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DEVELOPMENT OF PROFESSIONAL MATURITY OF FUTURE FOREIGN LANGUAGE TEACHERS BY MEANS OF INFORMATIONAL TECHNOLOGIES

The article deals with the necessity of implementing information technologies in the educational process in terms of foreign language teacher training, taking into account the social and cultural situation, which is reflected in the educational system. Professional maturity consists of stable professional motivation, professional identity, as well as acquired knowledge and skills of professional activity in the chosen field. It is considered to be the highest point of professional development. Special attention in the paper is focused on the issue of information structuring, since information and communication technologies provide a wide range of opportunities for presenting information. The structuring of information accelerates the formation of the image of the subject. The implementation of this viewpoint was carried out by means of multimedia and hypertext tools, which contain all the disjoint methods of structured information representing. The reasoning of the use of multimedia tools is based on the fact that students, while using them, become subjects of the educational process, which is a prerequisite for the development of the professional maturity. The effectiveness of information technologies in the development of professional maturity of future foreign language teachers has been confirmed. The assessment of the degree of professional maturity of future foreign language teachers has been conducted by means of expert evaluation. For this purpose, the indicators of the phenomenon under study have been determined. These include: focus on professional success, professional identity, professional self-esteem, ability to self-regulation, ability to solve professional development tasks.

Keywords: professional maturity, professional development, professional motivation, information and communication technologies, multimedia, the integrity of professional formation.

Introduction

Searching for ways of improving professional teacher training is characterized by increased attention to the development of students' individuality, expanding the scope of their professional thinking and creativity. In the modern era of information explosion and information revolution, education is forced to adapt to new conditions in a limited time-frame. For the first time human culture and values are formed by electronic means of information.

At this stage of the development of schools and education in Ukraine, the search for such ways of improving the intellectual potential of young people, which meet today's challenges, is of great importance. In our opinion, one of such methods is the widespread use of information technology in the educational process as a means of intellectual education and personality development.

Due to the penetration of new information technologies into the field of education, a qualitative change in the content, methods, tools and organizational forms of education has become possible. Considering information technologies as an instrument of human activity, one cannot but recognize their positive influence on the development of the intellectual, creative potential of modern youth, the formation of operational and logical thinking and professional maturity.

Conceptually, the problem of the formation of a personality, the development of one's maturity was reflected in the works of philosophers, sociologists, psychologists, educators. However, the analysis of the problem of professional maturity development by means of information technologies has not yet been the subject of scientific research.

Aim and Tasks

The paper aims to define and test the ways of developing the professional maturity of future foreign language teachers of by means of information technologies.

According to the purpose the following tasks are set:

1) to define the essence of future teachers' professional maturity;

2) to define ways of using information technologies in relation to the development of professional maturity of future foreign language teachers;

3) to assess the level of future foreign language teachers' professional maturity and check the effectiveness of the chosen ways;

4) to identify the impact of information technology on the development of professional maturity of future foreign language teachers.

Research Methods

On the basis of the implemented qualitative analysis of the essence of the professional maturity, we have proved the ways of applying information technologies to the development of future foreign language teachers' professional maturity. To test the effectiveness of the suggested methodology for the development of the phenomenon some experts were involved.

From the standpoint of pedagogical qualimetry, the validity of the use of the method of group expert assessment is confirmed by the fact that expert evaluation results, which were obtained methodologically correctly, meet the criteria for the accuracy and reproducibility of the outcome of the examination. Moreover, within the framework of this method, the technology of transition from individual expert assessments to the collective one has been developed.

Regarding the application of expert assessments in pedagogical studies the methodology for applying pedagogical qualimetry methods in evaluating the results of experimental work have been developed, a set of quantitative indicators of quality has been defined.

To evaluate the generalized consensus of expert opinions we use the dispersion coefficient of concordance:

$$W = \frac{12S}{m^2\left(n^3 - n\right) - m\sum_{j=1}^{m} T_j},$$

where

$$S = \sum_{i=1}^{n}\left(\sum_{j=1}^{m} r_{ij} - \overline{r}\right),$$

$$T_j = \sum_{k=1}^{Hj}\left(h_k^3 - h_k\right).$$

In this formula: S - deviation of the sum of ranks from their total average value; r - rank; Tj is an index of related ranks, hj is the number of groups of equal ranks, hk is the number of equal ranks.

The experiment involved 49 students of the 2nd year of study of Volodymyr Vynnychenko Central Ukrainian State Pedagogical University (Faculty of Philology and Journalism, specialty "Ukrainian language and literature", specialization "English language and World Literature") and 9 lecturers.

