal maturity and at the same time a condition of the achievement, while their own personal development allows them to reach longevity. The desire for self-realization (self-development) allows you to succeed and consolidate it in the professional field, promotes professional longevity. To develop the psychology of personal maturity it is not enough to have the idea of self-development, self-actualization in its pure form without regard to the phenomenon of self-transcendence.

According to the scientist, self-transcendence means that the person in the first turn enters some relation with non-objective reality, but the categorical opposition of self-transcendence and self-actualization as two alternatives are impractical. So, self-development, self-realization enforce development of two realities: substantive and intangible (deep, purely spiritual, unconscious, and conscious self) self-actualization and self-transcendence, but in a single, complementary process.

According to the views by I. Chesnokova, the highest development during self-realization and formation of value orientations, own plans and a sense of dignity, is reached by the personality of the individual. As the internal method of self-knowledge at the highest - second - level I. Chesnokova considers self-analysis and self-reflection, while at the first level of development of self-awareness such internal subjective techniques are self-perception and self-observation [200].

In modern studies we find references to the scientific works by L. Korostylova [75], who developed a structural and functional model of self-realization of the person with division into blocks "I want", "I can", "must" and "decision". When choosing one's own tasks, one is guided by their own interests and desires, that is, by the first block "I want" (sense formation). The "I can" block helps to evaluate own

forces and choose the tools to accomplish the tasks (sense of awareness). Further, the decision-making process requires social necessity, that is, the use of the "must" block happens in interaction with the decision-making process, that is, determining one's own motivational value and orientations. Self-realization can happen with a stable or unstable character. L. Korostylova states that "the sustainability and adequacy of self-realization as a process and the result is determined by the strategies used. Such strategies can be aimed at implementing both a progressive model of self-development and a regressive one. The idea of the progressive model can be expanded to include environmental and noospheric components"[75, p. 24].

During the process of self-realization, the individual uses certain strategies, makes efforts to collaborate with the external socio-cultural environment and to actualize their own potential. "Above all, these strategies must meet the criterion of utility (productivity) for both the individual and society, the world throughout the life course of the individual. In case of failure of the necessary conditions of the criterion of self-realization under the influence of regressive tendencies self-realization is distorted, becomes unstable, non-constructive character" [75, p. 48].

The above-mentioned scientist proposed the concept of actual self-realization, which corresponds to the situation relevant from the point of view of the subject. It is possible to distinguish between personality-situational and motivational-semantic aspects of self-realization. This means that with the help of a number of actual self-realizations, potential opportunities and ideas of a person can be realized. It is important to highlight the levels of personality's self-realization, in particular: 1) primitive-executive; 2) individual executive; 3) the level of implementation of roles and norms in the society (with elements of spiritual and personal growth); 4) the level of sensory life and value implementation (implementation of essential authenticity).

In the overwhelming majority, the process of self-realization takes place deliberately, which L. Korostyleva emphasizes. However, it introduces the concept "Strategies of self-realization", that is, "managing a person's process of self-realization, based on adequate, far-reaching plans and predictions, grasping the personality of their sentient and value of orientations" [75, p. 59].

In the scientific literature [1] the prevailing view is that the self-realization of the individual is a process of self-transformation and the result of the most complete detection and disclosure of the inner essential forces of a man. For example, K. Abulkhanov-Slavsk defines self-realization as a process of actualization of potential human abilities and understanding in the line of this process of feeling happiness. This process can occur in the subject world and solely on the basis of mental life, may be related to crystallization of values or calling for new qualities, it can be a sense of satisfaction from life as the totality of actions (the ideal of happiness is close) or a break on the wave of happiness during useless to the subject action. Self-realization is a process of subjective satisfaction with their own activity, which is an expression of the deepest man's aspirations and falls into one's potential creative ability.

Approximate to the previous statement is A. Lisnichenko's opinion, which states that "self-realization is a conscious, purposeful, active self-creation and self-expression of a person who leads to self-development" and explores the concept of

creative self-realization, which is a "free, conscious objectification of the essential forces of a man, embodied in an individual form and acting as an internal personal meaning" [90, p. 8].

Other scientists are the same opinion. The scientist O. Koropetska defines self-realization "as the process of realization of the development opportunities of one's self by the individual's efforts in the context of joint activity with society, people and the world on the whole, e. g. the process of realizing the inner potential of the individual in their external activities" [74, p. 119]. The scientist believes that the process of self-realization lasts throughout life. Everyone strives for self-fulfillment in one area or another, but each person has a peak (determined as acme in acmeology) and moments of recession (respectively catabolism), and not everyone can self-actualize, that is, achieve the right thing development of value-motivational sphere.

The scientist J. Vorontsova considers "self-realization of personality" as a conscious process of the most complete disclosure and growth of potential and of the motivational incentive essential forces of the leading man to self-affirmation of one's self [16, p.7].

It should be noted that the above mentioned researchers are united by the essential position of the theory of self-realization of personality, we mean human nature is built so that it consciously seeks and has all the potential to the fullest disclosure of oneself in the constantly developing and improving personal and professional forces world [5–6].

Self-realization of a personality by the nature of detection is substantive, that is, disclosure of the internal potential occurs in professional activity (Yu. Yermak, A. Zaitseva, M. Lazarev, A. Lisnichenko, S Kirichenko, T. Kutsenko, N. Samokhina, N. Szeged, K. Sergeyev, I. Tyallev, N. Halimon, I. Kharkov) [44; 48-49; 63-65; 90; 65-67; 78–84; 156; 159; 189; 191; 192]. Therefore, we must take into account the concept of "professional self-realization of a personality", which is the process of unlocking the inner contradictions between "I want" and "I can", self-expression of the inner forces of a person in professional activity, the result of which is satisfaction of one's own needs.

The scientist L. Korostylyova [75] considers satisfaction as a subjective factor to the essential features of self-realization of a person in professional activity condition and utility or performance and success as objective conditions.

So, if to adapt the scientist's ideas to teachers' professional activity, it should be noted that teachers' professional self-realization is a self-realization in professional activity with the help of their own efforts, self-affirmation in their own particular professional way.

Generalization of the research results showed that in pedagogical activity there is also self-creation and professional growth, which is a comparison of personal and professional qualities, the requirements of pedagogical activity on the basis of self-knowledge and adequate self-assessment of their own potentials, deployment of teachers' creative potential.

Scientists consider the concept of "teachers' professional self-realization" as a process and the result: gaining subjective professional experience throughout life,

based on teachers' desire and ability to learn the basics of pedagogical innovation, to develop and use the author's learning programs (L. Armeyska, E. Golovoborodko, I. Ziazun, N. Loseva, V. Mazin, T. Kutsenko, E. Potapchuk) [4; 20; 53; 93; 96; 78–84; 139]; presentation of pedagogical values, experience of appropriating them and filling them by personal meaning, while at the same time subjecting one's own essential forces, disclosure of individuality and personal uniqueness, self-presentation and satisfaction with career growth, design of new positive self-changes and achievement of acmeological peaks (N. Guziy, O. Dubaseniuk, I. Isaev, R. Ishmukhametov, M. Sitnikov) [35; 36-43; 57; 58; 163].

It is worth noting that the concept of "teachers' professional self-realization" has been revealed in an experimental study by S. Kirichenko [65–67] as the purpose and result of our own transformative activity, which occurs on the basis of self-knowledge and juxtaposition of personal and professional qualities to the requirements of pedagogical activity, as well as a qualitative process of performing professional duties, designing positive self-changes and achieving the highest learning outcomes [59]. From the designated position we think that teachers of different learning fields have a high capacity for professional self-realization, but lack of experience in foreign language communication, partnerships with foreign colleagues, cooperation in international learning projects. That is why we attach particular importance to the problem of professional self-realization of foreign language teachers, who should become leaders and organizers of learning project activity in educational institutions.

Another approach is taken by the scientist T. Kutsenko [78–84], who considers the essence of the concept "teachers' professional self-realization in the system of methodological work of secondary schools" as a capacity to perceive and reproduce personal pedagogical experience, develop and implement innovative authoring approaches to teaching and educating students through the means of methodical work. According to the scientist, we take into account that teachers of different learning fields have a high capacity for professional self-realization despite lack of experience in foreign language communication, partnerships with foreign colleagues, the skills to work with foreign colleagues on international learning projects, negotiate and act positively. That is why we attach particular importance to the problem of foreign language teachers' professional self-realization, who should become initiators and leaders organizing international cooperation in higher institutions.

From a gender perspective, the scientist V. Gupalovskaya studies women's professional self-realization. She argues that "self-realization is an objectification of individual's essential potential in various social activities. The main areas of individuals' self-realization is private life and professional activity" [32, p. 20]. She regards self-realization as a natural tendency, a psychological need, an indispensable goal of personal activity and as a result of woman's activity as a socialist in the world on equal rights with her husband.

However, scientists are unanimous in the opinion that professional self-education is aimed at realizing the teacher as a personality, and aspiration towards self-improvement and self-education are important factors of teachers' professional growth, expansion of their creative abilities, cognitive interests and formation of a

creative personality. (Leon Benade, Elizabeth Rata, Peter Roberts, Robin Small) [209; 222; 225; 226]. In particular, Leon Benade identifies the teacher of the XX century as a leader capable of motivating students to self-development, self-education and self-presentation. He describes modern student as active, confident, sociable, eager for new knowledge and accomplishments of personality. Peter Roberts believes that education should play an important role in deepening understanding of the self, the nature of suffering and despair, and happiness and joy. The main task of education should be to prepare students to life situations that are often uncomfortable, unpredictable and disturbing. Robin Small prompts to reflect on the personality of the modern teacher as a role model for students who are constantly working on themselves, seek self-realization, expansion of professional horizons [217; 221].

Professional self-realization is a necessary prerequisite for self-training, professional self-education and teachers' professional growth. According to S. Elkanov, the future teacher's self-education program should contain all the basic requirements for the teaching profession to their personality, to what constitutes a common, special and individually unique. He identifies the basic personality traits that self-education needs, namely: social and general personality traits teachers (ideology, citizenship, morality, pedagogical orientation, pedagogical beliefs, aesthetic traits); professional and pedagogical traits (theoretical and methodological training in the specialty, psychological and pedagogical readiness for professional activity, development of practical pedagogical skills and abilities); individual traits (features of cognitive processes and their pedagogical direction: pedagogical observation, thinking, memory, emotional sensitivity, volitional qualities, features of temperament, health status] [45, p. 142].

Based on the analysis of scientific literature (G. Jose da Costa, I. Ionova, I. Isaev, R. Ishmukhametov, L. Korostyleva, S. Kirichenko, N. Kuzmina, T. Kutsenko, V. Maralov, N. Sidorchuk, M. Sitnikova, L. Sluzhinska, A. Sushchenko, L. Sushchenko) [46; 56; 57; 58; 75; 65-67; 77; 78–84; 101; 160; 162; 164; 165] the essence of professional self-realization of foreign languages teachers has been revealed as a process of activation and disclosure of one's professional potential under conditions of a foreign-language learning environment, initiating the creation of such an environment, dissemination among colleagues and students ideas of cooperation and partnerships, realization of the positive influence on students motivation and interest in foreign languages, facilitating assimilation of the foreign language culture experience.

The connection between the teacher's professional self-realization and their competence was noticed in a work by the scientist V. Zarytska, who defines self-realization as "the process and result of personality's application of everyday life and work acquired competences, their perfection and development by involving the personality in creative activity and receiving from the latter not only benefit to oneself and others, but also to inner satisfaction" [50, p. 13]. The scientist proves that completeness of self-realization depends on the level of personal vital competence of the individual. Within the scope of the study we will clarify the concept of "teachers' professional competence", which is also interpreted from different author's views by researchers. According to the analysis of the results of studying the conducted

research on the chosen topic, the teachers' professional competence is a difficult personal entity that includes a "system of professional knowledge, skills, significant personal qualities and experience that determine the effectiveness of pedagogical activity and ensure a high level of self-organization" [203, p. 6]. The scientist I. Shumilova [203] also states that teacher's professional competence determines the ability to exercise high-level pedagogical activities, to solve pedagogical situations and tasks according to the values learned and based on the use of knowledge, learning and life experience.

We are impressed with I. Zaitseva's scientific approach [48-49] to highlighting philological teacher's key competences we used in the study. These are the following competencies:

- subject-methodical, which characterizes the knowledge and skills of the subject by profession, the method of its teaching; knowledge of laws, principles, methods, teaching aids, forms of its organization and relevant didactic skills;

- information and communication, including knowledge of information sources and ability to work with them, ICT skills; knowledge of effective interaction with all participants in the learning process and the ability to put this knowledge into practice;

- diagnostic and prognostic, which includes knowledge of the nature and technology of monitoring students' learning activities and skills to implement it on the basis of a complex of diagnostic methods and procedures; ability to carry out reflective actions, perform self-management and corrective work with students; anticipate the consequences of students' own actions and actions in the learning process;

- constructive and creative, which implies the presence of knowledge in the field of creative pedagogy and the ability to combine, transfer knowledge and skills in a new situation; to plan their professional activity; to model (student's personality, creative projects, e.g. programs, techniques, technologies); apply heuristic learning technologies.

It should be emphasized that nowadays, cooperation between institutions of general secondary education and international learning and public organizations are not only declared in the Law of Ukraine "On Education" (2017), but is also gaining practical importance in teaching teams. Such cooperation helps to improve the quality of teaching foreign languages, qualitative indicators of students' academic achievement, formation of teachers' professional skill level and students' motivation to learn a foreign language. In the process of foreign language communication, teachers' professional competences are improved and students' skills of communication, translation and writing are formed.

Unfortunately, the cited work lacks teachers' communicative language competencies, as the current trend of convergence and integration of learning projects requires foreign language communication between the participants in the learning process. Foreign language communication competence allows the teacher to navigate in a modern society, quickly respond to learning reforms, engage with colleagues actively, share pedagogical experience, project peer-to-peer communication, rethink and develop self-improvement plans in professional activity. Thanks to this competence, they are expanding the boundaries of the teacher's self-realization, the

need for self-improvement is activated and self-development that is the subject of pedagogical acmeology research.

In our view, it is also necessary for the philological teacher to have a speech competence through which they must convey the experience of a foreign language culture. Mastering the language of international communication allows a person to discover their own potential more broadly, to expand limits of professional self-determination, find like-minded people outside countries, to arrange family and working life. Language is an effective communication tool in the dialogue of cultures and civilization of the modern world. Thanks to foreign languages the geography of employment is expanding, access to foreign sites and print jobs is opened, as well as internships abroad. The modern foreign language teacher has to rethink their role in the learning process in the light of the latest feature of society: the development of renewed intelligence and the understanding that English is a leader in international communication. However, foreign language training should be oriented towards motivation for identifying and developing students' communication skills in all speech activities [10; 18].

Scientific works by I. Shumilov [203] and S. Yablokov [205] refer to general cultural competence (competences) of a humanities teacher specialties, including a foreign language teacher. For example, S. Yablokov defines the cultural competence of a foreign language teacher as "Their awareness of a range of issues covering various aspects of culture (peculiarities of national and human culture mentality; spiritual and moral foundations of a human and human life, of individual peoples; cultural bases of family, social, public phenomena and traditions; the role of science and religions in human life, their impact on the world; competences in the domestic, cultural and leisure fields) as well as awareness of cultural significance of pedagogical activity, knowledge and experience of such activities" [205, p. 44]. As we see, professional, but to be precise, teacher's pedagogical competence is referred by the researcher to general cultural competences.

According to Yu. Zadunayska [47], teacher's professional competence should cover not only knowledge, skills, but also value orientation, motives of pedagogical activity, self-understanding and construction of interpersonal relationships, ability for creative self-development and self-improvement. Formation of foreign language teacher's professional competence, in the scientist's view, should be delivered through the content of education. The essence of this competence is not much different from the previous ones on the text of the constituents, namely it is composed of knowledge of pedagogy, psychology, foreign language teaching techniques, ability to apply them in new non-standard situations, the ability to productive professional activity.

According to the researcher S. Yablokov, a foreign language teacher has to meet high levels of cultural competence, ability to actively apply innovative cultural technologies direction, ownership of interpersonal and intercultural means of communication, social responsibility, aspiration for spiritual self-development, creative self-realization [205, p. 67]. In order to provide foreign language communication in the foreign language learning environment teachers should constantly open their own resources, improve their foreign language potential, attract domestic and foreign colleagues to collaborate and partners to persuade students and

their parents that multilingualism is functional chain through the dialogue of cultures and civilization of the modern world, a means of transmission and perception of new learning information.

According to the results of scientific thoughts study, scientists express their own understanding of the competence approach to the teacher's personality their professional qualities. However, the common thought is understanding the importance of teacher's professional competence for qualitative implementation pedagogical activity [61; 68; 72].

In the process of scientific research, it has been established that during a teacher's self-realization, their professional competence as a dynamic combination of psychological-pedagogical and professional knowledge, abilities, skills, ways of thinking, views, values, personal qualities are constantly improved. At the same time, teacher's professional self-realization is directly related to the specifics of teaching subjects and influences the ability of the teacher to successfully perform functional responsibilities and solve pedagogical tasks.

T. Brik's scientific work [12] deals with the urgency of mastering the skills of foreign language professional communication as a matter of purely communication skills, speaking skills, hearing skills, reading, writing, which allow to receive the corresponding foreign language information on professional topics, followed by its use for professional self-improvement, to competently express their opinions in the course of verbal and non-verbal interaction with other subjects in the process of professional activity. Taking into account the author's opinion and her own experience of pedagogical work, it should be noted that foreign language teachers' competences contain knowledge and skills of foreign language communication, that allow them to navigate scientific and methodical information, the ability to quickly respond to changes and reforms in the learning space and actively engage with colleagues, a willingness to share teaching experience and project partnerships, ability to rethink your own potential, overcome obstacles, identify resources and make a self-improvement plan.

Thus, foreign language teachers' professional self-realization should be considered in the format of the New Ukrainian School, which consists of eight basic components, including: new content for education, it is based on formation the competencies where the leading role in the learning process is played by the subjects as the ability to learn throughout life. In this regard, a new paradigm of education has emerged: the learner - the subject-matter environment (including new information technologies) – the teacher. To achieve this goal, the teacher must, above all acquire a new competence that is not teaching the subject (transfer of ready knowledge), but development of the student by the means of their subject. It is very important for foreign language teachers to teach students not only to be aware of, but also to acquire knowledge through active cognitive activity, forming their ability to learn throughout life.

It has been established that due to rapid changes in the society and education and the mobile response to them by all participants in the learning process content of foreign language teachers' professional self-realization needs to be constantly updated and improved and expressed not only in the categories of professional

knowledge, skills, but also ability to learn throughout life. This is facilitated by teachers' need for self-expression and self-realization in a foreign language environment, the pursuit of career growth in the teaching staff, realized a sense of satisfaction with one's own and student's achievements. Substantial bases of teachers' professional self-realization form value orientations on self-development of the student's personality in the process of studying foreign languages, understanding their own "I" - concept, knowledge of own possibilities and correlating them with the requirements of pedagogical activity, ways of improving professional competence. Due to adequate self-esteem and advanced reflection skills, learning results are corrected [60; 73].

The study presents our own approach to understanding the essence of a teacher's professional self-realization, its relation to their professional competence. Teachers' knowledge and skills in pedagogical technology provide realization the ability to carry out learning process; interact with students, instruct them in the process of various work; manage oneself, their emotional state, language, which is manifested in behavior and actions. Pedagogical skills help the teacher in self-expression of self, formation the positive self-concept, improvement of pedagogical technique; pedagogical abilities, such as communicativeness, creativity, reflection, perceptual, intellectual, organizing abilities, kindness, demandingness, independence, self-control, optimism, honesty, self-regulation, etc. are a humane teacher' the characteristics.

In scientific works, the authors have come to the conclusion that self-realization of a personality is the consistent implementation of specific actions of the individual's self. In particular, the scientist T. Kutsenko considers teachers' professional self-realization as goals, tasks, needs, motives for self-realization, setting to self-realization, which are realized on concrete actions: self-knowledge (understanding of self-recognition based on reflection), self-actualization (activation of inner potential, disclosure of one's own "I" -concepts), self-realization on the basis of identified potential forces (prediction, fine-tuning, ordering of essential forces, directing them to the fullest possible disclosure in professional activity), self-improvement (adjustment of their own potential abilities on the basis of self-control and adequate self-esteem) and self-development (the gradual movement of a man's internal forces, leading to "flourishing" own abilities); the result of professional self-realization of an individual as a new product of professional activity [80]. The scientist examines the processes of teacher's self-realization in the system of methodological work of secondary institutions, emphasizing the potential of this work for pedagogical workers' professional self-realization.

