

PROFESSIONAL DEVELOPMENT OF ENGLISH LANGUAGE

TEACHER: SOME PRACTICAL ASPECTS

The problem of modern school education is that teachers, because of the constant mechanical repetition of daily pedagogical activities, depart from the modern tasks of teaching a foreign language. Moreover, changes and reforms taking place in the education system, including new education standards, encourage teachers to adopt and reflect on educational programs, write reports, provide analytical data to officials, and so on instead of needing professional self-development. In addition, financial difficulties should be noted as additional training, retraining or special training courses are provided by teachers. In addition to the formal problems of the vocational education system, there are a number of limitations in the field of vocational socialization and professional development related to lack of necessary information and official support, self-organization and time management skills, poor physical condition and even health problems.

One of the priority areas for reforming the national education system is the renewal of the teaching corps, the continuous professional development of teachers, the expansion of professional competences and their qualification through formal, non-formal and informal additional education for the professional and personal development of pedagogical staff.

The aim of the study is to present the results of the theoretical analysis of effective ways of professional self-development and self-improvement of English language teachers in accordance with new educational standards.

The key methods of research are theoretical methods of analysis, synthesis and generalization of pedagogical and psychological literature. The article addresses the problem of professional development of the English teacher. The interpretation of the concept of «continuous professional development», its characteristics are revealed.

The theoretical bases of existing leading modern approaches to the organization of professional self-development of pedagogical workers, including

English language teachers, have been analyzed. One of the priority directions of the reform of the national education system is the renewal of the teacher's corps, constant professional development of teachers, expansion of professional competencies and improvement of their qualification through formal, informal and informal additional education for professional and personal self-development of pedagogical workers.

The author's consideration of the concept of «continuous professional development of the teacher» leads to the conclusion that the process of professional formation and development of teachers should acquire signs of continuity, continuity at its various stages, create the preconditions for satisfying both the educational needs of the teacher's personality and social order for the qualitative training of the competent specialist and contribute to the construction of an individual trajectory of professional and personal self-improvement of the teacher.

The development of innovative models and advanced training programs that meet the holistic requirements of the advanced training system for all levels of teaching staff, including English language teachers, is represented by the following measures: implementation of existing legislation in the field of education while teaching foreign languages in different types of educational institutions; interactive educational technologies in the teaching of foreign languages; preparation of a foreign language teacher to work with electronic educational resources; teaching foreign languages to preschool children as one of the conditions for the successful development of modern preschoolers, etc. The valuable potential of modern educational technologies, which justifies the choice of new approaches and methods of foreign language education, includes the following aspects: implementation of educational programs using e-learning, using video and video other resources; the use of part-time studies with the use of ball-rating and cumulative systems of advanced training, as well as distance educational technologies; introduction of blended learning technology into the foreign

language education system and into the system of professional development including; use of online form of implementation of educational programs.

The article is the approaches and the concepts of organizing the professional development of English language teachers are analyzed in an attempt to meet the challenges of today in the need of a professional teacher as a major driving force in society.