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PHASED TRAINING OF FUTURE FOREIGN LANGUAGE TEACHERS FOR LIFE-LONG LINGUISTIC SELF-EDUCATION

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In the research paper we have substantiated undeniable advantages of linguistic self-education both in the context of modernizing the existing system of

future foreign language teachers' professional foreign language training through significant expanding and enriching its content and focus areas, and in terms of arming students-linguists with an effective tool – linguistic self-education – for continuous personal and professional self-improvement throughout life. The essence of the concept «a future foreign language teacher's linguistic self-education» has been analyzed.

We have detected that this pedagogical category reflects a multidimensional process of conscious self-creation and self-formation of the individual as a subject of purposeful linguistic self-educational activities carried out according to his/her internal beliefs, which determines the ability and inner need for conscious personal and professional self-development and self-improvement in the field of foreign languages.

Linguistic self-education involves self-management of the process of foreign languages independent mastery, which consists of autonomous goal-setting, planning, self-organization, self-control, self-correction, self-assessment of both the course and results, as well as techniques, methods and strategies of linguistic self-educational activities; critical reflecting on the processes of language acquisition and its practical use; the ability to self-development in the course of fruitful language self-educational activities aimed at constant maintaining and improving a foreign language proficiency level.

We have proven that the process of future foreign language teachers' training for linguistic self-education should take place in stages, with gradual inclusion of students in autonomous linguistic self-educational activities. In the paper each of the stages has been defined and characterized, namely: propaedeutic, which involves the acquisition of theoretical knowledge in linguistic self-education and familiarization with the basic skills of linguistic self-educational activities; reproductive, within which subjective experience of linguistic self-education is accumulated; self-regulatory, during which the transition from reproductive to creative linguistic self-educational activities takes place; experimental-search, which is characterized by total autonomy, when linguistic self-education is integrated into the future specialist's lifestyle and becomes his/her internal need.

Key words: linguistic self-education, future foreign language teachers, training, linguistic self-educational activities, stages, preparedness.

Шумський О. «Поетапна підготовка майбутніх учителів іноземних мов до лінгвосамоосвіти впродовж життя».

У роботі доведено, що лінгвосамоосвіта має беззаперечні переваги як у контексті модернізації існуючої системи фахової іншомовної підготовки майбутніх вчителів іноземних мов шляхом можливості істотного розширення та збагачення її змісту і напрямів, так і щодо озброєння студентів-лінгвістів дієвим інструментом, (яким, фактично, і виступає лінгвосамоосвіта), для невпинного особистісно-професійного самовдосконалення протягом усього життя**.** Проаналізовано сутність поняття «лінгвосамоосвіта майбутнього вчителя іноземних мов». Виявлено, що ця педагогічна категорія відображає багатовимірний процес свідомого самотворення та самостановлення

особистості як суб'єкта виконуваної за внутрішніми переконаннями цілеспрямованої лінгвосамоосвітньої діяльності, що зумовлює спроможність і внутрішню потребу усвідомленого особистісного та професійного саморозвитку та самовдосконаленні в галузі іноземних мов. Лінгвосамоосвіта передбачає самоуправління процесом самостійного оволодіння іноземними мовами, що полягає у самостійному цілепокладанні, плануванні, самоорганізації, самоконтролі, самокорекції, самооцінці як перебігу та результатів, так і прийомів, способів і стратегій лінгвосамоосвітньої діяльності; здійсненні критичної рефлексії стосовно процесів опанування мовою та її практичного застосування; здатності до саморозвитку в процесі конструктивної лінгвосамоосвітньої діяльності щодо постійного підтримання та підвищення рівня володіння іноземними мовами.

Обгрунтовано, що процес підготовки майбутніх вчителів іноземних мов до лінгвосамоосвіти має відбуватися поетапно, з поступовим включенням студентів у самостійну лінгвосамоосвітню діяльність. Визначено та схарактеризовано кожний з етапів, а саме: пропедевтичний, який передбачає набуття теоретичних знань з лінгвосамоосвіти й ознайомлення з базовими вміннями лінгвосамоосвітньої діяльності; репродуктивний, протягом якого накопичується суб'єктивний досвід лінгвосамоосвіти; саморегулювальний, на якому здійснюється перехід від репродуктивної до творчої лінгвосамоосвітньої діяльності; експериментально-пошуковий, який відзначається повною автономією, коли лінгвосамоосвіта інтегрується у спосіб життя майбутнього фахівця і стає його внутрішньою потребою.

Ключові слова: лінгвосамоосвіта, майбутні вчителі іноземних мов, підготовка, лінгвосамоосвітня діяльність, етапи, готовність.

Relevance of the study. One of the fundamental tasks that higher education institutions are facing today is to prepare graduates for life in the dynamic conditions of a post-industrial society, which is characterized by constant changes and transformations. The most optimal solution to this problem is to train future specialists not only for high-quality performance of professional duties, but also for continuous self-education, because the ability to learn independently is in current realities the main condition for the survival of each individual and the entire human race as a whole.

International regulatory documents on education, such as: «Programme of the European Commission for Lifelong Learning» [2], «World Declaration on Higher Education for the Twenty-first Century: Vision and Action» [18], «European Commission Staff Working Document. Proposal for a Council Recommendation on

Key Competences for Lifelong Learning» [3], «The World Bank. Lifelong Learning in the Global Knowledge Economy: Challenges for Developing Countries» [17], define the basic vector for education development in the 21st century – «lifelong learning», which involves continuous expansion of knowledge, development of abilities, acquisition of new skills, competencies and qualifications in order to meet personal, civic and social needs. A significant place is given to self-education, which is understood as an informal method of lifelong education. The need to form a generation capable of lifelong learning is also emphasized in domestic regulatory acts that determine education issues, in particular: the National Doctrine of Educational Development [13], the laws of Ukraine «On Education» [14], «On Higher Education» [15], and the State Program «Teacher» [16].

The abovementioned trend of changing the educational paradigm, which fully meets the demands of the time, is relevant for pedagogical higher education institutions, since their graduates are responsible for training future generations. The teacher of a classical type should gradually give way to the teacher a new type, able to freely enter the world professional community, act effectively in the conditions of shifting global contexts of professional activities, capable of independent satisfying their educational and professional needs through active use of self-education methods.

This problem is of particular importance for foreign language teachers, because the process of perfect mastery of foreign languages as a specialty does not end at a higher education establishment, but requires constant self-educational work to maintain and improve the level of proficiency in the languages being studied, through deepening linguistic knowledge, as well as through the development of speech skills and abilities. As shown by the survey and questionnaire among practicing foreign language teachers, after completing academic training, due to the reduction in the volume of speech activity, in particular, the lack of regular speech practice, they experience a significant decrease in their foreign language proficiency level. Therefore, it is very important for foreign language teachers to maintain a sufficient level of their foreign language knowledge, skills and abilities used for

professional purposes through linguistic self-education, since due to the specifics of foreign language proficiency, the practical-linguistic component of their qualification can undergo such serious deformations in a relatively short period of time that they can call into question the necessity of the university level of professional training in general.

Analysis of basic research and publications. The relevance and urgent need to solve the problem of improving the quality of foreign language teachers' professional training in accordance with the requirements of the time is evidenced by numerous studies by modern reasearchers. In particular, the prospects for modernization of the foreign language training process were analyzed in the works by V. Hamanyuk, R. Hryshkova, O. Kuznetsova, T. Modestova, D. Gardner, H.-C. Hsieh, A. Moharamkhani; the organization of independent work and autonomous activities in foreign languages is of scientific interest to O. Bihych, I. Zadorozhna, S. Zaskaleta, N. Kniazian, O. Markheva. The search for ways to address the problem of autonomous foreign languages study is devoted to the scientific works of Yu. Bandura, O. Malykhin, O. Nehrivoda, S. Soshenko; the issue of forming self-educational competence in the course of foreign language learning was studied by S. Bodnar, O. Kopyl, I. Mosia.

The features of the organization and modern methods of autonomous foreign language mastering were the focus of attention of T. Husak, E. Iizhko, I. Mykhailova, Yu. Petrovska, N. Aoki, P. Benson, P. Bimmel, V. Chan, L. Dickinson, D. Little, M. Tassinari, F. Vieira.

However, a comprehensive study of future foreign language teachers' training for linguistic self-education in pedagogical institutions of higher education, focused on the purposeful formation of their preparedness for continuous linguistic self-education, has not been carried out.

Purpose of this work is to define the essence and content of the concept of «linguistic self-education», to outline and characterize the stages of training future foreign language teachers for lifelong linguistic self-education.

Presentation of the main material. Drastic transformations taking place in all spheres of life of modern society in the conditions of intensification of the globalization process necessitate a revision of the main guidelines in the field of foreign languages teaching in higher education. Today, the formation of an active personality, capable of being the subject of their own activities, effectively learning throughout life, timely adapting to the changing conditions of the post-industrial era, and also freely interacting with representatives of other linguistic and cultural communities, is of particular relevance. Achieving this goal is possible through the organization of the educational process in foreign languages, aimed at a gradual transition from the traditional educational format in the form of providing students with a ready-made bulk of knowledge in the field of linguistic self-education.

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 any sort information, apply the acquired knowledge and experience for creative solutions to both personal and professional and socially significant problems, etc. As V. Kremen has emphasized, «with the usual, traditional education, it is impossible to prepare a person for life not only in a good school, but also in the best university ... Along with the acquisition of basic knowledge, modern education is increasingly being faced with the task of teaching a student to autonomously master new knowledge and information, teaching them how to learn, developing a need for lifelong learning» [7].

The problem of systematic enrichment and updating knowledge and skills in order to constantly improve the quality of performing professional duties is particularly relevant for a present-day foreign language teacher, whose specific pedagogical activity is inconceivable without continuous linguistic self-education, because the volume of professional foreign language knowledge and skills acquired 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, loan words, 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.

Thus, the process of mastering a foreign language as a specialty cannot be considered complete only upon receiving a higher education diploma. Therefore, pedagogical higher 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 modern teacher-linguist's career, 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.

In view of the above, the foreign language teacher's linguistic self-education can be considered a 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.

Linguistic self-education is an integral category formed by merging three subcategories – «linguistic», «self-» and «education», respectively. The first of them is usually attached to complex lexical units, as a result of which the core word acquires the meaning «language-related». In the case of the term under analysis, the addition of the particle «linguistic» indicates foreign language education in the format of independent learning (i.e. without the teacher's help), the result of which is dynamic personal and professional self-development of the personality.

