

**GRYTSYK NADIA**

PhD (Candidate of Pedagogical Sciences) Associate Professor  
of Foreign Languages Department T. G. Shevchenko National University "Chernihiv  
Colehium" Chernihiv, Ukraine; ORCID [www.orcid.org/0000-0001-7198-5327](http://www.orcid.org/0000-0001-7198-5327); e-mail:  
[nadiela@yandex.ru](mailto:nadiela@yandex.ru)

**SHVETS NATALYA**

PhD (Candidate of Philological Sciences),  
A foreign language teacher of the cycle commission of office work and philological  
disciplines Separate Subdivision "Khmelnitsky Professional College of Trade and  
Economics of KNUTE" Khmelnytsky, Ukraine; ORCID [www.orcid.org/0000-0003-3511-6794](http://www.orcid.org/0000-0003-3511-6794)

s. 117-126

**GOLIKOVA OKSANA**

PhD (Candidate of Philological Sciences) Associate Professor Department of Business  
Foreign Language and Translation National Technical University 'KhPI'; ORCID [www.orcid.org/0000-0002-7904-0616](http://www.orcid.org/0000-0002-7904-0616)

## THE TEACHER'S PERSONALITY AS A TOOL OF INFLUENCE IN PEDAGOGICAL INTERACTION IN THE PROCESS OF FOREIGN LANGUAGE COMMUNICATION OF STUDENTS

DOI: 10.54264/0011

ABSTRACT

The leading role of the culturological paradigm in the formation of a graduate of a higher education institution who speaks a sufficient foreign language is determined. The article critically analyzes the strategies of the teacher's personality as a tool of influence in pedagogical interaction in the process of foreign language communication of students. The analysis of the teacher's personality as the most important factor necessary for effective study of a foreign language is performed and the motivation of students as a pedagogical condition in the process of teaching foreign language communication of students is singled out. Effective methods of work in the process of preparing students are described.

In order to study this issue on the teacher's personality as a tool of influence in pedagogical interaction in the process of foreign language communication of students conducted a quantitative study in the form of questionnaires among PhD students 1-4 years of study of the Faculty of Humanities and Education (National University of Life and Environmental Sciences of Ukraine, Kyiv).

The methodical recommendations of modern scientists in Ukraine and teachers from Cambridge Assessment English concerning motivation of training as an important factor in preparation of junior bachelors in institutions of professional higher education of specialty 013 "Primary education" with additional qualification "Primary school teacher, foreign language teacher in primary schools" are taken into account. » and bachelors of specialty 014 "Secondary education "(English / German / French / Russian language and literature) and in the education of schoolchildren in general secondary education in the new Ukrainian school.

KEYWORDS

teacher's personality, pedagogical interaction, process of foreign language communication, students' motivation, need, influence

## INTRODUCTION

The development of education in the historical context can be determined on the basis of the system „authoritarian paradigm of education - personality-oriented (humanistic) paradigm of education - communicative paradigm of education.”

Both humanistic and personality-oriented education systems cannot fully guarantee a democratic (in the social context) paradigm of education, because in the educational (pedagogical) context the possibility of producing authoritarianism of the individual still remains. In addition, these educational systems cannot be responsible for legitimizing ideals, values, moral principles and their criteria; „measure” between individual and social, freedom and discipline, freedom and responsibility both in human life and in the pedagogical process; the value basis of interaction in the system „teacher - student”.

