

The Model of Realization of Pedagogical Conditions of Formation of Self-Regulatory Competence of Future Foreign Language Teachers

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ABSTRACT

Effective formation of the specialist's personality, as practice shows, is possible only with a holistic and systematic organization of the learning process, which is achieved by modeling. The aim of the study is to develop a model of realization of pedagogical conditions of formation of self-regulatory competence of future foreign language teachers in the process of professional training and to analyze blocks of the developed model by means of theoretical analysis and practical state of the researched problem. The basis of empirical research was Poltava V. G. Korolenko National Pedagogical University, H.S. Skovoroda Kharkiv National Pedagogical University, Kharkiv Humanitarian-Pedagogical Academy and Khmelnytskyi National University. The study was conducted in 2019–2022 study years. 261 students of the 4th year of bachelor's educational and professional programs of training future teachers of foreign languages (English, German) took part in the pedagogical experiment. The control group (CG) included 132 students, the experimental group (EG) – 129 students. Research methods: analysis of scientific and methodical literature; pedagogical observation; pedagogical experiment; pedagogical testing; methods of mathematical statistics. According to the results of the study, groups of students with low (13.5%), below-average (32%), average (41%) and above-average (13.5%) levels of self-regulation were identified among students.

Keywords: self-regulation, self-regulatory competence, professional training, teaching methods, model, pedagogical conditions.

INTRODUCTION

Solving the problem of forming self-regulatory competence of future foreign language teachers in the process of professional training requires the development of a specific model of implementation of certain pedagogical conditions, which will increase the efficiency of this process, bring it into line with current requirements. The need to develop this model and the urgency of introducing a foreign language teacher in pedagogical university due to a number of processes in modern society: first, awareness of the role of foreign languages as a major component of sustainable development of modern Ukrainian society; secondly, the rapid development of foreign language learning technologies for successful existence in a multicultural society; thirdly, awareness of the role of a foreign language teacher who is able to conduct the learning process at a high level, be tolerant, prevent conflict situations, be able to

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get out of difficult and unusual situations; fourth, awareness of the fact that pedagogical activity is emotionally stressful, therefore, the ability of future teachers, in particular, foreign language teachers, to support themselves, regulate their condition and prevent emotional burnout becomes essential; fifth, the emergence of a new foreign language teacher with self-regulatory competence.

Effective formation of the specialist's personality, as practice shows, is possible only with a holistic and systematic organization of the learning process, which is achieved by modeling. In addition, as noted by (Grineva, 2012; Kononets, 2021; Donchenko et. al., 2020; Emetc et. al., 2022; Shkola et. al., 2022), the modeling of professional training is used to: expansion of existing theories of organization of the educational process; regulation of the learning process of students, their personal and professional development, development and self-development; diagnostics of the state and dynamics of the formation of professional competencies, professional development, diagnostics of the quality of the educational process, determining the conditions for the formation of a competitive specialist in the modern labor market, etc. (Ridder et. al., 2006; Chaika, 2006; Hryshchenko, 2010; Hryntsev, 2013; Kalyuzhna, 2013; Antonova, 2014; Madzhigon et. al. 2018; Zhamardiy et. al., 2020; Rofik et. al., 2022).

Thorough analysis of scientific and pedagogical literature (Zimmerman, 2000; Cameron et. al., 2003; Tour, 2004; Voytiuk, 2005; Pritchard, 2007; Andrushchenko, 2008; Wagner Grineva, 2012; Senyovska, 2012; Zhamardiy et. al., 2019; Blegur et. al., 2022), etc. shows that modeling of pedagogical systems is becoming more and more relevant and effective. direction in pedagogical sciences, because it opens powerful opportunities for research, starting with goal setting and design of research and experimental work, and ending with the analysis of its results. Continuing the position of scientists, we can say that the method of modeling as a method of scientific research can serve as a basis for developing a new form of educational process aimed at forming self-regulatory competence of future foreign language teachers in training, an effective mechanism for determining prospects.

As rightly noted in the works of (Grineva, 2012), the model allows you to organically combine new requirements for teacher training and build a new content of pedagogical education. We are convinced that high-quality training of future foreign language teachers requires solving a number of didactic problems of professional training in pedagogical HEIs, among which the leading place is occupied not only by defining goals, content, searching for new ones, methods, forms and means of teaching future teachers. We fully agree with scientists that the key task of pedagogical modeling is the interpretation of the main conceptual provisions of our study, reflecting the stages of the pedagogical experiment and the implementation of the pedagogical conditions defined in the previous section.

MATERIALS AND METHODS

The aim of the study is to develop a model of realization of pedagogical conditions of formation of self-regulatory competence of future foreign language teachers.

In our study, research and experimental work on the definition and implementation of pedagogical conditions for the formation of self-regulatory competence of future teachers of foreign languages in the process of professional training was carried out during 2019-2022 in four higher education institutions of Ukraine: Poltava V. G. Korolenko National Pedagogical University, H.S. Skovoroda Kharkiv National Pedagogical University, Kharkiv Humanitarian-Pedagogical Academy and Khmelnytskyi National University.

261 students of the 4th year of bachelor's educational and professional programs of training future teachers of foreign languages (English, German) took part in the pedagogical experiment. The control group (CG) included 132 students, the experimental group (EG) – 129 students.

In order to ensure the effectiveness of the training of teachers (36 people) for the pedagogical experiment, at this stage of the pedagogical experiment, testing was conducted to determine their attitude to the research problem using the author's test «Teachers' attitude towards the formation of self-regulatory competence of future teachers of foreign languages».

A set of the following research methods was used in the research process:

1) theoretical – (analysis and synthesis, analogy in combination with induction, comparison and generalization of pedagogical and normative sources) – to determine the state of development of the problem in the theory and practice of the pedagogical education system; theoretical modeling – for the formation of an object, a subject of research, specification and systematization of theoretical knowledge in the process of implementing research tasks, development of pedagogical conditions and methodical support for the formation of self-regulatory competence of future foreign language teachers in the process of professional training;

2) empirical – diagnostic (survey, conversation, discussion, dialogue), observational (including observation, self-observation, self-evaluation), pedagogical experiment – to identify the effectiveness of educational and methodological support and organizational and pedagogical conditions for the formation of self-regulatory competence of future foreign language teachers in the process of professional training;

3) mathematical statistics – for processing experimental data, their quantitative and qualitative analysis. They were used to identify the reliability of the difference between the studied indicators, the correct processing of the results, reflecting them in graphical and tabular forms, conducting experimental testing; descriptive statistics, determination of the statistical significance of differences between groups by correlation analysis by Pearson's method.