The next component – «self-» – indicates the philosophical idea of «self» – a qualitative new formation in the consciousness of an individual, which manifests

itself in the ability to independently build the trajectory of their own self-educational activities with a vector for achieving the highest possible degree of self-actualization. The last, meaning-forming component of the lexeme «linguistic self-education» is, in fact, «education», which, firstly, acts as an essential characteristic of this pedagogical phenomenon, and secondly, serves as a kind of form within which it is implemented.

Based on the fact that disclosure of the content of any concept involves the consideration of a more general, generic category, let us dwell in more detail on the revealing of the essence of the key concepts of our study – «education» and «self-education». In the Law of Ukraine «On Education» education is defined as «the basis of the intellectual, spiritual, physical and cultural development of the individual, his/her successful socialization, economic well-being, the key to the development of a society united by common values and culture, and the state» [14]. In a broad sense, education is interpreted as a social practice focused on cultural reproduction [10, p. 405]. In a narrow sense – as «the process and result of the individual's assimilation of a certain system of sciences, knowledge, practical skills and abilities and the associated level of development of his/her mental, cognitive and creative activity» [8, p. 614]. The result of the education process is the education of the individual.

Further presentation of the material of this study requires an explanation of the essential difference between the terms «training» and «education». So, the purpose of training is forming utilitarian skills and abilities with specific pragmatic goals; these skills and abilities constitute the content of training. On the other hand, the purpose of education is not identified with its content, since education is aimed at the formation of a person as an individual, the development of his/her spiritual powers and abilities, and the content of education is formed by culture. At the same time, the result of education is determined not only by the volume of acquired knowledge and the ability to autonomously use this knowledge, but also by the level of formedness of personal qualities. Such a vision of the category «education» allows us to consider it in our study as an important social prerequisite that

determines the essence and directions of future foreign language teachers' linguistic self-education.

Modern domestic scientists recognize that the core didactic principle of higher education should be the transition from teaching to self-education, which is the highest level of education. 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 [8, p. 616], which will allow the student to independently, throughout his/her life, when there are no lecturers or teachers around, to study everything he/she needs. The key element of the concept of «elf-education» is the category «self», which is distinguished as part of complex words that have the meaning of directing something towards oneself (self-control, self-expression, self-discovery), turning towards oneself (self-observation, self-knowledge), doing something without external help (self-management, self-organization), and, being a component of a whole range of terms and concepts in philosophy, pedagogy, psychology, acmeology, sociology, etc., indicates such an important quality of the individual as «self», which manifests itself in three aspects: as a subject of the process; as an object of the process; as a means of organizing, implementing and ensuring this process.

In psychology, «self» is considered as the essence of the personality, the central, positive quality of the personality, which develops and encompasses all its aspects and makes each person a free – self-determined individual. In pedagogy, «self-2 defines the disclosure of the self, the originality of the personality, which implies an active cognitive and activity-organizational position and determines the self-realization and self-improvement of the individual «at a constantly cyclically dynamic level of development»[11, p. 45]. The core element of the category «self», present in all its manifestations, is the development in the personality of such a quality as independence, which is understood as a multifaceted personal and activity formation, which manifests itself in the needs, skills, and ability of a person to act independently, autonomously put forward meaningful goals for themselves,

formulate a problem, choose ways and means for its solution, and evaluate their activities.

Thus, we can conclude that self-education is a complex phenomenon in which the category «self-» allows us to reveal the «self» as a mechanism for realizing the internal potential of the individual, and «education» acts as a form that allows us to determine the essence and content of the phenomenon. The «Ukrainian Pedagogical Dictionary» specifies that self-education can act as an integral part of the learning process or as education acquired independently outside stationary educational institutions [4, p. 296].

There is no doubt that full-fledged self-education is possible only if self-study, which involves a person acquiring knowledge based on their own aspirations and using self-chosen means, and self-education, which is associated with the manifestation of significant willpower, a high degree of self-awareness, perseverance, concentration, purposefulness and organization, which results in the development of precisely those qualities of the individual that determine the sustainable nature of their performance of any type of independent activity, regardless of its level of complexity.

Scientists have convincingly proven that the inextricable link between learning and upbringing is manifested in the fact that the result of learning – knowledge – becomes the basis of all consciously formed qualities of a person, since it is precisely such qualities that are the key to the confident application of knowledge in practice. Therefore, the educational process, oriented, in accordance with the requirements of the time, to continuous education throughout life, can generally be considered preparation for self-study, and upbringing – for self-education.

Based on the understanding of self-education as a purposeful and systematic cognitive activity of a person, in the process of which they independently replenish and improve their knowledge and skills, and as a result of which the qualitative development of their personality occurs, self-education in the field of foreign languages can be defined as an activity managed by the individual him/herself,

aimed at maintaining, correcting and increasing the level of practical language proficiency.

In Western pedagogical theory, two main approaches to defining the concept of «language self-education» have developed. In a broad sense, it is a long-term educational project, carefully planned, compiled in advance and implemented by the student him/herself without any assistance from the teacher, which implies full responsibility of the student for the course and results of his/her self-educational activities. In a narrow sense, the scope of language self-education is limited only to isolated situations when a student, together with a partner or individually, performs certain types of activities without direct control from the teacher. Unlike the first one, within the second approach, the range of language self-education is narrowed exclusively to autonomous forms of work within the framework of an educational course or a separate class. At the same time, what is common to both approaches is that as a core distinguishing feature of self-education, scientists single out the subject's independence in determining goals, objectives, means and methods of organizing the process of independent cognition.

Summarizing all the above, we can determine that self-education is a complex multifaceted category that reflects the self-creation of an individual's own holistic personality through self-study, self-development, self-evolution, and self-education, the main characteristics of which are motivational activity, inner freedom, purposefulness, the ability to independently acquire the necessary knowledge, and a persistent desire for self-improvement.

It is important to emphasize that all of the above-listed main features of self-education are also inherent in linguistic self-education.

Given that in our study we consider the linguistic self-education of the future foreign language teacher, we think it necessary to provide an interpretation of the concept «teacher self-education», which in the scientific and pedagogical literature is defined as an independently performed activities aimed at constant improvement of one's professional level, which includes mastering general human experience; methodological, basic scientific and specific pedagogical knowledge; subject skills

and abilities; the latest professional tools, innovative methods and technologies of teaching, necessary for the purposeful improvement of one's own pedagogical activity and is the basis of continuous education, which combines higher and postgraduate education; advanced training; and can, if necessary, act as a compensator for any of them.

It is important to emphasize that increased requirements are imposed on the self-education of the foreign language teacher, as one of the most effective tools for achieving a high level of subject professionalism, due to the specifics of the discipline he/she teaches, since deep knowledge of a foreign language is one of the most important conditions that will allow the teacher to play a leading role at all stages of the pedagogical process, as well as to maintain a high interest in knowledge among students.

We consider it relevant to draw attention to the fact that a distinctive feature and the main difficulty of the foreign language teacher's profession is a significant reduction, and most often complete absence of the foreign language setting, which is necessary for maintaining the proper level of foreign language proficiency, which future foreign language had during their studies at a higher education institution. The result of this is a rapid regression in terms of their qualifications as linguists, which negatively affects the quality of their performance of professional duties, which consist in teaching students all types of foreign language speech activities (reading, writing, listening, speaking); organizing their oral conversational practice in a foreign language; forming and correcting phonetic, lexical and grammatical skills; providing sociolinguistic and linguistic and regional knowledge.

The only way to solve the above problem is systematic linguistic self-educational activities, which make it possible and ensure the maintenance of an adequate level of proficiency in a foreign language through constant replenishment and updating of knowledge in the field of general linguistics, language theory (phonetics, lexicology, grammar, history of language); the culture of the country the language of which is taught; regular study of professional foreign-language scientific and educational and methodological literature in order to timely track the

latest global educational trends; maintaining professional ties with representatives of the international pedagogical community, with leading educational centers in other countries, etc.

This conclusion is confirmed by the Framework for Continuous Professional Development of Foreign Language Teachers, developed during the implementation of the Joint Project of the British Council and the Ministry of Education and Science of Ukraine «Program of Postgraduate Pedagogical Education of Foreign Language Teachers». This document emphasizes that a specialist of any educational and qualification level is supposed to have a developed need to increase the level of language proficiency; a desire to improve the correctness and relevance of concepts / skills / language and constantly update their knowledge in the field of foreign language teaching; the ability to continuous learning.

The study of a wide range of scientific and pedagogical sources, as well as the analysis of the specifics of the pedagogical activity of a foreign language teacher, made it possible to identify the areas of his/her self-education, which are determined by the degree of need for a particular component necessary for solving professional tasks, namely:

- subject or linguistic self-education, associated with maintaining, correcting and constantly improving the level of language proficiency, which is achieved by increasing the volume of language material that the teacher practically owns, including active vocabulary; improving one's language and speech skills, as well as communicative-stylistic and linguistic-cultural features of one's own foreign language speech, enriching cross-cultural knowledge;

- psychological and pedagogical self-education involves in-depth study of pedagogical and psychological literature, including foreign language literature;

- methodological self-education consists in enriching knowledge of the methodology of teaching foreign languages by familiarizing oneself with special methodological literature, manuals, and recommendations; studying world pedagogical experience and summarizing the results of one's own activities.

So, based on the above, we can conclude that linguistic self-education is the foundation of self-education of the foreign language teacher, the formation of which occurs as languages. The basis of linguistic self-education is the focus on the development of the secondary linguistic expansion of the individual's cognitive sphere in the course of learning a foreign language and culture. Therefore, we understand linguistic self-education of a future foreign language teacher not only as an independent practice-oriented activity to acquire professional foreign language knowledge and the formation of skills (which is, in fact, the linguistic aspect of linguistic self-education), not only as a powerful factor and method of intellectual development of a person (pedagogical aspect of linguistic self-education), but also as an integral component of the entire way of life of the individual as a whole (social aspect of linguistic self-education).

It is quite obvious that the socially determined nature of linguistic self-education is manifested in the fact that language itself is an individual tool for cognition of reality and social interaction, because any process of cognition has its origins in social activity, and therefore, any linguistic knowledge of a person is socially determined. Such an approach to understanding the essence of linguistic self-education gives grounds to consider this phenomenon not only as a personally, but also as a socially significant category. The socially oriented, contextual nature of linguistic self-education is due, first of all, to the social orientation of the process of mastering foreign languages and its primary social nature, which defines language as a socio-cultural phenomenon.

Considering that self-education in modern didactics is interpreted as an activity process, and the concept of «activity» is defined as the basis of self-education, linguistic self-education of a future foreign language teacher in a higher education institution should be carried out in the process of organizing their autonomous linguistic self-educational activities. As the analysis of the psychological and pedagogical literature on the research problem shows, scientists do not always clearly distinguish between the concepts of «self-educational activities», «autonomous activities» and «autonomous work», which, nevertheless,

differ in key features, namely: the source of goals, the level of independence and the definition of the subject of control over the results.

