

**Ministry of Education and Science of Ukraine
Dnipro State Agrarian and Economic University
Philology Department**

Collective Monograph



**Linguistic and Methodological Training of
Students for Future Professional Activities**



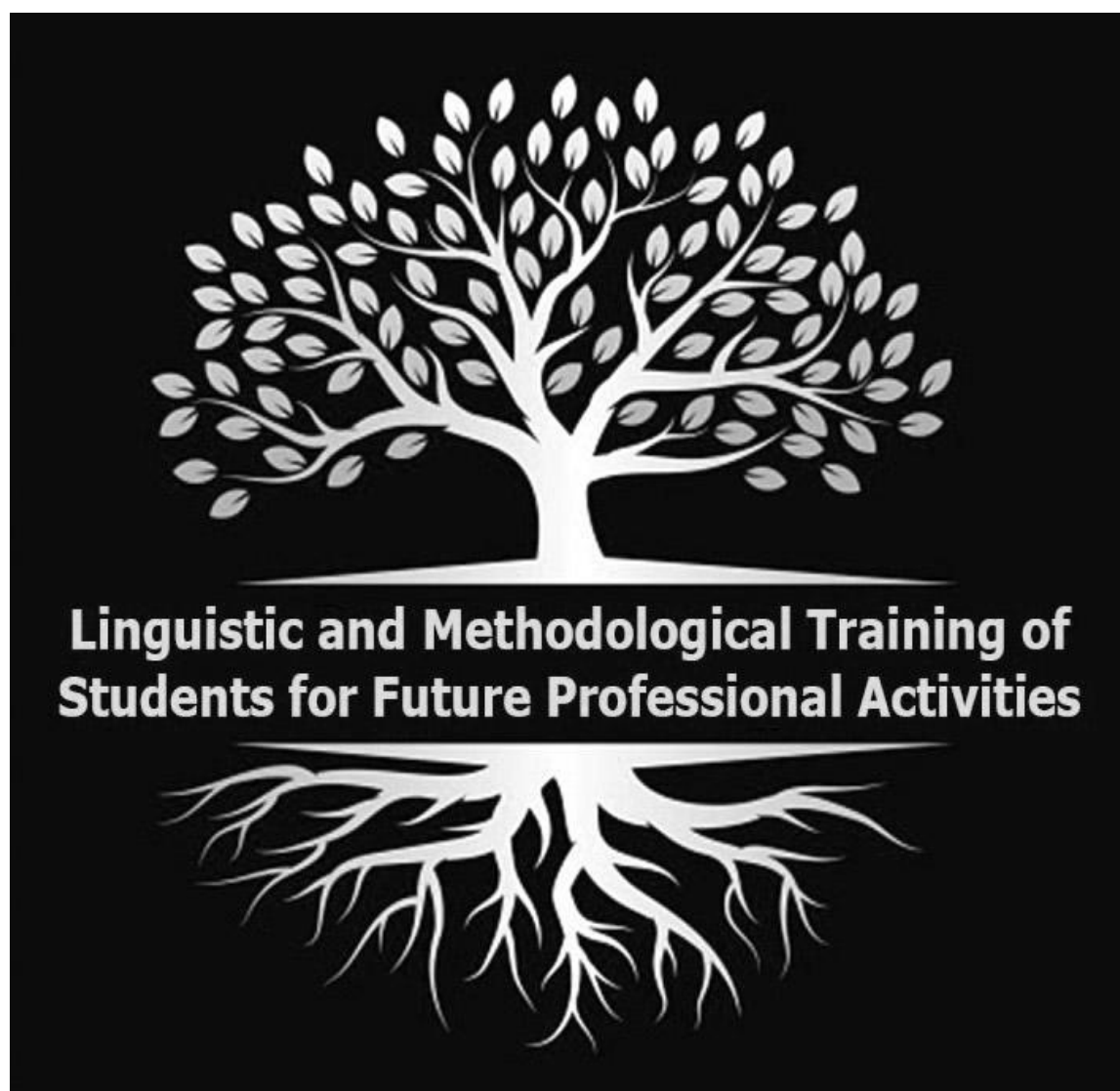
Philology and Pedagogy

Dnipro, 2023

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Reviewers:

Borys KOVALENKO, Doctor of Philology, Associate Professor of the Department of Ukrainian Language at Kamianets-Podilskyi Ivan Ohienko National University

Hanna PRYKHODKO, Doctor of Philology, Professor of the Department of English Philology and Linguistic didactics at Zaporizhzhia National University

Iryna OLIINYK, Ph. D in Pedagogics, Associate Professor of the Department of Innovative technologies in Pedagogy, Psychology and Social work at Alfred Nobel University

Olena NAZARENKO, Ph. D in Philology, Associate Professor of Philology Department at Dnipro State University of Agriculture and Economics

Editors:

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Tetiana KRAMARENKO, Ph D. in Pedagogics, Associate Professor at Dnipro State Agrarian and Economic University

Olena REZUNOVA, Ph D. in Pedagogics, Associate Professor at Dnipro State Agrarian and Economic University

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TEACHERS PEDAGOGICAL SELF-EFFICIENCY AS A NECESSARY COMPONENT OF THEIR PROFESSIONAL ACTIVITIES

Olena Rezunova

*PhD in Pedagogics, Associate professor,
Associate professor of Philology department
Dnipro State Agrarian and Economic University, Ukraine*

Abstract. *New social challenges require a rethinking of the role of the teacher in the educational space of modern institutions of higher education. Currently, the greatest value is a teacher who is capable for self-development and self-improvement in professional activities, and therefore has a high level of pedagogical self-efficacy.*

In the study, the author attempts to reveal the essence of such basic research concepts as “self-efficacy”, “pedagogical self-efficacy”, “educational self-efficacy”. The analysis of scientific literature made it possible to establish that the concept of self-efficacy is interpreted as the ability of a person to change himself, his behavior and achieve the desired result, effect (in work, study, etc.) with the least expenditure of personal and other resources; pedagogical self-efficacy should be understood as the degree of teacher readiness to perform professional activities competently, the level of professional maturity and competitiveness of the teacher; educational self-efficacy is an individual's confidence in his own abilities, in the ability to carry out educational and cognitive activities independently, actively and productively, while achieving personally meaningful educational results. In addition, the study identified 5 main functions of an individual's educational self-efficacy: axiological, prognostic, analytical, self-support, self-regulation, and self-management.

The paper analyzes the main development factors affecting the formation of teachers' pedagogical self-efficacy, namely: past experience of successes and failures; control over one's professionally directed actions; observation of other people's professional achievements; verbal persuasion; self-esteem and self-regulation; emotional condition.