There are a number of scientific, thorough studies that cover issues of foreign language training abroad: E. Gromov studied foreign language training of future teachers of non-philological specialties in higher education institutions of the Republic of Poland and the Czech Republic, N. Shovdra – in Poland, O. Antonenko studied the formation of education in the Czech Republic, V. Gamanyuk studied theoretical and practical foreign language education in Germany. Scientists R. Grishkova, E. Gromov, A. Kolomiets, I. Mazaikina study the formation and role of foreign language education in Ukraine in the context of European integration. O. Yuzyk, I. Mazaikina, H. Bilanych, & M. Yuzyk [14] compare the role of quality higher education in two European countries (Poland and Ukraine) as a powerful competitive force. O.P. Yuzyk, L.M. Vysochan, N.V. Grytsyk [12] highlight an important place in the work of a teacher of higher education introduction of innovative teaching methods in the educational process and analyze the terminology of this study, identify differences in the issues of „innovative education” and „innovation in education”. Scientists Plakhotniuk, G., Liubchenko, I., Prokhorchuk, O., Yuzyk, O., Turchak, A., & Markova, O. [9] carried out a critical analysis of the pedagogical problem of forming the information competence of future translators in training, clarified the psychological and pedagogical aspects of the formation of information competence of future translators.

However, there is no thorough research that would focus on the interpretation of strategies of the teacher’s personality as a tool of influence in pedagogical interaction in the process of foreign language communication of students and critical analysis of the essence with practical exercises and examples.

The purpose of the study: to carry out a critical analysis of the strategies of the teacher’s personality as a tool of influence in pedagogical interaction in the process of foreign language communication of students and the essence with practical exercises and examples (questionnaires). The methodology of our research is based on the principles of scientificity, reliability, objectivity, study of scientific works and sources. Research methods: analysis of the literature related to the coverage of the teacher’s personality as a tool of influence in pedagogical interaction in the process of foreign language communication of students; elaboration of analytical sources from the scientific literature concerning the visual presentation of the teacher’s personality as a tool of influence in pedagogical interaction in the process of foreign language communication of students, comparison, questionnaire among PhD students of the Faculty of Humanities and Pedagogy of the National University of Life and Environmental Sciences (Kyiv).

Objectives of the study:

- 1) to analyze the personality of the teacher as the most important factor necessary for the effective study of a foreign language;
- 2) to single out the motivation of students as a pedagogical condition in the process of learning foreign language communication of students.

### **MAIN PART**

In today's world, the role of humanization of education is becoming more and more important. I. Zyazyun notes the approach to the problem of personality development, which is formed due to the paradigm of humanization of education. According to him, the humanistic direction has become extremely popular and has united not only psychologists but also philosophers, educators, sociologists on the ways of finding the meaning of human existence, self-actualization, creativity, freedom of choice, integrity, interactivity of thinking, human development [15].

The scientist identifies such defining didactic categories for humanistic-oriented education as: educational research; procedural orientation; problem solving; statement and proof of hypotheses; data collection; experiment; knowledge transfer; modeling; argument; decision-making; correlation of model and reality; reflexive, critical, creative thinking; susceptibility development; role play; relevance; search for personal meanings, etc.

The culturological paradigm proposed by I. Zyazyun is non-standard [5]. The scientist, in particular, notes that the current stage in the history of human society is characterized by the fact that culture has faced many challenges related to the problems of modern civilization. In addition, man-made civilization, reaching impressive heights in science and technology, gave rise to global crises that threatened the very existence of mankind, in particular contributed to the emergence of weapons of mass destruction, led to an ecological crisis, which entails a real possibility of destroying the biogenetic basis of human life, provided a significant lag in the development of human emotions from mental development.

Under such conditions, the dominance of the traditional paradigm of education, focused only on obtaining knowledge, becomes impossible. To find out the reasons for this, let's define the principles on which traditional education and upbringing were based:

- ideologization and regulation of the scientific core of knowledge;
- academic class-lesson nature of knowledge accumulation and mastering;
- undifferentiated approach to the personality of the pupil, student;
- lack of incentives for the development of creativity and initiative;
- inability to express their own opinion on any issue;
- authoritarian style of relations between teachers and students, teachers and students.