Thus, independent work does not fall under the category of either «autonomous activities» in the assimilation of educational material, nor «self-education», but, instead, is a special system of learning conditions that must be provided by the teacher. The organization of independent work in higher education is a didactic form of learning and part of the curriculum, while self-education is associated with the student's activities outside the educational institution; independent work is an aspect of the teacher's activities and carries a clearly expressed function of managing the student's cognitive activity on the part of the teacher, while self-educational activity is not only motivated by internal motives (which often go beyond the educational ones), but the student also fully takes responsibility for the process and result of his/her educational activities; in autonomous work, attention is paid to the construction of the process of educational activities, and self-education involves the development of the student as a subject of educational activities.

The difference between the concepts of «autonomous activity» and «self-educational activities» is that the former is planned in nature, is organizationally and methodically directed, but is implemented without the direct assistance of the teacher; and the latter, in addition to being managed, controlled and evaluated by the student him/herself, is also carried out exclusively on the basis of an internal motivation for self-study and self-education, which determines not only the ability, but also the need for one's own self-development and self-improvement. At the same time, if in the structure of self-educational activities at least one of the elements – goal setting, definition of the subject of activity, choice of means of activity, etc. – is not autonomous, such activities cannot be regarded as self-educational.

Thus, we can conclude that the student's self-educational activities, unlike autonomous learning, goes beyond external goal-setting and control and are carried out in a completely autonomous mode both during the period of study at a higher education institution and after completion of formal education.

The special self-educational activities of a future foreign language teacher is determined by the focus on a professional field directly related to foreign languages, and is implemented in the context of practical language proficiency, as well as in issues related to language theory, foreign language culture and the features of intercultural communication, foreign language teaching methods, etc.

The above allows us to assert that the self-educational activities of a future foreign language teacher is essentially linguistic self-educational, since it involves the implementation by the subject of the so-called position «I am a teacher» in relation to him/herself, which is achieved by mastering the methodology and methods of cognitive activity in general, as well as the methodology and techniques of both independent mastery of foreign languages and the acquisition of professionally oriented knowledge. Such an understanding of the nature of linguistic self-educational activities totally corresponds to the concept called «education throughout life».

Therefore, in our study, we consider the linguistic self-educational activity of the future foreign language teacher as an integral, personally and professionally oriented, self-managed (i.e., one that is performed without external goal-setting and control), foreign language activity, which is based on the need for constant self-development and self-improvement, and the result of which is a personal educational product that involves autonomous mastery of the system of foreign language knowledge and methods of foreign language activities, as well as the development of the personality of the future foreign language teacher and his/her abilities.

Based on the fact that linguistic self-education contains all the processes of «self» and is a conscious self-creation of the individual through self-development and self-improvement (which are internal factors of his/her qualitative transformation), we consider it appropriate to consider a number of definitions united by the single root «self-», which are structural components of linguistic self-education.

The core element of personality, which allows a person to feel like a subject of their states, processes, actions, as well as to maintain integrity and internal

coherence, is self-awareness, which in psychological and pedagogical literature is defined as the individual's awareness and assessment of him/herself as a subject of practical and cognitive activities and as a person in general. Self-awareness is an internal mechanism thanks to which a person is able not only to consciously perceive the influence of the environment, but also independently, feeling his/her capabilities, to set goals for his/her activities and choose the optimal ways to achieve them, to make a plan, to determine the causes of failures and to correct both the activity itself and him/herself as the subject of this activity.

We share the position of psychologists, according to which self-awareness determines the activity of a person's «Self» as a subject in terms of cognition or creation of his/her own self-image within the framework of the self-concept. Regarding linguistic self-education, independent mastery of foreign languages, assuming the conscious adoption by the future teacher of foreign languages, of his/her own choice, of certain social and cultural models of behavior and lifestyle, affects all spheres of self-awareness and leads to qualitative changes in his/her own self-concept.

Thus, during linguistic self-education, a person, as he/she expands his/her knowledge of a foreign language and culture and improves his/her speech skills and abilities, and improves his/her qualities and abilities, achieves not only a certain level of personal and professional self-awareness, but also significant positive transformations in the structure of his/her personality.

Another integral element of the linguistic self-education of the future foreign language teacher, which determines his/her desire for constant personal and professional growth and self-improvement, is self-knowledge, that is, the process of knowing oneself, one's actual and potential properties, personal and intellectual resources for the assimilation of foreign language information, relationships with representatives of other languages and cultures, and behavioral characteristics, which is realized both in the external and internal world of the secondary language personality.

It is advisable to emphasize that self-knowledge is the main method and a necessary condition for a person's self-development, because knowledge is made possible only through deep self-knowledge. Based on this, the final result of self-knowledge should be forming a system of knowledge about oneself, which, in fact, forms the self-concept of the individual. At the same time, in the context of linguistic self-education, the driving force of self-knowledge, along with the awareness of one's own qualities and potential opportunities, is knowledge of one's own ignorance, which allows a person to identify certain language problems without outside help and, just as autonomously, build an algorithm for solving them, since the lack of knowledge about ignorance is a stop not only in self-knowledge, but also in the knowledge of the world as a whole. Based on psychological research, we can identify and characterize the areas of the personality that should be covered by self-knowledge and undergo qualitative changes in the process of linguistic self-education:

- Personal and characterological sphere – qualities and properties of the personality, in which their attitude towards linguistic self-education is manifested, in particular, initiative, diligence, hard work; and towards themselves – self-esteem, confidence or lack of confidence in their abilities, etc.

- Value-motivational sphere – revealing their internal motives, interests, dominant motives, values, which enable the implementation of linguistic self-educational activities.

- Emotional-volitional sphere – tracking one's own emotional states; models of one's behavior and nature of actions in stressful situations; ability to self-mobilize; ability to show perseverance, concentration, perseverance and purposefulness on the way to achieving a goal, etc. At the same time, it is important to know oneself as within one's inner world («microworld») – studying the features of one's own inner world, as such, at the level of feelings, experiences, dreams, intentions, thoughts, as well as self-knowledge in relation to the external world («macroworld») regarding the assessment of one's behavior, actions, etc.

- The sphere of abilities and possibilities – analysis of one's abilities to learn languages; the existing level of knowledge, skills, and abilities in foreign languages and awareness of the features of intercultural personal interaction; assessment of resources for self-development and self-improvement both in foreign language and professional-pedagogical activities.

- The cognitive sphere – understanding the mechanisms of functioning of mental processes, on which the effectiveness of perception, memory, attention, thinking, imagination depends; the properties and potential of one's mind in solving linguistic self-educational and professional tasks.

- Sphere of activity – studying one's existing and those that require development, traits and qualities that allow one to become a full-fledged subject of their own linguistic self-educational activities with a clear awareness of motives, goals, abilities; what knowledge, abilities, skills, and learning methods one possesses; how one uses them in linguistic self-educational and professional activities; how one develops them in oneself, etc.

- Prognostic sphere – self-prediction of one's own personal and professional self-development through linguistic self-education.

It is worth noting that the ability to self-predict, as one of the fundamental human abilities, provides the opportunity to go beyond the boundaries of «today's self», to predict the events of external and internal life, to set goals for future activity and self-development, including in the field of foreign languages.

In combination with self-knowledge, self-prediction helps to determine the prospects for personal self-improvement, to predict the results not only of one's own linguistic self-educational activities, but also of one's own formation in a new or renewed quality, that is, to single out that ideal image of the Self, that system of requirements that the individual will strive to satisfy and which will serve as a guide for him/her in the near and more distant future. The key way to obtain knowledge about oneself, as the basis of self-prediction, is self-understanding, which is considered in psychology to be the most important factor in the development of the individual.

Thaking into account the fact that linguistic self-education is a conscious process, in which there is a conscious personal choice by the individual of the course for creating him/herself as a secondary linguistic personality, it is important for the future foreign language teacher to understand the tasks and process of his/her own linguistic self-education. Among the most common ways of self-understanding, it is advisable to single out the following: self-observation, self-analysis, comparison of oneself with a certain standard.

The main incentive for linguistic self-education is self-stimulation by the subject of their own linguistic self-educational activities, which is carried out using such methods as self-approval, self-reinforcement, self-condemnation, etc. At the same time, an important role in forming the apparatus of the individual's self-awareness is also played by self-observation, the ability to which develops in the student with the acquisition of experience in linguistic self-educational activities, which is the basis for reflection, self-analysis and critical self-assessment of the results of these activities. It is self-observation of the course of one's linguistic self-educational activities and the methods of its implementation that contributes to an adequate awareness of one's own achievements and shortcomings in autonomous mastery of foreign languages.

Self-analysis provides an opportunity to obtain information about the formation or deficiency of foreign language knowledge and skills; to identify factors that complicate the effective acquisition of foreign languages; to make timely corrections and determine the directions of further linguistic self-educational activities. The basis for determining one's capabilities and strengths to fulfill the linguistic self-educational tasks is self-assessment, which, according to O. Malykhin, can be of three types – predictive, corrective and retrospective [11, p. 160].

Self-assessment allows you to learn and compare your achievements with a certain standard or benchmark. The standard of self-assessment can be value orientations, the individual's ideals, the level of aspirations, social or professional requirements, etc. That is why self-assessment can be defined as the most important

personal formation, the central component of the personality structure, which is the result of the internalization of ideas and assessments of it by others; as well as its own activity, «self-construction» of its own Self, which reflects the qualitative originality of the inner world of the individual and takes a direct part in the regulation of his/her behavior and activities. It is important to emphasize that for the implementation of adequate self-assessment, a person's ability to objectively know him/herself and recognize his/her strengths and weaknesses, which is defined by the term «self-objectivity», is strategically significant.

For a more thorough study of the essence of the phenomenon of linguistic self-education, which is one of the means of human self-development, it is also advisable to consider the concept of self-determination of the individual, because all processes of self-development – self-knowledge, self-education, self-learning, self-affirmation, self-regulation, self-realization, etc. – begin with determining one's goals and ways to achieve them. The term «self-determination» is interpreted as awareness of oneself, one's professional and social interests, determining one's place in life, in society, in one's activities; as the process and result of establishing a choice by an individual of one's own position, goals and means of self-improvement, which is carried out on the basis of value orientations.

Based on the above, we consider the personal self-determination of the future foreign language teacher as the process of forming his/her professional position and the result of a free choice of his/her own self-educational goals and values, understanding the significance of linguistic self-education in both personal and professional growth on the basis of correlating his/her own views and beliefs with the objective requirements put forward by society. The result of the process of self-determination should be a qualitative restructuring of consciousness associated with the expansion of internal freedom in the awareness of his/her own independent internal position regarding the autonomous formation of him/herself as a professional secondary language personality by means of linguistic self-education.