The main attention is paid to the most effective ways of forming pedagogical self-efficacy, which include: study of psychological-pedagogical and methodical literature; participation in self-efficacy development trainings; keeping a Diary of success.

It has been proven that teachers with a high level of pedagogical self-efficacy significantly influence the development of educational self-efficacy of students of higher education, and the following are among the most effective strategies that help shape the educational self-efficacy of students: the teacher should teach students to set clear educational goals; the teacher should encourage students to set challenging goals; the teacher should provide honest feedback; the teacher should organize training in such a way that students learn from each other's successes and failures.

The conducted monitoring made it possible to establish that the average number of teachers with sufficient and high level of pedagogical self-efficacy is not enough for effective pedagogical activities according to the modern requirements.

Key words: *self-efficacy, pedagogical self-efficacy, educational self-efficacy, teacher, student of higher education, trainings, performance diary*

Introduction. The current global economic and social crisis caused by the global pandemic has revealed that a significant part of the population is unable to adapt to new realities, feels a lack of personal resources, and does not have developed skills of self-regulation, self-support, and self-control.

New social challenges require rethinking the role of the teacher as a mentor, leader, facilitator, consultant, mediator of knowledge, demanding improvement of his professional qualities and professional skills. In the modern educational space, the greatest value is recognized as such a teacher who is capable of self-development and self-improvement in professional activities, knows how to adapt to a changing environment, knows how to quickly update and build competences, freely navigate in information flows. A modern teacher must feel that it is necessary to change and improve himself constantly, to work hard in order to achieve the set goals with the least expenditure of time and resources.

Moreover, teachers are faced with stricter requirements for professional training of specialists, who must also be capable for self-education, self-improvement of professional knowledge and independent search for effective solutions to professional problems. That is why the problem of finding effective mechanisms for the development of the teacher's pedagogical self-efficacy and the educational self-efficacy of students is **quite relevant**.

The aim of the research. To reveal the essence of the concepts “self-efficacy” “pedagogical self-efficacy”, “educational self-efficacy”, to analyze the main factors of development and approaches to the formation of pedagogical self-efficacy of teachers, to reveal the problem of the influence of teachers with a high level of pedagogical self-efficacy on the development of educational self-efficacy of students, to conduct monitoring to identify the level of teachers' pedagogical self-efficacy.

Research methodology. The general scientific methods (analysis, synthesis, comparative, systematization) have been used while writing the paper. The material has been presented according to the thematic principle. Comparative, typological and functional methods have been used for a comprehensive research of the topic. The method of analysis has been used for a detailed study of the concepts “pedagogical self-efficacy” and “academic self-efficacy”, which made it possible, in particular, to study scientific viewpoints on the need for implementation. The method of synthesis made it possible to distinguish the factors and effective ways for the development of teachers' pedagogical self-efficacy.

Analysis of publications. According to our previous research, the first thorough studies of the term “self-efficacy” appeared in the works of A. Bandura, a Canadian-American psychologist with Ukrainian roots, in the 1970s [23].

Later, this phenomenon was reflected in the researches of O. Bogatyrev, I. Brunova-Kalisetska, T. Bryan, N. Vodopyanova, M. Gaidar, T. Gordeeva, A. Derkach, P. Druker, V. Zazikin, D. Ziegler . Freund, R. Schwarzer, M. Scheer and others.

The works of V. Bondar, I. Makarenko, I. Kremeshnaya, A. Lynenko, O. Fast and others are devoted to the problem of the development of pedagogical self-efficacy.

Recently, the phenomenon of educational (academic) self-efficacy has attracted the attention of both foreign and domestic researchers, namely: the works of the domestic psychologist T. Haltseva [7; 8; 9; 10; 11] are devoted to the problem of the formation of educational self-efficacy in different age groups; the problem of the influence of self-efficacy on the professionalization of students is revealed in the works of O. Muzyka [20]; the development of educational self-efficacy of elementary school students was investigated by A. Dulas [5]; the development of academic self-efficacy of first-year students is studied in the works of S. Korgan, N. Durdella and M. Stevens [16]; the problem of determining the level of educational self-efficacy is revealed in the work of L. Jasquez [12]; the educational self-efficacy of English language teachers is studied in the works of A. Sarikoban and M. Behjoo [24] and others.

However, the problem of finding effective ways of forming the pedagogical self-efficacy of teachers in the institutions of higher education remains unsolved, so the **novelty of the research** is to find and analyze the main factors of pedagogical self-efficacy formation.

1.1 The essence of the concept “pedagogical self-efficacy”

The success of each individual person is an important factor in the development of society as a whole, which is why the problem of using human potential is considered in a new way. The demand for highly effective teachers who can correctly assess their own abilities, opportunities and results of their teaching activities, and know how to be productive in the performance of professional tasks is growing in the educational field.

The term “self-efficacy” was first proposed by the Canadian-American psychologist with Ukrainian roots, Albert Bandura, in the 1970s as part of his social-cognitive theory [3].

The term “self-efficacy” consists of two concepts: “self” and “efficiency”. “Self” is an action carried out by one's own efforts, without outside help, aimed at oneself, and efficiency is the ability to perform work and achieve the desired result, set goals with the least expenditure of time and effort (resources). Therefore, the concept of “self-efficacy” can be interpreted as the ability of a person to change himself, his behavior and achieve the desired result (in work, education, etc.) with the least expenditure of personal and other resources [8].

According to A. Bandura, self-efficacy together with the environment, previous behavior and other characteristics determines the future behavior of an individual. People with a high level of self-efficacy are able to create their own future, and not just predict it [3].

Researcher T. Kremeshna, analyzing the works of foreign scientists regarding the interpretation of the concept of self-efficacy, says that D. Myers paid considerable attention to the self-efficacy of an individual, considering it in the context of research on social psychology. The scientist noted that the idea of self-efficacy inspires a person not to put up with unfavorable circumstances, not to retreat after the first failures, but to make efforts, fighting doubts. Considering the phenomenon of self-efficacy, D. Myers proves the difference between self-efficacy and self-suggestion (belief in a positive outcome). According to the researcher, the main source of the growth of self-efficacy is the experienced experience of success, the competence of a person, which gives him faith in his abilities to achieve a positive result. Thus, D. Myers believes that self-efficacy is a combination of competence and its positive self-evaluation [17].

In the studies of H. Lefrancois, self-efficacy is interpreted as a person's judgment about how effectively he or she acts in certain situations. The researcher notes that judgments about self-efficacy affect the choice of activities, interests and efforts, emphasizing A. Bandura's opinion that to perform effective activities, it is necessary to possess competence in this activity and a positive assessment of the specified competence.