General characteristics of the culturological paradigm in modern education are based on the principles:

- recognition of personal development as the main task of education, and the formation of a unique personality of the future professional - its main result;
- the content of education should be filled with cultural meanings and universal values;
- pedagogical tools, forms and methods of educational process should be aimed at the development of subjective, positive personality traits, self-knowledge;
- professional training should take place in a special cultural and

educational environment, where there are all grounds for a person's free choice of ways of self-realization and its cultural self-development.

Given the model of human understanding, in the culturological paradigm can outline five results of education:

- education of personality;
- education of a citizen capable of perceiving and transmitting national values;
- education as the disclosure of natural endowments;
- education of a person as a creative individual who reveals his potential in the world around him, gaining universality in the world;
- spiritual development of man [5].

Since we live in a culturological paradigm, an important place in its implementation is, as we stated, the above-formed creative personality, which is guided by the acquired universal knowledge and is able to act in accordance with its potential. This applies primarily to the teacher's personality in the process of pedagogical interaction during the study of foreign language communication of students.

In order to study the question of understanding the teacher's personality as a tool of influence in pedagogical interaction in the process of foreign language communication, we conducted a survey among PhD students of the Faculty of Humanities and Pedagogy of the National University of Life and Environmental Sciences (Kyiv) on Google Forms platform with only 1-4 respondents' years of study in total 26 participants.

The first question was about the number of foreign languages that students know and from the possible answers - one, two or more, none. A total of 26 answers, sixteen speak two or more languages (61.5%), and ten - one (38.5). Based on this result, we can understand that there is a significant interest in foreign languages by students, and to teach them you need a competent teacher, so the topic is quite relevant.

Significant are the results of students' answers to the question: „When learning a foreign language, do you prefer a teacher to a woman or a man?“, Where 18 respondents (69.2%) said that it does not matter, and 8 women (30, 8%), because once it was difficult for women to find a job, preference was given to men. We are convinced that, according to I. Zyazyun, we really live in a time of paradigm of humanization of education, where freedom of choice, self-actualization, integrity, interactivity of thinking, management of one's own development are possible.

Students' answers to the question: „Does the mood of your teacher affect the process of learning a foreign language?“ Possible options: blue means yes (88,5%), red no, yellow - it does not matter(7,7%). One of the most important variables that affect students' attitudes to language learning is the teacher's mood. The fact is that the impact can be both positive and negative depending on the teacher's knowledge of the subject, his attitude to students and the subject. Factors such as the teacher's personality, professional knowledge, enthusiasm, dedication, and professional classroom management skills all have a direct and varied impact on student motivation.

Students' answers to the question: „With which teacher would you prefer to learn a foreign language?“ Possible options: blue - senior with work experience, red - a young graduate of the university, yellow - a native speaker. As we can see from the results of the questionnaire, students understand the role of the native speaker as the best teacher of a foreign language in the process of learning a foreign language (19 students (73.1% chose a native speaker)), 7 only senior lecturer (26, 9%) with work experience

and, unfortunately, students do not attach importance to the young graduate of the university, although this could be a great option, because full of energy, ambitious, „freshly baked” teacher could be effective in pedagogical interaction in teaching foreign language communication students.

According to Spolsky [10, p. 273], in a typical language learning situation, there are many people whose attitudes toward each other can be meaningful to learners, teachers, parents, and native speakers. A number of recent studies, although some have not been done in languages, indicate that the importance of teachers' attitudes toward students is linked to student achievement. In the same way, Geiter reveals the role of teachers' influence on students' attitudes to language learning as follows: all teachers - not only language teachers, but also literature teachers, scholars, government, etc., should pay attention to the far-reaching benefits of learning a foreign language for students, what his future educational plans may be, if the teacher works well in this regard, the students will be informed and quick to perceive the long-term values of learning a foreign language, as they relate to cultural, social, political aspects of modern civilization, where the student can find [8].