RESULTS AND DISCUSSION

Based on the theoretical analysis of scientific and pedagogical works and the practical state of the problem studied in the dissertation, we developed a model of pedagogical conditions for the formation of self-regulatory competence of future foreign language teachers in the training process, consisting of methodological, content, procedural and diagnostic blocks.

Implementation of the model, which, according to the program of pedagogical experiment took place at the formative

stage of pedagogical experiment, was carried out through the introduction of training of future foreign language teachers in educational process (electronic format), specially developed taking into account a number result – positive dynamics in the levels of formation of self-regulatory competence of students.

The methodological block of the developed model contains scientific approaches (competence, activity, axiological, systemic, resource, environmental), which are entrusted to the organization of the educational process for the formation of self-regulatory competence during training in free economic education, as well as didactic (scientific, systematic, learning links). with life, clarity, emotionality, naturalness) and specific (integrity, forecasting, parity, individualization, conscious perspective, mobility) principles of formation of the studied competence. It should be noted that a detailed description of these principles and methodological approaches is covered in previous chapters of the dissertation and shows their unity and relationship, defining a set of didactic requirements for content, orientation, organization and methods of teaching students who have chosen a foreign language teacher.

At the same time, the content of this block reflects the structure of self-regulatory competence, which consists of goal-motivational, experiential-reflective, emotional-volitional and activity-practical components, the formation of which is influenced by certain methodological approaches, didactic and specific principles.

The content of the model is determined by the educational and professional program, curricula, textbooks and manuals, other supporting teaching materials, modern scientific paradigms and concepts, departmental methodological developments in the discipline «Fundamentals of Pedagogical Skills», the content of which indirectly affects the formation of within certain topics. To solve the problem, we propose to enrich and deepen the content of this discipline, strengthen self-regulatory training of future foreign language teachers through the introduction of the content module «Self-regulation of professional activities of teachers», optimize the learning process using innovative methods of self-regulation. The content block is also presented by the content of the special course «Self-regulation as a basis for successful professional activity of a foreign language teacher» and educational and methodological support for its successful study by students.

The procedural block contains pedagogical conditions for the actualization and development of positive foreign language teachers' positive motivation for self-regulation of learning by means of goal-setting training; improving the content of professional training of future foreign language teachers on the basis of the introduction of a special course «Self-regulation as a basis for successful professional activity of foreign language teachers»; pedagogical support of future foreign language teachers in the study of promising pedagogical experience in the formation and development of self-regulatory competence of teachers) and modern professionally-oriented forms, innovative methods and technologies of teaching students to implement them, forming components of self-regulatory competence and solving professional problems foreign language teachers of this competence. We emphasize that important in the implementation of the tasks of formation of self-regulatory competence of students is undoubtedly selected

modern professionally-oriented forms, innovative teaching methods and technologies.

The main organizational forms of their (future foreign language teachers) training for direct preparation for self-regulation of educational and professional activities are lectures and practical classes (classes-excursions, classes – travel, classes-role play, classes in the form of talk shows, lectures-briefings, binary lectures, lectures-press conferences, etc.), virtual tours, trainings, lessons at school (pedagogical practice), educational activities at school, individual lessons, consultations.

The group of innovative teaching methods that contributed to the formation of components of self-regulatory competence are defined and presented in this block: methods of motivation and stimulation of educational activity; methods of situation analysis; teaching methods in cooperation; research methods; method of reliance on life experience.

A special group singled out methods of self-regulation (self-belief, self-command, disconnection, switching, distraction, speech relaxation, relaxation-breathing gymnastics, relaxation or relaxation, autogenic training, installation method, art therapy, music therapy, etc.). the above-mentioned innovative teaching methods and forms of organizing student learning during the study of the discipline «Fundamentals of pedagogical skills» and a special course «Self-regulation as a basis for successful professional activity of foreign language teachers». In our opinion, the most effective technologies that ensure the formation of self-regulatory competence are: training technology, dialogue and discussion learning technologies, game learning technologies, technology for creating a situation of success; digital technologies. It should be noted that in order to avoid overloading the model in the procedural block, we did not reflect the full range of didactic tools used to form the studied competence, which are covered in the previous sections of the dissertation.

The diagnostic unit reflects the criterion-level apparatus (goal-motivational, experiential-reflective, emotional-volitional, activity-practical criteria, their indicators and levels – high, medium, low) to diagnose the levels of self-regulatory competence among students-future teachers of foreign languages; methods used in pedagogical experiment (pedagogical observation, interviews, questionnaires, testing, surveys, narrative method, interviews, methods of mathematical statistics, comparison and generalization of diagnostic results) and the result of model implementation, which we see in positive dynamics in the levels of research competence.

Thus, considering the model of implementation of pedagogical conditions for the formation of self-regulatory competence of future foreign language teachers in the process of professional training, it can be argued that the structure, content and process of professional training should focus on their competence in self-regulation of educational and future professional activities. the process is seen as a systemic entity that actively responds to any external or internal changes that affect in one way or another the formation of interrelated components of this competence. We draw your attention to the fact that at the formative stage of the experiment reasonable pedagogical conditions were introduced, based on the

developed model of their implementation in accordance with the program of the pedagogical experiment.

Let's focus on the most important moments of the implementation of pedagogical conditions during the formative stage of the experiment. Thus, the first pedagogical condition - actualization and development of future foreign language teachers' positive motivation for self-regulation of learning by means of goal-setting training – was realized through specially organized meetings with scientists of the scientific school «Self-regulation as a basis for successful pedagogical activity». (Hrynyova, 2018) and the scientist herself, as well as a system of training sessions in which EG students had the opportunity to learn about the origins of the scientific school, informal creative team of researchers of different generations, to study the phenomenon of self-regulation, its social, psychological and pedagogical aspects.

Meetings were also organized with postgraduate and doctoral students of the Department of Pedagogical Skills and Management named after I. A. Zyazyun, candidates and doctors of sciences, who told EG students about their scientific and pedagogical activities, the process of writing dissertations, during which EG students were convinced that self-regulation is The key to success in both pedagogical and scientific work, and one of the basic components of the goal-motivational component of self-regulatory competence is the motivation of professional self-improvement, because it provides continuous professional development of teachers and scientists in accordance with professional requirements in socio-economic situations, scientific and pedagogical, informational or other uncertainties.