R. White is in the same position. In his opinion, self-efficacy is manifested in the desire for competence, the innate need to master skills and a sense of one's own importance. According to the scientist, the desire for competence is a fundamentally important human motive, especially significant for the adaptation of those who are born with certain deficiencies.

The effort aimed at revealing one's own potential, the desire for competence can be considered as one of the aspects of a person's self-realization. The researcher believes that the idea of a person's desire for competence is of great importance for understanding the essence of his self-efficacy, explains the individual's desire for knowledge, obtaining information about the environment [17].

N. Branden's views are based on the consideration of self-efficacy as an important aspect of self-evaluation of an individual. In this context, the researcher gives a thorough definition of self-efficacy, under which he understands a person's confidence in himself, in the ability to think, in the processes by which personal judgments, choices and decisions are made; confidence in the ability to understand the facts of reality, which are included in the sphere of needs and interests of the individual; cognitive confidence. N. Branden believes that self-efficacy arises from the volitional function of consciousness, which sets a person an important task – to make oneself competent in overcoming life's difficulties. N. Branden understands self-efficacy as the refusal of human consciousness to accept helplessness as an unchanging and permanent condition, and which is manifested in perseverance in the face of difficulties

According to a group of researchers, pedagogical self-efficacy is the productivity of professional activity, which is achieved by the masterful realization of one's own professional and pedagogical competence in the harmonious interaction of self-understanding (teacher's image), self-attitude (teacher's self-esteem), self-behavior (teacher's self-efficacy) [17].

In view of the scientific sources, the pedagogical self-efficacy of a teacher should be considered as an educational and professional indicator of determining the degree of readiness of a teacher to competently carry out professional activities, as an indicator of professional maturity and competitiveness of a teacher, which is manifested in his readiness and ability to

mobilize a set of personal qualities, qualification knowledge, skills and methodical mastery in order to achieve optimal results in pedagogical activity [1].

After studying the literary sources of domestic and foreign authors and summarizing the existing definitions, we believe that the teacher's pedagogical self-efficacy should be understood as a complex, dynamic personality formation based on developed pedagogical self-awareness, the teacher's belief that he is able to effectively organize the pedagogical process using necessary knowledge, skills, experience, professional technologies, verbal persuasion, physiological and emotional state [23].

1.2 The main factors of development and ways of forming teachers' pedagogical self-efficacy

The aim of our research moves us to the problem of analyzing the scientific literature to find the main **factors** affecting the formation of teachers' pedagogical self-efficacy. Literature review showed that those factors include:

- *past experience of successes and failures* (successful pedagogical actions increase the effectiveness of the teacher, while failures can reduce it);
- *control over one's professionally directed actions* (control over one's own actions helps the teacher to timely identify and correct shortcomings in professional activity, define new professional and pedagogical goals);
- *observation of other people's professional achievements* (observation of professional successes of teaching colleagues provides an opportunity to learn a new way of thinking, behavior, attitude towards students of higher education, armed with effective behavioral strategies in typical and atypical pedagogical situations);
- *verbal persuasion* (conviction of an individual in one's own capabilities involves emotional support, approval and positive evaluation, mutual assistance in the conditions of joint creative educational activities);
- *self-assessment and self-regulation* (self-assessment by teachers of their own personal and professional qualities performs an important function in the development of pedagogical self-efficacy, acts as a regulator of behavior and affects the level of this education, and self-regulation helps to reduce and overcome discrepancies between

achievements and the goal that the teacher sets for himself to set new, higher professional tasks);

- *emotional state* (the teacher's feeling of emotional elation, the desire to carry out professional activities have a positive effect on their pedagogical self-efficacy) [1; 3;17].

Studying a significant amount of literature allowed us to conclude that the most effective ways of forming pedagogical self-efficacy are:

- *studying of psychological, pedagogical and methodical literature;*
- *participation in self-efficacy development trainings;*
- *keeping a Diary of success* [3; 4; 8; 17; 19; 23]

At the initial stage of work on the formation of pedagogical self-efficacy, teachers were asked to familiarize themselves with the literature (books, textbooks, educational and teaching-methodical guides, magazines, articles in collections of scientific and methodological works, abstracts of reports at various levels of conferences, monographs, abstract reviews, abstracts of dissertations, etc.), which would help reveal the essence of the studied concept. Studying these sources allowed teachers to acquire the theoretical scientific knowledge necessary for the formation of pedagogical self-efficacy and contributed to the successful preparation of analytical reviews, conducting seminars and practical classes, colloquiums and methodical meetings dedicated to the studied phenomenon.

Trainings, as an effective form of solving various tasks, have long been used in pedagogical processes. We believe that new forms of organizing the educational process in higher education institutions are relevant now, in particular distance learning, the possibilities of which have allowed us to conduct online trainings [21]. During the trainings, teachers had the opportunity to perform exercises that promote self-regulation of emotional states, the ability to overcome negative emotions, the ability to navigate in one's own mental states, and the ability to manage them. In addition, teachers were offered to perform exercises developed by the researcher E. Kalyuzhna, which helped them to discover their own positive sides and contributed to increasing self-confidence. Among them: *We are all different, Another's soul is a*

dark forest, Is it possible not to love yourself?, The right to imperfection, Woe from the mind, Understand me correctly!, What is empathy?, Out of your mind - come back in time!, Anxiety: fear of mistakes, What to do with stress? etc. [13].

Therefore, the main goal of the trainings on the development of pedagogical self-efficacy of teachers was to acquire the following competencies for teachers: the ability to make independent choices and make effective decisions in various pedagogical situations; ability to critical self-analysis and self-reflection; the ability to master negative experiences and stress, to manage one's psycho-emotional state, to analyze the causes and consequences of one's own reactions and actions, as well as the reactions and actions of the acquirers; the ability to use one's own pedagogical experience as a resource for self-improvement.

Agreeing with psychologist researcher T. Haltseva, we believe that one of the most effective means of forming pedagogical self-efficacy is keeping a Diary of success, which includes records of the teacher's professional achievements [7].

In the course of our study, teachers were asked to keep a five-step *Diary of success*.