Students' answers to the question: "Do you think a teacher should have an internship in foreign countries to improve his pronunciation? Possible answers: blue colour - yes, red - no, yellow - I do not know. It is important to have a teacher's internship in foreign countries to raise professional competence and to be able to better teach students foreign language communication, as 25 respondents (96.2%) agreed with this answer.

The effective goal of learning a foreign language during the implementation of communicative and activity approach is in the formation of the ability to communicate in another language, ie foreign language competence according to prof. S.Yu. Nikolaeva, we understand „the ability to successfully solve the problem of mutual understanding and interaction” with native speakers, which is studied in accordance with the norms and culture of direct and indirect communication [7, p. 91]. However, in order for young graduates to communicate directly in the dialogue of culture and foreign language communication with native speakers and feel confident, then it is necessary to learn the culture of native speakers, ie the natural language used by native speakers, and this is possible only if teachers can to teach in this way and therefore internships in foreign countries is a matter of urgency.

We share the opinion of Professor S.Yu. Nikolaeva, which notes the formation of socio-cultural competence, which determines the ability of the student:

- choose, use and understand the linguistic and speech means of foreign language communication with national and cultural specifics in accordance with the intercultural and social context;
- to acquire culturological, regional studies, linguistic, sociological and intercultural knowledge;
- use the acquired knowledge to achieve their goal in foreign language intercultural communication;
- to enter into communicative relations with representatives of other countries in certain situations [3, p. 94].

The implementation of this competence in foreign language lessons is the basis that will contribute to the formation of another important competence of the New Ukrainian School - cultural, which „provides a deep understanding of their own national identity

as a basis for open attitude and respect for cultural diversity of others" [3, p.14]. Of course, the study and awareness of the culture of other peoples and their expression in the peculiarities of a foreign language will be the foundation for the formation of Ukrainian students second important competence - social and civic, which is now on time, because everyone wants to travel to other countries, study and work abroad, participate in programs, Erasmus, internships, international cooperation at the state level, as well as, in particular, in effective intercultural communication.

Students' answers to the question „Do you think the type of teacher's temperament (choleric, sanguine, phlegmatic, melancholic) matters in the process of your learning a foreign language?" Possible answers with colours: blue - yes, red - no, yellow - I do not know. As we can see from the results obtained when asked whether the type of teacher's temperament (choleric, sanguine, phlegmatic, melancholic) matters to the process of learning a foreign language, most answered that 73.1% yes and 26.9% said no. Thus, the type of teacher's temperament can speed up or slow down language learning, as well as the peculiarities of methods and use of methods, techniques, teaching aids will depend on the type of teacher's temperament, which must be taken into account during the learning process.

An interesting factor in teaching foreign language communication is the use of business games in the learning process, which stimulate positive motivation of students, encourage their active participation in finding a way out of the proposed game situations. It should be noted that mostly participants have a great cognitive interest during the game and its consolidation of interest in the game as a means of preparing future professionals to communicate in a foreign language involves the use of various incentives: curiosity, attraction to the new, unknown, the need to find natural energy, worries about playing a role, etc. When using the game in the educational process, it should be remembered that positive motivation will be possible if the didactic task to be solved, which affects the minds of students, is perceived by them as personally important [2, p.147].

From the practice of Yu. M. Druz to bring up a stable positive motivation to learn a foreign language, foreign language professional communication is possible if you act simultaneously in the following areas:

- through a group of motivating factors associated with the inclusion of activities to master a foreign language in leading educational and professional activities in the field of professional interests of the student;
- through a group of motivating factors associated with the methods and techniques of language acquisition and communication;
- through a group of motivating factors that provide written and oral communication;
- through a group of factors that ensure professional communication [4, p.148].