Theoretical Study Results

The results of scientific research in the field of pedagogy, obtained over the past decades, increasingly recognize the fact of significant changes occurring in pedagogical phenomena. Social and cultural dependence makes pedagogical phenomena valuable-enriched; on the other hand, they become ambiguous by criterion. According to D.I. Feldstein, "nowadays, humanity lives in a more complex, multifaceted world. This world is qualitatively changing, it is diverse, the world, where social and cultural, informational and psychological space of life has dramatically changed, and now it is constantly testing out people's strength" (Feldstein, 2013).

Being a part of this reality, pedagogical phenomena are objectively an integral part of more extensive social and cultural entities, it makes them ambiguous in the situation of uncertainty, and it is very important to find necessary, sufficient and, most importantly, essential criteria by means of which one can examine a pedagogical phenomenon.

It should be noted that the research criteria is a significant, distinctive feature, on the basis of which the establishment of a particular pedagogical phenomenon (that is the proof that it exists at the moment in this space) is made; its estimation is carried out (how vividly it is represented and what its pedagogical essence is); the classification of the pedagogical phenomenon is conducted (the interdependence of this pedagogical phenomenon with other phenomena and processes is determined).

In our opinion, the accentuation of conditions of the development of the phenomenon under investigation is connected with its essence.

The issue of future teachers' professional development is related to the interrelation of professional and personal features. In terms of constructing the concept of professionalization, in our opinion, the search for factors and indicators of professionalism should be focused on the development of a specialist, and a special role in this process belongs to the concept of maturity.

In order to define maturity, it is helpful to point out in detail the striking differences between adolescent and mature emotional attitudes (Franz Alexander, 1968).

According to D. Levinson, on his/her way of reaching the goals and searching for a mentor, a young person faces a complex social and psychological process of career building that goes beyond the mere choice of profession. D. Levinson believed it to be a development task throughout the period of undertakings. Similar to E. Erickson, he considered these numerous components of career formation as a means to achieve self-determination (Levinson, 1979).

We share the opinion of S.O. Druzhylov, who considers professional maturity to be the main structural element of professionalism. In his opinion, professional maturity ensures the integrity of professional formation (Druzhylov, 2011). According to L. G. Buriak, maturity is a sign of improvement (Buryak, 2006).

In our opinion, professional maturity will allow the teacher to master a new type of activity successfully and take new steps in his/her professional development.

It is necessary to draw attention to the concept of professional development by Yu. P. Povaryonkova, who claims that professional maturity is a criterion for the development of a professional. A.P. Cherniavska also adheres to the view that professional readiness is equated to the professional maturity of the individual (Cherniavska, 2001).

V. N Maksimova emphasizes that from the standpoint of the acmeological approach, a professionally mature educator is an integrative personality who combines a humanist-centered psychologist, a talented professional teacher and a competent researcher in one person (Maksimova, 2007).

According to Donald Cooper, professional development is a long, usually irreversible process with a well-defined, "regular" structure. He introduces the term "professional maturity", which means the correspondence of the behavior of the person with the tasks of professional development of this age.

V.I. Tsyna investigated the phenomenon of formation, essence and structure of the professional maturity of future teachers. In her opinion, the professional training of future teachers can be characterized as the integration of professional formation with their personal development, as a consistent process. She implemented this idea by formulating the content of this category, in particular: the professional maturity of future teachers serves as an integrative quality that determines their professional competence and demands the search for teaching aids of its effective personality-oriented forecasting (Tsyna, 20014).

Having analyzed the interrelation between the psychological and professional maturity of students, N.O. Antonova has concluded that a person's ability to solve relevant tasks of his/her professional activities or professional development shows his/her professional maturity.

Professional maturity consists of stable professional motivation (focus on professional success, professional development and self-realization), formed professional identity (a personal disposition based on the feeling of involvement in the professional community), the acquired knowledge, skills and abilities of professional activity in the chosen field. An important factor in its formation is working experience (Antonova, 2010).

Revealing the psychological nature of the concept of professional maturity, T.V. Komar emphasizes that a professionally mature specialist is characterized by the sense of his/her connection with the professional ethics and values of the professional community, he/she is a member of this community both in terms of identity, self-identity, self-identification with the responsibility of official duties and morals and in the field of real behavior in the framework of professional functions and ethics (Komar, 2015).

It is worth noting that competence is the manifestation of maturity. Since maturity has been defined as willingness, ability, inclination, thus, professional maturity can be defined as the highest point of development.