The first stage, which is called "Definition of goals", included the following tasks:

1. *Write down your own goals and wishes related to scientific and pedagogical activities. Include big and small goals.*
2. *Divide professional goals by time: long-term, short-term.*
3. *Choose one goal that is most important for you today.*
4. *If the professional goal defined by you is achieved, how will it affect your personality, what will change in your life.*

At the second stage, called "Definition of authorities", teachers were asked to perform the following tasks:

1. *Describe a person who could easily achieve the professional goal you have defined.*
 2. *Choose three to five qualities of a successful person described above that you would like to see in yourself.*
 3. *Rate the level of development of the above qualities of yourself on a scale from 0 to 10.*
 4. *What, in your opinion, should be done in order to develop the relevant qualities.*
- Write a plan of your actions in this regard.*

5. *What are your negative traits (habits) that can hinder the development of these professional qualities and be a barrier to achieving the set goal.*

6. *How, in your opinion, it is possible to get rid of these barriers.*

At the third stage, “Determining their professional successes”, teachers had to analyze their already existing pedagogical successes, providing answers to the following questions:

1. *Remember your most striking professional success and write it down.*

2. *Remember your emotions, the feelings you experienced as a successful person who got the desired professional result.*

3. *Why can you respect yourself (be proud of yourself)?*

4. *To whom are you grateful for your professional success? Write down words of thanks to those who supported you. Can you contact them now for support?*

The fourth stage “Rational allocation of time and resources” allowed to evaluate pedagogical activity from the point of view of the efficiency of the use of time and resources:

1. *Analyze the last week: what was spent too much time or too little time. Why?*

2. *What part of your time was used productively and efficiently.*

3. *Think and write down how much time you need to achieve the desired professional goal.*

4. *Plan hourly what you will do to achieve the desired goal.*

5. *How will you control your plan and what sanctions will you apply to yourself for violating the planned actions.*

6. *What resources can help you achieve your desired professional goal.*

7. *Whom can you turn to for professional advice (expert, specialist).*

8. *Who from your environment can be an example for you to follow.*

9. *What sources can you use to obtain the necessary professional information.*

The last stage of keeping a Diary of success is the “Analysis of the obtained results”, during which the teachers had to do the following tasks:

1. *Write down the date and the obtained professional result. Rate the result on a ten-point scale.*

2. *Would you like to improve the obtained result. Write your wishes for the following professional achievements.*

Thus, making regular entries in the Diary gave teachers the opportunity to constantly reflect on self-development and self-change, forming pedagogical self-efficacy. In addition, keeping a Diary helped the teachers to evaluate their own professional successes and monitor personal changes.

The analysis of resources, which helped to achieve success in pedagogical activity, allowed us to see the “strong” and “weak” sides of teachers, developed their confidence, promoted self-organization and self-discipline.

Therefore, the formation of a teachers’ pedagogical self-efficacy is an integral component of their professional success, because teachers with a high level of self-efficacy are more flexible and more ready to implement innovative teaching in today’s changing conditions.

2. Pedagogical self-efficacy of the teachers as the main factor for the development of students’ educational self-efficacy

The issue of educational self-efficacy of an individual is currently relevant due to the expansion of the information space, technogenicity of society, rapid updating of knowledge, which forces a person to be active in learning. Education becomes not only a reflection of social and cultural norms and values, which, in the conditions of a specially organized, developing environment, is the basis for the development of the meaningful priorities of an individual, it plays an important role in the formation of cognitive tools, subjective characteristics of an individual, contributes to the disclosure of personal potential, forms the need in effective learning, self-education, self-development, self-motivation.

Scientists have always been interested in the problem of teaching effectiveness. Currently, psychological and pedagogical science emphasizes the active and conscious position of subjects of education in the process of effective mastering of important social and professional competencies.

Self-efficacy in the educational sphere was the subject of research by R. Wood, A. Bandura, J. Rotter, J. Zimmerman, M. Martinez-Pons, D. Nelson, N. Cooper, T. Hordeeva, M. Haidar, O. Shepeleva, and others. Numerous studies have revealed the influence of self-efficacy on the academic achievements of pupils and students.

Thus, scientists J. Rotter, J. Zimmerman, M. Martinez-Pons proved that students who are characterized by a high sense of self-efficacy in relation to their academic abilities show greater persistence and persistence in completing educational tasks. If difficulties arise, they are less anxious and more optimistic in their desire to achieve high academic results, compared to those who doubt their academic abilities. Beliefs in self-efficacy affect motivational indicators and the quality of performance of complex cognitive tasks. In addition, it was found that self-efficacy is more important for low-achieving students than for “high achievers”.

There is an opinion that the construct of educational self-efficacy should be distinguished from the concept of “academic self-efficacy”, because educational self-efficacy determines the internal readiness of an individual for active educational actions, contributes to the formation of the need to learn throughout life, to be successful, more perfect. However, we are convinced that in the context of our research, these concepts are synonymous.

Let’s consider other interpretations of the term “educational (academic) self-efficacy” in the scientific literature. Thus, A. Sariçoban and M. Behjoo define academic self-efficacy as an individual's confidence that he is able to successfully perform educational (academic) tasks at the desired level [7].

Researcher B. Zimmerman defines academic self-efficacy as a person’s confidence in the ability to successfully perform academic self-regulation actions, while self-regulation occurs at the cognitive, motivational and behavioral levels [30].

However, in our opinion, the most complete definition of the studied phenomenon can be found in the works of the domestic psychologist T. Haltseva, who interprets educational self-efficacy as an individual's confidence in his own abilities, in the ability to independently, actively and productively carry out educational and cognitive activities, while achieving personally significant educational results, which promotes self-motivation, self-development and self-improvement of the individual [9, 147].

According to the researcher, the composition of educational self-efficacy is educational activity, which is a special type of activity that unfolds as a two-way process: learning - purposeful transfer of socio-cultural experience to another person

and learning. The specificity of educational activity is related to its target content and tasks, which are decided by the subject of education. The goal of training is an internal subjective result, which is manifested in the assimilation of the principles of building actions and changing, appropriating abilities. The ultimate goal of educational activity is the transformation of a person from one who is being taught into a person who is learning, interested in self-change and capable of it. Agreeing with the opinion of T. Haltseva, we believe that the self-efficacy of an individual in educational activity is not only an assessment of one's educational abilities, but also the need for internal changes of the subject of educational activity, which should take place as a result of performing educational activities [11].

In addition, the famous researcher A. Bandura points out that people with a high level of self-efficacy are more interested in education and professional pursuits, because education for them becomes a part of life and is the main source of personal growth [3, p. 77].

Agreeing with the opinion of T. Haltseva, we believe that the concepts of “learning effectiveness” and “learning self-efficacy” important for our research should be differentiated [11].

As a rule, the term “learning effectiveness” is associated with the external assessment of the learner's actions by the social environment (teachers, heads of organizations, parents, and others). Among the efficiency criteria, the speed of assimilation of educational material, productivity and effectiveness of educational activities are distinguished. The effectiveness of the subject of education is evaluated in order to find new pedagogical methods of influencing the personality.

The concept of “educational self-efficacy” is a psychological phenomenon that should be considered as a construct of self-awareness of the individual, which characterizes the individual's internal readiness for active educational actions in relation to mastering new content of activities or self-improvement of acquired competencies (educational, professional). Through educational self-efficacy, the subject essence of an individual, his need for self-activity, is revealed. Due to educational self-efficacy, educational activity becomes self-determined, self-directed.