In the study of O.A. Chikhantsova on the reasons for the lack of interest in foreign language classes among university students of non-language specialties, they are primarily due to the fact that first-year students have different basic training in a foreign language. Therefore, students with good preparation after school, without experiencing difficulties in mastering the material, lose interest in the subject, and students who have poorly mastered the basic school course, experiencing significant difficulties in overcoming the gap, also lose interest. They despair of their abilities, expect failures, feel „tight", afraid of mistakes, unable to overcome various psychological barriers, and so on. Regarding the wishes of junior students themselves regarding changes

in universities in the process of mastering foreign languages, they pointed to the following factors: „more often to organize meetings with native speakers” (34.25%); „systematization of textbooks” (29.30%); „use of authentic foreign literature in foreign language classes” (21.1%); „improve the methods of presenting material in foreign language classes” (15.15%) [3].

According to 83.92% of students, the most effective and interesting tasks, according to junior students, are creative tasks and those related to life experience, as well as group forms of work to perform spontaneous, improvised tasks that contribute to better memorization, using visual aids, especially lessons in the form of games.

O.A. Chikhantsova considers motivation as an important component of the process of mastering a foreign language, and emphasizes that motivation is inherent in each student to some extent, and it is possible to determine its personal motivations, passions and needs, so the teacher is a mediator between the student and his motivation. prerequisites on the basis of which first-year students have a personal interest in the work. And if favorable conditions are created, then students will learn to learn a foreign language not the need to know the language, but the pleasure of the process of learning it [9].

T.E. Goncharenko argues that of course motivation to some extent is inherent in every student, and from the teacher to increase the level of motivation of students in learning a foreign language an important role belongs to whether he has quality professional and pedagogical qualities that will contribute to the effective introduction of the educational process and the ability to influence student motivation. Among them: general and pedagogical erudition, pedagogical thinking, observation, wit and flexibility of thinking, reflection, pedagogical prediction (pedagogical prognosticism). Also, the entry of our free education in the Bologna process contributes to improving the level of quality education in Ukraine, as well as for both teachers and students to new, additional sources of motivation in learning a foreign language of professional communication – students have the opportunity to choose the best higher education institutions in Europe to continue training there, and the teacher has to do an internship there. Institutions of higher education in Ukraine, understanding the impact of competition, because the Bologna process allows students to study abroad and wanting to become desirable institutions of higher education for Ukrainian students, switched to teaching general and special subjects in English, which partially solves the problem of further education and employment abroad.

In the preparation of junior bachelors in institutions of professional higher education specialty 013. Primary education with additional qualification „Primary school teacher, foreign language teacher in primary school” and bachelors specialty 014 „Secondary education” (English / German / French / Russian language and literature) teachers the above institutions of higher education in conducting classes on the course „Methods of teaching a foreign language” taking into account the role of motivation as an important factor in working with students based on research by leading Ukrainian scholars abroad. The official website of Cambridge Assessment English states that motivation is one of the conditions for successful learning of English by students. There are two main types of motivation:

1. Learning English for a specific purpose - for example, to get a job, go to university, travel.
2. Learning English, because it is learning, entertainment and success in life! [1].



Children are also more motivated when they have a positive experience of communicating with English-speaking people or the opportunity to touch a foreign culture. The answer to the question that motivates students of different ages is the same. Students of all ages achieve more when they are intrinsically motivated. In other words, when learning is full of joy, fun, interesting and meaningful. Children will want to learn if they have an external motivation, for example, to be rewarded for good results, or if English is needed to study at university. You should also remember the words of Steve Jobs: „The only way to do a great job is to love what you do”, ie it is best to learn when the student really loves and is passionate about English, and therefore whether he will love English depends largely on teacher, in his ability to show the beautiful and organize classes professionally. The teacher should always be well prepared and interested in foreign language periodicals.