The study emphasizes that individual's self-realization must be substantive. L. Levchenko emphasizes [86]its significance exploring the high school students' self-realization in research activities of new-type schools at the creative level, the scientist concluded that such self-realization would occur at an optimal pace, if: students' research becomes an integral part of the whole learning process of schools of a new type; the principle of free choice for capable, gifted students towards the problem, direction of research, its content, leader, group of comrades, together with whom the research is conducted; research circles, groups, associations will be formed from

student reference groups, who are connected with orientation to a certain type of future professional activity; the members of these associations (groups) will have a flexible curriculum and, if necessary, study individual subjects on an individual schedule; research work of a certain students' category will become personally and socially important and meaningful. According to the scientist creative self-realization occurs as a practical, productive process already on the basis of preparation, mobilizing work of self-actualization, it is realization of the individual's inner potential of the that occurs by resolving rather sharp contradictions between "I" ideal and "I" real. Self-actualization skills are formed through personality and activity: these are consecutive acts of self-discovery, self-esteem, manifestation creative activity, independence, self-expression.

According to the scientist L. Rybalko, consistent actions of self-realization occur in different types of pedagogical activity and regardless of specifics of teaching subjects. The author identifies the motivational direction of teacher's self-realization, the content of which is the purpose, tasks, needs, motives of self-realization, setting on self-realization; actions of self: self-knowledge (reflection, self-perception, self-identification, self-determination, self-restraint); self-actualization (self-disclosure, deployment of human essential forces, self-forecasting); self - actualization process based on self - actualization (self – design as the first act of action, realization - self-organization, self-government or self-management); self-improvement (self-monitoring, self-correction, self-regulation, self-control, self-esteem); self-development, self-expression, self-presentation, self-affirmation [147–151]. Despite the versatility of mechanisms of teacher's self-realization we consider it necessary to specify different types of teaching activities as well with the peculiarities of teaching different subjects.

A certain complement in our study are works by J. Vorontsova and L. Dolinsky. Approximate and quite independent is the opinion by J. Vorontsova [16], who believes that self-realization of the personality consists of sequential actions of self-actualization (conscious determination by individual's life goals), self-knowledge (self-observation, introspection, self-esteem and self-control), self-development as an independent augmentation of theoretical and practical experience (self-education) and formation of new personal qualities (self-education).

The scientist L. Dolinskaya also distinguished sequential actions of the process of personality's self-realization: information about one's worth, mastering your own inner world; reflection; self-esteem; self-improvement of personality. The process of self-realization is determined not only by internal entities, but also by real experience of communication, interaction with the environment, during which the formation data is constantly the subject of social approbation [34, p. 23].

Without rejecting the scientific value of the foregoing precursors' work cited above, in the study we have our own opinion on the substantive fullness of foreign language teachers' professional self-realization, sequential implementation of these actions of self and taking into account specifics of teaching foreign language subjects.

So, based on the analysis of scientific literature (J. Vorontsova, S. Kirichenko, L. Levchenko, L. Rybalko) we will note that the process of foreign language teachers' professional self-realization is consistent and logical self-realization of

specific actions, namely: self-knowledge and awareness of goals, tasks, needs of self-realization; self-actualization and self-determination; self-creation as self-design, self-forecasting; directly self-realization of the revealed essential forces such as self-control, self-organization, self-development and self-improvement; self-affirmation - self-presentation on the basis of adequate self-esteem and the developed skills of reflection.

In the study, teachers' professional self-knowledge is considered through the category of self-awareness, since the enhancement of professional competence depends, first of all, on teachers' conscious attitude to professional responsibilities. Self-awareness as indirect knowledge of one's potential strengths helps the teacher to develop a value-emotional attitude towards themselves, to orient their own self towards self-development at the beginning of professional formation. In all the psychological theoretical propositions that present the structure of self-consciousness, self-knowledge is included in the self-awareness that provides its content and dynamics. The teacher's professional self-awareness is a personal mechanism that plays active regulatory role in the teacher's activity through which it becomes possible for active self-development, conscious improvement of personal and professional qualities, formation of professional competence.

The scientist Y. Ermak defines the teacher's professional self-knowledge as "The ability to identify the teacher's profession, to be aware of the importance of developing your own self-concept in pedagogical activity, identify and compare their own abilities with the requirements of professional training" [44, p. 6]. We could complete the signs of teachers' professional self-knowledge as reflection on the need for personal and professional disclosure qualities while improving pedagogical professionalism; filling self-awareness with content that connects a teacher with pedagogical team, with culture and society in general; attitude towards yourself as a professional.

In the field of professional work, self-knowledge plays a regulatory role. Professional self-knowledge accumulates not only understanding and acceptance of conditions and requirements of a specific activity, a certain model of professional behavior and attitudes, but also knowledge and understanding of their role, tasks and opportunities in your chosen area of social relationships.

It is based on the process of recognizing oneself as a subject of activity, the effective side of which are professional aspects of the "I"-professional self-awareness image.

According to N. Kuzmina, characteristic of high-level teachers' productivity is a continuous self-knowledge based on harmonious combination of all components of experience, knowledge on other people and themselves (high autopsychological competence). These teachers have most typical adequate self-esteem, special sensitivity to the advantages and disadvantages of self and activity, ability to understand the causes of their creative success and failures, ability to analyze and summarize the results of their own professional activity, to compare it with other teachers' work. High-performing educators with the ability to diagnose their own professional opportunities successfully regulate pedagogical actions, and in solving learning problems reach a high level modeling not only the system of knowledge, but

also forming the necessary value orientations and personality traits [77].

According to N. Marakhovska, increased competition in the labor market necessitates the formation of future professionals' identity, including foreign language teachers. Development of their identities are influenced by external factors, for example, intercultural communication and cooperation, assimilation of cultures, views and ideologies as well as internal ones - human needs, interests, aspirations, goals, thoughts and values [102–109].

Unanimously, scientists (L. Korostileva, V. Maralov, L. Rybalko) emphasize the problems of obstacles, barriers to professional self-knowledge, and ways of overcoming them as insufficiently studied. Individuals, according to the scientist L. Korostyleva, face on this path such obstacles as: 1) valuable; 2) sense-constructive; 3) dispositional ones [75]. For example, irritation adversely affects a teacher's professional self-knowledge. O. Dubrovsky advises the teacher to master the skills distracting yourself from worry for a while to get rid of irritation. You can not convey your negative mood to the environment. Sometimes it is needed to give in. It will help to look at yourself from other people's point of view, listen to their critical remarks. In the knowledge of oneself the main thing is adequate perception of one's own behavior and results of activity. «Get used to it to pause before a possible outburst of anger. And during this pause, try to make sense of the situation. Then you will be able to conclude that anger will not give relief, but will only cause new trouble. Best, if you manage not to be disgusted with angry words, but through physical work or exercise. Healthy physical fatigue will absorb your anger" [128, p. 69].

One of the important techniques of professional self-knowledge is self-testing, which can be done by participating in joint pedagogical activities, in communication with colleagues in the team and in other situations. It is better to test professional knowledge and skills to use opportunities of different forms of pedagogical activity.

Studying the concept of "self-realization" is impossible without clarifying the essence of the related term "self-actualization". A humanists' psychology representative A. Maslow [115] investigated the phenomenon of self-realization (self-actualization) on the basis of the synthesis of different theoretical directions in philosophy, sociology, psychology and other sciences. From the perspective of this scientist, each personality has a natural need for self-realization, that is, the maximum disclosure of one's own potentials, abilities and inclinations.

The scientist A. Maslow classifies the needs of the person's self-realization who refers to the qualitative characteristics of their higher needs, which helps the individual to develop the potential and capabilities. Such a need is a continuous social value that is created in the process of any individual's activity, and also causes the action that determines these activities. Summit activity determines the types of the personalities' potentials that will be realized by the individual in the process of activity. The law of the hierarchy of needs by A. Maslow characterizes that satisfaction of the highest needs becomes relevant only if the needs of the lower are met that should be long, intense and continuous nature. This means that the formation of social needs in social groups and by individuals occurs consistently in a regular manner, that is, meeting one of the higher individual's needs appears only if it is of a

lower order.

During self-actualization the inner potential of the person, their resource potential is revealed. We understand the foreign language teachers' foreign-language potential as a desire for professional self-realization and dialogic communication in the learning process, knowledge and skills in teaching foreign languages, the ability to create a comfortable learning environment by means of foreign language communication. From the given the fact that we are dealing with adults who are professionally oriented, having some teaching experience, we have to explain the expediency of activating teachers.

On the basis of self-actualization, teachers' professional self-determination takes place. It should be noted that the scientific work by N. Tkachenko [187] spelled out reference points for modern foreign language teachers professional activities who serve professional self-determination. These benchmarks include: preserving and developing Europe's linguistic heritage and cultural diversity; stimulating the study of modern European languages; promotion of European mobility, cooperation, mutual understanding.

In the process of essential self-determination, according to I. Nikitina, the self is freed from the control of personality, its possession, it is revealed, it is gaining strength, it becomes the master of development, the whole and the integrated self is created. [120, p. 30].

Professional self-determination through the team is important for a teacher. In particular, in the writings by Anton Semenovich Makarenko direction of human's inner potential is revealed in a harmonious combination of the need for self-realization and self-development with the desire to help another person, to combine personal with the collective, to concede own interests for the sake of working together. Everyone has to demand from their own to be responsible. "This is the hardest thing to do. It is easy to demand from others, and from yourself - for any reason you grab, you want to forgive yourself every time" [130, p. 36].

Self-forecasting is also an attempt to present yourself in a certain activity situation. The teacher's ability to control, to evaluate, to correct, to overcome themselves is an indicator of higher moral maturity and culture, just as the higher culture of thinking manifests itself in the ability to argue with themselves. Through self-control regular fixation and reconciliation of actual behavior, relationships, teacher's activities are compared with what is planned. Effectiveness of self- control increases when it is supplemented by self-report in the practical process activities and self-education. Reporting on your actions is what means to make adjustments to your own behavior, stabilize it as needed direction and thus make your personality the object of your consciousness.

Increasing the level of foreign teachers' professional self-realization is directly dependent on the realization of reflection, that is, the formation of analytical and reflexive skills. Let us explain it by reflecting what the teacher is able to: evaluate right / wrong choice of ways of professional self-realization in different types of pedagogical activities; identify and overcome obstacles that impede movement to the top of the mountain; analyze the pedagogical situation and evaluate its own possibilities for its solution, find its own mistakes in solving the pedagogical situation

and promptly correct them; teach schoolchildren techniques of self-reflection behaviors to form their adequate self-esteem.

The New Interpretative Dictionary of the Ukrainian Language (2008) gives an interpretation of the term "reflection" as "introspection, human reflection over one's own state of mind; in philosophy - reflection as well as research of the process of cognition" [122, p. 119].

In the context of research, self-analysis is teachers' independent actions who reveals the strengths and weaknesses of their activity, conclusions, practical recommendations, projects a new vision of methodology teaching and sets the task for self-improvement. Self-examination will be submitted according to the scheme: what the teacher and students liked; what requires revision by teachers and students; advice and wishes from teachers and students.

Based on the analysis of scientific literature, we note that teachers' reflection is a personal quality that forms the basis for development and improving his professional and teaching skills at the level of self-awareness and mental activity, managerial and regulatory mechanism of building interpersonal relationships in pedagogical teams. In the scientists' studies reflection is considered as a psychological mechanism of personality's professional self-knowledge (E. Bobrova, Y. Ermak), self-control (T. Shcherbakova), self-regulation (N. Senovskaya, K. Chernov), professional self-improvement and self-actualization (A. Veremchuk, O. Rezvan) [15; 44; 141; 146; 158]. Within the study close is the scientist O. Rezvan's [146] position, who considers reflection as a person's capacity for self-observation, self-knowledge, introspection and awareness of the external evaluation of personal characteristics by other people, resulting in a critical appraisal of their own actions, achievements, resources, personal qualities and, if necessary, their correction.

Valuable are the works by scientists (E. Rogov) who associate reflection with personality changes, which is manifested in the formation of components of the professional consciousness (professional attention, perception, memory, thinking, emotional-volitional sphere), and in appearance (motor skills, language, emotions, forms of communication) [152].

There is another approach in which reflection is studied as a process characterized by such categories as introspection, evaluation, correlation of one's idea with the thoughts of others about oneself and about understanding of life goals and plans, motives, attitudes, social moral requirements, values. The authors include reflexive processes of awareness and comprehension of their actions and activities, self-control, self-correction [142].

Teachers' reflection components are noteworthy in the study outlined by the scientists M. Marusinets (axiological, value-motivational, instrumental, cognitive, operational-technological, emotional-evaluative), S. Sysoeva and T. Belt (cognitive, emotional, evaluative-volitional), O. Rezvan (intellectual, emotional-value, regulatory) [161; 146].

With professional self-assessment, opportunities, individual's internal mental reserves are coordinated for the purpose and means of activity. The main function of a teacher's professional self-assessment is to regulate their professional behavior. The more critical the teacher treats themselves, the more mature their professional self-

knowledge is. Conversely, the deeper the teacher's self-knowledge at the level of their preparation for the activity is, the more critical their self-esteem in the course of the activity is. Self-esteem as a tool of self-improvement is an important factor improving the effectiveness of future specialist training.

Joining discussion the materials of the Law of Ukraine "On education" (2017), we must note that the main teacher's obligation towards learning community is a continuous improvement of professional competence, since only recently there has been a series of learning reforms in Ukraine, which require understanding and acceptance by pedagogical staff of the learning sector. We are impressed the teacher has to promote development of the applicants' abilities, formation of skills, healthy lifestyle, taking care of their physical and mental health for the growth of the Ukrainian elite. However, such a commitment requires a careful attitude from the teacher in their own abilities, their identification and use in the learning process. We are confident that only the self-sufficient teacher educates intelligent young people.

Nowadays, all the ways of professional self-improvement are revealed for teachers, namely: possible and accessible learning and use in the learning process of foreign languages, participation in learning international and Ukrainian projects, internships abroad, organizing active holidays for both teachers and students. It should be noted that a great deal role is played by methodical associations of teachers, centers of methodical help for teachers, advisory points for support of young teachers.

However, as pedagogical experience shows, teachers lack time for professional self-development, emotional stability, organization and confidence, the success of their hard work. Therefore, we believe that a foreign language teacher should be the leader of a new generation educators, as they freely own information from foreign sources, devoid of language barriers, unrestricted in communication with foreign professionals, can be a good organizer of learning project activities in the teaching staff.

We believe that the problem solution of foreign language teachers' professional self-realization should take place in a foreign language environment, and such teachers should be interested in creating foreign language communication in the teaching teams.

This is the confirmation provided by the scientist M. Boryshevsky, who believes that "existence of objective conditions favorable to an object itself, creates only certain development opportunities, and they are realized opportunities for such active people who are inherent in consciousness and will, and who act according to their desires, will and passions. From adequacy of reflection of conditions, opportunities and needs of social development, timeliness and correctness of decision making, measures of activity and commitment in its implementation, in fact, depend the pace, the level and the nature of social development" [11, p. 46].

Foreign teachers' self-affirmation and self-presentation happens based on their adequate self-esteem and reflection skills. Based on the analysis of the scientific work by Y. Avsyukevich [2], we conclude that self-presentation in a foreign language is becoming commonplace and professionally necessary. A foreign language teacher also needs to make a computer presentation of professional directions, use language

communication to connect statements in a clear, logically integrated discourse, taking into account the target audience and the purpose of the statement, rules of presentation and paralinguistic comment tables, graphs, and diagrams to orient the audience with regard to the overall construction of the performance. The main thing is that self-presentation helps the foreign language teacher's self-affirmation among students and parents.

Thus, the chapter explains the essence, content, phased implementation of professional self-realization of foreign language teachers. It has noted, that the phenomenon of personality's professional self-realization is universal, which characterizes the processes of pedagogical worker selfhood, their disclosure in professional activity. However, the features of professional self-realization are refracted through the prism of the specifics of the professional teacher's activities.

KAPITEL 2 / *CHAPTER 2*
POTENTIAL OPPORTUNITIES OF FOREIGN LANGUAGE LEARNING ENVIRONMENT FOR FOREIGN LANGUAGE TEACHERS PROFESSIONAL SELF-REALIZATION

The New Interpretative Dictionary of the Ukrainian language (2008) the term "Environment" has different definitions, but within the scope of the research we used such essential characteristics as: "the set of natural conditions under which the life of any organism passes; a sphere; social and living conditions in which a person's life passes; an environment; a circle; an expanse" [119, p. 265].

Based on the study of scientific works (O. Gore, V. Grinyov, L. Karpova, O. Marchenko and others), the essence of the concept of "learning environment" is understood as favorable circumstances for subjects' of the learning process self-realization and self-development. The essential features of the learning environment include pedagogical interaction, psychological and methodological support, communication on the rights of partnerships, satisfaction as a result of the obtained learning products.

Based on our own pedagogical experience, it should be noted that favorable circumstances in the learning environment are created by innovative teachers, who take an authoritative approach to the learning process, are moving away from outdated "templates", are engaged in innovative activity. Quite often their experience is studied by subsequent generations of scholars and educators, and the main ideas are used in real school practice. We have tried to distinguish the signs of a favorable learning environment in the pedagogical heritage by famous Ukrainian and foreign scientists.

A famous Ukrainian teacher, innovator of school ideas V. Sukhomlynsky [132] insisted on the need to create in the school environment, in children's team conditions for the harmonious development of the student's personality. In his opinion, the school should not be a storeroom of knowledge, but an environment of clear thought, fullness of life, self-confidence, belief in the possibility of overcoming difficulties, a quiet environment of purposeful work, an atmosphere of friendly relations where each student had opportunities to realize their potential, inner world, organic connection of their "I" with the external subject world, culture, nature, the environment, other people (parents, teachers, classmates). Such an environment can be characterized as cultural and cognitive, artistic-aesthetic, cultural-communicative, cultural-ecological, cultural-labor, cultural-reflexive, aesthetic and emotional background which consisted of nature, human relationships, the beauty of living space, home and school environments. The teacher paid special attention to studying the Ukrainian language, which must be combined with the feelings, emotions, character, customs, traditions, soul of the people, to find their own expression in poetry, prose, legends, fairy tales, song creativity.

The prominent tutor of his time A. Makarenko [133] believed that everything brings up: people, things, phenomena, but most of all, and for the longest time - it is people, of whom parents and teachers are in the first place. However, the teacher

believed that not only (as long as not so much the educator), but also the learning environment educates that should be organized in the most profitable way. Significant signs of such an environment was that every pupil felt moral and social protection in the face of the teaching staff, saw a happy prospect for the future. Colony traditions, holidays, symbolism, paraphernalia also had a beneficial effect on pedagogical interaction in the learning space. As you know, it was difficult for both teachers and tutors to adhere pedagogical tact and authority in the colony, but all participants in the learning process learned it.

One of the founders of the humanistic trend, Carl Rogers, believed that it was impossible to change a person by passing on ready experience, but it was necessary to create conditions that contribute to human development. The scientist called the atmosphere an atmosphere of relief. The facilitator, according to K. Rogers [223], is characterized by empathy, of course approval of the student's personality, authenticity. According to the scientist, the basic tenets of facilitation are: the mentor has enough respect to themselves and the student (main condition); shares responsibility with others for education and upbringing; is guided by own experience; the trainee builds and develops his or her own program independently or jointly with others, choosing the direction of their own learning with full awareness of the responsibility for the consequences of their own choices; in the classroom (academic group) creates a climate that facilitates learning. First they are managed by the facilitator, then the trainees create and maintain them alone; all efforts are made to support a continuous learning process, the content of education recedes into the background, the result is measured as the achievement of the learner; self-discipline changes external discipline; the learner self-evaluates their own level of education and upbringing, gathering information from other team members and teachers; in such favorable conditions the learning process has a tendency to deepen, advance and connect with life. It happens due to the personal choice of the direction of study - learning on their own initiative, personality (with their feelings, tendencies, intellect) is completely self-oriented.

Under the reformatory conditions of today, it is necessary to mention innovative secondary educational institutions of Kharkiv, which also create a favorable learning environment for participants in the learning process. These are: private learning complexes "OCHAG High School", "MIR", "Boiko School", "The "Intellect" Children Development Center", "Harmony" and others. [193]. In particular, "Boiko School" provides English study according to the author's program and wide using alternative authentic textbooks, audio and video resources with compulsory Cambridge English Language Assessment exams. Pupils have the opportunity to study remotely with constant assistance by the tutors. Teachers have a unique opportunity to improve their skills and professional skills by mastering the course CELTA at the exam center, which is part of the learning system complex. An internship is a permanent practice during teachers' vacations abroad (the United Kingdom, Cyprus, Malta).

In the scientific literature, along with the term "learning environment" the terms "socio-learning", "developmental learning environment", "creative environment", "learning and informational environment" are used.

The term of "socio-learning environment" in secondary educational institutions is understood as a system of interaction between different social organisations through which the boundaries of self-realization of all participants of the learning process are widened, the opportunity for the development of each personality is given. L. Hutsulak [33] outlines the components of an environment such as: family as a social institution with its traditions, customs, family values, styles, education and communication; higher educational institutions in which the learning process takes place and extracurricular hours, classes, circles, methodical and learning activities; a neighborhood with out-of-school learning establishments [117].