Self-management of linguistic self-educational activities is considered as an integrative ability of an individual, which makes it possible to realize his/her

personal positions as an autonomous subject of the process of independent mastery of foreign languages, responsible for its results. During self-management of one's own linguistic self-educational activities, favorable conditions are created for the development of freedom and creativity, as well as for the disclosure of internal potential, which contributes to the actualization of the leading subjective qualities of an autonomous personality, capable and ready to make independent decisions, reflective assessment and analysis of one's own actions, reflection of one's linguistic, speech and educational experience, etc. Self-management also acts as a mechanism and condition for the self-organization of the personality.

The term «self-organization» is interpreted as an autonomous organization of one's work and behavior; as a psychological quality, an integral set of natural and socially acquired properties, namely: conscious features of will and intellect, motives of behavior and implemented in orderliness of activity and behavior. At the same time, attention is focused on the fact that the personal characteristics that determine a person's self-organization significantly depend not only on the general level of his/her mental development – intellectual, volitional, emotional, moral, – but also on the complex of personal properties that form or determine such a mental quality as personal self-organization.

It is well known that the organization and management of a person's own activities, including linguistic self-education, depends on the self-regulation of one's behavior, namely: the development of willpower, the ability to mobilize one's physical and mental strength to overcome obstacles that arise on the way to the set goal, etc.

In psychology, the terms «self-management» and «self-regulation» are usually identified, but some scientists distinguish between these concepts. Self-management is understood as conscious control of behavior, and self-regulation is understood as control of behavior, the basis of which is an unconscious mechanism. However, in relation to linguistic self-education, when the subject independently determines the goals of his/her executive actions, chooses methods and explores the conditions for their achievement, realizes the set goals in accessible and acceptable

ways for him/her, controls and corrects the results, we can speak of conscious volitional self-regulation as the highest form of manifestation of mental self-regulation of activity and a psychological criterion of human subjectivity.

It is the conscious volitional self-regulation, as a regulatory function of the brain and a psychological mechanism of conscious organization and self-regulation of activity, aimed at improving a person's activity and behavior, and ultimately, at changing his/her personality, that is, oriented, on the one hand, to improving the results of a specific activity, and on the other hand, to self-transformation. Thus, it is possible to determine the volitional qualities that correspond to different phases of solving tasks in the process of linguistic self-education. Thus, the manifestation of initiative corresponds to the initial stage, at which the individual's independence and autonomy are manifested; at the stage of decision-making, determination appears, which at the next stage – task fulfillment – is transformed into energy and perseverance.

The ability to self-regulate is a direct product of the reflective process, and reflection is a mechanism for self-regulation of linguistic self-educational activities. The essence of reflection, as a psychological phenomenon, which is a kind of means of internal feedback, consists in the subject of knowledge turning to him/herself; as thinking about his/her own thinking and about his/her activity.

In pedagogical science, the mechanism of reflection, in the context of educational and pedagogical activity, is considered as an interdisciplinary type of activity that contributes to the awareness of methods for achieving goals, problems that arise, successes and results [5].

Based on the fact that reflection, as a broader concept, involves reflecting not only oneself, but also situations, circumstances, and other people, we consider it more relevant for our study to use the term «self-reflection», which means a conscious process of analyzing and evaluating a person's own psycho-emotional state, actions, and behavior.

The development of the ability to self-reflect, as a universal way of building a person's attitude to his/her own reality, which determines the sphere of purposeful

self-change and self-improvement, is directly related to the formation of the ability to learn, that is, the ability to teach oneself. Thus, the reflection of linguistic self-educational activity (which we understand as the internal mental activity of an individual, focused on understanding his/her individual self, which is realized in linguistic self-education, acting as a mechanism of self-knowledge, self-organization and self-determination), occupies a position at the junction of two branches – ontological (since it belongs to the field of subject knowledge, namely foreign languages), and psychological (since it involves addressing oneself as a subject of activity, as well as, in fact, to linguistic self-educational activity itself). At the same time, it is important to emphasize the duality of reflection, which determines its focus, firstly, on action or on the problem – the activity aspect, and, secondly, on one's own state – the personal aspect, which is characterized by controllability and introspection for the purpose of self-improvement.

In the course of linguistic self-education, the regulatory mechanism of reflection ensures the interconnection of all components of linguistic self-educational activity, namely: reflection helps to correct executive actions, choose optimal self-educational strategies, is a source of internal experience, a way of self-knowledge and a necessary tool of thinking. It is the degree of formation of reflective skills in future foreign language teachers that determines their attitude towards themselves as subjects of linguistic self-educational activity. The main indicator of the presence of reflection in linguistic self-educational activity is the ability to self-control, self-check, self-assessment, self-diagnosis and self-correction of both the results of already carried out and current activities.

The key to success of any activity, including language self-education, is self-efficacy. According to A. Bandura, self-efficacy, as an individual's belief in their own abilities to achieve positive results in a specific activity, is the central and one of the most important determinants of human behavior [1].

Self-efficacy is not a personal trait of an individual, but, instead, reflects judgments about the subject's ability to perform a certain activity, including linguistic self-education. Influencing motivational, cognitive and affective

processes, self-efficacy contributes to the emergence and strengthening of internal interest in independent mastery of foreign languages, perseverance in overcoming difficulties, in particular, in one or another type of speech activity, as well as the formation of a firm attitude towards success in the implementation of set goals. The sources of self-efficacy are one's own experience of successes and failures in the pursuit of achieving desired results in linguistic self-educational activities; imitation of the positive experience of famous polyglots of the past and present in order to enrich one's linguistic self-educational knowledge; self-persuasion, autosuggestion, self-stimulation and conscious maintenance of a stable emotional state of confidence in one's own strengths and capabilities, etc.

Language self-education is also a determining factor in the personal and professional self-actualization of the future foreign language teacher, which is the highest level of manifestation of the spiritual and creative potential of the individual. According to A. Maslow, the need for self-actualization occupies the highest level in the pyramid of individual needs [12].

An essential factor in a person's desire for self-actualization is the internal need for self-realization, which determines the way of his/her life. The very achievement of self-realization by the teacher through gaining more and more experience and polishing his/her actions at each subsequent stage of linguistic self-educational activities (which can be figuratively represented in the form of certain linguistic autodidactic spirals of personal self-development) is an intermediate and at the same time the highest link in the chain of all «Self-» processes present in linguistic self-education.

Self-realization, as a rule, can have an internal or external manifestation. The main type of internal self-realization is self-cognitive self-realization – linguistic self-educational self-realization largely depends on it. In the process of linguistic self-educational activities, internal self-realization can manifest itself in the following aspects: cognitive (self-perception, self-observation, self-knowledge, self-assessment, self-modeling), behavioral (self-learning, self-education, self-development) and regulatory (self-control, self-regulation, self-discipline). Thus,

internal self-realization enables the step-by-step implementation of such important for linguistic self-educational personal transformations as: self-change – self-improvement – creation of oneself as a subject of linguistic self-educational activity.

The system-forming type of external self-realization for the future foreign language teacher is, first of all, professional self-realization, because the need for linguistic self-education and its content are largely determined by professional tasks, which explains the need to ensure professional orientation of the linguistic self-educational activity of the future foreign language teacher. Therefore, full-fledged self-realization, including professional, the driving force of which is linguistic self-education, is possible only if the future foreign language teacher acquires a sufficient amount of subject knowledge, as well as knowledge about him/herself, obtained in the process of self-knowledge, the formation of self-regulation mechanisms, a clear definition of his/her own value orientations, certain self-transformations in the structure of his/her personality, which are the result of self-education.

Summarizing all the above, we can conclude that the integrity of linguistic self-education is ensured by an integral set of components united by the common particle «self-», which are actually mechanisms of linguistic self-education and which can be grouped according to the following characteristics: cognitive: self-knowledge, self-observation, self-understanding; organizational: self-forecasting, self-planning, self-organization, self-management, self-education, self-discipline, self-demanding; reflective-corrective: self-analysis, self-assessment, self-efficacy, self-regulation; individual-personal: self-awareness, self-determination, self-actualization, self-realization.

It should be emphasized that any component of the structure of linguistic self-education can be considered only in close connection with self-reflection and self-assessment. Thus, self-knowledge occurs within the framework of assessing one's own needs; self-prognosis is determined by assessing one's potential; self-regulation and self-efficacy are carried out only after assessing one's own capabilities; self-understanding occurs only after assessing all the above components. Self-reflection, being the basis and obligatory companion of each stage of linguistic self-educational

activities, as well as a mechanism of self-knowledge, self-organization and self-determination, ensures that the student achieves the necessary level of subjectivity.

Self-reflection also makes it possible to carry out adequate self-analysis and objective self-assessment; implement the processes of self-regulation and self-organization; contribute to the development of self-control and self-correction skills, which in general ensures a more sustainable and stable nature of linguistic self-education and is a stimulator of the dynamics of the future foreign language teacher's advancement to the maximum realization of his/her personal and professional potential.

In the context of studying and analyzing the essence of the concept of «linguistic self-education of the future foreign language teacher», we consider it appropriate to consider the concept of autonomous or self-directed learning, according to which the student assumes the functions of managing his/her own educational activities, as well as responsibility for both decision-making and their practical implementation. In the Pedagogical Encyclopedic Dictionary, the concept of «autonomy» is defined as the individual's own position; independence in setting goals, choosing a style of activity and behavior; and the need for autonomy, which is innate in every person, is an effective factor in his/her development as a person and as a subject of his/her activity [8, p. 10].

In the aspect of self-study of foreign languages, autonomy is defined as the ability of a subject to independently implement his/her foreign language learning activity; actively and consciously manage it, reflecting on it and correcting it; responsibly make qualified decisions regarding his/her own learning under the condition of a certain independence from the teacher and taking on a certain amount of his/her functions. Specifying the concept of «learning autonomy», D. Little [9, p. 31] has clarified that autonomy is not a synonym for either self-education or, even more so, permissiveness of students, since it does not exclude the participation of the teacher and does not mean the complete removal of responsibility for the course and quality of the self-study process from him/her.

Thus, educational autonomy implies shared responsibility of the student and the teacher for the results of learning, that is, students are only equal partners of the teacher in the educational process with the right to choose an individual learning trajectory. At the same time, the main task of the teacher is to ensure the conditions for the implementation of educational autonomy, namely: the development of appropriate curricula and methodological materials; systems for monitoring and evaluating students' autonomous educational activities, etc.