Parents influence their children's attitudes to learning, and if parents themselves are passionate about learning, then so is their children. Motivation is a skill that can be encouraged and improved. Cambridge Assessment English highlights the factors when students are most motivated and what parents can do about it:

1. They feel that learning activities are interesting and meaningful. Give your child plenty of opportunities to explore their interests and favorite games in English. Any language „work” you do at home that is fun, varied, attention-grabbing, or creative will help your child prepare for exams and develop their English skills, language in a natural, effortless way).
2. They believe that educational activities can be successfully completed. (It is important that the learning activity is at the right level. If the activity is too easy or too difficult, it can be uninspiring and demoralizing. Children have different preferences in how they perceive information. Some like to listen to explanations and discuss, some like to look at diagrams and pictures, someone likes to actively experiment and create, pay attention to what works best - success creates motivation.
3. They have some control over how to perform activities. (Having a choice can be really motivating. It usually encourages children to work harder and more creatively. It also helps them learn to control their learning and take responsibility for their decisions.)
4. They will receive approval from those who care for them. (Like everyone, children want to be „good” at things and want their parents to be proud of them. Praise them to create a sense of success, and encourage them when they take risks. Help them turn mistakes into learning opportunities. You can try save a piece of work or videotape activities that your child enjoyed. Mark a date on the calendar to repeat the exercise. Then compare the two works and focus on your child's achievements. This is a clear way to show your child how he or she is improving in learning) [1].



## CONCLUSIONS

Reforming education in Ukraine, including higher education, is aimed at its systematic renewal and due to the recognition of the importance of knowledge as a driver of society's progress on the example of the New Ukrainian School. The changes are the creation of new educational standards, updating curricula, the content of educational and didactic materials, forms and methods of teaching. It is obvious that the achievement of the goal of modern education is determined by the personal potential of the teacher, his general and professional culture, which provides an effective solution to pressing problems in teaching and education in line with new educational paradigms.

We see prospects for future research in the study of the impact of foreign internships of students of philological specialties (English, German) abroad on Erasmus projects on the study of a foreign language.

## References

- [1] Cambridge Assesment English. Access mode: [www.cutt.ly/MYybH6C](http://www.cutt.ly/MYybH6C)
- [1] Goncharenko T.E. Motivation to learn a foreign language as a social function of education. Access mode: [www.cutt.ly/gYybC5c](http://www.cutt.ly/gYybC5c)
- [3] Chikhantsova O. A. The value of foreign language professional communication for students of non-language universities. Access mode: [www.ap.uu.edu.ua/article/10](http://www.ap.uu.edu.ua/article/10)
- [4] Druz Yu. M. Positive motivation as a condition for increasing the effectiveness of the business game in preparing students for foreign language communication. Access mode: [www.core.ac.uk/download/pdf/43282991.pdf](http://www.core.ac.uk/download/pdf/43282991.pdf)
- [5] Kravchenko V.M. (2013). The problem of the essence of the paradigmatic approach to the modernization of pedagogical education. Pedagogy of creative personality formation in higher and secondary schools. V. 32. p. 271–278. Access mode: [file:///C:/Users/user/Desktop/Pfto\\_2013\\_32\\_39.pdf](file:///C:/Users/user/Desktop/Pfto_2013_32_39.pdf).
- [6] Kuhn T. Structure of scientific revolutions. Access mode: [www.litopys.org.ua/kuhn/kuhn03.htm](http://www.litopys.org.ua/kuhn/kuhn03.htm).
- [7] Methods of teaching foreign languages and cultures: theory and workshop: a textbook for students of classical, pedagogical and linguistic universities.(2013) ed. S.Yu. Nikolaeva. 590 p.
- [8] Mohamed K. (2004). The attitude of year one preparatory students towards learning English as a foreign language [Unpublished MA Thesis]. Addis Ababa University. 18 p.
- [9] Plakhotniuk G., Liubchenko I., Prokhorchuk O., Yuzyk O., Turchak A., Markova O. (2021). Formation of Future Specialists' Information Competence. Revista Romaneasca Pentru Educatie Multidimensionala, 13(2), 57-77. [www.doi.org/10.18662/rrem/13.2/410](http://www.doi.org/10.18662/rrem/13.2/410)
- [10] Spolsky B. (1969). Attitudinal aspects of second language learning. Language Learning, 9(1).
- [11] The concept of the New Ukrainian school. Access mode: [www.cutt.ly/YymKmd](http://www.cutt.ly/YymKmd)
- [12] Vysochan L., Yuzyk O. P., Grytsyk N. V. (2019). Innovative teaching methods in higher education institutions of Poland and Ukraine. Zeszyty naukowe Wyższej Szkoły Technicznej w Katowicach, nr 11, s. 45–50. [www.cutt.ly/HYym1ss](http://www.cutt.ly/HYym1ss)
- [13] Xhemaili, Mirvan. 2013. The Advantages of Using Films to Enhance Student's Reading Skills in the EFL Classroom. Journal of Education and Practice. 4 (13): 62-66.
- [14] Yuzyk O., Mazaikina I., Bilanych H., Yuzyk M. (2019). Quality of higher education in Ukraine and Poland: comparative aspects. Comparative professional pedagogy. Volume 99. Issued 1, p. 66-75. DOI: [www.doi.org/10.2478/rpp-2019-0008](http://www.doi.org/10.2478/rpp-2019-0008)
- [15] Zyazyun I.A., Sagach G.M. The beauty of pedagogical action. Kyiv: Ukrainian-Finnish Institute of Management and Business, 1997. 302 p.