The results of pedagogical observation revealed that EG students are aware that professional self-improvement of a foreign language teacher is a mandatory type of professional activity, as well as an integral part of their professional training in higher educational institutions, which is reflected in conscious interaction of teachers (future teachers) with specific professionally oriented environment, in the process of which the individual realizes his own interests, the need to develop such qualities that ensure the success of his professional

teaching and life in general. Thus, EG students note that professional self-improvement is a conscious, purposeful process of improving their professional competence (integrated competence defined by the educational-professional program), the success of which depends on the ability to self-regulation, primarily on the formation of goal-motivational component of self-regulatory competence.

Invited participants who acted as trainers, using the narrative as a closed narrative structure, which gave life events consistency and completeness, covered them in chronological order (Chepeleva, 2009) – stories about scientific research and dissertation preparation, self-regulation in scientific activity or pedagogical activity, – gave EG students a powerful informational context for understanding the importance of the phenomenon of self-regulation in the professional activity of a foreign language teacher. An example of M. Hrynyova's narrative (in English) can be found on her personal website <https://grinyovamv.webnode.com.ua/pro-nas/>.

In the process of conducting the formative experiment, purposeful training of future foreign language teachers to form the ability to set goals and achieve results, motivation to study, motivation to perform professional functions of a foreign language teacher, development of interest in professional self-regulation in foreign language teachers, desire to work as a foreign language teacher. languages in the course of mastering such disciplines as «Practice of oral and written speech (English)», «Methods of teaching English», «Methods of teaching literary disciplines», «Stylistics of English», «History of foreign literature», «History of English languages», «Literature of the countries whose language is studied», «Information technology in professional activities», etc.

As part of the implementation of the second pedagogical condition, we have improved the content of professional training of future foreign language teachers by developing and implementing for students of EG special course «Self-regulation as a basis for successful professional activity of foreign language teachers». It was decided to implement the special course online using the platform developed by us.

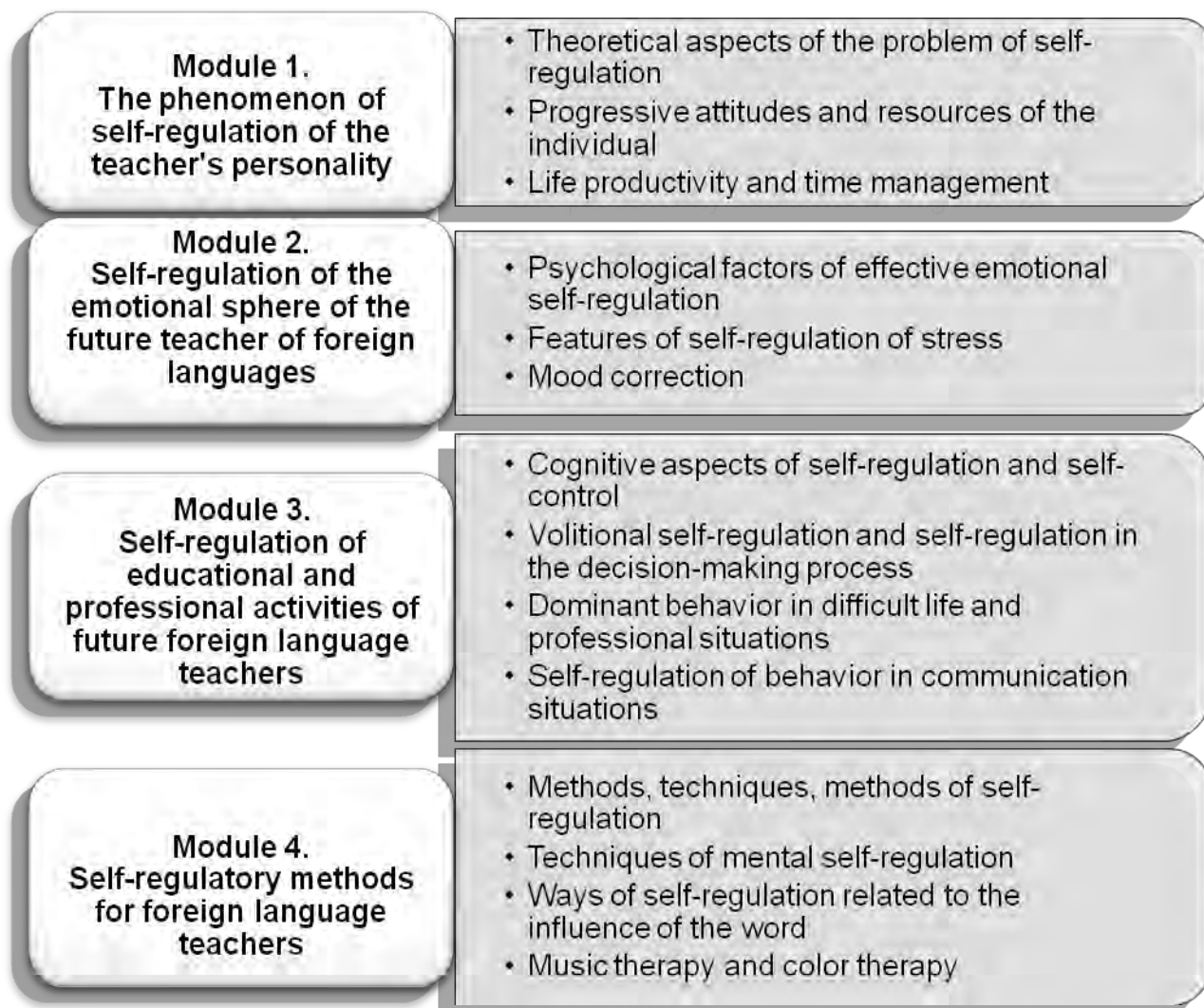


Fig. 1: Content of the special course «Self-regulation as a basis for successful professional activity of a foreign language teacher»

The content of the special course is aimed at achieving the goal – the formation of self-regulatory competence of future foreign language teachers in the process of professional training in free economic education, which is detailed in a number of tasks: to increase interest in the phenomenon of self-regulation in general and self-regulation of the professional activity of a foreign language teacher in particular; to provide students with the tools of effective self-regulation as the basis of constant movement towards personal and professional growth and development, harmony in life and awareness of the beauty of pedagogical work.

Organizational forms of teaching EG students during the special course are lectures and practical classes (classes-excursion, classes -travel, classes-role play, classes in the form of talk shows, lectures-briefings, binary lectures, lectures-press conferences, etc.), virtual excursions, trainings, individual lessons, consultations, etc. Note that the practical classes were conducted mostly in the form of training, and other forms contained elements of training (a set of training exercises).