We consider it necessary to emphasize that educational autonomy is considered in our study as the initial stage of linguistic self-educational activity, which creates prerequisites for the self-development and self-realization of the future foreign language teacher as a subject of this activity. Subsequently, as the student gains experience in linguistic self-education, autonomy is transformed first into relative or partial; later – into full autonomy, and eventually turns into full-fledged linguistic self-education, which already during studies at a higher education institution opens up immense prospects for the student to go beyond the standard academic curriculum, and after receiving a diploma – to continue tireless work on his/her own personal improvement in the field of foreign languages and constantly improve the quality of performing his/her professional duties.

Thus, provided that the teacher organizes pedagogical interaction with the student in a methodical and didactically balanced manner, the student's autonomous foreign language learning activity develops and eventually transforms into his/her own linguistic self-educational activity, during which the student reaches the metacognitive level in his/her intellectual and personal development (i.e. acquires the ability to independently set goals, develop his/her own tactics and strategy for their implementation, carry out intermediate and final control, regulate and control the mental processes that underlie the learning process and accompany it), ultimately reaching the level of a linguistic autodidact, or a truly autonomous subject of his/her own linguistic self-educational activity.

The mechanism of such a gradual transformation of the autonomous foreign language activity of future foreign language teachers into linguistic self-education,

focused on continuous self-development and self-improvement, is the implementation of a number of functions of linguistic self-education, namely: adaptive, which allows one to adapt to changing social and professional requirements and adapt the specifics and content of one's linguistic self-education to them; informational and cognitive, which consists in the need to independently acquire broader, systematized, deeply meaningful, personally and professionally significant foreign language knowledge – this function is implemented through mastering the methodology of linguistic self-education activity, understanding its algorithms and strategies, and the formation of a certain system of cognitive and linguistic self-education skills; compensatory function, which is manifested in the student's ability not only to eliminate, but also in the ability, if necessary, to compensate in a certain way for the identified gaps and shortcomings in foreign language knowledge and skills; self-development function, which is revealed in the desire for constant self-improvement through linguistic self-educational activity in accordance with one's own self-educational goals and guidelines – this function is realized through the acquisition of new knowledge, skills, abilities and enrichment of the experience of linguistic self-educational activity; educational function, which is realized in parallel with the self-development function through the development of the relevant qualities of the individual as an active subject of linguistic self-educational activity, in particular: independence, will, perseverance, purposefulness, self-organization, etc.; reflective function, which determines the student's desire to form the reflective skills necessary for the successful implementation of linguistic self-educational activities, such as: self-assessment, self-control, self-correction, etc.; psychological function, which is determined by the formation of the self-image of the future foreign language teacher in linguistic self-educational activities and embodies the full range of its functions, since the student, as the subject of this type of activity, undergoes qualitative transformations at all levels of the personality structure as he/she passes each stage on the way to achieving the level of linguistic autodidact.

It is worth noting that the successful implementation of all the above functions is facilitated by the student's stable positive motivational activity, clearly formulated goals of linguistic self-education, as well as the need to steadily advance from ignorance to knowledge.

Given that preparation for linguistic self-education is characterized by multifacetedness, there is a need to establish a clear sequence of stages of its implementation, as well as to specify the goals, tasks, forms and methods for each of them.

In accordance with the provisions on the leading role of theory in the development of the personality, the theoretical and methodological basis of preparing students for linguistic self-education should be the propaedeutic, or preparatory, stage. The goal of this stage is to master the basics of theory, methodology, as well as psychological mechanisms and basic practical skills of linguistic self-education by future foreign language teachers, and the task is to stimulate interest in linguistic self-education and the development of internal, personally significant motives for self-improvement; to form an internal attitude towards linguistic self-education; to identify difficulties and gaps in knowledge of a foreign language, as well as deficits in the development of important qualities and abilities for linguistic self-education that require immediate elimination; to determine individual psychological characteristics on which the success of independent mastery of foreign languages depends; teaching students the methodological foundations of linguistic self-educational activities, as well as equipping them with autodidactic knowledge and linguistic autodidactic skills; familiarizing them with rational methods and techniques for independent study of foreign languages.

The formation of preparedness for linguistic self-education begins with the student identifying discrepancies between the current and desired level of his/her preparedness for linguistic self-education. The mechanisms for determining the current state of the indicated preparedness are psychological and pedagogical diagnostics and self-diagnostics, the results of which should be used for: determining

the objects of self-improvement when performing linguistic self-educational activities; making a decision on the nature and types of linguistic self-educational activities to overcome the identified deficiencies; self-analysis of the state of certain personal qualities, cognitive actions and emotional state in order to determine their positive or negative impact on linguistic self-educational activities; correction of methods, techniques and strategies used in linguistic self-educational activities.

The use of psychodiagnostic methods in the process of forming the preparedness of future foreign language teachers for linguistic self-education both at the first and at each of the subsequent stages involves not only measuring a certain quality, but also, most importantly, stimulating, through self-diagnosis, the student's personal need for self-knowledge and self-improvement, as a key factor in successful preparation for continuous self-development in future career.

Therefore, regular self-diagnosis in the context of linguistic self-education acts as a developmental psychodiagnostics. The result of self-diagnosis of students should be the awareness of future foreign language teachers of the contradiction between what is objectively important for human life and is reflected by it as subjectively significant and the existing reality. It is the resolution of this contradiction that is the driving force for the development of self-educational activity and self-development of the student's personality.

Such contradictions, within the framework of our study, include the contradiction between the desire to satisfy the need for continuous linguistic self-education caused by the increase in the requirements for the level of professionalism of a modern foreign language teacher and insufficient theoretical, practical and psychological preparedness for its implementation; the need for more perfect mastery of linguistic self-educational activity through the awareness of its significance for the future profession and the insufficiency of the linguistic self-educational knowledge, skills and degree of development of personal qualities currently available to the student; the need to solve certain cognitive and practical tasks that the student encounters in the process of autonomous study of foreign languages and the lack of knowledge available to him/her regarding the methods and

techniques of solving them; between the existing experience of linguistic self-educational activity and insufficient preparedness to produce new, creative methods and strategies for productive autonomous mastery of foreign languages.

It is important to emphasize that at the first stage the student enters the system of linguistic self-educational activity. Because of this, the actualization of motives and their identification of the meaning of linguistic self-education, awareness of its value for personal, professional, social development, and life in general are extremely important. Therefore, it is at the initial stage that it is difficult to overestimate the role of the teacher, who is supposed not only to form a positive psychological attitude of students towards linguistic self-education, but also create and maintain in them a psychological dominant for self-improvement, a conscious and purposeful improvement of the personality itself, because the creation of a dominant motivation for self-improvement will help in solving the main problem – stimulating the motivation to study without external coercion.

As the most important regularity to which any activity is subject, it is the psychological dominant that will be able to give both the mental processes and the linguistic self-educational activity of the individual a specific orientation and a certain activity. It is worth paying attention to the fact that the need for self-education and self-educational activity encourages students to acquire knowledge, and the motives that arise – to master the methods of acquiring them. Thus, at the initial stage of forming the preparedness of future foreign language teachers for linguistic self-education, the motives will be aimed at solving specific linguistic self-educational tasks, and later – at satisfying their own needs in linguistic self-education.

Based on this, the function of the teacher is to ensure the correspondence of motives and needs, the unity of motives and goals, as well as the conditions for achieving goals. Only in this case does linguistic self-education acquire a personal meaning for the student. This conclusion is conceptually important, since it allows us to determine the functions, structure and sequence of actions of the teacher

regarding the phased organization of the process of forming the preparedness of future foreign language teachers for linguistic self-education.

The development of internal, personally significant motives for self-improvement in future professional activity is directly related to the effectiveness of the teacher's proposed methods of practice-oriented foreign language self-education, his/her ability to convince the student of guaranteed success in maintaining and improving the level of foreign language proficiency, as well as the creation of a positive emotional attitude for constant self-improvement for this. The specified methods can be used as a tool that allows modeling the student's linguistic self-educational activities, thus ensuring a stable growth dynamics in all aspects of language and speech activity.

The methodological basis for the student's conscious self-management of his/her own linguistic self-educational activities, as a system-forming and integrative basis of the entire process of linguistic self-education, is the methodological knowledge that he/she is supposed to obtain at the first stage, namely, knowledge of the basics of linguistic self-education, which involves mastering general theoretical concepts and laws important in the context of linguistic self-education, such as: self-education, self-knowledge, self-determination, self-realization, etc., as well as specific knowledge of the essence, goals, structure, tasks of linguistic self-education; methods and psychological mechanisms of independent mastery of foreign languages; forming an idea of the principles of self-organization and management of linguistic self-educational activity, familiarizing students with methods of self-control and self-assessment of its results, as well as arming them with concrete practical strategies that contribute to mastering the system of linguistic self-educational activity.

The practical implementation of this stage is carried out in traditional forms, which include lectures of various types, practical classes, as well as independent work of students. The purpose of lecture classes is to form an indicative basis for further mastering of educational theoretical and practical material. It should be noted that modern requirements for a lecture at a higher education institution are based on

the rejection of understanding its functions as a monologue presentation of the basics of sciences.

The next organizational form of teaching students the basics of linguistic self-education is practical classes, which, being a connecting link between the theoretical information presented in lectures and its application in practice, are designed to ensure:

1) consolidation of knowledge and its transfer to a new situation;

2) students' mastery of practical techniques and methods of linguistic self-educational activities, in particular: mastering the methods and skills to introduce into subject actions the widest possible range of intellectual processes (effective methods and techniques of cognition, for example, techniques of working with foreign language texts; techniques of listening, observation, visualization, psychotechnics; as well as techniques for identifying and reducing possible personal, information-executive, intellectual complications in the process of linguistic self-education); self-regulation processes (self-control, the ability to record changes in oneself, etc.) and emotional-volitional processes (the ability to relieve stress and coordinate one's emotional state; constantly correct, adapt, restore and maintain the integrity of one's Self);

3) familiarization with the rules of managing one's own mental processes, such as: perception, memory, thinking;

4) teaching students to draw up plans for linguistic self-education and self-improvement programs.

Autonomous work has a powerful didactic potential, which in the framework of our research can be considered an independent organizational form of learning, because in the course of independent work, students develop organizational and operational skills; autonomy develops as an initial stage of preparedness for linguistic self-education. As an organic element of the structure of the learning process, autonomous work makes it possible to resolve the contradiction between the content of the educational material and the number of hours allocated for academic classes.

It is relevant to mention that a common feature of all organizational forms that are proposed for implementation at the first stage of the process of forming the preparedness of future foreign language teachers for linguistic self-education is their self-educational orientation, because the need to obtain knowledge, as the psychological basis of self-education, arises on the basis of the student's own experience, which he/she accumulates autonomously.