## OSOBOWOŚĆ NAUCZYCIELA JAKO NARZĘDZIE W ODZIAŁYWANIU PEDAGOGICZNYM, W PROCESIE KOMUNIKOWANIA SIĘ STUDENTÓW W JĘZYKU OBCYM

### STRESZCZENIE

Zdefiniowana jest wiodąca rola paradygmatu kulturowego w kształtowaniu się absolwenta uczelni, posługującego się językiem obcym w stopniu wystarczającym. Artykuł krytycznie analizuje strategie osobowości nauczyciela, jako narzędzia oddziaływania pedagogicznego w procesie obcojęzycznej komunikacji studentów.

Dokonuje się analizy osobowości nauczyciela, jako najważniejszego czynnika niezbędnego do efektywnej nauki języka obcego oraz wyodrębnia motywację studentów, jako warunku pedagogicznego w procesie nauczania komunikacji w języku obcym. Opisano efektywne metody pracy w procesie przygotowania studentów.

W celu zbadania zagadnienia nad osobowością nauczyciela, jako narzędzia oddziaływania w pedagogicznym procesie porozumiewania się w języku obcym, wśród studentów przeprowadzono badanie ilościowe w formie ankiet dla doktorantów 1-4 lat studiów, Wydziału Humanistyczno-Pedagogicznego (Narodowy Uniwersytet Przyrodniczy i Nauk o Środowisku Ukrainy, m. Kyjów).

Uwzględniono zalecenia metodyczne współczesnych naukowców na Ukrainie i nauczycieli z Cambridge Assessment, dotyczące motywacji do szkolenia, jako ważnego czynnika w przygotowaniu młodszych licencjatów w uczelniach zawodowych o specjalności 013 „Edukacja podstawowa”, z dodatkową kwalifikacją „Szkoła podstawowa, nauczyciel języka obcego w klasach podstawowych» i licencjat specjalności 014” Szkolnictwo średnie „(angielski / niemiecki / francuski / rosyjski język i literatura ) oraz w edukacji uczniów w liceum ogólnokształcącym, w nowej ukraińskiej szkole.

### SŁOWA KLUCZOWE

osobowość nauczyciela, oddziaływanie pedagogiczne, proces porozumiewania się w języku obcym, motywacja uczniów, potrzeba, wpływ.



Artykuł udostępniony na licencjach Creative Commons/ Article distributed under the terms of Creative Commons licenses: Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0). License available: [www.creativecommons.org/licenses/by-nc-sa/4.0/](http://www.creativecommons.org/licenses/by-nc-sa/4.0/)