The level of educational self-efficacy of an individual is not a constant, because a person learns throughout the whole life. The formation of educational self-efficacy of an individual occurs in the process of ontogenesis, where at each stage of the life has its own specific features. A. Bandura emphasizes that self-efficacy develops constantly throughout life. In his opinion, people differ significantly in how effectively they control their lives in different age periods [3].

According to the research of a number of scientists, the formation of educational self-efficacy in ontogenesis can be determined by the following stages:

1) *family* – the first, simplest ideas about one’s self-efficacy, which are formed through trust, family examples and the support of loved ones;

2) *school* – differentiated perceptions of one’s educational effectiveness occur due to academic success or failure (in solving a certain type of task related to the educational subject or general attitude to the learning process), comparison with peers and emotional support from the teacher;

3) *professional* – the idea of professional competence, the need to constantly work on one’s skills and self-development helps stabilize the feeling of one’s effectiveness and increase the level of educational self-efficacy;

4) *post-professional* – the influence of the socio-cultural environment on the sense of one's own educational effectiveness of older people contributes to the flexibility of cognitive functions, social adaptation, demand for older people, support of cognitive activity or, on the contrary, leads to degradation and loss of interest in life [11].

Youth is a period of professional development. At the early stages of the development of professional skills, people’s faith in their educational and professional abilities is an important factor in achieving professionalism and career success. The level of educational and later professional self-efficacy of the future specialist occurs in the conditions of higher education institutions. Researchers E. Lenz and L. Shortridge-Baggett note that regardless of prior achievement or ability, high-performing students work harder, persevere longer in the face of failure, are more optimistic, have lower levels of anxiety, and achieve success more quickly. Educational self-efficacy has a positive effect on cognitive activity and self-regulation [18].

Researcher T. Haltseva is convinced that the psychological foundations of the concept of “educational self-efficacy of the subject of study” are the mechanisms of internalization of the value of education, reflection of educational results, self-prediction of self-changes in the learning process, and self-responsibility for one’s development. The listed psychological mechanisms are in direct connection, interpenetration and together constitute a mechanism of intention to the effectiveness of educational actions, which enables optimal functioning of the educational self-efficacy of the individual as a whole entity.

An important mechanism of educational self-efficacy of an individual, in our opinion, is also the reflection of educational results, which includes self-awareness by the subject of learning of his internal psychological acts, emotional states and acquired internal experience.

Awareness of one’s assets in the learning process prompts the learning subject to an internal dialogue in discussing learning activities and readiness to perform them.

Together with self-knowledge, self-forecasting enables the subject of learning to determine the perspectives of personal development and self-improvement, thus ensuring the development of educational self-efficacy.

Among the functions of educational self-efficacy of an individual, we distinguish:

1) *axiological* - the individual assesses the significance of education for his life activity and satisfaction of needs;

2) *prognostic*, which consists in predicting changes that may occur after training and possible evaluations of these changes by others;

3) *analytical*, which is manifested in the analysis and assessment of internal and external opportunities for the successful achievement of the educational goal;

4) *self-support*, which consists in optimizing the individual’s emotional state, in overcoming the dissonance between existing educational needs and fears that may arise in the process of predicting the consequences of educational actions;

5) *self-regulation and self-management*, which affects volitional processes, the individual’s activity in performing educational actions to achieve their changes [11].

Educational self-efficacy of the subject of educational activity, in our opinion, is a complex construct of self-awareness, which involves the ability of an individual to realize the vital meaning of learning, to correlate his capabilities with the requirements of the goal, to carry out an analysis of the educational task (situation), to increase the reserve resources of his psyche, to determine goals self-development, to predict one's changes in the learning process, to direct one's mental activity (educational and cognitive activity) to achieve a personally significant result, which will contribute to the transformation of the subject of educational activity into the subject of one's own development.

In addition to the fact that the effectiveness of training is influenced by such factors as: the organization of the educational process, methods and technologies of education, personal qualities of the subject of education, we believe that one of the main, in our opinion, factors that contribute to the development of educational self-efficacy of students are **highly qualified teachers, who have a high level of pedagogical self-efficacy**, and are able to orient future specialists to self-development and self-improvement in the profession, are able to develop and implement effective educational strategies for the development of educational self-efficacy of students.

The analysis of the works of foreign and domestic researchers allowed us to identify the following strategies that will help teachers to form the educational self-efficacy of students:

1. *The teacher should teach students to set clear educational goals.* The teacher's task is to set an educational goal so that students are motivated to achieve it, so that they have the opportunity to feel success and their own effectiveness, so that these positive feelings help them achieve success in their future professional life. Conversely, if educational goals are abstract or absent at all, then the participants of the educational process will not know what is expected of them and, as a result, some of the students may be disappointed and lose motivation to study. Thus, students' academic self-efficacy increases significantly when they have the opportunity to achieve a goal and realize that they are becoming more knowledgeable and skilled.

2. *The teacher should encourage students to set challenging goals.* To achieve a high level of academic self-efficacy, the student should set such educational tasks that require considerable effort. Difficult goals give the achievers the opportunity to feel a great degree of satisfaction from achieving the goal, to feel a certain euphoria from the fact that they have become one step higher in achieving the ultimate goal – to become a competitive and sought-after specialist. However, the teacher's task is to teach students to set such goals that are not beyond their level of knowledge or skills, so that later this does not lead to disappointment and does not impair the students' belief in their own educational self-efficacy.

3. *The teacher should provide honest feedback.* To increase students' belief in their own academic self-efficacy, the teacher should provide feedback in the form of verbal persuasion or rewards depending on performance, while the teacher should encourage the achievers to continue moving towards the goal. However, the teacher should praise students only for quality work, otherwise the teacher can make students think that they are doing well with the task, although in reality it is not so.

4. *The teacher should organize training in such a way that students learn from each other's successes and failures.* For this, the teacher should implement such strategies in his work as openness of scientific and competitive works, collective discussion of mutual evaluations, use in the educational process of real life stories of people who have achieved professional success despite certain failures. In addition, group evaluation of the learner's performance also contributes to the growth of academic self-efficacy, because it stimulates much more than individual evaluation, and the evaluation of a reference person is more important than the evaluation of a person to whom a person does not care. However, teachers should remember that the recipient will accept praise or criticism only when he is confident in his ability to change the situation for the better [2; 9; 11; 20].

Therefore, according to the research of a number of foreign scientists, students who have a high level of academic self-efficacy are able to take on more complex educational tasks, despite the fact that they will have to spend more effort and time to complete them. Such students are capable of more in-depth processing of educational

material, have high academic aspirations, are more focused on achieving goals. In addition, achievers who have developed academic self-efficacy have a lower level of anxiety than those who have little confidence in their academic abilities [24; 25; 30].