During the pedagogical observation it was recorded that the students really liked such methods of self-regulation as language relaxation, art therapy, reading, music therapy. To the key question «Who and why may need self-regulation?» EG

students unanimously noted and were convinced that, it turns out, self-regulation or self-control, gives the opportunity to gain a state of calm and mental balance. And we can achieve this state of peace by reading books by British writers. However, this is a definite plus when learning English if you read books and listen to original music. Therefore, as a method of self-regulation, we invited EG students to read English writers.

After the goal-setting trainings and training sessions during the special course, a control questionnaire was conducted among EG students on nine questions, which aimed to identify the ability of EG students to self-assess their educational activities.

The survey allowed to find out whether the training sessions influenced the level of development of communicative abilities of EG students, whether the training sessions helped to increase their self-control, persistence, whether students learned to formulate and set goals, self-regulation methods, skills and knowledge. self-regulation in everyday life and a number of other indicators that indicate the formation of components of self-regulatory competence.

Thus, the analysis of the answers to the first question (Fig. 2) showed that 44.96% of the surveyed students of EG

believe that the training sessions, undoubtedly, influenced the level of development of communicative abilities; 40.31% of respondents believe that they influenced rather than did not; the

answer "probably no, yes" was chosen by 12.40%; 2.33% of students said no.

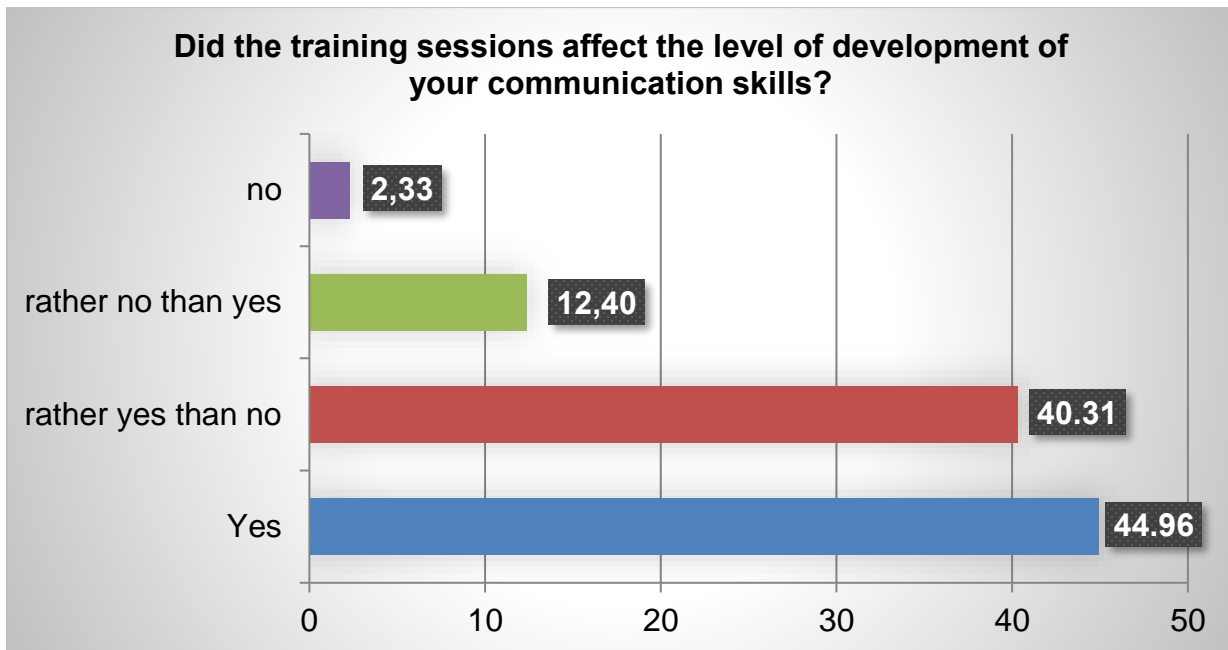


Fig. 2: Answers of EG students to determine the impact of training sessions on the level of development of communicative abilities

According to the results of self-assessment on the second question of the questionnaire, it can be stated that the training sessions significantly contributed to increasing the level of self-control in 31.78% of EG students surveyed; contributed more

than not contributed – 50.39%; the answer «probably no, yes» was chosen by 9.30%; a negative answer was noted by 8.53% of respondents (Fig. 3).

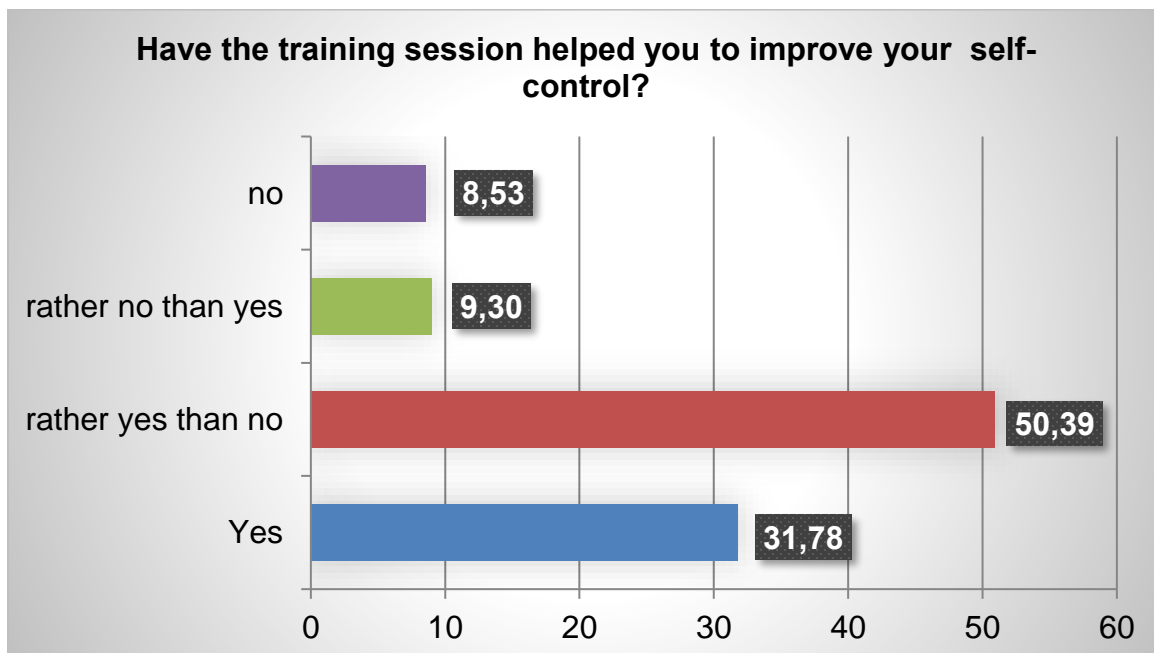


Fig. 3: EG students' answers on how to promote training sessions to increase your level of self-control

Analysis of the answers to the third question of the questionnaire shows that the majority of EG students (53.49%) have learned to formulate and set goals; 31.78% of respondents

chose the answer «rather yes than no»; the answer «rather no than yes» was noted in the survey by 8.53% of respondents; a clear answer «no» was recorded in 6.2% of students (Fig. 4).

