

# **LINGUISTIC SELF-EDUCATION AS A COMPONENT OF PROFESSIONAL TRAINING OF A MODERN FOREIGN LANGUAGE TEACHER**

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In today's conditions, the main emphasis in the content of higher education should be its orientation towards the development of a responsible personality with a clear awareness of the importance of constant self-improvement, formed skills to think critically, process various information, apply the acquired knowledge and experience for creative solutions to both personal and professional and socially significant problems, etc. Along with the acquisition of basic knowledge, modern education is increasingly faced with the task of teaching a student to independently master new knowledge and information, to teach how to learn, to develop a need for lifelong learning. Modern domestic scientists recognize that the core didactic principle of higher education should be the transition from training to self-education, which is the highest level of education [1]. The Encyclopedia of Education emphasizes that self-education, as a special type of activity, should be taught under the guidance of teachers within the framework of the education system, which will allow the student to independently, throughout his life, when there are no lecturers or teachers around, to study everything he needs [2].

The problem of systematic enrichment and updating of knowledge and skills in order to constantly improve the quality of the performance of their professional duties becomes particularly relevant for a modern foreign language teacher, whose specific pedagogical activity is inconceivable without continuous linguistic self-education, because the volume of professional foreign language knowledge and skills obtained in a higher education institution is not enough to ensure the entire

period of their pedagogical work. This is explained, firstly, by the quantitative and qualitative properties of the foreign language itself, as an academic discipline, namely: the high dynamism of the system of language units, the composition of which constantly varies, in particular, due to the regular appearance of new terms, neologisms, borrowings, etc.; the wide variety of contexts of foreign language communicative and speech reality; and, secondly, the need for constant practical development of communicative skills and abilities, which cannot be fully ensured after completing academic studies due to the lack of both a natural and artificial foreign language environment.

Therefore, higher pedagogical education institutions, along with providing future foreign language teachers with professional and general subject training, should become the basis for their preparation for continuous linguistic self-education throughout their lives, which should be considered as one of the most important components of the profession of a modern teacher-linguist, since it is the key that can ensure going beyond the standardized educational system, making it possible to compensate for possible gaps and shortcomings of institutional foreign language training. That is why, linguistic self-education of a foreign language teacher can be considered as practice-oriented foreign language self-education, which involves constant independent maintenance and improvement of the level of foreign language proficiency for the purpose of personal growth and professional self-improvement.

### **References:**

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