Public organisations and associations, for example, Kharkiv Youth City Council supported by Kharkiv Mayor, Israeli Cultural Center, Veterans Council of Shevchenkivsky District, volunteer organizations, District Department of the Kharkiv City Afghanistan Veterans Union, Children's Non-Governmental Organization "YoungPressClub", The "Skrepka" Media Group, Military Unit No. 1451, District Debate Club, City Mayor Development School are actively involved in creation of a social and learning environment.

It is relevant and expedient to cover the essence of the developmental learning environment of secondary educational institutions in the scientific works by V. Grinova and L. Karpova [31]. According to the scientists, the developmental learning environment is a socio-cultural space within which the integration of social institutes of different types of different purpose occurs, between which there is interaction that promotes the processes of individuals' development and self-development. Researchers cite variants of developmental learning environment: training complexes, that is, the secondary educational institutions of one profile of different learning level in various combinations; learning and production complexes, which include educational institutions of different levels and basic enterprises; learning and research complexes, including, along with the secondary educational institutions and enterprises, research units.

The developmental learning environment of secondary educational institutions is characterized with some properties such as: flexibility, which denotes the ability of learning structures to adapt quickly to the needs of the changing individual, the environment and society; continuity that is expressed through the interaction and sequence in the activity of the elements included in it; variability, which implies a change in the development environment according to the needs of the population in learning services; integrity, ensuring the solution of learning problems by enhancing the interaction of the structures within it; openness that implies wide participation of the learning process subjects in self-government, democratization forms of training, education and interaction; self-development and self-regulation, based on processes of development and self-development of the individual; installation to the joint active communication of the subjects of the learning process, which is carried out on the basis of pedagogical support and partnerships.

The New Ukrainian School is about launching a creative environment for of every participant's self-realization in the learning process. The learning space of such a school will not be limited to the building itself. It is planned to develop the infrastructure to provide various forms training students, teachers, parents, and school

leaders. For forming skills of scientific activity and invention it is necessary to organize work of modern laboratories, and also to draw up schoolchildren access programs to science museums, observatories, open study facilities, courses and other resources. Each school should have in its structure a modern library, which should become a resource center and an experimental platform for students and parents, to provide free access to quality electronic textbooks, encyclopedias, libraries, laboratories. Accordingly, variants of learning space in the classroom will be varied. In addition to the classic variants, the latest mobile working places will be used that are easy to transform for group work. There will be separate rooms with open learning space. The planning and design of the learning space will be directed towards children's development and motivating them to study. The learning space will not be limited to ergonomics [137].

With the invention of interactive and communicative technologies, scientists became to use the term "learning and information environment", which is understood as creating conditions for learning-network interaction between subjects of the learning process, activation of their communicative potential and encouragement to identify learning and social initiatives [138]. Such an environment conducts formation of the learning process subjects' information competence (and now digital competence).

Formation of learning environment as a condition of qualitative future scientists' preparation in the military sphere is considered by the Ukrainian scientist O. Marchenko [112–114]. Despite the specifics of military training, we consider the essential positions of her research to be conceptual for the learning environment of any field. According to the researcher, the modern stage of development of the idea of personally oriented pedagogical interaction has be organized into multilevel learning environment: world, European, national, regional, local, personal. The environment is definitely local, multi-object and multi-subject pedagogical phenomenon that involves spatial and functional integration and provides their personal and professional development.

We are impressed by O. Marchenko's opinion, the scientist [113], who characterized the personality-oriented environment of the institution of higher education as a system of organizational and pedagogical conditions, situations, influences that ensure realization of learning activities as a unity of teaching and learning processes; a set of spatial-object, material-technical, social-psychological, information-communicational, sanitary-hygienic conditions of realization of learning activity. By its nature, the learning environment is a local, artificial environment designed to reach external (specialists of a certain profile preparation) and internal (future specialist personal and professional development) goals of learning and professional process. The learning environment can be both supportive and discriminative, encouraging one's activity, or inhibiting one's personal activity, enriching or impoverishing one's inner world.

In our view, the content-technological, social-contact, spatial-substantive components of the learning environment that were distinguished by O. Marchenko is to some extent covered by the objective and subjective factors of the learning process. However, to increase the level of foreign language teacher professional self-

realization such components are not enough, because they are devoid of foreign-language open learning space. It should be noted that recently the issue of foreign language communication between representatives of the learning space has been actualized due to many reasons, such as: exchange of new professional information, youth training in different countries, teachers' participation in international projects.

O. Gora [22–25] understands the learning environment of a higher learning institution as a set of spiritual and material conditions of its functioning that ensures the self-development of a free and active student personality, realization of the creative potential. The learning environment is functional and the spatial unification of education entities, between which there are close diverse groups of relationships, and can be regarded as a model of socio-cultural space in which formation of a personality takes place. The author attributes such characteristics of the learning environment as humanistic nature of learning influence in the environment; openness and the dynamics of the learning environment; accentuation of the national component in the content of education; constant diagnostic and corrective pedagogical impact on the learning environment.

The learning environment refers to the totality of space-subject, material, technical, social and psychological, information and communication, sanitary and hygienic conditions for the implementation of learning activities. By its nature, the learning environment is a local, artificial environment designed to achieve the goals of the learning process external (specialists' training to ensure a certain professional industry) and internal (specialists' personal and professional development).

In our research we are impressed by the content learning environment that aims to form national identities, students' values. As it is known human values were offset in society, young people are not sufficiently prepared to reproduce and broadcast Ukrainian culture, they have no national settings in practice.

Based on the analysis of the Statute of Kharkiv Lyceum No. 89 of Kharkiv City Council of Kharkiv Region the structure of learning environment was distinguished, based on the unity and interaction of the following components:

1) a goal that ensures realization of the citizens' right to complete the comprehensive secondary education;

2) tasks that ensure achievement of the purpose of the secondary learning institution as well as guarantee the fulfillment of the requirements of the General State Standard of secondary education, preparing students for further education and work activities; formation of the student's personality, development of their abilities and talents, scientific outlook; upbringing of the Ukrainian citizen, respectful attitude to the family, respect for the people's traditions and customs, the state language, regional or minority languages and mother tongue, Ukrainian and other people's national values and conscious attitude towards their health;

3) organization of the learning process (enrollment, expulsion, promotion to the next class and students' division into groups, planning of students' research activities, methodical work with sub-staff, work with parents) by its participants (administration, pedagogical staff, heads of clubs, the council of the lyceum, pedagogical council, student self-government);

4) management of the secondary learning institution, fulfilled by the Department

of Education of Kharkiv City Council, the Department of Education of Shevchenkivsky District Administration of Kharkiv City Council and directly the director;

5) material and technical base, which includes buildings, structures, land, communications, equipment;

6) financial and economic activities that ensure the study of subjects in the scope of the State standard of education;

7) international cooperation through which the institution is able to conduct international student and pedagogical exchange within the framework of learning programs, projects, establish direct links with international organizations and learning associations in accordance with the legislation of Ukraine;

8) control over the activities of the secondary learning institution, fulfilled in order to ensure the implementation of a unified state policy in the field of secondary education.

Nowadays, it is not enough to talk only about the personally oriented learning environment as it becomes a foreign language learning environment. Displacement of the population in search of work is becoming evident. Often Ukrainians go abroad for temporary employment, foreign languages are taught by both adults and young people, and information is constantly exchanged through the Internet. And so the main task of a foreign-language learning environment is to bring together educators for solving the problem of improving the quality of youth preparation for life and labor according to preferences and natural abilities [124].

In the conditions of the developed information society, knowledge accumulation, branching and development of different directions of learning activity partnerships and integration into the global learning space are gaining momentum. Educators have new perspectives in cooperation with international learning organizations, public organizations institutions of foreign countries. It should be noted that the regulatory base is confirmation to this. In the Law of Ukraine "On Education" (2017) education institutions are entitled to enter cooperation agreements, to establish direct contacts with scientific institutions and educational institutions of foreign countries, international funds. It was emphasized that educational institutions, pedagogical, scientific-pedagogical and scientific workers, educators can participate in implementation of international projects and programs, developing of joint learning and scientific programs with foreign educational institutions, scientific institutions, organizations.

Recently, international partnerships have been strengthened and cultural and learning general secondary education institutions students and teachers exchanges with partner schools in Europe, Asia and the USA have been developing.

Such international cultural and learning exchanges of pedagogical experience increase teachers' interest in professional self-realization in a foreign language learning environment, have a positive impact on planning strategies for self-growth. Teacher' work on cooperation with international learning and community organizations directed to form a personality that is organically adapted to living in a

world of diverse relationships from contacts with the closest environment to global connections, a personality open to dialogue with representatives of other countries ready for integration into the world cultural space [184; 185].

It is a good idea that foreign language teachers are involved in creating a foreign language learning environment. Now students also have access to any information through the Internet, can independently familiarize themselves with the learning processes and national traditions of other countries. As pedagogical experience testifies, individual foreign language teachers impress not only with knowledge and skills, but also with a high level of foreign language culture, awareness of the traditions of other nations. However, not every foreign language teacher is a leader in learning new information about different pedagogical systems, learning processes, realizes own professional potential in learning creative environment, unites colleagues, students, parents, initiates cooperation on partnerships.

Therefore, enhancing the foreign language capacity of foreign language teachers is the main link in a comfortable learning environment, a way out from the zone of difficulties that hinder these teachers professional self-realization and formation of a foreign-language schoolchildren and parents culture.

In our understanding, the concept of "foreign language learning environment" has to be a leader in the learning process, as knowledge of a foreign language by a person has already become commonplace. The subjects of the learning process, that is, teachers, students, parents, often communicate with colleagues, peers, partners in foreign languages, have the opportunity to study abroad, collaborate on specific topics. And therefore we regard the foreign language learning environment as artificially created circumstances for the subjects of the learning process for the purpose of pedagogical interaction, communication and cooperation, building partnerships [140].

In addition to the above, the foreign language learning environment is related to acculturation, which according to the scientist I. Steinmiller, is expedient to understand as the process and the result of successful adaptation of the person to the conditions of life in a new sociocultural environment that supposes their integrative blend of norms, traditions, values of the native and a new culture based on a sense of their own cultural or multicultural identity [202].

According to the goal and tasks of the research the essence of **the concept "Foreign-language learning environment"** is disclosed as favorable circumstances for learning process subjects self-realization that satisfy teachers and students needs to speak foreign languages with foreign educators, increase their competence in the field of foreign languages and ensure productive implementation of collaborative learning projects.

The foreign-language learning environment of general secondary education institutions performs developmental, coordinating, learning, learning and facilitative functions.

Developmental function involves disclosure of learning process subjects' foreign language potential, deepening of foreign languages knowledge, mastering new ways of communicating using a foreign language.

Coordinating function brings together the participants of learning process for

collective solution of pedagogical tasks, including implementation of international learning projects.

Learning function promotes formation of subjects' of learning process moral and ethical behavior standards when communicating with colleagues from different countries, adaptation to the socio-cultural environment.

Learning function creates an atmosphere of learning and self-education for all participants in learning training, who are constantly improving their foreign language potential and communication skills.

Facilitative function directs the participants' of learning process joint actions to fulfill professional tasks on a partnership basis and mutual assistance.

O. Gora [23] focuses on the personal components of learning environment, identifying such components as: social, a complex of learning environment subjects' socially oriented needs, their social interactions; motivational, participants' formation of motivations and inner beliefs in a set that govern the process of the future specialist' professional growth; creative, creativity as a factor of positive personality development; reflexive, awareness of importance of national settings and pledge of their use in professional activity; axiological, formation of a system of personally important values; integrative, combining all components into a complex system of influence on the individual.

From the point of the author's approach, in the study we distinguish the personality and speaking, the informational and communicative, the productive and innovative components of the foreign-language learning environment of general secondary education institutions.

The personality and speaking component of the foreign language learning environment includes the subjects of the learning process (administration (director and deputies), teachers, methodologists, heads of clubs, educators, students, parents, and the public) who master language literacy.

The quality of teaching students foreign languages, the effectiveness of forming the ability to communicate with native speakers, that is, to read texts, understand what is said at usual speed, speak and write so that native speakers understand, in the language, which is learnt depends on foreign language teachers' professional skill and professionalism. Language, including a foreign language, is favorable conditions for a foreign language learning environment, which contribute to learning process participants' self-realization during communication, exchange of learning and professional information, mastering and using foreign languages, building dialogue and collaborative partnerships.

V. Sukhomlinsky wrote: "There is still a side of pedagogical culture, about which it cannot be said without anxiety, that is the teacher's language culture. Twenty years ago, watching children take a new look of material during a lesson with a teacher, I noticed that when listening to the presentation of the material, the children get very tired, just leave the lesson exhausted"[128, p. 89]. The famous teacher emphasized the reason for the students' exhaustion the teacher's chaotic and logically inconsistent language.

Speech is not only an indicator of the teacher's pedagogical culture, but also a means of self-expression and self-affirmation. Teacher's speech is a language adapted

to solving pedagogical situations during communication time. Professional features of teachers' speech activity are:

1) this activity is specially organized by the teacher, they manage it depending on the conditions of pedagogical communication;

2) the end result is its humanistic achievement of education-related goals;

3) selection of language and speech means is carried out depending on needs, tasks of teacher interaction with students, and their effectiveness predicted;

4) the teacher's speech activity in a real situation of communication is based on reproduction of students state, behavior, reactions on the basis of reflection, it is regulated by the content of feedback, which the teacher gets;

5) teacher's speech is the subject of their pedagogical analysis, constant self-improvement [127].

In a foreign language environment, the learning process subjects' skills are formed to adequately and practically use the language in specific situations, such as agreements with partners, in conversations with colleagues, as well as to have facial expressions, gestures, movements and intonational means of expression.

Karl Krause describes the direct method of teaching as the main method of learning a foreign language, he also emphasizes the importance of the correct pronunciation of sounds. Teaching language is the teather's mother tongue, who does not know the student's language. The only help in understanding the meaning of the teacher's statement for a student is context or situation [216].

Jack Richards and Theodore Rogers conduct the research of major language learning approaches and methods, such as grammar translation, audio-linguism, teaching the communicative language and natural approach. The text examines each approach and method in terms of its language theory and learning the language, goals, curriculum, learning activities, the teacher and the students' role, materials and technologies of the class [223].

In our view, understanding the learning environment as necessary conditions for learning process subjects' self-realization is broad in its meaning. There are persons involved in the learning environment, they are participants in the learning process, and such interpersonal relationships should be formed between them so that the learning challenge was met at high levels of assimilation, application, transfer to new living conditions and the labor market.

A foreign language learning environment must be created firstly by foreign language teachers, because they speak these languages, are qualified and familiar with the culture of the languages they teach. However, the practical importance of a foreign-language learning environment for teachers, students, parents is only related to knowledge of foreign languages that may be appropriate in the near future. Some students of high school choose professions related to foreign philology. Unfortunately, the role and practical importance of a foreign-language learning environment are not sufficiently considered for foreign language teachers' professional self-realization, for demonstrating their leadership and organizing skills.

The personality of a foreign language teacher deserves special attention. The quality of teacher's work aimed at the quality of students activity learning result,

consists of such indicators as: appropriate level of the teacher's mastery of the subject, above which increase the teacher needs to work constantly; appropriate level of methodological training based on students' age-specific characteristics, a person-centered approach to the organization of learning and education, possession of modern forms, methods and technologies of teaching; quality of planning of learning process; quality of preparation for lessons; quality of the lessons; skills of introspection of own pedagogical activity at a lesson; ability to exercise monitoring of pupils' learning achievements and correction while organizing the learning process [153; 166].

It should be note that the quality of teaching the subject and, as a consequence, the quality of the students' learning achievements, directly depend on the quality of the lesson. The teacher is in constant search of ways that will help to make the lesson meaningful, interesting, informative, useful, effective, so that none of the students remain indifferent, everyone has the opportunity to realize themselves and to feel their own involvement in everything that happens at the lesson. At foreign languages lessons students stable motivation for active learning is formed, interest in learning a foreign language as a means of free communication is instilled.

Effectiveness of foreign language teachers' professional self-realization the following results prove: students are happy to attend lessons, willingly do homework, take an active part in training projects, reach the sufficient and high level of academic achievement, become participants and winners of competitions, grants.

As the analysis of the foreign language teacher's job description shows, they should know the following:

1. The subject and methodology of teaching, learning goals, content features of foreign language curricula, main directions and prospects of learning development.

2. Main stages of development of foreign language teaching methodology.

3. Fundamentals of the theory of students' communicative competence formation (speech, linguistic, socio-cultural, learning).

4. Communicative-learning, developmental, learning functions of the learning process organization while teaching a foreign language.

5. Requirements of normative documents on participants life safety in the learning process.

6. Norms for students' assessing the knowledge, skills and abilities of a foreign language.

7. Requirements for maintaining school records.

8. Basic theories of foreign language teaching methods, their classification.

9. Goals, principles, organization, normative support of the school education, content and means of optimizing the learning process.

10. Psychological principles of differentiated learning, forms, methods and learning process tools.

11. The essence of the lesson as a basic form of the process of education.

12. Approaches to the choice of forms, means and methods of training, taking into account specific conditions.

13. Principles of students systematic knowledge formation.

14. Features of functioning of the student collective as a means of students'

education.

15. Pedagogical principles of student self-government at school.

16. Methods of preparation, carrying out and analysis of learning measures and working with parents.

17. Modern teaching methods.

18. Basic and additional literature on this subject.

19. Forms and methods of improving pedagogical skills, generalization of pedagogical experience.

20. Requirements for logistical equipment of the learning process.

21. Methods of using information and communication technologies at foreign language lessons.

This instruction states that a foreign language teacher should be able to:

- communicate (verbally, in writing);

- introduce a culture of speech behavior;

- have a high level of proficiency in phonetics, grammar and vocabulary in the language they teach;

- to implement methodological and socio-cultural competences.

However, such instructions are not about creating a foreign language learning environment in general secondary education institutions, which cannot be reduced only to knowledge and skills of foreign languages. The peculiarity of the current state of teaching foreign languages is a fundamental change in the methodological paradigm, not only of language education, but also of changing the learning subjects attitudes to culture, mentality, traditions and customs, morals and norms of behavior of other countries citizens. The overall purpose of education should be understood as the formation of a moral person, Homo moralis, adapted to international communication in professional assertion, and language learning is only a means of getting this education and development a person who can lead a dialogue of cultures.

The informational and communicative component of a foreign-language learning environment ensures communicative interaction between subjects of learning process in the language of foreign countries, exchange of professional experience activities, solving the problem at a high level of assimilation, application, transfer to new conditions of life and the labor market.

In the learning process, scientific and learning information is the subject of assimilation, i.e. transformation into knowledge. Knowledge is a holistic system of information, knowledge that has been accumulated by mankind. In the process of studying foreign languages basic concepts, terms, facts of everyday reality and science, the laws of science; theories that contain

system of scientific knowledge; knowledge of ways, methods of cognition, types and ways of thinking; assessment of knowledge, that is, those that characterize public, personal significance to the person of the material being studied must be learned [90]. A foreign language refers to the subjects with the "modes of activity" leading component which means mastering students systems of practical action. Knowledge of ways to engage attracts students' awareness of their own practical value.

In a foreign language learning environment, knowledge of foreign languages

facilitates successful communication with foreign partners without psychological and linguistic barriers, personality belonging to the European community, freedom of expression and self-assertion in society.

Information is transmitted through foreign languages. D. Lytvynenko points out that "learning a foreign language should facilitate practical communicative goals - adequate communication in the language that is learned with native speakers of that language and culture."

Further, we are impressed by such statement of the researcher as: "Here, in addition to knowing the lexical and grammatical structure of the language, it is necessary to solve the problem of removing psychological and cultural barriers and shocks that arise in the process of entry into a new linguistic and cultural community" [87, p. 95].

The problem of foreign language professional communication in education space is relevant because schooling and upbringing is an open system in every country, young people are mobile and move within and outside the country, gaining expertise in different countries and internships. The basis of students' productive activity is teachers' ability to organize such communication. Pedagogical communication as professional-ethical phenomenon requires the teacher not only to master the technology of pedagogical interaction, but also to acquire moral experience, pedagogical wisdom in organizing relationships with students, parents, colleagues in different areas of the learning process. Foreign language teachers' professional communication is mainly summarized to the methodology of teaching foreign languages. In our opinion, it is necessary to strengthen its pedagogical aspect.

In the New Interpretative Dictionary of the Ukrainian language (2008), the term "communication" means "to maintain a mutual relationship, business, friendly communication with anyone; to contact; to understand each other; to unite for joint actions" [121, p. 378]. In the pedagogical literature, the term "professional pedagogical communication" is defined as teachers communicative interaction with students, parents, colleagues and aimed at establishing a favorable psychological climate, psychological optimization of activities and relationships. Such communication provides broadcast of human culture through the teacher to students, promotes the assimilation of knowledge, the formation of value orientations under the time of exchange of thoughts, ensures the formation of a child's dignity. In contrast, unprofessional pedagogical communication generates fear, insecurity, causes disability, disruption of speech dynamics and, as a result, the emergence of schoolchildren's stereotypical statements.