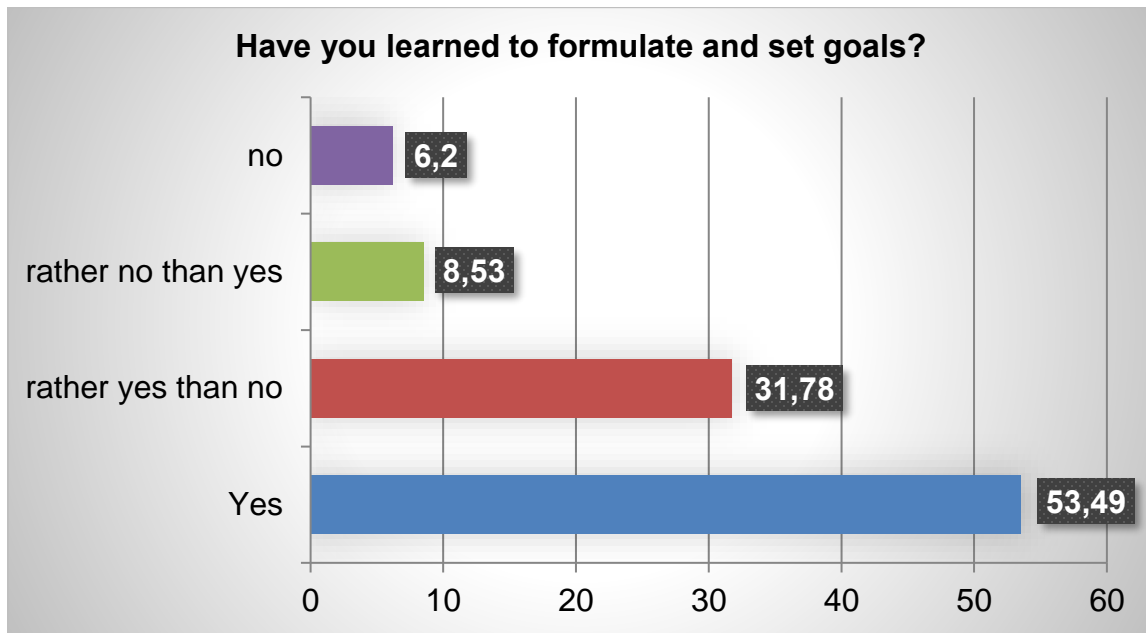


Fig. 4: EG students' answers about the ability to formulate and set goals

To the fourth question «In the training sessions you made a daily action plan and defined the goals of harmonization of your life. Do you follow them?» 27.13% of EG students gave an unequivocally positive answer; 30.23% of respondents chose the answer «rather yes than no»; the answer «probably not sooner» was noted in the survey by 37.21% of respondents; a clear answer «no» was recorded in 5.43% of students (Fig. 5). The analysis of answers is a reason to think why, when during the training sessions, trainers motivated students to draw up a

daily action plan, argued, and actualized the importance of setting goals to harmonize their lives (why it is important to set goals, goal setting algorithms, relationships and goals). and motives, identifying factors that hinder the achievement of the goal, the importance of development and self-development, overcoming mental blocks, combating chronophages, wheel of life balance, etc.), quite a small number of students (27.13%) will follow this in their lives.

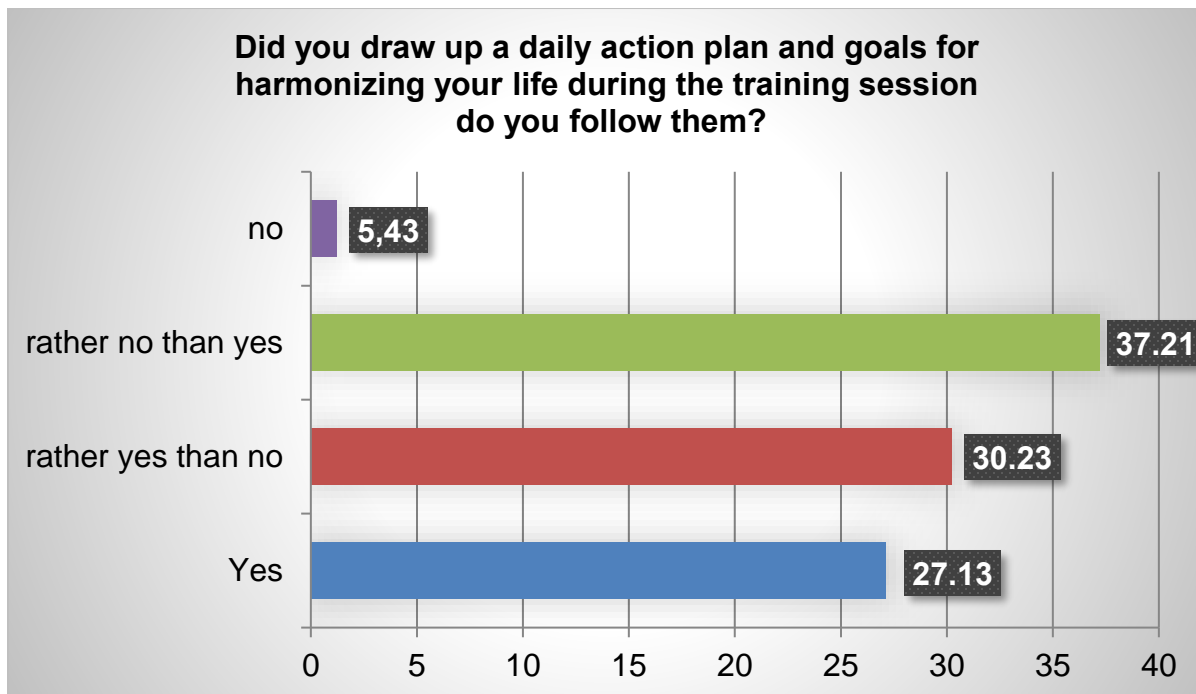


Fig. 5: EG students' responses to the daily action plan to achieve the goal

According to the results of self-assessment of EG students in the context of the fifth question, it can be stated that 34.88%

of respondents surveyed training sessions significantly contributed to increasing the level of persistence; 33.33% of

respondents chose the answer «rather yes than no»; the answer «rather no than yes» was noted in the survey by 24.81% of respondents; a clear answer «no» was recorded in 6.98% of students (Fig. 6).