Methods of teaching students in higher education should be characterized by a shift in the focus on independent work, creating conditions that would stimulate active and independent mastery of knowledge. As a means, it is advisable to replace the traditional teaching methodology with the technological one. It is known that information and communication technologies have a significant potential in organizing the educational process.

We believe that the main emphasis should be made on implementing a variety of technologies in the process of training future foreign language teachers. Information and communication technologies have wide opportunities in education.

The structural presentation of information is of particular interest. Structuring information leads to a systematic approach to studying material. In this case, the structure of the educational material is considered as its model and represents a set of selected parts (elements) of the educational material and the links between them. The process of revealing such parts and bonds is called structuring. An important role in the assimilation of the material under investigation is attached to its elements and the connections between them, which determine the structure. The psychological basis of the educational material structuring is its understanding, because it is characterized by a reflection of the connections of objects and phenomena of reality. Structured information, which is presented by using the advantages of computer technology, accelerates the processes of perception and, as a consequence, facilitates the formation of the mental image of the subject that is being studied. There is a great number of different information technologies, one way or another based on explicit or implicit information structures. However, nowadays there are hypertext technologies and multimedia technology that contain practically all the disjoint methods of presenting structured information.

With the development of computer technology, a number of experiments were conducted to combine different ways of providing information (text, graphics, sound), which resulted in the clarification that the important feature of multimedia is the interactivity that provides the user with the possibility of feedback. Since multimedia was defined as a mixture of media, they have more obvious advantages in some classroom situations than mono-information. With these technologies we get new opportunities while conducting classes, and students do not remain just passive listeners. By establishing logical connections of the information blocks and following their own logic of comprehension, a student becomes a co-author of the educational process. Working as a single entity in the educational process, everything interacts with each other: the teacher has the opportunity to present the material and observe the reaction of the audience, respectively; he/she can change the tempo of the material presentation, use different approaches to each student.

At different stages, in different educational situations, the role of a teacher and a student changes, and it means that the method of application of information technologies as a means of forming professional maturity should be based on the respective directions of their use, the charac-

teristic feature of which is shifting emphasis from the organization of cognitive activity of the students by the teacher to independent cognitive activity.

It is necessary to note that the system of these areas should take into account the ability to influence the development of the motivational component, to meet the requirements of the future profession, revealing the reserves of their creativity. Let us define these areas:

1. Information technologies as a source of information (multimedia teaching tools: electronic textbooks, encyclopedias, presentations).

2. Information technologies as a means of forming methods of mental activity (computer training programs, computer learning games).

3. Information technologies as a means of organizing student search activity (universal information technologies: database management systems, spreadsheet processors, simulation systems).

Undoubtedly, this system can be supplemented with a direction based on the possibilities of telecommunication technologies, but the experience of using telecommunication technologies in the educational process reveals a number of problems and tasks, and the ways of solving them do not exist in the classical theory of learning.

Let us show how the use of information technology at the foreign language classes can be implemented in order to facilitate acquired knowledge, to make learning process more creative, interesting and vivid, and having formed this interest, lay the foundations for readiness for self-improvement, and to increase professional maturity. Gradually, after reference notes, we began using the elements of computerization at foreign language classes, making sure that this kind of approach to solving educational problems contributes to the effective enhancement of students' creativity. The use of computer teaching aids is expedient at different stages of the process of learning a foreign language: in the process of explaining the new material, consolidating the material that was learnt, repeating and generalizing, controlling the acquisition of knowledge, working out skills and the search for new material. However, the practice has shown that the use of information technology can be most effectively used in classroom lessons, since it enables to repeat, generalize and systematize the material developed in the course of several previous studies and arrange the check of knowledge on the subject studied.

At foreign language classes we used didactic multimedia materials for electronic textbooks and manuals. The programs for making presentations have great opportunities as well. A computer presentation is a way a student perceives the topic, it is the development of a specific scenario of performance and presentation it to the audience. A computer gives one an opportunity to use the information from the Internet, illustrate, draw up pages aesthetically, use animation effects. Thus, students learn to be consistent in selecting the most important information. Watching films or their fragments in the multimedia classrooms, with texts that had been read before was also of some educational importance.

Students' work in groups in the environment of information technology stimulated a fair competition. This situation created a real basis for differentiation and individualization in the study, as each student worked on the training tasks taking individual rhythm, solving the corresponding tasks.

In the theory of hypertext in order to formalize these parameters a special hypertext metric was developed. It includes two basic parameters: the measure of information compactness and the stratification index. In our training computer materials, we have experimentally obtained the optimal number of permissible references per paragraph of the text, as well as the recommended amount of text information: while being displayed on a computer, it should take no more than 1.5 or 2 screens. The permissible and recommended hierarchical depth of the links was established in accordance with the data of the theory of information perception and cognitive linguistics. An additional stimulus in our work was the fact, that phonetics is such a linguistic discipline, where the educational process is essentially impossible without the use of visual and auditory visibility.