Foreign language teachers' professional communication is characterized by the signs: perceptual - the way partners perceive and understand each other; interactive - the way interaction between partners occurs at the level of cooperation and creating a favorable atmosphere of conversation; communicative - the way information is exchanged, conflict situations are avoided and compromises are found to be beneficial for all participants in the communication process. In our opinion, in the process of pedagogical interaction personally oriented teacher's communication is effective when they not only perform regulatory functions but also detect attitude, their feelings towards another person, find and use examples from foreign languages,

new forms of work with schoolchildren.

The scientist T. Brick [12] emphasizes that foreign language professional communication should be understood as a system of interaction between the teacher and those who study whose content is the exchange of professionally relevant information, providing learning influence, organization of relationships. The teacher should initiate, organize and manage this process. Such an environment cannot remain without functional links such as: professional and pedagogical communication, dialogic interaction between participants in the learning process for the purpose of exchanging information of a professional nature, the use of native and foreign languages to establish contact and partnership in professional activities, identification of communicators' communicative abilities and their formation of communicative, speech, foreign language competence. So, the learning environment should create conditions that contribute to the self-realization and self-development of all participants in the learning process, to cause the pleasure and joy of success in education and upbringing.

Effective forms of foreign language education include: Department of Foreign Languages, School Methodological Association of English Language Teachers, Creative Teacher Group, Methodology Studio, Permanent current workshop (creative laboratory).

On the example of the Department of Foreign Languages we will explain its practical importance for teachers professional self-realization in terms of foreign language learning environment. Research, experimental, organizational, methodological and learning work are the main directions of foreign language teachers' departments activity. The content of the department activity is determined

by the Program and the Concept for the development of the secondary learning institution. Based on these documents the Department of Foreign Languages develops a plan of work for the academic year, pays attention to current problems which teachers of English, Russian and French meet, organizes exchange of experience, assistance to young and inexperienced teachers, develops a plan of extracurricular activities, studies the results of students' achievements (thematic works, exam papers work, results of independent external testing), results of participation in competitions of district, city, all-Ukrainian levels, students research work, monitors the level of academic achievement of high school students, takes care of acquisition and accumulation of various didactic and handout materials, technical training tools following a single spelling regime, develops a plan of teaching methods of conducting research and experimental works, participates in the implementation of pedagogical experiments, scientific research, curriculum creation.

When working in different directions, the department pays special attention to the teaching staff professional self-realization, all its participants' improvement of methodical skills. The members of the chair elect methodical topics defined by the general scientific and methodological problem for the academic year which is being worked on by the whole teaching staff.

Taking into account the scientific and methodical problem of the lyceum, the Department of Foreign Languages Teachers is working on such a problematic topic: "Formation of students' multilingual communicative competences when studying

foreign languages (English, French, Russian) as a basis for a personality integration into the socio-cultural European space". This scientific and methodological subject subordinates the purpose and objectives of teachers activity of the department, indicated in the work plan, and topics of the scheduled meetings. "Grammar teaching in communicative methods", "Improving the skills of monologue and dialog speech at English lessons","Use of Internet resources to enhance effectiveness of teaching English in high school", "Widening vocabulary by communicative technique", "Writing as a means of learning and control", "Exercise system for teaching dialog speech", "Exercises as a Basic Form of Foreign Language Learning", "Creating Intercultural Communication Situations at English Lessons", "Developing and improving the skills of monologue and dialogues in French lessons" is a list of methodological topics on which the members of the Department of Foreign Languages work during this school year. Improvement of pedagogical skills is a painstaking and complex work of the whole department to take into account each teacher's experience and each teacher's own property. The work of this department involves creating conditions for cooperation, exchange of pedagogical experience. The mentoring system, organized at the department, empowers young specialists receive specific forms of assistance from experienced mentoring teachers: teamwork on curriculum planning, participation in extracurricular activities, mutual visits and mutual analysis of lessons, conducting and analysis of training, practical, thematic and control works.

In this environment, they use information and communication technologies as a source of information, which improve professional and pedagogical communication, dialogic interaction between the participants of learning process for the purpose of professional information exchange, use of native and foreign languages to establish contact and partnership in professional activities.

As I. Gorbacheva notes [26; 27], due to mobile communication and feedback teacher's internal potential revelation and restructuring their style of working and communicating with colleagues, students, parents is occured. The use of websites, blogs, online interaction in secondary educational institutions allows organizing a scientific and methodological space for teachers, creates optimal access to the necessary information, promptly provides the necessary methodological assistance for beginning teachers, enables experienced educators to share their work experience. Information and communication technologies allow them to adapt to the open international learning space and educators, parents, students migratory movements and to quickly respond to learning innovations.

According to A. Tkachov [188], nowadays the computer has combined the possibilities of almost all other technical means, and computer communication enabled students to use the computer as a universal means of receiving, processing and transmitting information. Computer communication features is something that students can read a lot of scientific, learning and other information about stored in centralized databases. So we should talk about meta communication which is a special form of communication that removes space and time constraints when working with different sources of information.

The use of information and communication technologies helps to move away

from traditional forms of foreign language learning, to increase mobility in information acquisition, to optimize mastering of linguistic structures of grammatical rules, to overcome monotony in foreign language teaching, to combine information competence with a foreign language culture.

Online learning platforms that are gaining in popularity as a means of mobilizing and activating foreign language learning needs, integrate learning, employment, career planning, availability of continuing education, self-education activities. The valuable thing is that communication with other members of the online platform allows to create a foreign-language learning environment, to improve methodical potential, to accumulate instructional and didactic material, to develop foreign language teachers communicative and organizational competences.

Josh Bersin explains the evolution of online learning and the evolution of e-learning. He defines Blended Learning (BL) as a combination of different "media" training (interactive technologies, online tasks with one correct answer, tests, ratio tasks) to create an optimal curriculum for the student audience [208].

Self-presentation takes place in a blog format as informational technology that supports the functioning of a small website in the Internet, a web browser that contains a teacher's personal diary, their online event log to which they add chronologically recorded posts, images or media objects. Teachers post ideas on the blog pages in cooperation with the learning environment. This is how they lead correspondence with colleagues, students, parents in foreign languages.

Through information and communication technologies, teachers can also enhance their own level of skill and professionalism. They have access to methodical online webinars conducted by native speakers from leading international publications such as: Longman, Macmillan, Oxford. Foreign language teachers can remotely take didactic courses and receive an international certificate, join in international online conferences and improve own speech competences using authentic materials (read the press, watch news stories, movies in foreign languages), chat and with the carrier partners who are native speakers [97; 100].

Organization of learning environment at the New Ukrainian School requires extensive use of new IT technologies, new multimedia training tools, updating of the laboratory base for the study of subjects in the natural-mathematical cycle. Introduction of information and communication technologies in the learning sector should move from one-off projects to a systematic process that covers all types of pedagogical activities. ICTs have significantly expanded teachers' opportunities, optimized the management processes to form students' technological competence. It is planned to expand the infrastructure to provide different forms of students' learning. It has been planned to create an learning online platform with learning and methodological materials for students, teachers, parents, managers of secondary educational institutions [7; 9; 35].

A multilingual learning environment should help to shape the learning process subjects' digital competence that involves critical use of ICT to create, search, process, exchange information at work, in public and in private communication; information and media literacy, programming basics, algorithmic thinking, database management, security skills on the Internet and cyber security; understanding the

ethics of working with information (copyright, intellectual property).

The productive and innovative component of the foreign language learning environment develops the ability to create their own product, image, status, career, decision making, responsibility for them, the willingness and need for creativity and provides the development of innovative techniques, methods, forms of educating students, creation of an individual or collective learning product of pedagogical activity, favorable conditions for learning process participants' self-realization during communication in foreign languages.

We have put ideas by A. Khutorsky about learning activity, its structure and products of such activities into building a foreign-language learning environment. According to the scientist, learning activity has the following elements: needs and motives of learning activity, external and internal goals, information base and learning environment of activity, decision making as a result of student's self-determination, products of activity, important activity personality traits. The external learning environment determines the conditions for implementation of learning activity and includes fundamental learning objects, cultural and historical analogues of knowledge about them, specially selected learning information, necessary guides and materials. "The external, materialized form of activity is students' learning output, which belongs to the field or course of education studied, e.g. questions, hypothesis, work, model, product, drawing, scheme; the internal one consists of mastered during the creation of these products ways of doing things, as well as reflecting knowledge of those ways and nature of all activity, other personal formations" [196, p. 65]. So the result of the learning activity is students learning products, related to the fields of science, art, technology, communication processes under study. Creation of external materialized product thus satisfies students' need for self-fulfillment and promotes the development of positive personality traits.

However, in the cited work, the learning environment is limited to students only, and teachers, their own product of learning activity are not mentioned. Teachers' ability to create their own learning project, writing the author's curriculum, interest in acquiring a professional image, status, career is developed in the learning environment, including the foreign language. According to S. Kirychenko [65], due to learning and individual projects teachers increase the level of one's own professional self-realization and competence since idea generation and search mobilize their backup potential to solve problems and non-standard situations, activate intellectual development and critical thinking. Creating learning projects requires teachers determination and openness, flexibility and autonomy, mobility and tact.

Valuable within the study are the views by scientists V. Grynova and L. Karpova [31] about innovative new type educational institutions that are capable of:

- implementing innovative processes, dynamics and creativity in content, pedagogical technologies, implementation of alternative pedagogical ideas;

- making the setting for variability, being devoid of uniformity;

- introduction of differentiated learning (multi-elementary in primary years, multi-level in secondary years, diverse in seniors);

- flexible learning programs.

According to the above-mentioned scientists, the emergence of such institutions is due to a number of reasons of socio-economic and cultural nature, namely: increased demands of certain social groups of the population to create learning structures that allow them to express and serve their interests; lack of "rapid response mechanisms" on this request by public educational institutions; the mass character of teachers movement towards the "new knowledge", which were not provided opportunities for realization of their creative interests within the state education system and those who want to create their own model of schools.

As innovative institutions are called when the new in the field of school education is created, namely: in the structure of education system, in development, in students' education or in its individual components; in the content of training, that is, in curricula and programs of all or individual learning subjects; in technologies and teaching aids, in learning equipment, visual aids; in organizing training with the help of microcomputers and multimedia technologies of learning process; in training in specialized classes and schools; in integrated training; in learning standardization of program requirements for the learning process; in organization of new training technologies; in assessing learning performance through tests and other tools; in relationships within the "Teacher and students" system[62].

Frank Haywards focuses on using innovative technologies in language teaching, provides examples of use the method of cases at lessons and at remote courses [214].

The New Ukrainian School is subject to change in the physical space, subject environment, programs and teaching aids. The part of project, team, group activities in the teaching staff is growing. The process and content of teacher training are undergoing significant changes. Teachers will learn person-centered and competent approaches to management of learning process, psychology of group dynamics. The teacher gets a new role, not as a sole mentor and source of knowledge, but as a coach, a facilitator, a tutor, a moderator in the students' individual learning trajectory.

The number of teacher training models will increase. Forms of advanced training will be diversified: courses, seminars, webinars, online courses, conferences, self-education, certificate recognition. The teacher will have the right to choose how to improve their skills. The state will support teachers' professional communities. To help a teacher an learning portal with methodical and didactic materials, Ukrainian e-encyclopedias, multimedia textbooks and online resources will be created. Bureaucratic load will be reduced due to electronic workflow learning system transition.

Thus, the effectiveness of foreign language teachers' professional self-realization is increasing in terms of foreign language education environment. Generalization of scientific search results has allowed to unlock the potential of this environment for foreign language teachers' professional self-realization (activates their creative potential, promotes pedagogical cooperation, develops critical thinking).

Theoretical substantiation of the technology of foreign language teachers' professional self-realization in a foreign-language learning environment is connected with teachers' needs and opportunities to learn throughout life.

As L. Aizikova [3] noted, since the late 6's of the twentieth century The concept of lifelong learning has been reflected in various documents by leading international organizations. Appositely, the European Parliament and the Council of Europe announced the Year of Life-long Learning in 1996, which offered a comprehensive concept of lifelong learning as a basis for new education policies that are conducive to the expectation of ever-increasing numbers the increasingly diversified needs of each individual. A tremendous amount of work on adult lifelong learning was completed that disclosed the following aspects:

- the people's needs and rights for lifelong learning;
- forming an integrated approach between formal and informal learning contexts;
- adequate funding for both of these types of training;
- coverage of all people, from the youngest to the the oldest;
- finding ways to democratize access to learning.

In 1973, the Organization for Economic Cooperation and Development (OECD) published a report on "Periodic Education: Learning Strategies throughout Life", which focused on needs of global economics and competitiveness. The concept of "Lifelong Learning" (LLL) renewed in the 90's of the twentieth century in the context of the economic crisis and rising unemployment. The concept of LLL is human-centered in context ensuring employment and active citizenship. In this sense lifelong learning focused on demand of the labor market, and not on proposals from the VET system. Lifelong learning is:

- in the field of competence: development of knowledge and skills throughout life so that we can achieve economic and social goals through meaningful and reflective behavior;
- open access to education and self-education: regardless of gender, social status, previous learning achievement, race and religion;
- for all citizens: everyone is an individual, their families, local people communities, trade unions, employers, non-governmental organizations, regional authorities play an active role, no passive participants in LLL;
- economic and social orientation: educated people are the intellectual potential of the country;
- the central place for those who study in the process of mastering knowledge: the teacher becomes a mentor and a teaching assistant;
- relying on transparent education and training standards that are understandable to all stakeholders, especially learners and employers;
- the "lifelong learning opens up" idea reveals new opportunities for a person

throughout life [3].

Within this concept there is a new role for the teacher who needs to acquire new skills, new knowledge, pedagogical ideas and collaboration technologies. Teachers professional development should facilitate transformation of general secondary educational institutions into organizations that constantly train others and acquire new statuses among the population.

The era of globalization and openness of the world to new impressions require from adults and young people knowledge of foreign languages. Thanks to foreign languages human thinking changes, outlook expands, the space of personality's self-realization enriches. Employees of any field can communicate on production topics, visit other countries for the purpose of internships and exchange of views, create presentations of products in the industrial sphere. Therefore, foreign language skills should be mastered in school years, foreign language lessons can not be skipped by any means, needs of foreign language communication should be treated more consciously.

Without reducing the role of foreign languages in shaping communicative competence of learning process subjects, we will speak English as a language of international communication, since computer, economic, political terminology is based on English vocabulary. It should be noted that when studying foreign languages teachers and students encounter natural communication difficulties that impede their self-realization in a foreign language education environment. To master communicative competence in a foreign language, not being in the country of study is quite difficult. Of course, the quality of foreign language learning, developing the ability to communicate with native speakers, that is, the language that is studied, reading what is written, understanding by ear what is said at usual speed, speaking and writing so that native speakers understand, depends on the teachers, their skills and foreign language talent.

The term "pedagogical technology" is used quite widely in pedagogical research when it comes to the totality of the participants of learning process common actions aimed at solving the set research tasks. In the study, we theoretically substantiate acmeological technology of foreign language teachers' professional self-realization in a foreign language learning environment as a kind of pedagogical technology, the essence of which is the totality of methods, techniques aimed at discovering the inner "I"-potential, the personality of an individual, the development of their acme [195]. Features of such technology is what experimentalists should become active and proactive, open to new experiences through the discovery of their own resource potential.

Based on the analysis of scientific literature (H. Ivanchenko, L. Pyrozhenko, O. Pometun, G. Tsvetkova) [51–52; 134; 138; 198] the technology of foreign languages teachers professional self-realization in a foreign language education environment is theoretically substantiated that provides the following stages: *organizational and managerial* (provision of regulatory and material base for implementation of components of a foreign language learning environment by the administration and methodological center); *motivational and stimulating* (activation of motives of teachers professional self-realization and discovery of professional potential in a

foreign language learning environment); *self-creative* (involving and encouraging teachers to self-transformative activities and mobile response to changes in a foreign language learning environment); *diagnostic and designing* (organizing diagnostics of the results of teachers professional self-realization and designing individual learning trajectory); *developmental and competencial* (encouraging teachers to improve their professional competence in the process of methodical work); *reflexive and evaluative* (self-analysis of pedagogical activity results and experience in communicating with colleagues and students, presenting their own achievements).

The stages of the specified pedagogical technology are considered as follows.

I. The organizational and managerial stage as provision of regulatory and material base for implementation of components of a foreign language learning environment by the administration and methodological center (see regulatory framework).

Teachers are acquainted with the regulatory framework for the creation of a foreign language learning environment at meetings of district methodical associations, of foreign languages chairs in general secondary educational institutions, of the parent council, at pedagogical councils. Coordination of work on development of international cooperation in general secondary educational institutions must be held in accordance with the mandatory implementation of the main provisions of the Comprehensive Education Development Program of Kharkiv for 2011–2017 by the methodical center of the Department of Education of the Administration of Shevchenkivskyi District of Kharkiv City Council. This stage contains updating the district Information Bank of general secondary educational institutions participation in international competitions, programs and projects [199]. Activities on international cooperation with the Foreign Trade Union with foreign institutions and learning establishments, public organizations covers the following areas: students participate in international competitions, programs, projects, events, conferences, forums; participants of the learning process join exchange programs; teachers report at international scientific-practical conferences, seminars, during methodical bridges; teachers-methodist study experience of their foreign colleagues in modernization of the learning process, pass training courses for foreign language teachers; methodists initiate teaching of subjects, meetings with foreign experts and native speakers; educational institutions cooperate with learning establishments in foreign cities and twin cities; foreign language teachers and classroom leaders organize summer language camps [212].

The implementation of such areas became possible through international partnerships with educational institutions that ensure successful implementation of joint programs and projects with foreign learning organizations, public institutions in foreign countries. Here is an example of the international cooperation of Kharkiv general secondary learning institutions with educational institutions and public twin cities institutions: Kharkiv Gymnasium No. 6 Maryanska Gymnasium - Alan Cola Lyceum, Nevers, France; "Schools: Partners of the Future" Embassy of Germany in Ukraine; Kharkiv Comprehensive School No. 29 - International project "Feel the

World" with AIESEC, Canadian College of English (Vancouver); Kharkiv Gymnasium No. 47 - Cultural Goethe-Institut Center; Kharkiv Comprehensive School No. 109 - French Embassy in Ukraine, Alliance Franchise, French Institute in Kharkiv; Kharkiv Comprehensive School No. 132 - AIESEC International Organization, International Corporation of tomorrow on the use of bilingual programs. An important factor for foreign language communication between subjects of learning process is textbook creation. According to the analysis of the best practices of scholars and practitioners, foreign language teachers focus on teaching methods and content of foreign language textbooks. In particular, V. Redko [145] notes that the problem of content of teaching students foreign language, structuring sections, ways of presentation and activation of material in textbooks, types assimilation control are important factors of use languages as a means of intercultural communication and knowledge of a multinational and multicultural world space. Attention is drawn to students' motivation as they need to be aware of needs and importance of their own communicative intentions. And therefore types of learning activities, methods and forms of their implementation have to be motivated. Students get interested in the content of textbooks, which should be marked by novelty and accessibility for readers. It should be noted that the content of the foreign language textbook is an external stimulus for the detection of teachers professional self-realization. Textbook creation is a feature of creative and experienced, competent and capable of non-standard solutions to professional tasks teachers. According to the analysis of their own pedagogical experience, foreign language teachers do not pay enough attention to their own self-development, participation in grants and learning projects. There is also lack of information in the scientific literature about ways to attract foreign language teachers to innovative activities, to create new techniques, writing alternative foreign language textbooks.

II. The motivational and stimulating stage as activation of motives of teachers professional self-realization and discovery of professional potential in a foreign language learning environment.

Motivational factors of pedagogical employees professional self-realization include a set of motives for development and self-realization, individual contribution to the profession, understanding the purpose of the profession, satisfaction with various aspects of the profession, psychological well-being, as well as activity-procedural motives. Among the external motivational factors of teachers professional self-realization activity-effective motives of social cooperation and interpersonal communication, material and organizational, creating comfort are named [53; 58].

Essentially, the motives for teacher' professional self-realization in a foreign language learning environment are related to person's acmeological direction. Referring to the works by L. Rybalko [147], we note that the foreign language learning environment develops participants of learning process that are intended to reach acme peaks. Teacher's acme is a phenomenon of human nature, the apex of maturity, the multidimensional characterization of personal state, the process of achievement the highest indicators in personal and social development, professional activity, creativity. Teacher's personality features different acme - maturity,

professionalism, skills, readiness to activities that are manifested and shaped in a foreign language learning environment. In our view, the intrinsic desire to unlock foreign-language potential is the driving force of the foreign language teacher professional self-realization that not only broadcasts students' knowledge and ability of these languages through academic subjects, but creates an environment in which all participants of learning process (leaders, teachers, students, parents) develop.

Teachers' motivation for professional self-fulfillment in a language environment reinforces the need for success in personal and professional life. The fact that success is moves human's motives is noted in scientific literature.