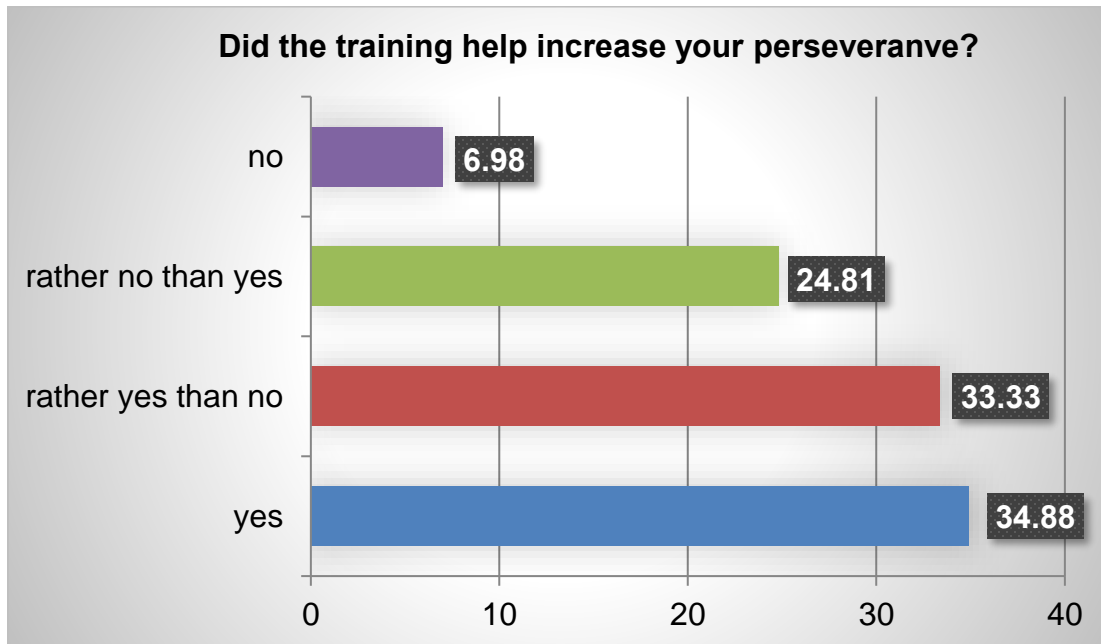


Fig. 6: Responses of EG students to promote training to increase persistence

It is worth noting that such results also prompted the search for answers to why such a personal quality as perseverance is inherent in a rather small, in our opinion, the number of students. The answers of EG students to the sixth question prompted further reflection in this context, as only 20.16% of respondents were able to develop their willpower at the desired level; 24.03% of respondents chose the answer «rather yes than no»; the answer «rather no than yes» was noted in the survey by 43.41% of respondents; a clear answer «no» was recorded in 12.40% of students (Fig. 7).

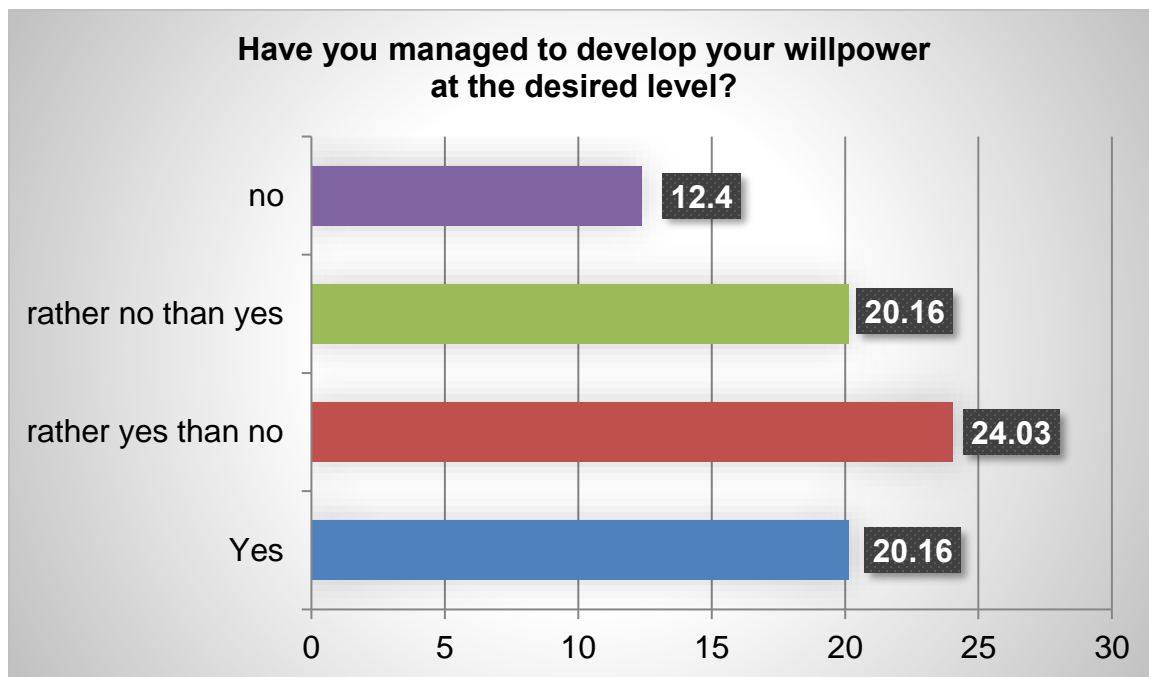


Fig. 7: EG students' answers about developing their willpower at the desired level

Subsequent interviews with EG students revealed the reasons for the low percentage of positive answers to previous questions: in training sessions, students did not work to the fullest due to lack of time, due to overload of disciplines with a large number of homework, due to laziness, desire for more time to spend with friends, family problems, ill health (motivational and personal factors worked), etc. Thus, EG students came to the conclusion that work on yourself, which

consists of perseverance, willpower, daily work, self-control, is extremely difficult, which requires the mobilization of significant efforts of the individual, physiological and psychological.

Examining other aspects of the control survey of EG students (seventh question «Did you manage to master the

methods of self-regulation of educational activities during training?»), We critically analyze the information and conclude that 48.06% of respondents believe that they have mastered these methods; 24.03% of respondents chose the answer «rather yes than no»; the answer «probably not sooner» was noted in the survey by 17.05% of respondents; a clear answer «no» was recorded in 10.85% of students (Fig. 8).

