

професійною англійською мовою. Нажаль, практика свідчить про те, що стовідсоткова точність оцінки рівня мовної підготовки маловірогідна. Адже мова радіообміну, створена для забезпечення короткого і однозначного спілкування між пілотом і авіадиспетчерами, використовується лише в усній формі і поза візуальним контактом, включає дуже специфічну лексику, відмінність від стандартної вимови деяких цифр і слів, обмеження відносно темпу мови і використанням ідіом.

Найуразливішими елементами в мовній підготовці персоналу є граматики і розуміння мови на слух. Слабкість володіння граматикою пояснюється тим, що в стандартній фразеології радіообміну використовується спрощена граматики, яка характеризується значною кількістю еліптичних форм, опусканням артиклів, допоміжних дієслів, значно частішим, ніж в звичайній мові, використанням наказового способу та інфінітивних форм, використанням термінології в розповідних реченнях для передачі функцій питального речення.

Оскільки підготовка та тестування авіаційних спеціалістів з професійної англійської мови безпосередньо пов'язані з підтримкою цільових рівнів безпеки польотів, загальним критерієм оцінки рівня володіння мовою є не лінгвістична правильність, а ефективність використання мови в робочих умовах.

Виключно серйозні цілі навчання вимагають високого рівня професіоналізму і особистої самовіддачі учасників навчального процесу впродовж усього курсу навчання, яке повинно мати переважно комунікативну спрямованість.

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TRAJECTORY OF PROFESSIONAL SELF-ACTUALIZATION OF TEACHERS OF HIGHER EDUCATIONAL ESTABLISHMENTS

The article is devoted to the problem of professional self-actualization process of a teacher of higher educational establishment.

Now, despite actualized attention to understanding personality, its characteristics, needs, different expressions, the problem of development and realization of personal potential is treated in a brand new way. Socio-economic development priorities of society cause significant changes in the objectives, content and results of training a new generation of professionals, including teachers of higher educational establishments. They must be characterized by such qualities, as creative leadership, competitive, professional and social mobility to meet personal, educational and professional needs; continuous increase in scientific, cultural and professional levels; active implementation of new educational concepts, modern technologies of training and education into educational process of higher educational establishment, which is especially important in the implementation of the Bologna process. It is possible due to personal self-development and reveals in the process of professional self-actualization of a teacher, if he consciously has decided to devote himself to research and teaching activities in universities and aims to achieve significant results in it.

So, **the aim** of this article is to define professional self-actualization of a teacher of higher educational establishment, to prove the stages of the process and analyze their main characteristics to be considered as an individual trajectory, and, finally, to propose directions for further studies.

Summarizing the ideas of different scientists as for self-actualization (or self-realization), we consider it from the initial formation of a professional to the very end of a professional's career as a process of realization of professional potential of a constantly developing person, i.e. implementation of his or her identity through own efforts and interaction with others.

We define professional self-actualization of a teacher of higher educational establishment as a definite way of a person's professional life, expressing the process of acquisition of necessary professional knowledge, skills, and qualities in demand, which lasts from his or her professional self-identification on over whole period of professional activity after his graduation from the university.

Considering becoming a teacher as a process that begins after finishing secondary school, we have identified the following stages in it.

I. Initial professional formation, lasting during his study at the university. The product of this stage is a graduated beginner, ready to start his professional career of teaching in specific conditions, and has some basic competencies formed.

II. Professional adaptation, including three substages (beginning, advanced and complete adaptation). According to the findings of our previous research [1], professional adaptation of foreign language teachers to work in technical higher educational establishments, professional adaptation was defined as a complex process of adaptation of the teacher in the initial period of work to particular conditions of workplace and organization of work. The product of this phase is a specialist ready to conscious self-improvement and development.

III. Further life-long self-actualization of a professional in his career continuing by retirement. It is, firstly, a type of social self-realization; secondly, it promotes self-determination in the field of teaching and science; thirdly, it is the implementation of a specific person's need to acquire or improve all the necessary professional knowledge, skills as readiness for life-long education. It is linked with the desire of an individual to systematic, regular acquisition, renewal and updating of relevant knowledge and skills, when there is a need due to the change of reality or change in its perception and understanding, and aims to optimize educational process of the university he or she works in.

Like any process, it requires management for making and implementing decisions aimed at achieving reasonable use of material, labor and financial resources to perform the functions of planning, organization, motivation and control. However, traditional external management (management by the system of education) does not provide specific activation of the creative potential of a teacher and optimal conditions for such a movement by trajectory of personal and professional growth. For him, self-organization, self-regulation, self-control play crucial role, because he is already a formed personality and consciously seeks to manage the dynamics of his life, the ability to overcome obstacles and solve problems that arise during his professional activity at the university, defining appropriate strategies to achieve his goal. Since each person is a creator of his life in terms of professional development, the process of self-realization in profession is a strategic individual creative process, aimed at a result as hard work to attract all the creativity to realize own capabilities and abilities of using the time and effort in an optimal way to achieve desired level of professional competence. So, self-management in such a context we consider to be one of directions for further studies.

As a conclusion of our scientific research, firstly, we have defined professional self-actualization of a teacher of higher educational establishment as a definite way of a person's professional life, expressing the process of acquisition of necessary professional knowledge, skills, and qualities in demand, which lasts from his professional self-identification on over whole period of professional activity after his graduation from the university; secondly, we have stated the main stages of the process of professional self-actualization of a teacher of higher educational establishment: initial professional formation, professional adaptation and further life-long professional self-actualization by retirement, which outline his or her individual trajectory as for professional self-actualization; thirdly, we have proposed self-management to be a direction for further studies.

Література

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