Teachers' motivation for professional self-realization in foreign language learning environment is activated by communication motivation. Ye. Ilyin [54] understands human communication as a connection between people, leading to mutual mental contact and manifests itself in transmission through communication of information (verbal and non-verbal) in order to establish mutual understanding and mutual experience between the communicators. The structure of communicative needs looks like the needs of: another person and relationships with them, belonging to the social community, empathy and compassion, care, help, and support from others, establishing business relationships to work together and collaboration, constant sharing of experience and knowledge, evaluation from the outside people, respect, authority, making common with other people understanding and explaining the objective world and all that happening in it. The goal of communication, as Ye. Ilyin notes, is helping another person, getting help, searching partner for conversation, team play, activity, person seeking, from which it is possible to gain understanding, compassion, emotional response, praise, affirmation as communication with those who give opportunity to show strength, mind, ability, involvement the other person to the universal values, change another individual's mind, intentions, behavior.

We substantiate the author's position theoretically, the essence of which is that foreign language teachers need to be encouraged to discover a foreign language potential in the learning environment. Creating a foreign language environment should be one of main tasks of methodological associations of district and school levels. Ways to solve this problem include holding roundtables with colleagues from other countries, those educators who work in international learning projects, a seminar with teachers on the topic: "The role of a foreign-language learning environment in personality development", a dialogue on the theme: "Partnership in Education: my perception". Particularly noteworthy is the role-playing game on the theme: "Me and the team of like-minded people". In the process of role-playing teacher are asserting themselves in the new roles they will need to "live" in the process of managing student research projects (enthusiast, specialist, consultant, supervisor, "the person who asks questions", coordinator, expert) [117; 118].

It is valuable that organizing international cooperation involves the use of a developed incentive system. Project participants receive international certificates and are awarded diplomas and valuable gifts for support and assistance in development of international cooperation in Ukraine. On the basis of authorized examination centers at general secondary learning institutions students make pass exams and are tested in

foreign languages according to European standards and receive certificates of international standard.

Teachers whose students excel in projects, gain the greatest number of victories in competitions, are awarded and receive certificates of confirmation of students' success. There are other forms of promotion. Here is an example. Students visited the city of Lefke on the northern side of the island of Cyprus (Turkey) and practiced English for two weeks with teachers from London International University.

Thus, the cooperation of general secondary learning institutions with international learning and public organizations contributes to improving the quality level of foreign language teaching, qualitative indicators of students' learning achievements, and improving teachers professional competence and students' motivation for learning a foreign language; their communication, translation and writing skills are improved.

III. The self-creative stage as involving and encouraging teachers to self-transformative activities and mobile response to changes in a foreign language learning environment.

We consider it advisable to structure the information in the acmeogram to gain understanding of the professional identity of future foreign language teachers as a coherent system containing the following components: motivational (motive for success in professional activity); cognitive (professional and pedagogical knowledge); content (vocational and pedagogical skills); control and corrective (acmeological position of the subject of pedagogical activity). In our opinion, acmeogram should contain the following sections: 1) biography; 2) acmeological dossier [114].

Thus, development of the acmeogram should be considered not only as an acmeological method but also as a way of forming future foreign language teachers professional identity. The basis to develop an acmeogram is the SWOT analysis as a strategic method of planning professional activity, and components of acmeogram are biography and acmeological dossier [116].

It is advisable to consider narrative as a way of forming professional identity of future foreign language teachers. Integrated use of narratives, such as autobiographies, diaries, intertextual units in the process of learning a foreign (English) language promotes the harmonious formation of components of future foreign language teachers professional identity; motivational, cognitive, content and control and corrective [109].

Increasing competition in the labor market enforces the need of formation future foreign language teachers professional identity, including foreign language teachers. The development of their uniqueness is influenced by external factors, such as intercultural communication and collaboration, assimilation of cultures, views and ideologies, as well as internal ones: human needs, interests, aspirations, goals, thoughts and values.

Based on the idea of the triad, it is recommended to conduct training in the form of a trivium (from Latin trivium - intersection of three roads) by analogy with the cycle of "free sciences" that formed the basis of secular education in the Middle

Ages. Participants in the trivia training must study the problem of identity in various aspects - philosophical, psychological, social, linguistic and pedagogical.

The tasks of the trivium training are:

1) to directi future foreign language teachers to succeed in teaching activities (motivational component of professional identity);

2) to make future foreign language teachers acquire integrity of knowledge for their qualitative assimilation (cognitive professional identity component);

3) to ensure the development future foreign language teacher skills in the process of learning to master their pedagogical actions and roles for the qualitative implementation of pedagogical activity (a substantive component of professional identity [106, p. 262].

*IV. **The diagnostic and designing stage*** as organizing diagnostics of the results of teachers professional self-realization and designing individual learning trajectory.

The problem of foreign language teachers professional self-realization is urgent, as they should initiate creation of a foreign-language learning environment, communication at the international level for the exchange of pedagogical experience of students' teaching and upbringing. However, there are obstacles of subjective and objective nature that impede the fullest possible foreign language teachers self-realization. In particular, during the pilot experiment, it was found that foreign language teachers professional self-realization in foreign language learning environment is hindered by both internal factors and external circumstances (141 people interviewed). To internal factors teachers attributed: lack of direction and focus on developing a foreign language potential, they believe that the experience gained during the learning period is sufficient and it is not necessary to engage in it daily and constantly (46%); weak willpower in self pursuit, which hinders the construction of personal and professional strategy, aptitude to usual and traditional actions and behavior, lack of desire to change oneself, to seek new ways of discovering one's own potential (35%); lack of intuition and projection of discovering one's own potential, career growth in teaching (19%). Teachers attributed the inert attitude of administration and colleagues to professional development in pedagogical activity and creation of a foreign-language learning environment to external circumstances (42%); congestion with various assignments that exceed the temporary mode of operation and have no performance, make feel tired and not satisfying with their implementation (37%); lack of a developed system for encouraging teachers to create a language-friendly environment, "moving" beyond the limits of everyday life and stereotyped work (21%). As our own experience of participating in learning projects and preparing students to work in them, learning project activity has powerful potential for foreign language teachers professional self-realization at communication levels, exchange of learning information, teaming with like-minded people and developing collective thoughts. We fully agree with a scientist I. Ionova [56] that the initiator of the learning project activity is a teacher who organizes students' learning activity and provides them with a system of external landmarks that create the basis for interiorization. This belief confirmation is a work by H. Jose da Costa [46].

However, the problem of foreign language teachers professional self-realization in the process of development and presentation of learning projects is not sufficiently disclosed.

We suggest starting with the methodological associations of teachers whose classes are appropriate to talk about: "Leadership in education", to organize meetings with innovative teachers, to get acquainted with the workings of domestic and foreign educators, to share experience with foreign scientists and practitioners.

However, it should be noted that not all "heard and seen"can be transferred to the field of national education. It should be remember that domestic educators experiences are as powerful and valuable as they are built on knowledge of the mentality, customs and traditions of the Ukrainian people.

V. Chuenko [201] to improve the effectiveness of foreign language teaching professionally directed student communication advises to use the project method. For successful implementation of projects in the future specialists need to have high-quality professional knowledge and skills, developed communication skills, formed foreign language competence. Learning project activity enables students learn how to work in a team, plan together and achieve the goal, take into account the contribution of each project participant, take into account its capabilities, compromise and solve complex professional tasks. We consider it appropriate to listen to the author's opinion on the types of projects that are suitable to training students in foreign language professional communication. These ones are like: text projects that encourage the use of authentic texts on special topics for research, conducting surveys, creation of technical posters; correspondent projects, including correspondence, emails and faxes, interviews; meeting techniques provided by students the ability to communicate with native speakers and discuss professional topics, to share experience in the professional field [88; 157].

It worth discussing with teachers the CV portfolio that is drafted for participation in grants, internships or training for purpose of retraining. Such a letter contains: a brief description of the teacher's research or professional experience; justification their own needs and the choice of this form of advanced training; designing the results of the advanced training and putting them into practice; planning creation of own product of pedagogical activity.

V. The developmental and competencial stage as encouraging teachers to improve their professional competence in the process of methical work.

We fully agree with K. Poseletska, who believes that a scholar teacher, including teachers of foreign languages, has to harmoniously combine in one person a literary scholar-researcher, a skilled methodologist, an experienced psychologist and teacher-educator and a skillful organizer of communicative interaction with students [139; 136].

Such combination of literary knowledge enriched with literary images and patterns of behavior, representation of selves and products of creative activity in foreign languages   definitely impresses students, increases interest in foreign languages, in choosing a profession. Perfect knowledge of foreign languages allows teachers to organize international cooperation in education.

One way to increase foreign language teachers professional competence is to create real and imagined communication situation at an English lesson using different techniques such as role-playing games, discussions, creative projects, and using ICT. Attracting authentic materials while teaching English is an example of improving student learning a foreign language but from different perspective it requires additional efforts in identifying foreign language potential and foreign language teachers professional self-realization [69–71].

In our opinion, increasing the level of foreign language teachers professional competence occurs precisely in the process of using different means of foreign language communication. Modern foreign languages teaching methods require new means of foreign language communication, their effective use in the learning process. So, teachers of foreign languages should be ready for professional self-realization by means of foreign language communication, which should be comfortable and enjoyable for all participants in the learning process [218; 219].

The means of foreign communication include the authenticity that in foreign language teaching methodology is given as application of the original language and speech material in the process of teaching the subjects of learning process; the quality of text provides functioning of those mechanisms that implement speech of natural environment communication [126; 154; 220; 224]. Such authenticity reflects the dynamic property of the text. Authentic materials (such as audiotext) contribute to the provision of cultural direction of learning. It is valuable that the authentic text contains information about the country's culture, thanks to it the national specificity of the language being studied is reproduced.

It should be noted that authentic materials are materials taken from original sources characterized by the naturalness of the lexical content and grammatical forms, the situational adequacy of the linguistic means used, illustrate instances of authentic vocabulary, and which, though are not specifically intended for learning purposes but can be used in teaching a foreign language.

Today, there are several approaches to defining the essence of the authentic materials. It is necessary to determine authentic literary, folklore, visual, musical works, subjects of reality, such as clothing, furniture, tableware and their illustrative image. Materials of everyday use and living conditions can be distinguished in a self-contained group: pragmatic materials (announcements, questionnaires, signboards, labels, menus and bills, maps, advertising leaflets for tourism, recreation, goods, jobs), in terms of accessibility and everyday nature, the applications are significant enough to create the illusion of being native speakers. The interesting thing is that their role is much higher than the authentic texts from the textbook, although they may be inferior to them in volume [186; 215].

Nowadays, it is extremely important to use such audio and audio-visual materials as: information radio and television programs, news reports, weather, news and alerts for passengers at airports and train stations. Such materials are an example of modern foreign language and create the illusion of participation in the daily life of a country that serves as an additional incentive to increase the level of teachers professional self-realization and students motivation to successfully master foreign language communication.

In the context of professional self-realization, foreign language teachers should get acquainted with the linguistic features of representatives of English-speaking cultures and peoples, the behavior of communication in simulated situations, sign language and natural emotions of foreign interlocutors. Learning how to communicate in a natural foreign-language environment can help use authentic video materials to help educators not only by ear, but also visually familiar with the techniques of easy dialogue between representatives of other cultures. From the video materials one can learn the manner of communication, to understand the intentions of interlocutors aimed at achieving a certain communicative goal of the results of communication [204].

The use of authentic video films has a positive effect not only on the level of intercultural communication in the learning environment, but also professionally develops teachers' personality. A film is selected in such a way that its content aroused interest and could stimulate linguistic activity. In addition, the movie script can serve as a basis for creating situations that simulate real language communication in the classroom. The plot should ware finished character, the movie volume must be no more than 15 minutes. Such plots are selected that can eventually be retold by students. These kinds of exercises can be completed: "Who said it?", "spoiled phone", role-playing games, tasks to describe heroes, true/false tasks etc. It can be offered to students to answer questions or write a series translation as homework [210; 213].

Teacher's self-development occurs due to the use of video training lessons "Window on Britain", "Extra English" at the English language. The substantial basis for episodes of the film is made up of stories that happen to young people in different life situations. The presence of regular characters combines the storylines and helps to concentrate attention.

The field of foreign language teachers professional self-realization is greatly expanded through the use of songs and films in the classroom. This approach makes classes lively and modern, even if a classic movie is presented for viewing; helps deeper immerse yourself in all aspects of life, language and culture of English language countries; facilitates language contact when communicating in different situations; in addition, they can be compared with other types of documents. Among authentic materials that are introduced into the lessons by a new technique, the most common ones are songs. Every song has an interesting case or story to tell to work in the same way as on a literary prose text.

Particularly noteworthy is the practice of speech that embraces tasks for content identification, comprehension and text reorganization. The following types of work are organized by foreign language teachers for students: problem solving and decision making; translation; role play; paperwork; use of information from text to complete problem-solving tasks and decision making; difficult ("puzzle") listening.

Important for foreign language teachers professional self-realization is a foreign language audio learning technology based on the following principles: taking into account the peculiarities and possibilities of teaching listening as a receptive type of speech activity; building on students' native language listening experience; taking into account students' age and individual psychological characteristics when teaching

auditions; authenticity of training materials; didactic value of authentic materials; communicative organization of the process of perception of authentic information at different levels and genres of speech; ensuring students' learning autonomy in the process of teaching English audio.

The means of foreign language professional communication include the use of newspaper articles by the teacher, including those printed abroad. This technique allows you to see the palette of features of speech in certain circumstances (messages, manner of speaking, structure of one or another type of their writing), as well as situational parameters (Who says? To whom? Why? When?). Reading newspaper articles increases teachers' and students' interest in foreign languages. In this sense, authentic documents play not the last role in improving knowledge. For example, an extract may be an incentive to study Past Simple use or formation, or it allows you to tell the difference between the active and the passive verbs.

Using graphic organizers. Under a graphic organizer a visual or graphic demonstration of a relationship between facts, terms, concepts, or ideas according to a particular learning task is meant. Sometimes graphic schemes are called concept maps, cognitive organizers, conceptual diagrams [53].

Graphic organizers will be useful for a student to actively master any new information: brainstorming to choose the topic of research, project preparation, writing tasks based on analysis, self-search planning, problem solving and decision making, reflection of one's own research, sequencing, causation, idea classification, and any other organization of meaning blocks. Types of graphic organizers vary, however, most of them can be used for solving various research problems with active assimilation of new information, which allows to be considered a flexible tool for organizing and structuring information.

It is possible to work on drawing a graphic organizer not only individually but also in a group, especially when working with a text. The peculiarity of this form of information organizing is the use of pictures, short phrases and reference words. It enables their using even at the initial stage of training.

Graphic organizers can be classified by form and function. Functional purpose distinguishes the following types of graphic schemes: for gathering information, sequences; systematization and structuring of concepts, ideas; for categorization / classification; for project preparation; for text structuring, preparing a creative writing assignment.

According to the forms are distinguished: "Clock"; "The Spider" (Spider Map, adding more details to a single topic); "Cluster" (Cluster, a network of ideas based on a stimulus), "Venn Diagram", "Bone" (fishbone cause-and-effect factors associated with a complex topic), "Cycle Organizer" (cycle - recurring cycle of events, with no beginning and no end), "Continuum" (continuum - topic with a definite beginning and end and a sequence in between) [207; 221; 227].

Graphic organizers help remove the language barrier and develop analytical, critical and creative thinking, because in order to create a schema you need to establish logical connections, basic and minor information.

The problem of creating a foreign language environment is urgent, since for subjects of learning process self-realization and self-development freedom and a

competent knowledge of foreign languages are necessary.

Certainly, a person's foreign-language competence is broader, than knowledge of foreign languages. Such a person understands the traditions and customs of other peoples, peculiarities of mentality and religious canons. Recently, foreign language competence has been a demand characteristic of a person trying to realize their own potential in the professional field, industrial relations, personal and family life, socio-cultural sphere. In our opinion, foreign language competence cannot be considered without a person's sociocultural competence, especially in an learning environment where there is constant interaction between the subjects of the learning process, the public, scientific and social institutions [89; 91].

Dialogue communication is predominant at foreign language lessons that is everyone involved in constructive cooperation is active. An example of dialogic communication is the technology of cooperation (N. Gnylychenko, O. Dubaseniuk, G. Ilyin, V. Lozova, A. Trotsko). This technology gives students the opportunity to learn how to interact with each other, using their knowledge and experience of communication. Through the use of collaboration technologies at English lessons more time is spent on speaking skills development. Examples of using this technology at my lessons include working together in different ways on parts of texts, followed by group discussions, such games like: "Explain it to the new student" or "Find and correct the mistake".

Another example of dialogue communication is interactive technologies (N. Gnylychenko, T. Gora, V. Melnyk, L. Pyrozhenko, O. Pometun) [19; 23; 116; 123; 138]. The organization of work in pairs and small groups facilitates students free communication in foreign languages. It helps to develop communication skills and encourages students to interact. Educators have the opportunity to realize the received knowledge in practice, and the teacher to assess the level of each student's academic achievement. For this work, it is advisable to use didactic materials: quest cards, puzzles, board games.

Conversation can be combined with visualization. Project-based learning technologies (S. Kirychenko, T. Kutsenko, L. Rybalko) allow to develop contact interaction with students, as group learning projects involve the joint fulfillment of tasks. Here is an example of studying the sub-theme "Nutrition" in grades 1-4. At the first lesson of the topic, students are informed of the lexicon and grammar study material content to be learned, we suggest considering presentation new learned lexical units and grammatical structures of the topic.

As they study the material, students have a creative task to visualize what is studied. They choose the form of presentation themselves. At the last theme lessons they present completed creative task in English. In particular, they create lunchboxes in the form of baskets, appliques, collages. The lesson is interesting, the students are happy with acquired knowledge and proudly present their own achievements.

In pedagogical dialogue, the determining factor of success is contact as a special state of unity between teacher and student, characterized by mutual understanding, empathy and willingness to interact. The indicators of contact are mutual personal perceptions, openness in relationships, agreeing with the main substantive provisions of interaction: perception of teachers' and students' thoughts as significant, their

development in further communication; unity of evaluative judgments, presence of emotional resonance, high level of visual contact in conversation, consistency of poses, facial expressions and intonations in dialogue [194].

We are impressed with the opinion by N. Bilotserkivska [8, p. 27], who emphasizes teacher's socio-cultural activity and defines it as scientifically proved cultural regulation of teacher's interaction with social institutions (education, upbringing, family, social services, cultural and educational institutions, public organizations, informal groups of students, mass media information) to address the issues of education, upbringing and socialization of student youth. The cooperation is based on socio-cultural interaction, which the author defines as a multi-purpose psychological, pedagogical, moral, social and legal communication process that involves common actions - joint projects, tasks, problems, collective solutions. According to the author, the teacher should create favorable conditions for students socialization, their cultural development and upbringing, professional self-determination, self-realization. In the process of human interaction with different institutes and organizations relevant knowledge and experience of socially approved behavior accumulates, as well as experience simulating socially approved behavior and conflict / non-conflict avoidance of observance of the accepted norms.

In the study by S. Kirychenko [65] it is emphasized that the teacher should prepare students for the socio-cultural learning space, in which they find meaning in life and are determined by the profession, and this requires a change in the structure of the teacher's relationship with other learning and social institutions.

A methodist teacher H. Ivanchenko [52] pays considerable attention to the formation of students sociocultural competence as a component of integrated neoplasms in characterization of a personality. That is why the main teacher's goal at foreign language lessons is to incorporate the learning elements of the language culture of the languages spoken into the content. The author always pays students' attention to the realities of life in Ukraine, compares traits of national character, moral principles, styles of behavior, priority systems in our country and language with the ones in the language studied.

The essence of H. Ivanchenko's innovative experience is that the sociocultural competence of an individual must serve as the goal and the result of preparing students for sociocultural engagement in the world and society. The strategic goal of modern foreign language learning is the formation of students' ability to be effective participants in intercultural communication, capable of adequate communication and understanding at intercultural level, as well as educating students with the means of this information such personal traits, that allow you to communicate with other cultures. At the present stage, sociocultural competence is gaining ground of greater importance because it demonstrates the acquisition of cultural and spiritual values of one own and other peoples. On this basis, the leading experience idea is education of an internationally-oriented personality who is aware of the interdependence and integrity of the world, the need for intercultural cooperation to solve global problems of humanity.

In the research we support the conceptual ideas by N. Bilotserkivska, H. Ivanchenko, S. Kirychenko on the necessity and practical importance of formation of

learning process subjects socio-cultural competence. However, in our view, insufficient attention is paid to the role of sociocultural competence of foreign language teachers in creating a foreign language learning environment. Foreign language teachers should be encouraged to exchange skills on creating a foreign language learning environment with colleagues of the district, the city during various collective forms of work (seminar "Online Networks as a Powerful Incentive to learn a foreign language and increase IT competence), to attend city teacher training seminars, to present on own blogs not only new methods of teaching foreign languages, but also the experience of building interpersonal partnering with colleagues, students and parents.

Foreign language teachers have a strong capacity to create the conditions for foreign communication in the learning environment. However, they are limited to teaching subjects, tutoring. Entrance beyond professional self-realization occurs, but not so often and not with all foreign language teachers. So, in continuing education and in self-education, teachers need to supplement their potential of professional self-realization.

