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У збірнику наведено матеріали V науково-практичної конференції «Економічний розвиток і спадщина Семена Кузнеця». Представлено теоретичні та практичні результати наукових досліджень і розробок вчених щодо проблем економічного розвитку, циклічної динаміки соціально-економічних процесів, модернізації системи освіти, соціального розвитку суспільства, використання сучасних інформаційних технологій в управлінні системами, моделювання бізнес-поцесів.

Матеіали публікуються в авторській редакції.

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THE ROLE OF TEACHER'S PERSONALITY IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE

Today, the quality of university's education is controlled by formally established professional criteria for the compliance of teachers. Namely, specialized education, admissible teaching experience, academic degree (title), the availability of a certificate of advanced training, publication activity (articles of the Higher Attestation Commission, Web of Science, Scopus), scientific research, teaching aids, monographs, etc. should be presented.

Undoubtedly, the above indicators are important guidelines for the recruitment of teaching staff both for universities and for teachers (it is a certain results of their professionalism). But for the comprehensive management of the quality of education and its successful improvement, for obtaining a high-quality educational result, for education and for the comprehensive development of the students' personality, these criteria are clearly not enough.

Along with other factors (material and technical support, quality work programs, well-organized educational work, etc.), the teacher' personal and professional qualities acquire a leading role in the formation of the general cultural and professional competencies of a future competitive specialist.

The teacher (and in our case, the teacher of a foreign language) should learn a certain complex of knowledge about the features of communication as the most important tool for achieving learning goals and solving problems which formulated on the basis of these goals. This complex includes information from the following areas:

1. The psychology of communication, the structure and laws of pedagogical communication, the psychology of interpersonal relations, the psychological characteristics of intercultural communication.

2. Pedagogical techniques and level and qualities of professional knowledge requirements of them.

3. Standards of teaching ethics, pedagogical tact.

4. National-specific features of foreign language communication.

Also this list should be included: mastery of modern pedagogical technologies, mastery of speech technique (namely, speech breathing, voice, diction, pace of speech, use of pauses, proper articulation, use of speaking at different speeds and different loudness), knowledge of the speech culture standards. In turn, compliance with knowledge of the speech culture standards includes: normativity, i.e. compliance with the norms of the modern literary language, literacy, expressiveness of speech, its lexical richness, ability to use facial expressions and pantomimic.

In addition to professional competence, a teacher should have a certain set of personal qualities: hard work, honesty, personal discipline, activity, creativity, artistry, humor, respectful and tolerant attitude to colleagues and students, tolerance for criticism and the ability to introspection and self-criticism.

Personal qualities form charisma, the charm of a teacher. And by virtue of this charisma, as well as love for the subject, the teacher is able to motivate students to study the discipline, and this motivation, at times, is stronger than the motivation from the pragmatic value of the studied subject. In the context of a personality-oriented approach to the organization of the learning process, using modern educational technologies, the role of the teacher has changed.

Teacher acts as a consultant and assistant, providing psychosocial, informational and technical support, giving methodological recommendations for working with educational materials, acts as an intermediary, transmitting the necessary information. In sum, the teacher's task is not so much to transmit ready-made knowledge to the student, but to organize their independent educational activity, form their internal motivation to study the discipline, and help improve the personal and professional qualities of future specialists.

In foreign language classes, partnerships are especially important, since the main purpose of teaching foreign languages is the formation and development of students' communicative competence, training in practical mastery of a foreign language. And the main form of involving students in a foreign language communication is a productive dialogue with the teacher, acting as a kind of mediator between cultures. Students can learn to speak a foreign language only by communicating. Therefore the primary task of a foreign language teacher (and at the same time, perhaps the most difficult one) is to create communication atmosphere in the classroom.

However, all the teacher's attempts to achieve this will be unsuccessful if the student is not interested in the teacher as a person and as a speech partner. Successful implementation of target settings for teaching foreign language largely depends on the level of professional skill of the teacher. Foreign language teacher who possessing comprehensive linguistic knowledge, good methodological training, acts as a speech partner, and has the able to convey his/her love to the language he/she teaches, and also the culture that this language represents.

The teacher should be able to create an atmosphere of trust and comfort, which would contribute to unleashing the creativity of the students, overcoming the language barrier and feelings of insecurity, the emergence of a desire to communicate and share their thoughts.

A high level of teacher's professional and communicative training makes possible:

1) to be in the same language "wave" with the students and create a comfortable environment for communication for them.

2) to achieve communicative contact;

3) to possess of pedagogical communication tactics;

4) to coordinate the forms of professional and pedagogical communication with the tasks of teaching foreign language;

5) to make communication attractive and comfortable for all participants of the studying process in class and beyond;

6) to support the motivation for educational communication in the classroom, taking into account the students' level of knowledge;

7) to manage classroom communication, observe a sense of proportion in determining the amount of teacher's speech during the lesson in relation to students' speech, without suppressing students' speech activity;

8) to expand and deepen the content of the studying process.

The teacher's pedagogical skill is manifested in his/her ability to organize the studying process in such a way that under all, even the most unfavorable conditions, the desired level of formation of the necessary students' competencies is achieved. It is important to focus students not on assessment (ideally, one should strive for non-evaluative technologies, for example, scales, with which the students will determine the level of their progress), but on the learning outcomes: skills, personal characteristics and qualities that should be formed in the studying process. Thus, we consider it is necessary to highlight the main features of the external and internal culture of a foreign language teacher that are directly related to his professional activities. A foreign language teacher should:

1) be an expert not only in the field of teaching a foreign language, but also in the field of foreign countries culture there people speak the language students are studying;

2) perform in the studying process the function not only a domestic culture-bearer but also to be a foreign culture-bearer. To show students various aspects of the culture of other countries, to facilitate their understanding and familiarization with the valuable aspects of this culture;

3) being the bearer of the language studied culture country, know the norms of behavior accepted in that country. That is, teacher should not only know a foreign language, but also have a language culture of speech, expressed in the culture of speech behavior, in the richness, accuracy and expressiveness of speech, in the observance of speech etiquette;

4) be able to quickly navigate in changing situations of live foreign language communication. That is, teacher should improvise, internally tune into creativity, to impact others with their feelings, joys, doubts.

Due to pedagogical skills, as well as love for the subject, the teacher is able to encourage students to learn a foreign language, to make this process attractive and interesting. Teacher should reasonably justify the importance of the subject, show its practical need for future educational and professional activities.

In other words, to stimulate the development of students' motivation to learn a foreign language. And the right motivation leads to properly organized students' activities. It arises in the learning process, each time being a direct result of the interaction of the teacher and student. Therefore, an important way of developing motivation in the context of the studying process is to have a right model.

The teacher's personality, his/her passion for the subject play a very important role, especially at the initial stage. The enthusiasm of the teacher is able to cause students' true cognitive interest. And it is a significant condition for an effective learning process. This will be evidence that it is properly organized. It depends on it whether, the knowledge obtained in the process of learning a foreign language will be a passive vocabulary or an active gain, in the future.

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