A. Bandura emphasizes that those who enter adulthood with a sense of insecurity, are unable to perform several life roles at the same time, suffer from physical and emotional stress [3]. That is why the task of teachers is to stabilize future specialists' sense of self-efficacy, because due to constant technological and social changes, a person needs constant adaptation and reassessment of his abilities. She feels pressure from young rivals and must constantly study effectively and be convinced of her academic and professional self-efficacy in order not to lose her job and have career growth prospects. Professionals with a high level of educational self-efficacy will find it much easier to self-improve and self-develop.

So, applicants who have a high level of academic self-efficacy:

- are able to perceive training and education as important life values that contribute to their self-realization;
- know how to navigate freely in the information and educational space;
- able to effectively use external resources to solve educational tasks;
- have a high level of competence development in solving a certain group of educational tasks;
- have the ability for effective self-motivation, self-support, self-organization, self-management of their educational trajectory;
- are aware of the need to learn throughout life.

Thus, the educational self-efficacy of students of higher education is an integral component of the professional competence of future specialists, and the conducted research allowed us to state that the level of educational self-efficacy of the students largely depends on the level of development of the pedagogical self-efficacy of the teacher.

3. Monitoring of the teachers pedagogical self-efficacy

To determine the level of pedagogical self-efficacy of teachers, we conducted a monitoring study, which has recently gained popularity in education, because it is a fairly effective tool for determining the quality of a certain phenomenon.

Terminological sources interpret the concept of monitoring somewhat differently. Thus, the compilers of the dictionary of foreign words note the origin of the word (monitoring) from English *monitor* is to observe, and the term “monitoring” itself is interpreted as constant control over any process in order to study the compliance of this process with the desired result [22]. In the large interpretive dictionary of the modern Ukrainian language, “monitoring” is continuous monitoring of any process in order to identify its compliance with the desired result [28].

In pedagogical sciences, monitoring is considered: as the accompanying tracking and ongoing regulation of any process in education, based on certain indicators combined into a standard, and in accordance with these indicators, the state and dynamics of the controlled object are monitored for the purpose of its operational diagnosis, development and correction of management decisions [29].

Therefore, we consider the main result of the preliminary thematic analysis of scientific theory to be the realization that the absolute majority of authors share an understanding of the essence of monitoring as a conceptually complete functional system designed to ensure the proper quality of education.

After analyzing special literature, we have identified the following components of teachers' pedagogical self-efficacy: *motivational* which identifies the level of teachers' motivation to succeed in professional activity and *personal* which identifies the level of self-development and self-reflection and the level of self-efficacy. Each component was evaluated on three levels: *low, sufficient and high*.

The monitoring process was conducted in three stages. At the *organizational stage*, we determined the purpose of monitoring, found respondents, developed author's questionnaires and methodological tools. The purpose of monitoring is to identify the level of teachers pedagogical self-efficacy.

Well-grounded, tested in practice methods were used for monitoring, which significantly increased the reliability of the results. These are the following methodological tools: “Diagnostics of the individual's motivative level for the success by T. Ehlers” (*Appendix 1*), questionnaire “Identification of abilities for self-

development and self-reflection” (*Appendix 2*), “The self-efficacy scale of R. Schwarzer and M. Jerusalem” (*Appendix 3*).

The monitoring was conducted in 3 institutions of higher education (**IHE**), namely: Dnipro State University of Agriculture and Economics (**IHE № 1**), Dnipro Academy of Continuing Education (**IHE № 2**), Dnipro State Medical Academy (**IHE № 3**). The main methods of collecting information were testing, questionnaires, interviews.

The total number of respondents who took part in the formative stage of monitoring was **80** teachers.

To monitor the level of formation of the *motivational* component, teachers were offered questionnaire created by T. Ehlers. The questionnaire contained **41** questions, each question had to be answered “yes” or “no”. (*Appendix 1*)

Table 1.1

The results of a survey to determine the teachers motivative level to the success (by number of respondents)

	IHE № 1	IHE № 2	IHE № 3	Total number of respondents
LOW	12	6	5	23
SUFFICIENT	20	8	8	36
HIGH	12	4	5	21
Total	44	18	18	80

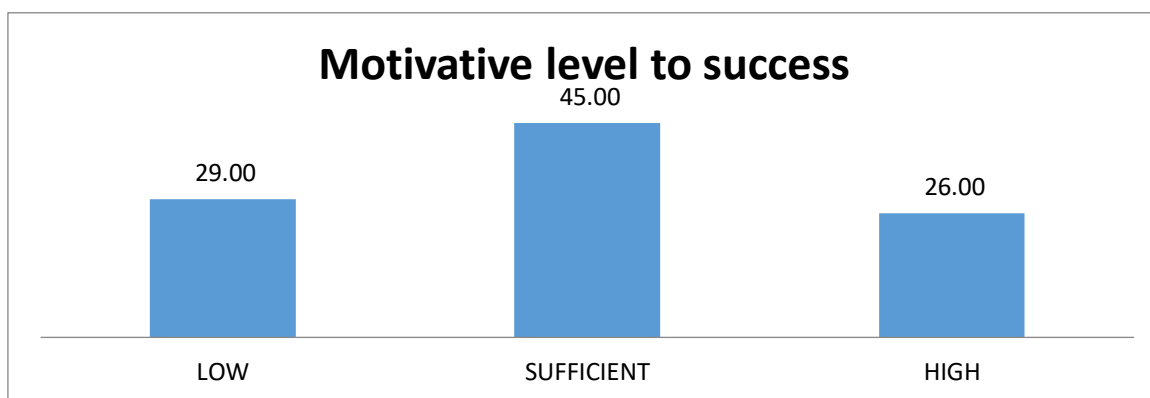


Fig. 1.1 The teachers motivative level to success (%)

The results of monitoring (table 1.1) (fig. 1.1) showed that 29 % of teachers have a low level of motivation to success, 45 % - sufficient and 26% have a high level of motivation to succeed in professional activities.

To monitor the level of ability to self-development and self-reflection, teachers were offered a questionnaire “Identification of abilities for self-development and self-reflection” (**Appendix 2**).

Table 1.2

The results of a survey to identify teachers’ abilities for self-development and self-reflection (by number of respondents)

	IHE № 1	IHE № 2	IHE № 3	Total number of respondents
LOW	8	3	2	13
SUFFICIENT	26	7	10	43
HIGH	10	8	6	24
	44	18	18	80

The results of monitoring (table 1.2) (fig.1.2) showed that 16 % of teachers have a low level of self-development and self-reflection, 54% - sufficient and 30 % of teachers have a high level of formation of the personal and reflexive component.