Here are some examples of positive impact on formation of sociocultural competence of foreign language teachers and increasing levels of their professional self-realization. Such factors include: interactive technologies, an atmosphere of collaboration, a culture of linguistic behavior, training in the development of creative abilities, working with additional literature, computer programs, the Internet, modeling the realities of socio-cultural situation.

The methodological arsenal of foreign language teachers should be directed

to create a foreign-language learning environment, taking into account the field and forms of students real foreign language communication, their vocabulary, obtaining reliable information about the countries whose language is studied. Authentic texts should include factual material, which is of interest to the students and satisfies their local interests. In particular, in elementary school, children will get to know each other from the first lessons with the socio-cultural characteristics of the UK: they teach their own names get to know London landmarks, country location on the map. Subsequently, they study some samples of English folklore (poems, lyrics, songs), get information about some of the holidays of English, Americans, and customs associated with those holidays. Work on small folklore genres not only contributes to enriching students vocabulary, but also immerses students in the cultural and national diversity of the world, learns to feel common and special in every culture and language, to better and deeper understand each other, nurtures tolerance is a source of intercultural competence as a component of individual's sociocultural competence [85; 95].

In our opinion, the willingness of foreign language teachers to develop students' sociocultural competence as a basis for integrating personality in the international space is: modeling of learning situations of communication in the form of mini-projects, portfolio, debates based on students' linguistic experience and clear classifications; conducting integrated lessons; organizing role-playing games that help develop students' ability to become a language partner, choose the right words and phrases that match one or another situation, the ability to use non-verbal

communication (facial expressions, gestures); working with text, home reading lessons where a graphical organizer is used, which is one of the tools helping to actively assimilate information and process it; auditions; involvement of students in creation of socio-cultural projects.

The possibilities of intercultural communication within e-Twinning programs, through which students create online projects in collaboration with representatives of other cultures and countries are worth mentioning.

Effective for creating a foreign-language learning environment using songs, videos, TV shows, movie fragments, commercials, small folklore genres, computer application and multimedia training in comic book making, videos, presentations, students research, their involvement in the work of Youths Science Academy, extracurricular work on the subject. Introducing students to the culture and traditions of European countries prepares them to integration into the European space and at the same time educates Ukrainian patriots in Europe and Europeans in Ukraine.

Thus, the formation of foreign language teachers socio-cultural competence has a positive effect on creating a comfortable foreign language learning environment. In such an environment, communicative activity, tolerance, "I"-position in international space and "My professional self-realization beyond the present" are formed.

VI. The reflexive and evaluative stage as self-analysis of pedagogical activity results and experience in communicating with colleagues and students, presenting their own achievements.

The results of the Interpersonal Communication Style Assessment test indicate that there are different ways of communicating, which affect the general atmosphere in the teaching staff. According to the analysis, most teachers want to work in the comfort and favorable social and psychological climate, to be friends and unite others, fully understand their needs, have a reputable leader and learn management techniques and methods. Second place goes to a group of educators who want to be organized and stimulated for interpersonal communication, however, they cannot decide who should do it, but "someone another, not me'. Third place belongs to teachers who are ready to organize interpersonal interaction between colleagues, students, parents on partnerships, have a high potential for communication skills. Such a survey led us to conclude that not all foreign language teachers are ready to take responsibility, possess charisma and organize cooperation. It is worth approving that they have a certain idea of comfort and atmosphere of collaboration in the teaching staff, represent a model of partnerships and joint projects. However, the imagination is not enough and teachers lack access to their own people, self-effort and hard work on themselves.

In our understanding, foreign language teachers reflection is one of the stages of technology of their professional self-realization in a foreign language learning environment.

Analytical and reflexive stage of foreign language teachers' professional self-realization a foreign language learning environment involves mastering their analytical and reflexive skills. In the scientific work by L. Rybalko [147] reflexive skills are attributed to the ability of teacher's professional-pedagogical self-

realization and are specified in relation to types of activities. The positive thing about this experience is that the teacher's reflection is directed both to themselves and to teaching the students this skill. Reflection skills reveal the specifics of different types of teaching, which means that this process is objectified.

However, this submission does not reflect the specifics of the subject teachers, the interaction with, and response to the environment is not shown in particular, there is a lack of understanding of the role and place of reflection in the construction of interpersonal relationships and in the prevention of conflict situations.

At this stage, teachers resort to specific actions that increase their level of professional self-realization, formation of analytical and reflexive skills.

1. Self-examination of the results of their own foreign language activities. In the theory of self-education, the term "introspection" is defined as analysis of a person's own behavior, motives, emotional reactions, experiences and qualities. It is a form of regulation by man their activities and involves correlation and evaluation of individual facts, as well as assessment of individual's condition. Self-examination is carried out with enough facts, it should be versatile, deep in nature, based on real data, carried out from the standpoint of social demands. Self-analysis ends with conclusions, practical recommendations and tasks for self-improvement [129, p. 41].

Regulation of foreign language activity and correction of its results are of primary importance through the foreign language teacher's acquisition with the job description. The teacher analyzes their own activity in terms of the subject specific, students' age, formation of their own skills to develop students communication skills while learning a foreign language, stimulating socialization, forming the common culture, conscious choice of profession, readiness for independent life in an information society environment. Self-examination allows the teacher to assess the degree of mastery of their professional knowledge and skills. Self-esteem is personal judgment of their own qualities, their dignity and disadvantages are the result of mental operations - analysis, comparison, synthesis. In particular, a foreign language teacher should know: the subject and teaching methods, the foreign language curriculum content, stages of foreign language teaching methodology development; basics of the theory of students communicative competence formation (speech, linguistic, socio-cultural, learning; how to use ICT in foreign language lessons; basic ideas and provisions of the theory of students' education; didactic principles of the learning process; basics of pedagogical skill and safety of learning process participants' lives.

Such a teacher must have the skills to: communicate (verbal, written); to introduce a culture of speech behavior; on the high level to master phonetics, grammar, vocabulary in a language that is taught; to implement methodological and socio-cultural competences. Teacher introspection is done through self-observation, based on the ability to capture the course of their thoughts, behavior, experiences. There is a direct and retrospective self-observation that takes place in teacher's pedagogical activity. In our view, such a thought should mention the memory, its role in retaining information, especially during retrospective self-observation. In the past, a Ukrainian scientist I. Sikorsky proposed the original classification of memory types and formulated the corresponding rules of mental work, including learning one. The

scientist called the first kind of memory as an object, which reflects the nature of perception and has exceptional accuracy. It can be visual, auditory, muscular-touch. In case of reproduction of the mastered recollection of some particular part evokes the image as a whole. This memory is predominantes at young students. The second kind of memory is analytical. It gives the impression of a certain order, linking them to the system, subjugating a specific idea, to a plan. Typical for middle-aged students. The third kind of memory, assimilating, is coupled with reflections when one tries to bring new experiences into contact with previous ones. The scientist considered the type of memory the perfect one [132, p. 239–257].

As the own teaching experience shows, in the field of introspection there should be teacher's willingness to difficult and intense work with students, as well as the personality's tendency to be tired of both mental and physical activity. Studying I. Sikorsky's pedagogical legacy, we paid attention to the fact that he was the first in domestic science to study the problems of efficiency and fatigue, the role of intellectual potential for becoming a young man. He put forward the assumption that mental fatigue should manifest in changes of the psychomotor activity. The scientist's research showed that four to five hours of lessons have negative effect on the ability to distinguish subtle psycho-physical values, cause irritation. The scientist concluded that the human brain is constantly in an active state.

Mind work is a powerful tool for the continuous improvement of all the working mechanisms of the brain. Properly organized mental work is important not only for the mental development, but also for human life as a whole. He stated that even a well-developed mind and feelings are sometimes powerless to correct a person who has weak willpower. Strengthening and development of the will is crucial for the person "in constructing themselves as an individual", in the ability to stick to their own beliefs. In our opinion, this example is not an accidental, as foreign language teachers, realizing the individual approach to classes with students should consider different working capacity and fatigue, the degree of development of willpower.

2. Comparison of own potential with requirements of a foreign language environment to a teacher's personality.

Comparison as a teacher's subjective characteristic is based on their knowledge and skills of the professional "I"-concept. In psychology "I"-concept is "a relatively stable, more or less aware system of individual ideas about themselves, which is perceived as a unique personality, on the basis of which they build interaction with other people and relate to themselves" [14, p. 373]. According to scientists S. Sysoeva and T. Poyasok [161] "I"-concept is a holistic, though not devoid of internal contradictions, image of the speaker's own "I" which acts as an installation in relation to themselves and includes components (cognitive, emotional, evaluative-volitional). Noted above scientists distinguish such functions of "I"-concept as: facilitating the achievement of internal personality coherence; definition of internalization of experience; recognition as a source of expectation. V. Maralov [101] describes the structure of the "I"-concept as real or as an idea of who I really am; perfect, or an idea of who I would like to become; mirror, or ideas about how others perceive me. The term of "I" means what I know about myself; how I treat myself; what I think about myself; how I value myself. The researcher clarifies the

content of "I" through the physical, social, mental, emotional aspects.

Exercises help to identify the own self-concept. Here is an example of these exercises: "You have 8 circles, sign one of them as "I" and put it in the center, write people around you in all other circles, place circles around yours as you treat them. (People who are in the upper circles are superior to you, in the lower circles are subordinate to you, and the lateral ones are equal in strength to the "I"). In most cases teachers arranged the circles in this way: two circles are located at the top (belief that administration exceeds them), two circles are located on both sides (colleagues, gifted students, parents) and only one circle at the bottom (some consider their students subordinated).

The analysis of the results of the exercise shows that initiative teachers who are at the heart of creating a foreign language education environment, is "suppressed" by usual stereotypes of submission and the school administration's instructions and regulations.

We proved the previously expressed opinion that foreign language teachers lack understanding of the importance of partnerships with students and parents for foreign language communication.

According to the setting theory by D. Uznadze [190, p. 340–341] installation is a mediating link between human needs and the environment. The settings are cognitive, affective, behavioral. Central installations that form the core of the system, that a person uses to "decipher" society, is distinguished from peripheral installations based on thoughts and beliefs, which play a lesser role in social adaptation. There are four types of settings by K. Meller and P. Hegedal: "I am good - you are good"; "I am good - you are bad"; "I am bad - you are good"; "I am bad - you are bad". At the first glance, it seems that the settings orient the teacher to professional self-knowledge, but they have a deeper meaning. Important for reflection is the setting as a condition of past experience, the state of readiness, an individual's tendency to act in a particular situation.

The above types of settings are important for building interpersonal relationships in the learning environment, for interlocutor's perception, needs, and requests during language communication.

In the study, we clarified the concept of "foreign language education" as a comfortable environment for learning process participants' self-realization during communication, exchange of learning and professional information, mastering and using foreign languages, building dialogue and collaborative partnerships. Its characteristics include professional and pedagogical communication, dialogic interaction between the participants of learning process to exchange professional information, use native and foreign languages to establish contact and partnership in professional activity, show the ability to communicate with partners and to form their communicative, speech, foreign language competences [111].

In our opinion, it is precisely through specific actions of reflection that a harmonious connection is made between the professional self-realization of a foreign language teacher and their environment. Since foreign language learning environment is formed not only by the subjects of the learning process but also by the invisible, at first glance, links between them, behavior and morals, certain demands are placed to

the teacher's personality. To such requirements we attributed the presence of teacher's reflexive skills; developing the ability to communicate in a foreign language; discovering their initiative and activity in bringing colleagues, students and parents together to solve international learning problems.

3. Representing the image of a successful teacher. The traits of a successful teacher were laid in the writings by Ukrainian thinkers and educators of the past. We are impressed with the advice by M. Ostrogradsky [125, p. 54], who insisted that teachers should study students better and follow their spiritual development. According to the scientist a teacher should help the student "to perceive themselves", to educate needs to self-control and self-analyze their behavior, to teach them to generalize and draw objective conclusions.

From the position of the cited teacher, the highest learning result must be the formed thinking of an individual, as it is responsible for the depth of worldview, human behavior, and also is the basis of specific human actions, the relation to the environment. The scientist's opinion that the results of the learning process should not only be evaluated for the quantity and quality of the acquired knowledge and skills, but also for levels of mental, personal and social priorities taking into account the dynamics of human values, ideals, as well as the changing criteria of real material and spiritual progress in both man and society is quite important. These thoughts of a talented teacher are violated in Lesya Ukrainka's dramatic poem "In the Forest," in which she defended the high demands on a teacher who not only had deep knowledge of the subject, but also navigated in other sciences, literature, art, studied child psychology, applied rational methods of education and upbringing to approve in children human dignity, approaching children, not turning away from them [132, p. 401–402].

In modern pedagogical research (N. Huziy, O. Dubaseniuk, N. Kuzmin, M. Lazarev) refers to teacher's professionalism, from which success in teaching depends. According to O. Dubaseniuk, teachers with high level of professionalism are inherent in most adequate self-esteem and special sensitivity to preferences and deficiencies of one's personality and activities that contribute to the successful regulation of one's own behavior and pedagogical actions [35–42].

Consequently, the success of teaching is ensured by teacher's high professional qualities, in particular foreign language teachers. Exactly this teacher should initiate the creation of a foreign language learning environment as they are fluent in foreign languages, capable of communication and collaboration.

The scheme of the technology of foreign language teachers' professional self-realization in a foreign language learning environment is shown in Fig. 1.
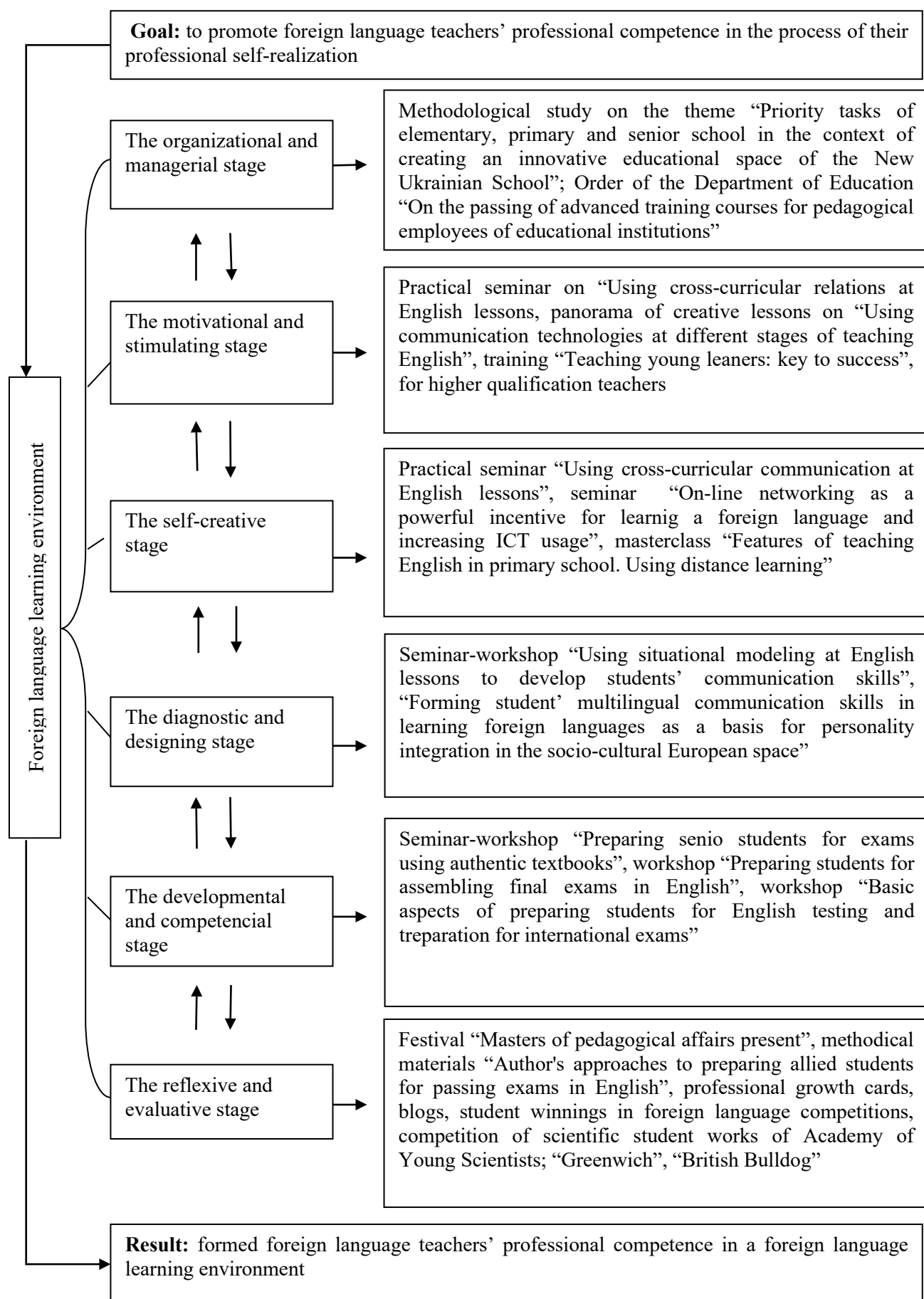
Goal: to promote foreign language teachers' professional competence in the process of their professional self-realization

Stage	Description
The organizational and managerial stage	Methodological study on the theme "Priority tasks of elementary, primary and senior school in the context of creating an innovative educational space of the New Ukrainian School"; Order of the Department of Education "On the passing of advanced training courses for pedagogical employees of educational institutions"
The motivational and stimulating stage	Practical seminar on "Using cross-curricular relations at English lessons, panorama of creative lessons on "Using communication technologies at different stages of teaching English", training "Teaching young leaners: key to success", for higher qualification teachers
The self-creative stage	Practical seminar "Using cross-curricular communication at English lessons", seminar "On-line networking as a powerful incentive for learnig a foreign language and increasing ICT usage", masterclass "Features of teaching English in primary school. Using distance learning"
The diagnostic and designing stage	Seminar-workshop "Using situational modeling at English lessons to develop students' communication skills", "Forming student' multilingual communication skills in learning foreign languages as a basis for personality integration in the socio-cultural European space"
The developmental and competencial stage	Seminar-workshop "Preparing senio students for exams using authentic textbooks", workshop "Preparing students for assembling final exams in English", workshop "Basic aspects of preparing students for English testing and treparation for international exams"
The reflexive and evaluative stage	Festival "Masters of pedagogical affairs present", methodical materials "Author's approaches to preparing allied students for passing exams in English", professional growth cards, blogs, student winnings in foreign language competitions, competition of scientific student works of Academy of Young Scientists; "Greenwich", "British Bulldog"

Foreign language learning environment

Result: formed foreign language teachers' professional competence in a foreign language learning environment

Fig. 1. The scheme of the technology of foreign language teachers' professional self-realization in a foreign language learning environmentnguage learning environment

KAPITEL 4 / *CHAPTER 4*
IMPLEMENTATION OF THE TECHNOLOGY OF FOREIGN LANGUAGE TEACHERS PROFESSIONAL SELF-REALISATION IN A FOREIGN LANGUAGE LEARNING ENVIRONMENT

In the course of the experiment, we implemented the technology of foreign language teachers professional self-realization in a foreign language learning environment according to the stages: *organizational and managerial* (providing the normative and material base by the administration and methodological center for implementing the components of a foreign language learning environment); *motivational and stimulating* (activating motives of teachers professional self-realization and disclosing professional potential in a foreign language learning environment); *self-creative* (involving and encouraging teachers to self-transformative activities and mobile response to changes in a foreign language learning environment); *diagnostic and designing* (organizing of diagnosing the results of teachers professional self-realization and designing individual learning trajectory); *developmental and competentive* (encouraging teachers to improve professional competence in the process of methodical work); *reflexive and evaluative* (self-analysis of the results of pedagogical activity and experience of foreign language communication with colleagues and students, presentation of own achievements).

I. The organizational and managerial stage of the technology

Implementation of the organizational and managerial stage of technology in the experimental groups of teachers was performed in the following way. Foreign language teachers developed and defended methodological topics on the problem of learning process subjects self-realization in a foreign language learning environment at refresher courses that were conducted in accordance with the order of the Department of Education "On passing of advanced training courses for pedagogical employees of educational institutions". Teacher creative groups participated in both regional experimental innovation activities (according to the order of the Department of Education and Science), and Ukrainian (general secondary educational institutions chose the direction of the study, for example: "Theory and practice of mastering speech culture by learning process subjects"). With the assistance of the methodological center of the Department of Education practical seminars on the use of ICT were organized for mobile feedback with colleagues, students, and parents. In order to organize foreign language teachers productive activities methodologists planned collective, group, individual forms of work with different categories of pedagogical workers depending on experience, level of professional competence, instructed teachers on the implementation of learning projects.

II. The motivational and stimulating stage of the technology

The motivational and incentive stage of the technology was realized by acquiring new forms of language communication (CLIL technologies, interactive technologies, the case study method, the project method, station-based training, use

of authentic materials, chats, creating an online book) occurred during meetings of district and school methodical associations, seminars, methodical bridges, vocational schools, schools for young teachers; organizing communication with foreign colleagues through e-mail and Internet connection with subsequent discussing the information received.