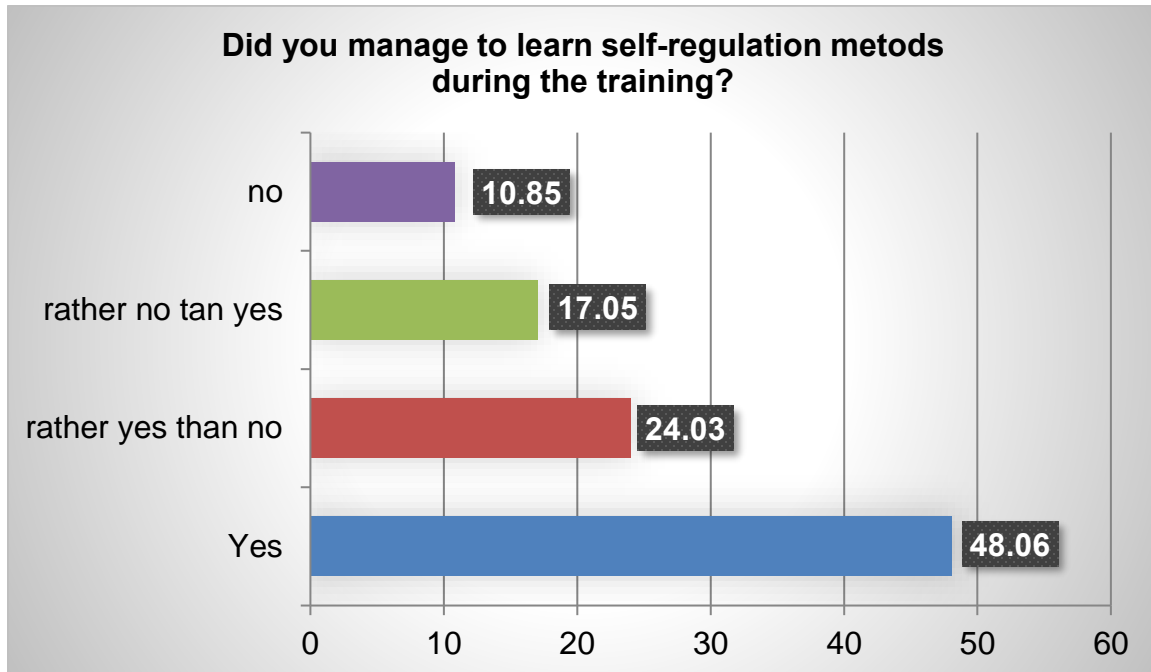


Fig. 8: Answers of EG students on mastering the methods of self-regulation of educational activities during the training

In answer to the eighth question, the vast majority of respondents 42.64% clearly stated that they managed to master the methods of self-regulation of behavior during training, 34.88% of respondents checked the box with the descriptor «faster than not», it was difficult to answer 10.08% respondents

(descriptor «probably not sooner»), and 12.40% of EG students said that they never managed to properly master the methods of self-regulation of behavior during training sessions. The distribution of answers to the eighth question is shown in Figure 9.

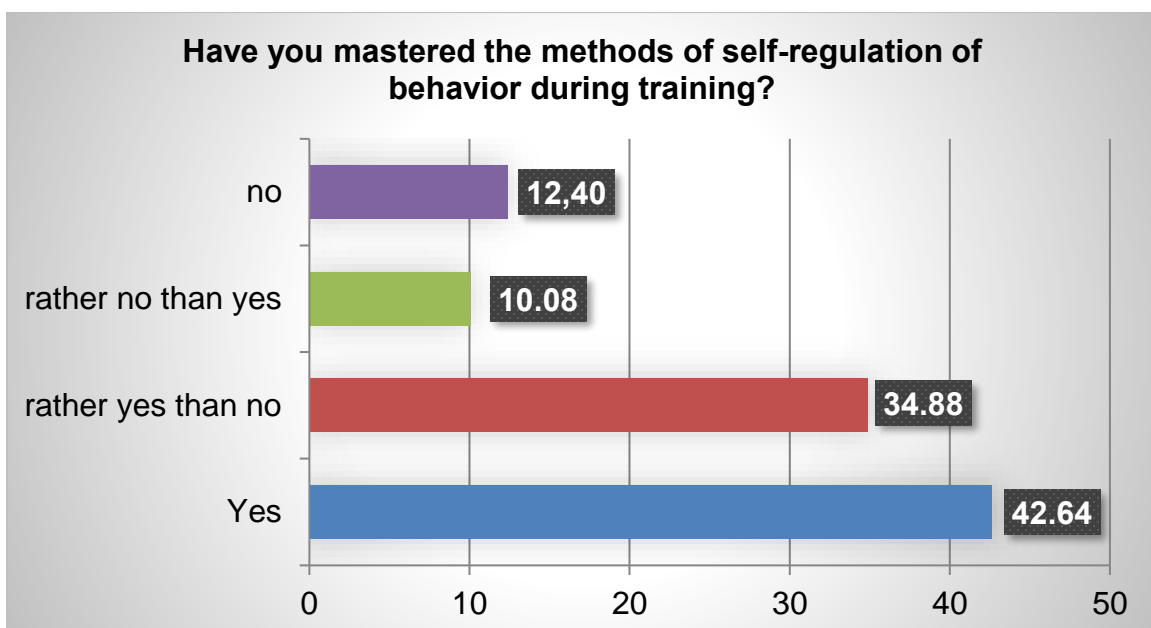


Fig. 9: Answers of EG students on mastering the methods of self-regulation of behavior during training

The last question of the questionnaire is aimed at revealing in EG students the fact of using the acquired knowledge, skills and abilities of self-regulation in everyday life. 55.81% of the respondents answered unequivocally in the affirmative,

14.73% of the respondents chose the answer «rather yes than no»; the answer «probably not sooner» was noted in the survey by 20.16% of respondents; a clear answer «no» was recorded in 9.30% of students (Fig. 10).