Therefore, the vector of the process of forming the specified preparedness should be aimed at students gaining experience in autonomous linguistic self-educational activities, which will contribute to the gradual transition from imitating models to developing their own model of linguistic self-education. The organization of this process involves the selection of teaching and self-study methods taking into account the characteristics of students and specific learning circumstances. Regarding linguistic self-education, the method should be considered as a system of cognitive and orderly actions of the teacher, and later – of the student him/herself, who already manages his/her own linguistic self-educational activities without external support.

In any aspect of educational activities, several methods are usually combined, mutually penetrating each other, determining the nature of the interaction between teachers and students. Based on this, the leading methods of the propaedeutic stage of forming the preparedness of future foreign language teachers for linguistic self-education are appropriate to include verbal (explanation, persuasion, suggestion), diagnostic, training methods, methods of personification and activation of motivation for linguistic self-education, etc. At the same time, at each stage of training, as a rule, only one of the methods dominates, since it is the most effective in solving a specific didactic task.

It should be emphasized that planned educational and linguistic self-educational activities are not only parallel processes, but also interconnected and interdependent, and the student can always directly apply the acquired linguistic self-educational skills and abilities in traditional classes. Therefore, the integration of linguistic self-education into the system of traditional formal education of future

foreign language teachers in a higher education institution is fundamentally possible, since all disciplines of the foreign language training cycle, provided for by curricula, have certain opportunities for the formation of practical self-educational skills in students and should contribute to the acquisition of experience in self-education, the formation of skills and abilities of self-educational activities.

Therefore, forming the preparedness of future foreign language teachers for linguistic self-education should be carried out in a system, in which the assimilation of subject knowledge in the cycle of foreign language training disciplines and the mastery of linguistic self-educational knowledge and skills would take place as a single process centered on a specific student. For example, a practical course in a foreign language can include exercises and linguistic self-educational situations aimed at gradual increasing the share of students' cognitive autonomy and forming their preparedness for linguistic self-education, as well as project, training, research, and game technologies for the development of linguistic self-educational skills and abilities.

Students' linguistic self-educational activities should be directed, first of all, at special subject-specific actions, such as: acquisition of language knowledge, linguistic lexical and grammatical operations, actions of text creation and understanding; cognitive actions based on country-specific and general cultural information, etc.

Fundamentally important for forming the preparedness of future foreign language teachers for linguistic self-education at the second, third and fourth stages is the combination of language and speech actions in a foreign language with auto-methodical actions that regulate the process of linguistic self-improvement taking into account the specifics of particular objects, and also reflect the methodological component of mastering a certain object of educational cognition.

Such interpenetration is defined as automethodical profiling of objective actions, which involves assessment or self-assessment of the initial state, partial self-motivation, development of independent planning and implementation, self-control, and self-correction.

The objects of activity include:

1) overcoming or minimizing individual «anti-motives» of foreign language speech by expanding the subjective communicative and speech field in various types of speech activity, in particular, through communication outside of classroom sessions, including with native speakers using modern digital means of communication;

2) improving complex aspects of speaking, writing, listening, reading, translation, (for example, speaking in intellectually or psychologically difficult conditions, understanding complex authentic texts, polishing the rhetorical aspect of speech, developing speed reading skills, etc.);

3) expanding, deepening, systematizing monocultural and intercultural linguistic and diverse cognitive-subject information related to the country, the language of which is being studied, as well as developing relevant sociolinguistic skills and abilities;

4) identification and overcoming of individual language deficits;

5) autonomous enrichment of speech with new language units, improvement of systematic work on new language material.

In order to focus on the tasks that must be completed at this stage of training, it is necessary to prioritize didactic tasks. To this end, at the beginning of the second, third, and fourth stages of organizing the process of forming the preparedness of future foreign language teachers for linguistic self-education, a special self-diagnostics should be conducted, which allows each student to determine his/her individual level of development of the skills of monological and dialogical speech, listening comprehension, reading, and writing in a foreign language.

Based on objective criteria, the student determines at what level – pre-threshold, threshold or advanced – he/she is in each of the specified types of speech activity, what learning tasks he/she faces and how much time it is advisable to allocate to working out each of the aspects in order to achieve a certain progress. At the end of each stage, it is necessary to conduct self-control and self-analysis of the successes and failures of the already completed segment of self-study.

Self-control helps the student to learn theoretical material methodically and correctly and with minimal time expenditure and acquire skills for solving certain practical tasks. In the process of forming the preparedness of future foreign language teachers for linguistic self-education, it is envisaged to use several types of control, namely: corrective, ascertaining, summative and self-control.

Corrective control is carried out by the teacher during individual consultations or by the student him/herself in the course of linguistic self-educational activities. Statutory control is implemented based on the results of the implementation of the linguistic self-education plan, evaluating the results of a certain completed stage of linguistic self-educational activities or after completing a specific task. Self-control of linguistic self-educational activities is constantly carried out by the student him/herself. Final control involves determining by the teacher the degree of formation of the student's preparedness for linguistic self-education.

At the second stage, students are supposed overcome the contradiction between the desire for independence in learning foreign languages and the lack of personal experience of linguistic self-educational activities; between the desire for autonomy and previously formed ways of thinking and behavior. Therefore, the goal of the second stage is to form in students the skills of partial or incomplete educational autonomy in performing linguistic self-educational activity and involves the implementation of the following tasks:

1) development of the ability to autonomously determine the goal and objectives of one's own linguistic self-educational activities; independently choose the methods of these activities; verify them, carry out self-analysis and self-evaluation;

2) set time frames for solving specific linguistic self-educational tasks;

3) establish a sequence of actions in self-educational activities to improve a foreign language, as well as build an algorithm of actions and operations to solve specific linguistic self-educational tasks;

4) practice the necessary techniques and methods for organizing and implementing linguistic self-educational activities;

5) develop skills for autonomous acquisition of foreign language knowledge through the use of various sources of information.

It is worth noting that language self-education can become one of the dominant types of activity of a student in his/her free time from classroom classes only if he/she feels a persistent need for it, and the environmental conditions provide the possibility of effective realization of this need. Therefore, the teacher's attention should be focused on actualizing the motives of language self-educational activity, on the student's beliefs, values, and attitudes that contribute or, conversely, hinder successful autonomous mastery of foreign languages.

The teacher should also help students overcome internal resistance to self-learning; strengthen faith in themselves and their strengths; determine external opportunities or limitations of linguistic self-educational activity, place, time and material conditions necessary for its implementation; overcome fears; model effective behavior; find ways and determine specific steps, actions or operations necessary to achieve the goal; establish criteria for selecting and evaluating actions and strategies of linguistic self-educational activity.

As a rule, students at the preparatory stage have already mastered certain self-taught technologies, but they either do not know how to apply them properly, or have never used them purposefully, or have not applied them systematically.

Therefore, the teacherɔs task is to determine and objectively assess the studentɔs intellectual, personal and psychological capabilities to determine the immediate and distant goals of linguistic self-education; set tactical and strategic goals of linguistic self-education; plan the content of linguistic self-education in accordance with the individual style of educational activity and the psychological characteristics of a particular student; determine the forms and methods of linguistic self-education for a particular student depending on the level of his foreign language training, the degree of formation of his/her automethodical skills, as well as individual psychological characteristics; choose the degree of complexity of problem tasks for each student, taking into account his individual capabilities.

The list of student actions includes adequate self-assessment and self-analysis of existing foreign language knowledge and speech skills; identification of necessary resources for performing productive language self-educational activities; determination together with the teacher of directions and priority tasks of one's own language self-educational activities (for example, overcoming speech barriers and increasing speech activity, eliminating typical individual errors in speech, improving vocabulary acquisition, etc.); mastering the techniques of automethodical actions and methods of practical performance of language self-educational tasks; drawing up together with the teacher a specific plan, as well as a long-term and short-term language self-education program based on the goal set by the teacher.

A study of the regulatory documentation showed that the curricula, in addition to practical classroom lessons, also provide for a certain number of hours for individual lessons, which, in our opinion, should also be used for consulting students on language self-education.

A significant advantage of individual learning is the ability to fully adapt the content, methods, and pace of the student's linguistic self-educational activities to his/her specifics; to observe each of his/her actions when solving specific tasks; to track his/her progress from ignorance to knowledge; to make timely necessary adjustments to the activities of both the student and the teacher, adapting them to the situation, which is constantly changing but controlled by both the teacher and the student.

It is advisable to begin the formation of experience and skills of linguistic self-educational activities under the supervision of a teacher who initiates, motivates students, organizes training on specially prepared materials with constant control for his/her part. Students should be oriented towards mastering the general principle of compiling algorithms and isolating in the educational material essential properties and relationships that will serve as reference points for performing any individual task of this type. In this way, an action is formed that the student can transfer to performing a whole class of tasks, using this principle in each specific situation, that is, independently compose a sequence of actions.

The productivity of linguistic self-education of future foreign language teachers can also be increased by mastering methods and psychotechniques that activate various individual mental processes, such as: the method of autopsychological training, or autogenic training; active autosuggestion; psychoregulatory training; psychohygienic self-regulation, etc., which contribute to the formation of the ability to regulate mental activity in order to increase the effectiveness of linguistic self-educational activities, the ability to self-control perception, attention, memorization, concentration of attention, maximum mobilization of one's strength and will, self-influence on one's emotional state in order to avoid overfatigue and overcome emotional overstrain.

Such an increase in the functional capabilities of cognitive processes will indirectly contribute to the development of a positive self-image in students, as a basis for increasing their motivation to achieve success in linguistic self-education and intellectual self-realization in the process of university education and in future professional activities.

The final form of work at the second stage, which allows students to identify the level of their preparedness for linguistic self-education, and the teacher to determine the directions and specific actions for the further development of a particular student, is work on an educational project, the result of which should be the creation by the student (individually or in small groups of 2–3 people) of his/her own short audio or video file – a podcast, which can be placed either on the internal local network of the higher education institution or on relevant Internet sites, thanks to which this virtual product will be available both for viewing in real time and for downloading to his/her own computer or portable digital device.

The development of a podcast, which involves joint creative activity between the student and the teacher aimed at finding a solution to a certain problem, provides undeniable opportunities for significant expanding the field of students' personal autonomy and developing their skills and abilities for autonomous study of foreign languages.

Working on creating your own podcasts in a foreign language has the following didactic advantages: expanding the boundaries of knowledge by creative transforming a large volume of already existing authentic materials on a particular issue into your own unique information development; the universal nature of the work, which can be carried out both in a classroom format and in a self-study mode; the possibility of real application of metacognitive strategies when organizing work with podcasts; obvious improvement of language skills and abilities in various types of foreign language speech activities, which are actively used by the student in the process of preparing podcasts; providing students with great opportunities for additional language practice, including with native speakers, through the distribution, exchange and discussion of podcasts on the global network, etc.