The motivation and incentive for self-improvement of foreign language teachers foreign language potential of was working in the summer language camp as an educator or teacher organized abroad, internship as a specialist abroad, participation within delegations at international conferences. Teachers who demonstrated high level of professional competence, were included in the jury of district, regional competitions, such as: student's (competitive defence of student's work by students-researchers of Youth Science Academy) and professional (Teacher of the Year, Debut); became regional instructors at the quality assessment center for education.

Experimental schools organized a panorama of creative lessons for English teachers "Using communication technologies at different stages of learning English", introduction of which increased the interest of young teachers to modern didactic methods and techniques (Linking, multisensory approach) for students development of foreign language competences. At "Teaching young learners: key to success" seminar teachers learned to create a "success situation", to produce visual learning materials.

Activation of the needs for foreign language teachers professional self-realization by means of foreign communication occurred by removing obstacles that hinder the fullest possible disclosure of their foreign-language potential. For this purpose they conducted training professional self-knowledge during which teachers performed exercises "I am a human", "You do not know about me yet …", "Self-portrait", "Who am I?", "Mutual interview".

Teachers performed the "I am a human" exercise with an interest in their own person, overcoming resistance before expressing themselves in the group. They put out one participant's chair per circle. The participants took their places. A willing person stood in the middle and said one sentence about themselves "I am a human …", continuing the sentence with their most characteristic feature. The statements were such as: "I am a human, who does not know anything about myself", " I am a person who would like to improve my own potential, but does not have time", " I am a person who is not quite able to control himself". Other teachers sat and listened. If someone decided that he could say the same thing, he quickly got up and changed places with the participant. One person always lacked space; the one who was left without a chair stood in a circle and continued the phrase "I am a human". The exercise lasted 10-20 minutes. As a result, teachers shared their impressions of professional self-knowledge.

Exercise "You do not know about me yet …" contributed to the teachers' openness and a certain risk to express themselves, their secret thoughts. Performed in pairs, one teacher spoke and the other listened. Later they changed their roles, asked questions to each other, communicating freely.

A lecture on the topic of "Teacher's professional "I-concept" facilitated expressions of personal ideas, values, needs and emotions, they developed a self-

concept regarding their inner potential and their disclosure in a foreign-language learning environment.

We referred use of authentic videos, songs, newspaper articles to the means of foreign language professional communication in foreign language classes that extend the boundaries of professional teachers' self-realization.

Involving foreign language teachers in the exchange work on creating a foreign language learning environment with colleagues of the district and the city during the various meetings was positive during collective forms of work (seminar "Online networking as a powerful incentive to learn a foreign language and increase the use of information and communication technologies"), visiting methodical seminars of city teachers, presentations of novelties on their own blogs not only in teaching foreign languages, but also experience in building interpersonal relationships with colleagues, students and parents on a partnership basis.

Meetings of foreign language teachers methodological associations and pedagogical meetings for all teachers were successful, there were discussed the issues: "Enhancing foreign language teachers foreign language potential", "Preparing teachers for participation in international learning projects", "Encouraging learning subjects to participate in international learning projects", "Do we need partnerships in the learning environment".

Encouraging foreign language teachers to develop their foreign-language potential occured through dialogic communication, development and use of interactive technologies, identification of leadership and organizational skills. The teachers studied foreign language teachers methodical experience, attended young teachers' lessons, classes of a young teacher school. Experience described was improved, developed through integration into other subjects of the curriculum. Dissemination of the experience was held due to exchange of experience between pedagogical staff of the institution at the meetings of the pedagogical council, methodical associations, methodical measures; by working out didactic materials; development of methodological recommendations; when working with parents; through the publication of a methodological bulletin, preparation and publication of relevant articles in newspapers, magazines; posting on websites or blogs.

Attending H. Ivanchenko's English lessons, analyzing her portfolio, indicated that foreign language teachers are constantly trying to improve their own potential. According to this teacher communicative technologies in modern linguistic space have become an integral part of communication, information acquisition, creative development and self-education. Implementing communicative technologies in the learning process stimulates cognitive activity, promotes formation of information culture. Therefore, it is necessary to bring cardinally new forms to ordinary teacher work that will promote interesting and fuller, more comprehensive disclosure, clearer presentation of even very complex learning material, thereby helping to reduce study time for a successful topic.

Communication technology is focused on organizing trainings, adequate process of real communication through modeling of the basic patterns of speech communication, namely:

1) active nature of the spoken communication that is embodied in teachers

communicative behavior as a participant in the process of communication and learning, and in student's communicatively motivated, active behavior as a subject of communication and learning; 2) objectivity of the communication process that should be modeled as limited, but a well-defined set of topics (topics, problems, events); 3) communication situations that are modeled as the most common options for students' relationships with each other; 4) speech means that provide the process of communication and learning in these situations.

III. The self-creative stage of the technology

Implementing *the self-creative stage of the technology* was facilitated with meetings of foreign language teachers methodological associations and pedagogical meetings for all teachers who discussed the issues: "Creating a foreign language learning environment as a pledge of open and partnership relations", "Foreign language competence for teachers of different areas of preparation", "Requirements for learning process subjects participation in international learning projects", "Collaboration in education: theory and practice". With this purpose, a training on professional self-knowledge carried out, during which the teachers performed exercises like "Perceive Yourself", "Creative teacher's talent …", "Own person", "Do I know myself", "I understand myself". To detection of personal ideas, values, needs and emotions were dedicated the lecture on "Teacher's professional "I-concept", at which a self-concept of unlocking inner potential and its development in a foreign language environment was discussed.

Foreign language teachers joined the teaching practice of the European community through participation in an international project called e-Twinning, in which they, together with their students, improved the foreign language skills and pronunciation, ICT skills, experience of communication with native English speakers. Participation in this project enhanced the experience of teachers' and students' communication culture, their ability to formulate and express opinions in a short and accessible way, to respond quickly to the interlocutors' statements, facilitated initiative, as well as tolerance.

The involvement of foreign language teachers in the exchange of work on creation of a foreign language environment with colleagues of the district and the city during the various meetings positively influenced collective forms of work (seminar "Online networking as a powerful incentive to learn a foreign language and increase the use of ICT "), attending teacher training workshops, presentations on new blogs not only on the methodology of teaching foreign languages, but also the experience of building interpersonal partnering with colleagues and students. Teachers participated in the development of a distance course "Preparation of 9th grade students for the state final assessment", prepared presentations, made recommendations and tests on a specific topic or section, posted on websites, blogs and other platforms features of experience, participated in professional competitions ("Masters of the pedagogical craft are presenting…", "Teacher of the year", "Competition of manuscripts on learning literature", the festival "Education of Kharkiv region of the XXI century").

At this stage were organized:

- foreign language teachers mastering foreign languages, knowledge and skills of professional self-realization;

- drawing up a teacher's portfolio;

- formation of self-representative results skills of own activity;

- creation of products of pedagogical activity.

The teachers analyzed results of the discussion on ways of formation a mobile person, an essay written by students about a perfect teacher, their admiration. We used the press method with the teachers, which made it possible to argue and express opinions on discussion issues.

Among the ways to increase foreign languages teachers' professional self-realization is implementation of their cross-curricular integration as a logical union of the content of several subjects into one rational knowledge system. The combination of subjects of humanities and natural and mathematical cycles allowed to expand the boundaries of foreign language competence, to fill its new meanings and substantive facts. Examples of integration include the use of English texts in biology lessons. Such techniques of integration helped to activate the emotional and logical memory, formed the ability to use knowledge in different situations, improved speech skills.

Working with foreign language teachers thematic conversations, discussions, interviews, roundtables, conferences, project protection, reviewing, abstracting, role-playing games, quizzes, translations dominated.

Foreign language communication between the subjects of the learning process took place under the conditions of real communicative situation. Today there are a large number of English-language computer courses (for example, Reward, ElanTes, Edsoft) etc. Organizing of dialogue training for using innovative interactive technologies and techniques facilitated teachers involvement in the exchange of scientific and learning information.

The method of "reading newspapers and magazines published in foreign languages" helped not only to remove the barriers, but also to create their own professional position. Together with newspapers and magazines, teachers mastered the unique diversity of vocabulary and the basics of communication activities. Communication with native speakers using the Internet facilitated creation of a linguistic environment in telecommunication contacts with native speakers, as well as development of communicative and organizational skills.

Forms of work varied from modeling lessons, development, discussion of differentiated language tasks to elaboration of difficult topics of the program.

A lot of attention was paid to differentiated work with specific teachers groups. The work was aimed at enhancing teachers' professional competence, dissemination and use of effective pedagogical experience, new forms and methods of teaching and students' upbringing.

IV. The diagnostic and designing stage of the technology

The diagnostic and designing stage of the technology supposed developing a map of professional growth, detecting and eliminating obstacles that interfere with the design of individual learning trajectories when a certain percentage of expected results can be unjustified in the case of poor motivation and stimulation, passive

assistance in meeting the goals of the institution's administration and lack of support from the parent community.

Attention was drawn to the difficulties that hinder teachers of different learning settings subjects and such techniques were implemented: determining the common and similar in native and foreign languages, in speech activity; offering forms and ways of activating the speech activity according to individual characteristics; rationalizing their own activities at the expense use of acquired language and speech experience in studying native and foreign languages; choosing optimal technologies of self-development.

Teachers were offered a system of exercises that fostered an atmosphere of foreign language perception. Dialogue Journal in the form of a diary helped to record, describe their own feelings that arose in the process of foreign language communication. The "Trail of Emotions" exercise also facilitated regulation of emotions, support of the positive and inhibition of negative ones. The main thing was that teachers knew themselves through their colleagues opinions. Webquests also interested not only students but also teachers. They enabled effective and accessible discovery of learning novelty material, gave examples of foreign language communication, summarized and drew conclusions. The webquest diversified teachers' interests, increased their activity and mental mobility.

During the experimental work between foreign language teachers a "methodical bridge" was held on "Developing auditory skills to promote personality socialization and overcome barriers to intercultural communication." The causes of arising difficulties in foreign language communication (insufficient language level,

differences of intonation, rate of speech) and methods of overcoming them

(saturation of lessons with spoken phrases, variety of pre-listening, while-listening and after-listening tasks) were identified.

The project method appeared to be an effective tool for foreign language teachers professional self-realization, through which they formed culture of foreign language communication, skills to shortly and clearly formulate opinions, take into account the views of communication partners, develop the ability to obtain and realize information from different sources, to work with it through ICT, created a foreign language environment that fostered the need for communication, interpersonal relationships in foreign languages. Teachers expanded their horizons, acquired foreign languages, gained experience in practical use of foreign knowledge and skills like listening to and perceiving another person.

Learning value of foreign language environment was enhanced with teachers' project activities, and participation in such projects fostered the culture of communication, the ability to formulate and express opinions briefly and easily, take into account partners' thoughts, and find compromise in common affairs, facilitated the formation of interpersonal relationships on the rights of equal partnership.

Foreign language teachers were involved in creating innovative learning projects. Within the framework of the Eastern Partnership of the European Union and the principle of "promoting communication between people", the e-Twinning program works. There are educational institutions of Shevchenkivsky district of Kharkiv among 78 Ukrainian schools and 218 teachers enrolled in the program.

These are Kharkov Lyceum No. 89 and Kharkiv Gymnasium No. 6 "Mariinska Gymnasium", which cooperate with schools in Poland, Greece, Romania, the Czech Republic and Portugal. Teachers from different countries are sharing experience, learning new approaches to learning. Students get knowledge and ability to improve English.

Designing of teachers individual learning trajectory was held at a meeting of the Foreign Languages Department on the topic "Multilingual formation of students communicative competences during studying foreign languages as the basis for integrating an individual into the sociocultural European space." Teachers made professional growth cards, solved pedagogical issues, organized demonstrations of methodological measures for colleagues and students in the inter-certification period.

V. The developmental and competentive stage of the technology

Implementation of *the developmental and competentive stage of the technology* was held during meetings of methodological associations at which peculiarities of using at foreign language lessons authentic video clips, songs, newspaper articles that enrich students' knowledge about the culture of the language being taught, develop reading, listening, speaking and writing skills were discussed.

It was argued that, through the use of collaboration technology in English lessons, more time is spent on development of speaking. In particular, at the lessons were organized: working together on different parts of the text with further discussion, group projects, didactic games "Explain it to the new student", "Find and correct the mistake". Teachers also visited and participated in the open discussing a lesson from the Pearson & Dinternal Methodist Center on "Successful English Teaching in High School" by Michael Hudson (United Kingdom) who is a methodist at the International Learning and Methodological Center. During the practical seminar "Basic Aspects of Preparing Students for English Testing and Preparing for International Exams" teachers got acquainted with modern forms of preparation for student testing (Multiple choice, Matching, True / False) and the specifics of their use in English lessons.

The English language teachers' professional competence was enhanced with the use of pageantry, chants and game technology at the "Modern teaching methods of foreign languages"methodical event. The interactive book as a non-standard form of project work. Educators revealed their resources in the process of mini-performances, writing chants, developing game situations, creating mental maps of an interactive book.

Preparing and conducting a master class "Model of multidimensional development of students communication skills" increased foreign language teachers professional competence.

Finding an effective approach for teachers professional self-realization led us to create a "Multidimensional Model for Developing Students' Communication Skills" that involved all kinds of speech activity based on role play.

In the center of the model there was a lexical core - a block of vocabulary that was required to complete a specific task in a specific lesson. For example, when preparing students for writing articles, reviews, these were quality adjectives with

different connotations. The next step was to update and activate the application vocabulary in students' verbal speech (exercises for word compilation, word distribution by emotional color). At the stage of working with vocabulary created a positive psychological anchor (use music, gestures, emotional presentation of the material) that contributed better assimilation of learning material, helped to create a positive environment, a sense of comfort, lifting the language barrier.

It is known that when mastering a foreign language as a means of communication

it is necessary to reproduce conditions similar to those existing when mastering the mother tongue. The most effective way of modeling a situation where participants were asked to play the role of a certain person in familiar circumstances or situations was a role-playing game that was both a powerful incentive to increase students motivation and communicative activity, who could express themselves under the guise of another "I". The idea of distributing roles in the role-playing game was taken as the basis, which Edward de Bono, a British psychologist, creative development expert from "Six Thinking Hats" developed thinking that everyone, through their own stereotypes, can use no more than one or two approaches to solving a particular problem or the question of what limits its capabilities.

Using a role-playing game, the teacher created a situation in which the student tried on an unusual role for him, the character. It prompted them not only to actively use the new vocabulary, in line with the role, but also developed creative thinking and empathy. In the first stage of the role-playing game, the students were grouped in badge colors. Each color represented a set of qualities for a personality, namely: blue - pessimist, orange - emotional and cheerful personality, yellow is optimistic, white is critic. Role allocation, instructions. The teacher asked the participants what they associated with blue, yellow, orange, white color. The teacher distributed the theater programs to the participants of the workshop with a description of their play matching color badges. Updating vocabulary for discussion. The task of "Word Cloud". Compose a message according to a given situation (music). Presentation of statements. Evaluation. ("I also have a badge today, but it's white. This is the color ... So today I will appreciate the work of the groups… "). After the discussion in groups ("orange", "blue", "yellow"), students expressed their attitude to the problem, topics of discussion according to the color of the badges, making the most of the active vocabulary. The teacher commented on the work of the groups. In the next stage, the teacher formed groups of students so that there would be representatives of all "colors" present, which made it possible to see the problem from a different angle. Students were offered to make a dialogue about the problem or situation the teacher has provided according to their role. Participants in the non-dialogue group compiled a pros and cons table in which they recorded the speaker's arguments. The next step was drawing or presenting a plan before writing the article. The final stage of the work was composing students written works on a given topic, using active vocabulary and arguments that were recorded at the lesson. For example:

1. Write a statement on the topic: "What I hear, I forget. What I see and hear, I remember a little. What I hear, see and discuss, I begin to understand. When I hear, see, discuss and I do, I acquire knowledge and skills."

2. Look at Shakespeare's famous saying "All the World is a Stage ... " and compose as many words as possible with the letters of the expression in 2 minutes (activation of vocabulary on the topic, stimulating thinking activity). Music from the movie "Theater" sounds.

The last stage of the work was writing the students' written compositions on a given topic, using active vocabulary and arguments, which were recorded at the lesson. This task was set as homework.

Reflection. Teacher's words: "So today, in today's masterclass, you got acquainted with this approach to teaching writing speech based on engaging all kinds of speech activities based on role playing. This approach is undeniably effective because it provides a high level of student motivation, 100% of their involvement in the tasks, stimulates high communication and thinking activity, develops creative thinking, imagination, empathy, tolerance.

The use of ICT has made it possible to move away from traditional forms of learning foreign languages, increasing mobility in learning information, to optimize the acquisition of grammatical language structures and rules, to overcome the monotony in teaching foreign languages, to combine information competence with a foreign language culture.

Online learning platforms that are gaining popularity as a tool for mobilization and activation of foreign language learning needs are integrated into processes of study, employment, career planning, availability of continuing education, self-education. It is valuable that communication with other participants of the online platform allows to create a foreign-language learning environment, to improve methodological potential, to accumulate instructional and didactic material, to develop foreign language teachers communicative and organizational competences.

New forms of foreign language have a stimulating effect on communication that occurs during conversations, discussions, debates, interviews, conferences, roundtables, peer reviews, communication through email and the Internet with the following discussion of information received, role-playing games, quizzes, dramatization, translations (synchronous, sequential or experimental, artistic).

Collaboration technology gives students the opportunity to learn in a collaborative way with others, applying the knowledge and experience of communication. By using collaboration technology in English lessons, more time is spent on developing speaking skills. Examples of using collaborative technologies for lessons include: collaborating on different parts of the text with further discussion, group projects, games like "Explain to the new student" or "Find and correct the mistake". The effectiveness of the system of preparation for the lessons is proved by the results: students are happy to attend lessons, willingly do homework, get interested in learning projects, have a sufficient and high level of training achievements, become participants and winners of Ukrainian Greenwich English Competition and The International British Bulldog Gaming Competition. In the 2016–2017 school year, 186 teachers taught English in the district's schools. Among these, 71 had the highest qualification category, 22 teachers were ranked "Methodist teacher"; 9 teachers had the title "Senior teacher". Teachers of the experimental schools were actively involved in the Region thematic open exhibition of effective

pedagogical experience "Education of Kharkiv region of XXI century" on the theme: "Year of the English language: perspectives on the development of foreign language education in Kharkiv Region" on international cooperation. The district's work was assessed with the first degree diploma. Teachers of English defended the experience on the topic: "Cooperation of English teachers and students of general educational institutions of Shevchenkivsky district of Kharkiv with learning and public organizations as a prospect of development of foreign language education in the district". Work was undertaken to improve teacher training English by passing advanced training courses at Kharkiv Academy of Continuous Learning and participating in methodical activities. Attestation remains one of the effective ways of raising teachers professional competence, determining the effectiveness of teacher's experience. According to the results of certification 2016-2017 10 teachers gained higher qualification category, 4 of them were ranked "Methodist teachers", the "Senior teacher" title was given to 2 teachers. One teacher was given the title of "Senior teacher". Four educators were assigned the qualification category of "Specialist of the highest category".

EG teachers initiated the use of new diversified methodological forms of work with pedagogical staff on a differentiated basis. We implemented diversification ideas as variability in the selection of various forms of methodical work, differentiation means teachers division into specific groups, levels of complexity.

Application of new diversified methodical forms of work with pedagogical staff on a differentiated basis is shown on the example of the methodical center of the Department of Education of Shevchenkivsky district of Kharkiv City Council. On your own experience of pedagogical activity we note that recently questions about the reasons for disinterest of a certain amount of teachers in the proposed types and forms of methodological measures arose and there wasn't high activity in attending them. And so there was a production need to make changes into organizing forms of methodical work. For this purpose, teachers were diagnosed with the following indicators: teacher's qualification category; experience; the level of students academic performance; results of exams; effectiveness of working with gifted students; level of teacher training in didactics, pedagogy, psychology. In addition, there were grounds for organizing forms of methodical work on a differentiated basis due to annual elaboration of individual teacher cards and expert evaluation of methodological associations managers. All these indicators gave the reason to organize collective forms of methodical work of the district as follows:

1. The school of professional excellence based on science, teacher's creativity. Forms of work are scientific-theoretical and scientific-practical seminars (with teachers of higher education institutions participation, transformation of special courses), methodical tournaments, master classes, teaching workshops, methodical bridges, methodical projects, methodological studios, round tables and more.

2. The School of professional growth, whose priority areas of work are updating, improvement of teachers professional and methodical knowledge through organization and implementation of practical seminars (completing curricular tasks, solving problems of exams, problems of increased complexity), panorama of creative (modern) lessons and their discussion, business or didactic games (game simulation),

debates.

3. The school of a young teacher, whose forms are practical lessons, pedagogical reading, psycho-pedagogical seminars, workshops, business games, consultations, attending classes with their detailed analysis.