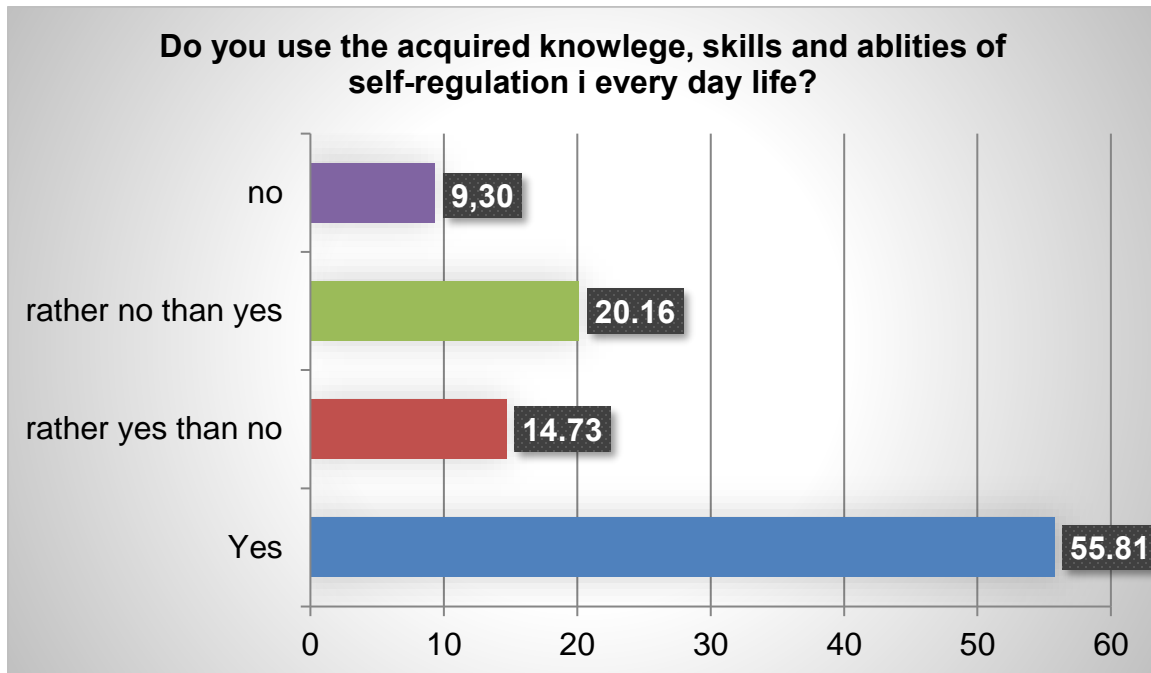


Fig. 10: Answers of EG students regarding the use of their acquired knowledge, skills and abilities of self-regulation in everyday life

The implementation of the third pedagogical condition provided comprehensive pedagogical support for future teachers of foreign languages in the study of promising pedagogical experience in the formation and development of self-regulatory competence of teachers. Thus, we created a consultative center of self-regulation based on the Department of Pedagogical Skills and Management named after I. A. Zyazyun (head – researcher Strizhak), which included teachers who agreed to participate in the pedagogical experiment (Doctor of Pedagogical Sciences Zhdanova-Nedilko and Doctor of Pedagogical Sciences Kononets). The purpose of the center was to provide advice to EG students on self-regulation of educational and future professional activities for the period of the formative stage of the experiment. The work of the center was organized online with the help of the video communication service ZOOM Cloud Meetings. According to the pedagogical observation, EG students used the services of the self-regulation counseling center when preparing the final work for the special course «Self-regulation as a basis for successful professional activity of a foreign language teacher» (preparation of theoretical and practical part, advice on self-regulation methods, organization of training, development of teaching aids, etc.).

CONCLUSIONS

Another aspect of the above-mentioned center was the organization of meetings of EG students with schoolteachers of foreign languages, providing opportunities for EG students to attend lessons online and, if possible, at school, monitor teachers' self-regulatory activities, study promising

pedagogical experience, discuss professional self-regulation of a foreign language schoolteacher. During such work the formation of EG students' ability to study the experience of self-regulation of educational activities and professional activities of foreign language teachers, correlation of own experience of self-regulation of educational activities with the experience of school teachers of foreign languages, awareness of positive aspects of self-regulation, assessment and self-assessment, ability to reflect in self-regulatory activities. At the end of a series of online or in-class lessons, EG students had to write a report highlighting key issues related to teacher self-regulation: when, at what stage, in what pedagogical situation, for what purpose, what outcome, and so on.

Comprehensively applying training technologies, game, dialogue and discussion technologies, creating a situation of success, digital technologies, we organized a training and playground «Self-regulation in solving pedagogical situations», where EG students together with teachers played, analyzed various pedagogical situations, which often occur in foreign language lessons, and sought ways to solve them through self-regulation. In this way, EG students formed the ability to self-regulatory behavior during educational and quasi-professional activities, the ability to apply knowledge of the basics of self-regulation of educational and professional activities (techniques, methods, methods of self-regulation) of foreign language teachers in practice, the ability to choose behaviors effective communication with students in foreign language lessons, as well as the ability of EG students to self-analysis, self-control, self-correction of behavior in different pedagogical situations. According to the pedagogical observation, the work with EG students had a decisive

influence on the qualitative indicators of increasing the level of experiential reflection and activity-practical criteria of self-regulatory competence, which were determined based on the analysis of their final surveys.

Special attention should be paid to the interactive lectures of Professor Hrynyova, who was invited to cover EG students important topics that contributed to the formation of components of self-regulatory competence: «Self-regulation and mental self-burnout of the teacher», «Autotraining in the work of teachers».

It should be noted that the content component of the third pedagogical condition is aimed at increasing the share of interactive classes in the process of professional training of students-future foreign language teachers (interactive online consultations, training and playground «Self-regulation in solving pedagogical situations», practice of foreign language lessons online and at school). The high quality of the educational process within the formative pedagogical experiment was facilitated by the widespread use of modern digital technologies, computer programs and Internet services during classes. The organization of independent work of EG students was helped by the educational-methodical and information-resource support of the educational process, presented in electronic form on the author's online platform «Self-regulation as a basis for successful professional activity of a foreign language teacher».

The analytical-final stage provided a comprehensive analysis of the results of formative diagnostics of the levels of formation of self-regulatory competence among students-future teachers of foreign languages according to the selected criteria, which was carried out according to the diagnostic package. Analysis and study of various aspects of educational and pedagogical activities of future foreign language teachers allowed us to conclude that the formation of self-regulatory competence is an important condition for the training of future foreign language teachers. The model of implementation of pedagogical conditions for the formation of self-regulatory competence of future foreign language teachers in the process of professional training, consisting of methodological, content, procedural and diagnostic blocks was presented in the article. Given the above, the new strategy of pedagogical guidance by teachers is to create such situations that would promote the maximum opportunities for individual growth of the student, stimulate his inner strength to professional self-development and the formation of self-regulatory competence.

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