According to our conclusion about the necessity to engage students in different activities for obtaining professional experience, we consider it necessary to focus on the implementation of the idea of the issue. Therefore, we paid attention to the problem of comparative analysis of literary works.

In our opinion, the particular difficulty is actually the didactic aspect of this problem: to what extent and how can one teach the comparative analysis of the future. And also, the problem is the combination of thoughtful reading, multidimensional interpretation of the text and the speed of the analysis itself. To solve this problem, we used the "The Free Dictionary" Encyclopedia built on a hypertext technology, which is a new form of representation of linguistic and encyclopedic knowledge.

The following example (through the adjective "gorgeous") shows that with a comparative analysis of such an important parameter as polyphony of the word, referring to the References in classic literature link, the reader may encounter a particular noun in the works of famous writers. In addition, the hypertext link "More results ..." allows the reader to refer to more literary works in which this lexical unit is encountered in order to trace how this lexical unit functions in the context of various works of English-language literature. So, when referring to the first link, the reader gets an opportunity to get acquainted with the work of Edgar Rise Burroughs "Tuvia, the Virgin of Mars":

«…As he moved with the throng in the park like canyon of the thoroughfare the life of an awakening Martian city was in evidence about him. Houses, raised high upon their slender metal columns for the night were dropping gently toward the ground. Among the flowers upon the scarlet sward which lies about the buildings children were already playing, and comely women laughing and chatting with their neighbours as they culled gorgeous blossoms for the vases within doors. The pleasant "kaor" of the Barsoomian greeting fell continually upon the ears of the stranger

as friends and neighbours took up the duties of a new day. The district in which he had landed was residential – a district of merchants of the more prosperous sort. Everywhere were evidences of luxury and wealth. Slaves appeared upon every housetop with gorgeous silks and costly furs, laying them in the sun for airing. Jewel-encrusted women lolled even thus early upon the carven balconies before their sleeping apartments. Later in the day they would repair to the roofs when the slaves had arranged couches and pitched silken canopies to shade them from the sun….”.

When choosing the second link, the reader can get acquainted with one of Aesop's fables “The Crane and the Peacock”:

“A PEACOCK spreading its gorgeous tail mocked a Crane that passed by, ridiculing the ashen hue of its plumage and saying, ‘I am robed, like a king, in gold and purple and all the colors of the rainbow; while you have not a bit of color on your wings’. ‘True’, replied the Crane; ‘but I soar to the heights of heaven and lift up my voice to the stars, while you walk below, like a cock, among the birds of the dunghill’”.

When referring to the third link, the user is suggested to read one of the parables of Ambrose Bierce:

“HARDLY had that ancient order, the Sultans of Exceeding Splendour, been completely founded by the Grand Flashing Inaccessible, when a question arose as to what should be the title of address among the members. Some wanted it to be simply «my Lord», others held out for ‘your Dukeness’, and still others preferred «my Sovereign Liege». Finally the gorgeous jewel of the order, gleaming upon the breast of every member, suggested ‘your Badgesty’, which was adopted, and the order became popularly known as the Kings of Catarrh”.

Empirical Study Results

We evaluated the effectiveness of implementing the ways of applying information technologies to the development of the professional maturity of the future teacher of foreign language by comparing the level of development of this characteristic in the control and experimental groups.

The results of the experts' evaluation of the development of professional maturity of the future teacher of foreign language in the experimental group are presented in Table 1.

Table 1.

A Degree of the Professional Maturity of the Future Teacher in the Experimental Group

№	Data	Experts									Sum
		1	2	3	4	5	6	7	8	9	
1	Focus on achieving professional success	4	4	5	4	3	5	5	5	5	**40**
2	Formed professional identity	7	6	7	7	6	6	7	6	7	**59**
3	Professional self-esteem	4	4	5	5	5	5	4	5	2	**39**
4	Ability to self-regulation	4	5	4	5	3	4	4	4	4	**37**
5	Ability to solve professional development tasks	8	6	8	7	6	6	7	8	7	**63**
	Sum	**27**	**25**	**29**	**28**	**23**	**26**	**27**	**28**	**25**	**238**

For the experimental group, the coefficient of concordance provided $m=9$, $n=5$, $T_j=96$, $S=611,2$:

$$W = \frac{12S}{m^2(n^3-n)-m\sum_{j=1}^{m}T_j} = 0{,}828184$$

Similar calculations were made for the control group. Concordance coefficient provided $m=9$, $n=5$, $T_j=210$, $S=480,8$:

$$W = \frac{12S}{m^2(n^3-n)-m\sum_{j=1}^{m}T_j} = 0{,}736858$$

Thus, the effectiveness of the implemented ways of developing professional maturity of the future teacher of foreign language by means of information technologies has been confirmed. The method of the formation of the phenomenon under investigation in the experimental group by means of a hypertext, multimedia technologies was implemented at lectures, practical sessions, and elective courses and during extra-curricular education programs.