This differentiation gave the teacher opportunity to choose one or another measure to construct their growth trajectory. The above system of work is flexible and dynamic in achieving the goal of formation the professional competence of pedagogical staff, which is based on the principles of voluntary choice at the present stage forms and themes among the variety presented, as well as the principle of differentiation. Therefore, educators are aware of the importance of the process of independent and purposeful obtaining of the necessary information to meet their professional needs. This approach prevents haphazardness and spontaneity in adult learning.

In order to diversify the forms of methodical work, methodological bridges were organized. This form of work involves sharing experience, collective search for solutions. So, for example, teachers of the Ukrainian language and literature chose the topic of "Improving the quality of students knowledge in Ukrainian language

and literature based on the differentiated approach and philosophy of child-centrism as a factor in the formation of a successful, socially adapted, nationally conscious linguistic personality". On this event the best developments of the teachers' lessons on the principle of differentiation were selected, which would be further included in the 5th grade Ukrainian language manual.

Healthcare educators held a methodical bridge in the form of a discussion via e-mail (Skype) on the topic of "Ways to collaborate with family and school in the education of a healthy personality", which examined the contemporary standard of students health; basics of forming healthy lifestyle; designed an algorithm for actions aimed at protecting children's health and opportunity to gain new knowledge about health; current issues of students health, behavior that does not harm health, helps to preserve and enhance it were discussed; main directions of work with parents were formed.

The methodological bridge also focused on preparing students for participation in Ukrainian students tournaments, during which teachers priority ways and forms of work in preparation for the tournaments were defined, namely: trainings; psychological preparation for discussion, setting a positive mood for finding arguments in a time of shortage of moral and intellectual pressure, forming motivation for success and dealing with objections; scientists involvement while preparing gifted students.

The Methodological Center paid considerable attention to the work on improving teachers professional skills by involving teachers in international scientific and methodological events. Teachers participated in international projects, programs, scientific-practical conferences, seminars, trainings, webinars.

Meetings with colleagues, native speakers, projects and programs to enhance teachers' professional competence were instrumental in improving their skills, facilitating the exchange of ideas, experiences, information and training materials, networking, helping to expand horizons and enrich the professional knowledge. So,

English teachers participated in a demo lesson taught by Michael Hudson, the author of Pearson publisher textbook from the UK.

Modernity requires information mobility from educators and the ability to use ICT. Methodical association of classrooms executives has their own blog (metodunion.blogspot.com), which is aimed not only to provide up-to-date information or share experience, but also discuss urgent issues, hold operational meetings, etc. Plan-based monitoring using diagnostic and qualimetric approaches contributes to the effective analytical activity, and allows you to track specific tendencies and make timely adjustments. The work was carried out to involve parents in learning activities: organizing and conducting joint hours of communication, scientific disputes, various holidays. The schools were run by "Parents workshops", "Parent Lectures", also parents were active participants in the students project activity. Questions of organizing work with parents were worked out at meetings of the school of professional skills, vocational schools and the schools of young teachers. In order to improve work with parents district festival "Modern Parents' Meeting" was conducted, where the best teachers' and creative groups' works were presented that were included to a methodical bank to help class leaders.

VI. The reflexive and evaluative stage of the technology

The reflexive and evaluative stage of the technology was ensured through analysis of the teachers' portfolio, introspection of integrated lessons, the use of media education, which promoted development of logical thinking, organization of speech, its logical construction and structuring, goal setting, conclusions, learning different techniques for receiving and transmitting information through timbre of voice, tempo of speech, movement. Self-presentation was happening in a blog format as an information technology that supported operation of a small web-site on the Internet, a web-browser that contained the teacher's personal diary, their online journal events to which in reverse chronological order certain media, images, or media objects were added. On the blog pages, teachers posted information about the experience of collaboration in a foreign language environment, conducted correspondence with colleagues and students in foreign languages.

At this stage, foreign languages teachers of EG:

- analyzed the results of pedagogical activity, experience of foreign language communication;

- compared their own capabilities with requirements and rules of a foreign-language learning environment;

- made maps of possible achievements in professional activity;

- designed participation in Ukrainian and international scientific-pedagogical, methodological events;

- made a plan for professional self-realization in a foreign language learning environment.

The SWOT analysis was a good tool for reflection, which was to divide factors into four categories: strengths, weaknesses, opportunities, and threats. Initially, this method was used to structure knowledge about the current situation and trends, and then to develop models of organization's behavior in marketing. Assessment and

verification of decision-making made it possible to analyze the correctness of the decision, to support its implementation and to evaluate possible shortcomings. Quite appropriate this method was considered for assessing teachers occupational mobility. The SWOT analysis concerned planning of self-development and development of professional mobility skills, assessment of benefits and disadvantages of achieving the goal. Teachers were offered a questionnaire with the following questions:

1. The strengths category:

a) what do you manage to do?

b) what unique resources do you have?

c) what are your strengths according to the others?

2. The opportunities category:

a) what opportunities are available for you?

b) what are the current modern new trends in science, trends you can use?

c) how can you transform your own strengths into opportunities?

3) The weaknesses category:

a) what could you do better?

b) what resources do you lack?

c) what do you see as the weaknesses of the others?

4. The threat category:

a) what threats can harm you?

b) what do your colleagues do?

c) what threats can your weaknesses lead to?

It should be noted that the use of such a method contributed to teacher strengths and weaknesses definition, use of their own resources opportunities, overcoming difficulties.

Formation of self-presentation skills in a foreign language learning environment in general secondary learning institutions was implemented in the following way. The teachers were convinced that presentation not only contributes to the formation of speaking, reading, listening and writing skills, but also contributes to the development of logical thinking, organization of speech, its logical construction and structuring, goal setting, conclusions, teaches different methods of receiving and transmitting information through the voice timbre, rate of speech, movements. The algorithm of self-presentation was developed using the experience by Yu. Avsjukevich [3] who attributed such elements as: greetings; attraction and retention attention; topic presentation; purpose and main idea of the presentation; combination of presentation topics with professional interests of the listeners; demonstration the speaker's competence in the subject matter of the presentation; presentation plan. On her opinion the body may consist of one to three points; the final part should contain the summary of what was revealed in the presentation and visualization of results; summing up; thank to the listeners and suggestions to ask questions.

Self-presentation took place in a blog format as informational technology that supports functioning of a small website in the Internet, a web browser that contains teacher's personal diary, their online event log to which chronologically recorded data, images, or media objects are added. Teachers posted ideas of cooperation in the

learning environment on the blog pages. They corresponded with colleagues, students, parents in foreign languages.

Expert school teachers' work on developing collaboration with international learning and community organizations was aimed at forming an organically adapted to life in a world of diverse relationships personality, from contacts with closest people to global connections, a personality open to dialogue with representatives of other countries, ready to integrate into the world cultural space. During this period teachers strengthened international partnerships and cultural and learning students and teachers development exchanges with partner schools in Europe, Asia and the USA. Successfully were implemented joint programs and projects with international learning organizations, public institutions of foreign countries.

SCHLUSSFOLGERUNGEN / *CONCLUSIONS*

Based on the results of the analysis of the scientific literature, the essence of foreign language teachers professional self-realization as a process of activation and disclosure of their own professional potential under the conditions of foreign language learning environment has been clarified, initiating the creation of such an environment, disseminating ideas of cooperation and partnerships among colleagues and students, making a positive impact on students motivation and interest in foreign languages, promoting their learning of foreign language culture.

In the process of scientific search it has been found that in the process of self-realization a teacher is constantly improving their professional competence as a dynamic combination of psychological and pedagogical and professional knowledge, skills, ways of thinking, views, values, personal qualities. At the same time, teachers professional self-realization is directly related to the specific nature of teaching primary subjects and affects the ability of the subject teacher to successfully perform functional duties and to solve pedagogical tasks.

The content of teachers' professional self-realization is a value orientation for the student's self-development in the process of studying foreign languages, understanding their own "I"-concept, knowledge of own possibilities and correlating them with the requirements of pedagogical activity, the ability to improve professional competence in a foreign language environment.

It has been noted that the process of foreign language teachers professional self-realization is consistent and logical self-realization of specific actions, namely: self-knowledge and awareness of the purpose, tasks, needs of self-realization; self-actualization and self-determination; self-creation as self-design, self-forecasting; direct self-realization of the revealed essential forces, such as self-control, self-organization, self-development and self-improvement; self-affirmation is self-presentation on the basis of adequate self-esteem and the generated skills of reflection.

Summarizing results of the scientific search allowed to reveal potential of this environment for foreign language teachers professional self-realization (activates their creative potential, promotes pedagogical cooperation, develops critical thinking).

According to the goal and tasks of the research the essence of the "foreign language environment" concept was disclosed as a favorable environment for learning process subjects self-realization, which satisfies the teacher's and students' needs to speak foreign languages with foreign educators, increase their competence in the field of foreign languages and ensure productive implementation of collaborative learning projects.

The developmental, coordinating, learning, learning and facultative functions have been specified.

The components of a foreign-language learning environment have been characterized, namely, personality and speech (mastering of foreign languages and speech literacy), information and communication (ensuring communicative

interaction and use of ICT for mobile response to changes occurring in a foreign language environment), productive and innovative (creation of products of learning activity, individual learning trajectory).

The technology of foreign language teachers professional self-realization a foreign language learning environment has been theoretically grounded and experimentally tested, it includes such steps as: *organizational and managerial* (provision of regulatory and material base for implementation of components of a foreign language learning environment by the administration and methodological center); *motivational and stimulating* (activation of motives of teachers professional self-realization and discovery of professional potential in a foreign language learning environment); *self-creative* (involving and encouraging teachers to self-transformative activities and mobile response to changes in a foreign language learning environment); *diagnostic and designing* (organizing diagnostics of the results of teachers professional self-realization and designing individual learning trajectory); *developmental and competencial* (encouraging teachers to improve their professional competence in the process of methodical work); *reflexive and evaluative* (self-analysis of pedagogical activity results and experience in communicating with colleagues and students, presenting their own achievements).

Implementation of *the organizational and managerial stage of technology* in the experimental groups of teachers was performed in the following way. Foreign language teachers developed and defended methodological topics on the problem of learning process subjects self-realization in a foreign language learning environment at refresher courses that were conducted in accordance with the order of the Department of Education "On passing of advanced training courses for pedagogical employees of educational institutions". Teacher creative groups participated in both regional experimental innovation activities (according to the order of the Department of Education and Science), and Ukrainian (general secondary learning institutions chose the direction of the study, for example: "Theory and practice of mastering speech culture by learning process subjects").

The motivational and incentive stage of the technology was realized by acquiring new forms of language communication (CLIL technologies, interactive technologies, the case study method, the project method, station-based training, use of authentic materials, chats, creating an online book) occurred during meetings of district and school methodical associations, seminars, methodical bridges, vocational schools, schools for young teachers; organizing communication with foreign colleagues through e-mail and Internet connection with subsequent discussing the information received.

Implementing *the self-creative stage of the technology* was facilitated with meetings of foreign language teachers methodological associations and pedagogical meetings for all teachers who discussed the issues: "Creating a foreign language learning environment as a pledge of open and partnership relations", "Foreign language competence for teachers of different areas of preparation", "Requirements for learning process subjects participation in international learning projects", "Collaboration in education: theory and practice".

The diagnostic and designing stage of the technology supposed developing a

map of professional growth, detecting and eliminating obstacles that interfere with the design of individual learning trajectories when a certain percentage of expected results can be unjustified in the case of poor motivation and stimulation, passive assistance in meeting the goals of the institution's administration and lack of support from the parent community.

Implementation of *the developmental and competentive stage of the technology* was held during meetings of methodological associations at which peculiarities of using at foreign language lessons authentic video clips, songs, newspaper articles that enrich students' knowledge about the culture of the language being taught, develop reading, listening, speaking and writing skills were discussed.

The reflexive and evaluative stage of the technology was ensured through analysis of the teachers' portfolio, introspection of integrated lessons, the use of media education, which promoted development of logical thinking, organization of speech, its logical construction and structuring, goal setting, conclusions, learning different techniques for receiving and transmitting information through timbre of voice, tempo of speech, movement. Self-presentation was happening in a blog format as an information technology that supported operation of a small web-site on the Internet, a web-browser that contained the teacher's personal diary, their online journal events to which in reverse chronological order certain media, images, or media objects were added. On the blog pages, teachers posted information about the experience of collaboration in a foreign language environment, conducted correspondence with colleagues and students in foreign languages.

Considering the goal and tasks of the study, the following criteria with relevant indicators of foreign language teachers professional competence levels have been specified - *motivational and self-learning* (desire for self-development in a foreign-language learning environment, desire to engage in pedagogical self-education); *cognitive and procedural* (completeness and depth of knowledge about the essence of professional self-realization and ways of improving one's own professional competence; ability of teachers professional self-realization); *personality and reflexive* (development of initiative, mobility, tolerance, formation of adequate self-assessment based on reflection), input measurements were made, diagnostic tools were selected (questionnaires, methods, situations, the "Self-realization", "Your business prospects", "Ways to achieve career" tests).

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ANNEX.
Diagnosis of teachers' professional competence

Criteria with indicators of foreign language teachers' professional competence, diagnostic tools

Criteria	Indicators	Diagnostic tools
Motivational and self-learning	Desire for self-development in a foreign-language learning environment, desire to engage in pedagogical self-education	Self-development workshop (V. Maralov), containing tasks, instructions, algorithm of the individual self-education program filling, method of visualization
Cognitive and procedural	Completeness and depth of knowledge about the essence of professional self-realization and ways of improving one's own professional competence; ability of teachers professional self-realization	Working with dictionaries, compilation of terms, discussion, analogies, conversations, observations, techniques of comparison, analysis plan of pedagogical staff training
Personality and reflexive	Development of initiative, mobility, tolerance, formation of adequate self-assessment based on reflection	Appropriate techniques, exercises, pedagogical situations, role playing games, teacher's portfolio, achievement map, teacher's blog

I. **The motivational and self-learning criterion with indicators:** need for professional self-realisation: need for self-improvement in a foreign language learning environment, the desire to engage in pedagogical self-education. The choice of such indicators can be explained by the fact that teacher's professional self-realization is conditioned by internal needs for self-knowledge, self-realization, self-improvement, self-development in pedagogical activity, as well as the external influence to which we consider foreign language communication as a component of a foreign-language learning environment.

Taking into account the fact of foreign language teachers fluency who work for

a year or two at school and go to work for a firm. They are trying to fulfil in other fields, but not in the learning one, want to be involved in grants, projects, translation agencies, showing their own abilities in the team. However, within the teaching staff they have little interest in speaking outside the classroom with colleagues and parents.

Foreign language teachers aspirations for self-development in a foreign language environment were tested through pedagogical situations and the method of visualizing one's role in them.

At one of the training seminars attended by foreign language teachers they were suggested to solve the following situational task: "Imagine that you are on one side of a river and you have to get the opposite one. Imagine you have a boat you can't transport anyone, but you can help others to cross. How will you act?". Such a task was offered in order to identify leadership qualities, the level of development of critical thinking and the ability to collaborate with other learning process participants. Another example is a series of situational questions (Do you want to do self-education in your spare time? Do you attend professional development training?) that provide "Yes", "No" or "I have doubts" answers and justifying opinions. Teachers were asked to write an essay on the subject: "How do you see your own role in a foreign language learning environment? ".

We asked our teachers the question "How do foreign language teachers understand the foreign language learning environment, its components?" Under the concept of "foreign language learning environment" foreign language teachers, above all, understand the immersion situation and the ability to use audio-visual aids at lessons and after-hours such as situational video snippets, authentic audio tracks and more.

Understanding the conditions of a foreign language learning environment and desire to create it were revealed using a business game on the topic: "Skype conference with foreign colleagues of the learning process".

We have found out what conditions of a foreign language learning environment are mentioned by foreign language teachers. Among these were the following components of a foreign language learning environment:

- conceptual principles of free communication in foreign languages in general secondary learning institutions: conducting weeks, decades of foreign language (for institutions with advanced study of foreign languages); preparation and holding of extracurricular activities: literary competitions, implementation of projects of different directions and subjects, poetry readers competitions in a foreign language; meetings with representatives from foreign countries and tours for guests, etc .;

- the teacher's desire to realize their own potential, their own need for finding and empowering a foreign language environment through self-education, active participation in professional competitions (for example, "Teacher of the year", "Debut" for young teachers, etc.), international, all-Ukrainian, regional events, in grants, projects, programs;

- teacher training to get higher qualification: visiting special courses, attending trainings, seminars, various methodical activities and active participation in them.

In order to identify foreign language teachers desire to improve their

professional communication skills and to unite colleagues, students and parents to work together, the following questions were asked:

- What, in your opinion, characterizes relationships in the teaching staff (kindness and mutual assistance, tense relationship)?

- Which of the following factors are important to create and maintain relations between the participants in the learning process (recognition of merit in the teaching staff, collective discussion and decision making, correct attitude to criticism, strengthening the stability of the team)?

- In case of positive information through ICT about the institution where you work, teachers you know, how you feel about their victories (you are proud to discuss with colleagues, not paying attention)?

- How do you feel about the shortcomings in the work of your team (I worry, I am not comfortable, I do not pay attention)?

- How important is the evaluation of the teaching staff by your colleagues (does not mean anything, whether to reckon with);

- How do you feel about different types of promotions and rewards (announcement of gratitude, awarding of prizes, rewarding with a valuable gift, gaining higher qualification, holiday permit)?

Both experimental and control teachers groups were asked the question: "What prevents teachers from recovering their own powerful potential in a foreign language learning environment?" As the interview testifies, one of the factors that impede this process in a foreign language learning environment is unstable motivation for development, self-development, professional recognition and realization of ideas, plans, professional needs. If the teacher is not interested in the professional growth, revealing the potential, if it does not deepen their knowledge, their own presence in a foreign language learning environment is limited. It is worth mentioning that almost three centuries ago it was known Ukrainian philosopher-educator H. S. Skovoroda came up with the idea of "the kinship of labor", which drives the person to a mental equilibrium, to constantly search for the new and to enjoy results of activity by vocation.

II.The cognitive and procedural criterion with indicators: completeness and depth of knowledge about the essence of professional self-realization and ways of improving one's own professional competence; teachers' professional self-realization skills.

The study the criterion of "knowledge and skills of teachers' professional self-realization" was used. In the study L. Rybalko's scientific work was used, which states that "the key position in exploring the future teacher's knowledge and skills to carry out pedagogical activity, maximizing the realization of their own potential and reaching certain acme-peaks in the process of professional preparation, is the idea of integration, which means the mechanism and the process ensuring the integrity of teachers' professional and pedagogical self-realization"[142, p. 236]. Hence, integrated teachers' professional knowledge competencies include personal, professional, project-design concepts, terms, facts, theories, ways of formation teachers' professional competence, assessment of knowledge. The basis of personal knowledge is information about human's nature, their self, their pedagogical abilities,

professional leanings, which they gained through self-knowledge and professional experience.

As indicators of teachers professional self-realization knowledge quality, fullness and flexibility served.

Foreign language teachers "I"-concept knowledge and skill were measured by methods and exercises from the practicum on self-knowledge by V. Maralov [99], self-actualization test (SAT) [57].

During the pedagogical experiment the annual curricula, activity programs of methodical offices, plans and minutes of district methodical associations, teachers' training plans, internship reports, portfolios to gain knowledge about their professional activities in foreign languages were analyzed.

The data obtained during scheduled observations, individual interviews evidenced on the creative, reproductive, reconstructive nature of learning foreign language teachers' knowledge of teaching methods based on analysis of internship results, certification training, participation in methodological associations, working groups, the Young Teacher School.

Additional information that underlies the creation of a foreign-language learning environment was refined as knowledge of the climate that exists among the teaching staff, the participants' direction for the process of foreign language communication; knowledge about the participants of the teaching staff potential opportunities and aspirations to interact with each other, that is, about the state of interpersonal relationships formation in the learning team to improve their professional potential by means of foreign language communication; knowledge about the administration's support for the idea of creating a foreign language learning environment.

In the environment where change of ideas, knowledge and technology occurs much faster than the change of generations, teachers meet priorities such as increasing their communication skills in a globalized, information society, readiness and ability to innovations, active life position. Since the reform in education aims to graduate in the XXI century as a competitive, well-developed, critical thinking, active-minded patriot, the innovator who is able to change the world and learn throughout life, a special mission is entrusted to the teachers - the "agents of change" who develop professionally, have freedom of creativity, are able to withstand competition in the learning services market. This is one of the components of the New Ukrainian School formula. In order to be the initiators of a foreign language learning environment, teachers must constantly update and improve their professional knowledge, increase the level of motivation to master the necessary competences of professional development.

To teach foreign languages to new students' generation, above all, teachers must own skills facilitating a versatile, progressive young man development, namely: initiative, mobility, tolerance, adequate self-esteem based on reflection.

The ability of teacher's professional self-realization as correlation of one's own potential with requirements of pedagogical activity that ensure the professional competence is explained as the ability to plan, design, learn, organize, communicate that are results of mastering the basics of pedagogical activity.

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