Thus, the accumulation of experience in linguistic self-educational activities of future foreign language teachers begins with the simplest attempts at independent goal-setting and practical implementation of their educational intentions, which later acquire their completed outline – a personal system of linguistic self-education of the specialist.

The purpose of the third, self-regulatory stage is the formation of linguistic self-education as a subject of linguistic self-educational activity. The main task of this stage is to acquire and improve the experience of autonomous linguistic self-educational activity by students, associated with the mastery of such important components as: goal setting; planning; reflection and self-assessment of one's own linguistic self-educational activity and its results.

Based on the theory of D. Kolb [6], it is possible to formulate the main tasks of the teacher that should be implemented within the framework of the third stage, namely: to teach students to transfer the skills acquired in the previous stages to new contexts; to choose from existing ones or to develop their own linguistic self-educational strategies that correspond to their individual style of mastering foreign languages; and, most importantly, to constantly maintain in them a «state of actualized interest».

In our opinion, solving these tasks will be facilitated by creating heuristic linguistic self-educational situations for students aimed at developing divergent thinking in them by involving them in productive creative activities that will help them find a specific object of assimilation (for example, educational information, language knowledge, communicative, speaking and reflective skills, etc.), understand and study it using the rules of assimilation (transferring knowledge and skills to a new situation, identifying reference points, compiling grammatical reference schemes, changing, reconstructing already known methods and sequences of actions, etc.), which are identified by the students themselves.

At the same time, in parallel with the acquisition of language knowledge, the subject acquires methods of reflective thinking, inter-subject cognitive skills, which would later become part of the intellectual apparatus of the individual and would be used in the process of autonomous search and discoveries. Solving complex and creative linguistic self-educational tasks aimed at overcoming stereotypes of students' thinking and developing their creativity requires the use of heuristic methods.

We consider it necessary to emphasize that it is desirable for the teacher to use either existing methods or modify them in such a way that they can be applied both collectively and individually. It is also advisable for students to use the method of attempts and/or the method of sorting through options; the method of control questions, which can take the form of both a dialogue and a monologue addressed to oneself; the method of brainstorming – both group and individual – when the student generates ideas him/herself, records them him/herself and evaluates them him/herself; metacognitive discussion, which involves collective analysis and self-analysis of the process and the effectiveness of self-study strategies and is aimed at forming metacognitive skills.

It is also worth noting that at this stage, through the complication of problematic and heuristic linguistic self-educational situations, there is a gradual transition of management functions from the teacher to the student. The teacher, offering a number of practice-oriented language situations, provides the student with

the opportunity, based on his/her own subjective experience and personal reflection, to choose a specific problem situation for independent solution.

In this case, the student receives a share of the teacher's managerial function, namely: the ability to independently choose from a number of differentiated educational tasks those that best meet his individual characteristics. Then the student independently defines the problem, sets the goal of the activity, formulates tasks and performs them.

Thus, the student takes on another managerial function – goal setting. The experience of repeatedly successfully solving problems autonomously greatly contributes to the development and consolidation of a stable internal need and interest in linguistic self-education, which, in turn, relieves the teacher of another of his/her traditional functions – motivational. In the process of solving linguistic self-education tasks, the student conducts constant self-monitoring, in particular, analyzes and evaluates the goals, course and results of his activities, which actualizes the reflective aspect of linguistic self-educational activities.

Therefore, the evaluative and control-management functions of the teacher gradually transfer into the mode of self-control and self-assessment. Summarizing the above, we can conclude that in the course of forming the preparedness of future foreign language teachers for linguistic self-education, a staged transition is made from the level of management to the level of self-management in the form of a gradual minimization in the leading role of the teacher. The student's personal experience is integrated into his/her linguistic self-education, and the content, forms and methods of linguistic self-education are constructed by him/her during linguistic self-education activities.

The transformation of the student from a controlled object of learning into a subject of management of his/her own linguistic self-educational activity most effectively occurs in the process of designing an individual linguistic self-educational route, as a structured program of actions of the student at a fixed stage of his/her self-education. An individual educational route is interpreted by scientists as a purposeful designed differentiated educational program that provides the

student with the position of a subject of choice, development and implementation of the educational program while the teacher supports the professional self-determination and self-realization of the future teacher.

We can determine the general subordination of the individual route of linguistic self-education of the future foreign language teacher, which is simultaneously a stimulus, a guide and a determining factor for persistent progress through the maximum realization of personal potential to achieve the goal of forming oneself as a highly educated and highly qualified teacher-linguist. It is important to emphasize that the specified linguistic self-education route is not localized either within the framework of the educational environment of a higher education institution, or by the standard term of the full cycle of academic training, because it can be continued in the course of linguistic self-education throughout life.

Modeling an individual linguistic self-educational route, choosing an approach and mechanisms for its development can, depending on the level of the student's preparedness for linguistic self-education, be carried out by him/her either together with the teacher or autonomously. Thus, the first approach assumes equal participation of the student and the teacher in designing an individual linguistic self-educational route on the basis of subject-subject relations.

The specificity of this approach lies in the teacher's indirect monitoring and analysis of the linguistic self-educational route in the form, in which the route is created, formed and transformed by the student him/herself. In this format of interaction, the teacher's actions are limited exclusively to pedagogical support and, if necessary, operational assistance, that is, only a coordinating and controlling function.

However, the teacher constantly provides consultations and observations, both at the design stage and during the implementation of the individual linguistic self-educational route. The direct development of the individual educational route should be preceded by a preparatory stage in the form of a conversation or briefing, during which the teacher familiarizes students with the essence and structure of the educational route, the classification of the main educational routes, the stages of

design and the principles of selecting source data for building its content in accordance with their own priorities in linguistic self-education.

Individual educational routes can be developed in several directions, which are implemented simultaneously or sequentially, which provides the student with a wide field for the practical implementation of their capabilities and abilities. For example, in the context of linguistic self-education, individual educational routes can be implemented in the following directions: deepening foreign language knowledge; expanding vocabulary; developing speech skills and communication skills; enriching linguistic and regional studies and sociolinguistic knowledge; increasing the volume of knowledge acquisition tools (self-study of methods for processing material, working with various authentic sources, techniques for memorizing foreign words, grammatical structures and using them in speech).

When choosing the content of an individual educational route, it is important to know and take into account the initial scope and level of the student's foreign language knowledge; motivations for activity; forms and methods of study that he/she prefers; individual style of mastering a foreign language.

One of the main problems in the process of self-learning languages is the lack of external current and final control, which in traditional learning is carried out by the teacher. In the absence of control and correction of shortcomings, the student may lose orientation in his/her activities and inadequately evaluate its results. Therefore, when developing an individual route of linguistic self-education, it is advisable to use the technology of the language portfolio (portfolio), which provides the possibility of level design based on the European scale of competences, questionnaires and self-assessment checklists.

The European Language Portfolio is a teaching tool and is defined as a package of documents in which the subject of study records his/her achievements and experience in mastering a language, the qualifications obtained, as well as certain types of work performed by him/her over a long period of time. In the modern concept of foreign language learning, the language portfolio is considered the most important tool for forming the student's autonomy. Using the European Language

Portfolio, one can not only compare one's own level of foreign language proficiency with European standards, but also, most importantly, determine the most rational ways to improve one's own knowledge and skills in the field of foreign language learning.

It should be noted that the descriptors established in the document, which describe different levels of foreign language proficiency, can also be used as a tool for self-assessment of the results of self-learning languages. Various types of language portfolios can also be effectively used in the implementation of certain areas of an individual language self-educational route. In particular, Self-Assessment Language Portfolio; Language Learning Portfolio, which can vary depending on a specific narrow-target or comprehensive focus, for example, Reading Portfolio, Listening Portfolio, Speaking Portfolio, Writing Portfolio, as well as Integrated Skills Portfolio.

Using this technology in self-study of foreign languages allows you to experiment with different methods of mastering foreign languages and identify the most productive ones; track your successes and problems and make appropriate adjustments to your work on the language. Thanks to this, the student develops appropriate learning strategies and skills necessary for independent mastery of the language and culture.

It is advisable to include in the language portfolio an individual plan for language self-study, which determines the place of linguistic self-education in the general system of educational and cognitive activity; means and methods of linguistic self-education; direct activity of the student in independent acquisition of knowledge; self-control and self-assessment of the results of activity; setting new goals after those already achieved.

We believe that within the framework of the proposed linguodidactic technology, the most relevant will be the use of the European Portfolio for Student Teachers of Languages, an important feature of which is that it is developed with the prospect of continuing to work with this document after completing studies at a higher education institution.

Given that the linguistic self-education of the foreign language teacher is directly related to his/her professional pedagogical activity, we are deeply convinced that the process of forming the preparedness of future foreign language teachers for linguistic self-education will be incomplete without their application of the results of their own linguistic self-education in working with students during their pedagogical practice. It is within the framework of this important structural component of a teacher's professional training that the student's transition from academic linguistic self-education to professional linguistic self-education takes place, which necessitates the inclusion of a methodological aspect in the process of forming preparedness for linguistic self-education, namely: forms of work that involve the development of the skills of future foreign language teachers to teach students to learn autonomously.

In particular, students should develop their own program of extracurricular activities aimed at developing the autonomy of schoolchildren, for example, to familiarize children in an interesting and accessible form with elementary strategies of linguistic self-educational activity or the possibilities of self-study of foreign languages using Internet resources, etc. The preparation, organization and conduct of such activities provide students with the opportunity to practice through repeated repetition, and therefore better consolidation, the main elements of their own linguistic self-educational activity, which fully justifies the legitimacy of the principle of «learning by teaching». In addition, students will be able to use the developed materials in the future both during pedagogical practice and in future professional activities.

It should be noted that the implementation of the approach to linguistic self-education, as one of the most effective means of solving future professionally significant tasks, is also possible through modeling situations of professional activity, which makes it possible to reproduce simulation models of the professional environment in classroom conditions. The specified approach is most fully implemented in role-playing and business games, which make it possible to consider gaming activity as quasi-professional, that is, one that has features of both

educational and future professional activity, involving future teachers of foreign languages in a situation that directs them to search for the purpose of solving complex pedagogical tasks, encourages them to show activity, initiative and creativity.

Therefore, in our opinion, it is this form of work that should precede pedagogical practice, because gaming activity, by modeling various aspects of the future professional activity of a foreign language teacher, contributes to the formation of an adequate or high level of aspirations (self-disclosure, the ability to take an active position, etc.) and self-regulation skills. Post-game reflection, which is carried out using video training, is of essential importance for the development of self-regulation skills and pedagogical self-analysis, and the formation of an attitude towards improving certain aspects of activity.