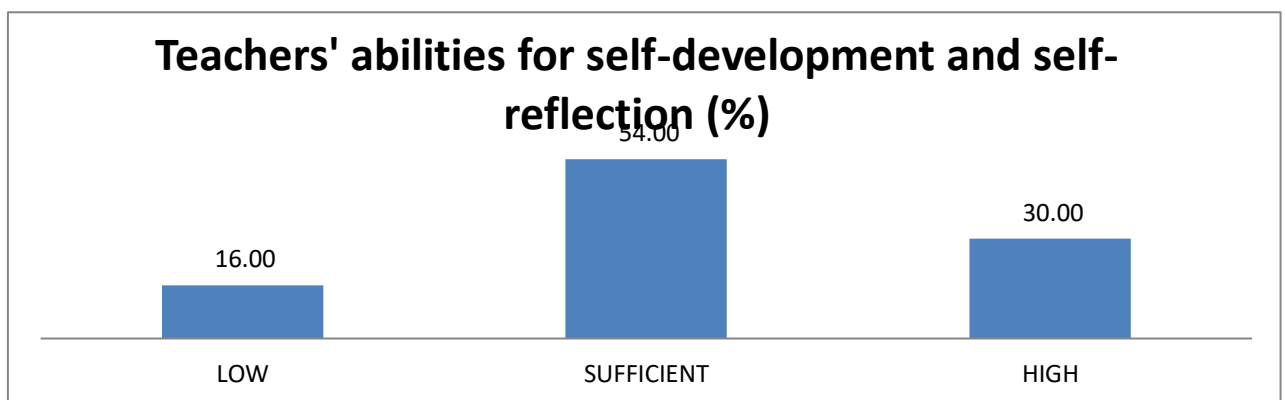


Fig. 1.2 The results of a survey to identify teachers’ abilities for self-

development and self-reflection (%)

To monitor the level of self-efficacy teachers were offered a questionnaire “The self-efficacy scale of R. Schwarzer and M. Jerusalem” (**Appendix 3**), which aim is to identify the person’s level of self-efficacy as a potential ability to organize and carry out own activities which are necessary for achievement of certain purpose.

In the course of the research, the respondents had to answer 10 statements with 4 answer options: “absolutely incorrect”; “rather incorrect”; “rather true” and “absolutely true”. Obtaining the final result was carried out by adding up points for all 10 statements according to the key.

Table 1.3

The results of a survey to identify teachers’ level of self-efficacy (by number of respondents)

	IHE № 1	IHE № 2	IHE № 3	Total number of respondents
LOW	7	4	5	16
SUFFICIENT	26	5	5	36
HIGH	11	9	8	28
	44	18	18	80

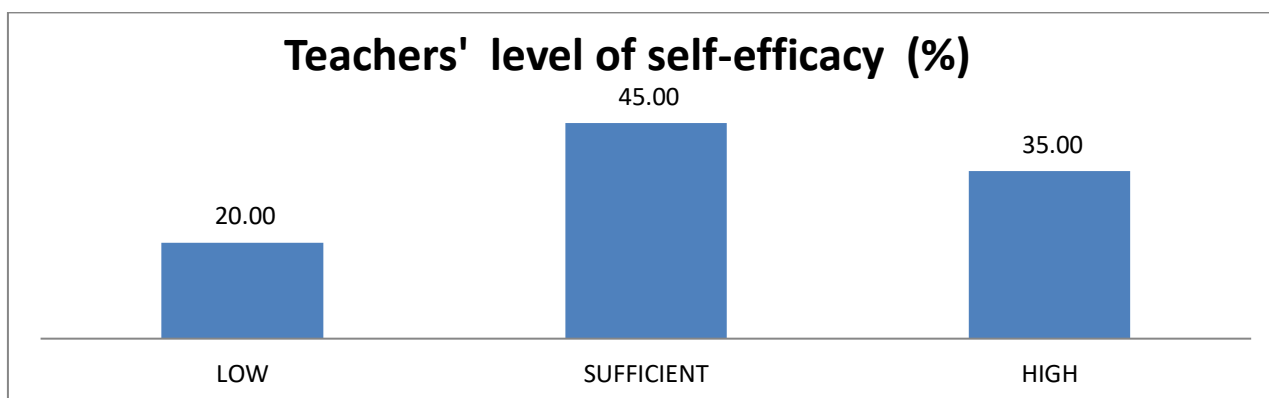


Fig. 1.3 The results of a survey to identify teachers’ level of self-efficacy (%)

The results of monitoring (table 1.3) (fig.1.3) showed that 20 % of teachers have

a low level of self-efficacy, 45% - sufficient, 35% of teachers have high level of self-efficacy.

Table 1.4

The results of a survey to identify teachers’ level of pedagogical self-efficacy by 3 components (%)

	Component 1 (Motivation to success)	Component 2 (Self-development and self-reflection)	Component 3 (Self-efficacy)
LOW	29 %	16%	20%
SUFFICIENT	45%	54%	45%
HIGH	26%	30%	35%

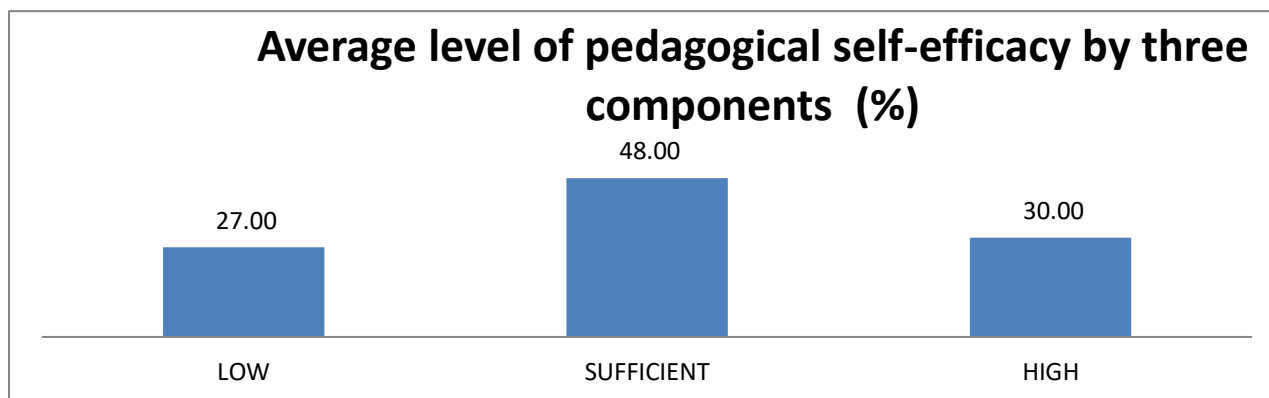


Fig. 1.4 The results of a survey to identify average level of teachers’ pedagogical self-efficacy (%)

So, the conducted research showed that less than a third of teachers have a low level of pedagogical self-efficacy according to 3 components, almost half of them – sufficient and more than a third of teachers have a high level of pedagogical self-efficacy. So, the average number of teachers with sufficient and high level of pedagogical self-efficacy is not enough for doing effective pedagogical activities according to the modern requirements.