Discussion

On the whole, while investigating the impact of these tools, we have found out that their use contributes to: activation of cognitive activity, formation of the desire for completeness of cognitive activity. For example, in the case of choosing between completing an assignment in an after-school lesson and getting an answer without revision,

the number of students who chose the first option in comparison with the initial data has increased by 31%. In comparison with the control group, in the experimental one there is a steady tendency of transition from chaotic cognitive actions to the drawing up of the corresponding action plan. In particular, in the experimental group, the number of students who successfully completed the creative work related to the construction of charts, the compilation of schemes, the development of models has increased (by 47.3%). Creating a situation of success with the help of information technology affects the growth of a positive emotional background. One of the important indicators of this is the spread of an active manifestation of cognitive interest of students in extracurricular time.

Thus, the analysis of this aspect of the problem has shown that in the control group only 31.7% of students were engaged in considering educational classes in their free time, in the experimental group, their number is 78.8%.

Conclusion

Appealing to education as a social and cultural phenomenon is conditioned by the conviction that it is precisely in the system of education professional maturity of the personality of the future teacher can be fully revealed.

Regarding the educational process, modern information tools of education are of great importance:

1. Computer training programs, which include electronic textbooks.

2. Educational systems based on multimedia technologies.

However, the use of new information technologies and tools in training should not exclude the training of specialists in the practical subject area. The replacement of real physical phenomena only by a model representation of them on the computer screen is inappropriate.

Investigating the peculiarities of informational activity, we drew attention to the fact that the information environment becomes effective in the case of the existence of comfort information for the consumer in it, and for this purpose it is necessary to create favorable conditions for the interaction of the information system and the specialist. Thus, the human factor is included in the system of activities as the main component of the provision of any process.

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РОЗВИТОК ПРОФЕСІЙНОЇ ЗРІЛОСТІ МАЙБУТНЬОГО ВЧИТЕЛЯ ІНОЗЕМНОЇ МОВИ ЗАСОБАМИ ІНФОРМАЦІЙНИХ ТЕХНОЛОГІЙ

У статті показано необхідність (з урахуванням соціокультурної ситуації, що має відображення на системі освіти) упровадження можливостей інформаційних технологій в освітній процес, зокрема у підготовку майбутнього вчителя іноземної мови. Здійснено аналіз змісту категорії «професійна зрілість», визначено її складові. Зазначено, що професійна зрілість складається зі стійкої професійної мотивації, сформованої професійної ідентичності, а також набутих знань, умінь та навичок професійної діяльності в обраній галузі. На основі аналізу сутності досліджуваного феномена зазначено, що професійна зрілість є найвищою точкою розвитку.   У роботі було закцентовано увагу на проблемі структурування інформації, оскільки інформаційно-комунікаційні технології надають широкі можливості щодо представлення інформації. Зазначено, що структурування інформації прискорює формування образу предмета, що вивчається. Реалізація цієї позиції була здійснена засобами мультимедіа та гіпертексту, які вміщують усі розрізнені методи подання структурованої інформації. Логіка використання мультимедійних засобів спирається на те, що студенти за умови їх використання стають суб'єктами освітнього процесу, що є необхідною умовою розвитку професійної зрілості майбутнього вчителя, зокрема вчителя іноземної мови. Було експериментально підтверджено ефективність застосування інформаційних технологій щодо розвитку професійної зрілості майбутнього вчителя іноземної мови. Діагностика міри розвитку професійної зрілості майбутнього вчителя іноземної мови проводилась методом експертних оцінок. Для цього визначено показники досліджуваного феномену: спрямованість на досягнення професійного успіху, сформована професійна ідентичність, професійна самооцінка, здатність до саморегуляції, здатність розв'язувати завдання професійного розвитку. Об'єктивність оцінки експертів реалізована за допомогою методів математичної статистики.

Ключові слова: професійна зрілість, професійний розвиток, професійна мотивація, інформаційно-комунікаційні технології, мультимедіа, цілісність професійного становлення.

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