The essence of this method is that video recording tools are used during the game session, which allows for further viewing with mandatory collective analysis and discussion of the recorded material, thus implementing the so-called video feedback. As a result, a developmental reflective environment is created during the session, which helps students to comprehend their own experience, gain useful information from the analysis of the game session, and also outline ways for further self-improvement. Based on the classification of role-playing games, we consider it more appropriate to use a free role-playing game, which, unlike a controlled one, gives students the opportunity to choose their own lexical material, the structure and format of the game, and the nature of the role-playing interaction of its participants.

It should be emphasized that the above-mentioned forms of linguistic self-educational activity, having a targeted professional orientation, contribute to the formation of students' preparedness for linguistic self-education precisely as future teachers of foreign languages, since they form an idea of linguistic self-education within the framework of professional activity; objective criteria for self-analysis and self-assessment of themselves as a subject of this activity are developed; value orientations in the professional sphere are formed; an attitude towards professional self-development and self-improvement is formed.

The goal of the final stage of forming the preparedness of future foreign language teachers for linguistic self-education is the development of the student's personality as a self-organized, self-managed subject with a developed individual style of linguistic self-education. The student must be capable of absolutely autonomous linguistic self-educational activity without external didactic supports. This means that the student's individual linguistic self-educational activity acquires the features of a self-organized system, which, in fact, determines the level of formation of his preparedness for linguistic self-education.

The tasks of this stage are:

1) the formation of a clear sense of linguistic self-education in the student, when the system of linguistic self-educational activity is consciously included by him, as a future specialist, in his own way of life and becomes a dominant internal need;

2) the formation of stable skills of self-organization and self-management of his/her own linguistic self-educational activity;

3) the development of skills not only for the independent transfer of the learned methods of linguistic self-education to new situations and the modified reproduction of the methods, samples and products of activity already available in experience, but also the skills to create new methods of linguistic self-educational activity for him/herself.

The formation of these skills, as well as the accumulation of positive experience of personal development in the course of linguistic self-educational activities, contribute to the development of the student's own style of linguistic self-education, the basis of which is the individual style of mastering foreign language language and speech means and acquiring skills in their practical use. A sufficient level of formation of the individual style of practice-oriented linguistic self-education will guarantee positive dynamics of the student's linguistic self-educational activities also in future professional and pedagogical activities.

At this stage, the focus of the teacher's attention should be on expanding the boundaries of the system, which is perceived by the student as his/her own zone of

proximal development. The teacher should help the student build a holistic program of independent language study that would correspond to his/her life goals, interests and values and would contribute to the maximum realization of his/her individual inclinations and abilities. Special attention should be paid to the issues of organizing the process of linguistic self-education based on taking into account the individual characteristics of each student, which creates conditions for a gradual transition to organizing linguistic self-educational activities along individual trajectories.

Individual educational trajectory (and in the context of our study – individual linguistic self-educational trajectory) is a personal path to creative realization of the personal potential of each student in education. Individual linguistic self-educational trajectories, initiating the value-meaningful choice of the student him/herself, ensuring the unity of the motive and goal of linguistic self-education, contributing to the value-goal orientation of each student, the awareness and acceptance by him/her of personally significant goals of linguistic self-education, transfer students from the level of subjective activity to the level of a stable personality structure, to the level of integral semantic orientation, which is a core component of the student's life-meaning concept in the process of his/her professional formation.

This technology makes linguistic self-educational activity meaningful, since it relies on the resource potential of the student him/herself – his/her ability to creatively transform both linguistic self-educational activity and him/herself. Therefore, individual linguistic self-educational trajectories should be considered as those that bring the process of forming the preparedness of future foreign language teachers for linguistic self-education to the level of meaningful self-regulation and self-management through meaning-making and meaning-discovery by the students themselves.

Developing his/her own individual linguistic self-education trajectory, the student, in accordance with the goals of his/her own linguistic self-education, determined by his/her foreign language needs as a future specialist, cognitive and communicative tasks and personal expectations, draws up programs and designs algorithms for orientation, execution and control actions to achieve the set goals;

autonomously determines the directions of linguistic self-educational activity; forms meaningful educational content depending on his/her value-based orientations and understanding of professional prospects; determines the optimal forms of work, time limits and strategies of linguistic self-educational activity for him/her; solves specific tasks related to the assessment of available resources and execution time, the quality of information sources, the scope of application of the means necessary for mastering the necessary knowledge, skills, methods of action; implements the developed program, in the process of which the goals, methods of action are specified, the degree of expediency of the chosen means is assessed, and his own capabilities are reassessed.

In case of obtaining the planned result, the process is completed at the evaluation block. In the opposite case, the correction of linguistic self-educational activity is carried out. When constructing an individual linguistic self-educational trajectory in order to increase the productivity of autonomous mastery of all types of speech activity, as well as the development of planning skills and rational organization of linguistic self-educational activity, it is advisable to use the mapping method. Drawing up an intelligence map requires adherence to a specific algorithm, namely:

1) defining a strategic goal (for example, reaching level C1 or C2);

2) planning the main steps to achieve the goal, namely: identifying gaps, shortcomings and main difficulties using the self-diagnostic method (for example, difficulties in segmental and prosodic design of foreign language speech of an orthoepic or orthophonic nature, misunderstanding of unfamiliar lexical units associated with their semantization from the context);

3) etermining the main ways, strategies (for example, mastering strategies to increase the efficiency of adequate auditory recognition of difficult-to-understand fragments of audio texts, systematizing grammatical rules) and techniques (for example, reproducing texts according to their denotative structure, finding certain «clues» in the text to identify complex grammatical structures, compiling verbal

supports), aimed both at eliminating difficulties and at increasing the level of language proficiency.

It is worth emphasizing that independent tactical and strategic planning of one's individual linguistic self-educational trajectory, which ensures purposeful productive linguistic self-educational activity and contributes to improving its quality at various stages of modeling and organization, should become the key to acquiring the ability to plan linguistic self-education as an integral component of one's own life.

In the process of implementing an individual linguistic self-educational trajectory, the student takes full responsibility for the management and results of his/her linguistic self-educational activity. The implementation of the principle of self-management is carried out by methods of self-organization, self-control and self-stimulation.

It should be emphasized that the task of the teacher is to create conditions for students to self-manage their own linguistic self-educational activities. However, despite the fact that the teacher generally acts as an observer, at all stages of the individual linguistic self-educational trajectory it is necessary to implement joint reflective and diagnostic activities of the teacher and the student in order to identify and prevent possible difficulties and shortcomings in the course of implementing the individual linguistic self-educational trajectory. In the case of insufficient development of the student's skills of educational autonomy, when developing the linguistic self-educational trajectory it will be appropriate to use the GROW personal growth model, which involves «setting a goal», checking its reality, considering all possible options for action, and affirming the will to act.

In order to increase the degree of student responsibility for the result of mastering foreign languages in the process of linguistic self-education within the framework of an individual trajectory, in accordance with cognitive-behavioral psychological teaching methods, it is advisable to formalize the relationship between the student and the teacher using a special educational contract, which will define the tasks of each party.

Summarizing the above, we can conclude that the phased implementation of the linguodidactic technology of forming future foreign language teachers' preparedness for linguistic self-education, due to the gradual complication and advancement of students from the reproductive to the creative level of development of linguistic self-education skills, their accumulation of their own experience of linguistic self-education and gradual transfer of the a teacher's functions to them, ensures the consistent formation of this preparedness. The basis for the success of such advancement is taking into account individual characteristics and needs of students; the development of individual linguistic self-education routes, trajectories, methods and strategies of linguistic self-education activity, the result of which should be the development of the student's individual style of linguistic self-education.

Conclusion. Future foreign language teachers's linguistic self-education is defined as a multidimensional process of conscious self-creation and the student's becoming the subject of practice-oriented linguistic self-educational activity, capable and prepared to constantly autonomously maintain and improve the level of foreign language proficiency for the purpose of personal growth and professional self-improvement.

This phenomenon is considered not only as an autonomous practice-oriented foreign language activity for acquiring professional foreign language knowledge and forming skills (which, in fact, constitutes the linguistic aspect of linguistic self-education), not only as a powerful factor and method of human intellectual development (the pedagogical aspect of linguistic self-education), but also as an integral component of the entire lifestyle of the individual in general (the social aspect of linguistic self-education).

The functioning of linguistic self-education system is a multifaceted, complex process associated with a comprehensive impact on the personality, which requires, along with the inclusion of various management systems in the management of linguistic self-education, its phased implementation.

The stepwise training future foreign language teachers for linguistic self-education provides great opportunities for the development of the student's personality through his/her active involvement in the process of organizing and managing their linguistic self-education activities, changing the nature of these activities from reproductive to productive and creative, and forming preparedness for linguistic self-education is performed exclusively through the means of foreign languages.

At each stage, in accordance with its goals and objectives, it is envisaged to use specific forms and methods that contribute to students' transition from teacher-led reproductive to fully autonomous linguistic self-educational activity. With each subsequent stage, along with the reduction of the teacher's managerial function, the degree of student's subjectivity increases.

Only gradual complication of tasks and students' advancement from the reproductive to creative level of development of linguistic self-educational skills, their accumulation of their own experience in linguistic self-education and gradual transfer of the teacher's functions to them can ensure the consistent formation of their preparedness for linguistic self-education.

We see prospects for further research in studying the influence of psychophysiological characteristics of the individual on the process of independent mastery of foreign languages.

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ІННОВАЦІЙНІ ПІДХОДИ ДО РОЗРОБКИ ГРАНТОВИХ ПРОЄКТІВ У СФЕРІ ГУМАНІТАРНОЇ ОСВІТИ В УМОВАХ ВОЄННОГО ЧАСУ

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Дослідження зумовлене трансформаційними процесами, спричиненими війною в Україні, що суттєво вплинули на систему гуманітарної освіти, зокрема через руйнування інфраструктури, вимушену міграцію та нестабільне фінансування закладів освіти. Це зумовлює необхідність переосмислення традиційних підходів до розробки грантових проєктів та пошуку інноваційних інструментів для забезпечення стійкості та розвитку освітніх установ. Мета статті полягає в дослідженні та розробці інноваційних підходів до створення грантових проєктів у сфері гуманітарної освіти, адаптованих до викликів і можливостей воєнного часу. У статті використано методи аналізу, узагальнення, систематизації та порівняння для оцінки поточного стану грантової компетентності працівників гуманітарної сфери, виявлення інноваційних підходів до розробки грантових проєктів і розробки моделі