Conclusions. Thus, the phenomenon of pedagogical self-efficacy of a teacher should be considered as a psychological category of success, a life strategy of a person who seeks to realize his own pedagogical potential.

A teacher who has high personal effectiveness, is confident in himself, in his own abilities and always believes that he is able to overcome any obstacles, subordinate himself to adverse circumstances and life events, and work under any circumstances.

The main prerequisites for the formation of the teacher's pedagogical self-efficacy are the awareness of the vital meaning of self-change, the predominance of the motivation to achieve success, the readiness for self-regulation of the emotional state, self-motivation, reflective and imaginal-prognostic abilities. Besides, the conducted research showed that the number of teachers who have sufficient and high level of pedagogical self-efficacy is not enough for doing effective pedagogical activities according to the modern requirements. So, the conducted research does not exhaust all questions regarding the process of formation of pedagogical self-efficacy of teachers. It opens up a **perspective for a deeper study** of the conditions, factors, regularities, and technologies of the formation of the studied phenomenon.

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Appendix 1

Methods of diagnosing of individual's motivative level to the success (by T. Ehlers)

Answer “Yes” or “No” to each of the following questions.

1. When there is a choice between two options, it is better to do it faster than to postpone it for a while.
2. I get easily annoyed when I notice that I can't complete the task on 100%.
3. When I work, it looks like I'm putting everything on the line.
4. When a problem situation arises, I often make one of the last decisions.
5. When I have nothing to do for two days, I lose my composure.
6. Some days my progress is average.
7. In relation to myself I am stricter than in relation to others.
8. I am more friendly than others.
9. When I give up a difficult task, I strongly condemn myself, because I know that I would succeed in it.
10. In the process, I need short breaks to rest.

11. Diligence is not my main trait.
12. My achievements in work are not always the same.
13. I am more attracted to other work than the one I do.
14. Condemnation stimulates me more than praise.
15. I know that my colleagues consider me a business person.
16. Obstacles make my decisions harder.
17. It is easy for me to arouse ambition.
18. When I work without inspiration, it's usually noticeable.
19. When doing work, I do not count on the help of others.
20. Sometimes I put off what I should have done now.
21. You need to rely only on yourself.
22. There are few things in life that are more important than money.
23. Whenever I need to do an important task, I don't think about anything else.
24. I am less ambitious than many others.
25. At the end of the holidays, I am usually happy to go to work soon.
26. When I am ready for work, I do it better and more qualified than others.
27. It is easier for me to communicate with people who can work hard.
28. When I have no business, I feel uneasy.
29. I have to do responsible work more often than others.
30. When I have to make a decision, I try to do it as best as I can.
31. My friends sometimes think I'm lazy.
32. My success sometimes depends on my colleagues.
33. It is pointless to oppose the will of the leader.
34. Sometimes you do not know what work you have to do.
35. When something goes wrong, I'm impatient.
36. I usually pay little attention to my achievements.
37. When I work with others, my work gives greater results than the work of others.
38. I do not complete many things I do.
39. I envy people who are not busy.
40. I do not envy those who seek power and position.
41. When I am sure that I am right, I take extreme measures to prove it.

Key. You got 1 point for answering "Yes" to the following questions: 2, 3, 4, 5, 7, 8, 9,10, 14,15, 16,17, 21, 22, 25, 26, 27, 28, 29, 30, 32, 37, 41. You also got 1 point for answering "No" to questions 6, 13, 18, 20, 24, 31, 36, 38, 39.

Answers to questions 1, 11, 12, 19, 23, 33, 34, 35, 40 are not taken into account. Calculate the amount of points scored.

Result:

- **From 1 to 18 points:** low level of motivation to succeed;
- **From 19 to 30 points:** sufficient level of motivation;
- **Over 31 points:** high level of motivation to succeed.

Appendix 2

A questionnaire "Identification of abilities for self-development and self-reflection.

- 1. I always try to study myself.*
- 2. I leave time for development, no matter how busy I am at work (study) and housework.*
- 3. Obstacles stimulate my activity.*
- 4. I am looking for feedback as it helps me to know and evaluate myself.*
- 5. I reflect on my activities, devoting special time to it.*
- 6. I analyze my feelings and experiences.*
- 7. I read a lot.*
- 8. I discuss widely the issues I need.*
- 9. I believe in my abilities.*
- 10. I strive to be more open.*
- 11. I am aware of the influence that people around have on me.*
- 12. I manage my professional development and get positive results.*
- 13. I enjoy learning something new.*
- 14. Growing responsibility does not frighten me.*
- 15. I would be positive about my promotion.*

Respondents had to determine if each statement is true or not true according to the following scheme: the statement is completely true – **5 points**; more true than not true –**4 points**; fifty-fifty – **3 points**; rather not true – **2 points**; not true – **1 point**.

The total number of points determined the level of ability to self-development and self-reflection, namely: **1-32 points** - low level, **33-59 points** - sufficient level and **60-75 points** - high level.

Appendix 3

“The self-efficacy scale of R. Schwarzer and M. Jerusalem”

Instruction: Please read each statement and indicate in the registration form the one most correct answer regarding the effectiveness of your teaching activity (marking the relevant cell with a "+" sign).

№	Statement	Absolutely incorrect	Rather incorrect	Rather true	Absolutely true
1	If I try hard, I will always find a solution even of difficult problems				
2	If something prevents me, I still find ways to achieve my goal				
3	It is easy enough for me to achieve my goals				
4	In unexpected situations, I always know how to behave				
5	I believe that I can cope with unforeseen difficulties				
6	If I put in enough effort, I can handle most problems				
7	I am ready for any difficulties, because I rely on my own abilities				
8	If I have a problem, I usually find several options for solving it				
9	I can invent something even in a seemingly hopeless situation				
10	I am usually able to keep the situation under control				

Results processing

Marking the cell “absolutely wrong” by the respondent gives 1 point; “rather wrong” gives 2 points; “rather true” – 3 points; “absolutely true” – 4 points. Obtaining the final result is carried out by adding up the points for all 10 statements.

The obtained results are interpreted as follows:

33-40 points – **high** level of self-efficacy;

20-32 points – **sufficient** level of self-efficacy;

0-19 points – **low** level of self-efficacy.

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