

Preparation of prospective teachers for professional self-development

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Abstract. In the context of modernization of higher education, one of the factors in providing the state competitiveness on the global level is to improve specialists' preparation quality, in particular, to form prospective teachers' motivation to continuous professional education and professional self-development. Self-development of personality of prospective teacher is urgent to the modern educational process. Self-development – is mental or physical man's development which he achieves by own unaided study, exercises. Self-development is carried out by own forces, without the influence or assistance of any external forces. Self-development is considered as person's comprehension of individual qualities and their enrichment through inclusion in appropriate activities, including educational one.

Analysis of contemporary psychological and educational research confirmed that in the scientific psychological and pedagogical literature the term "teacher's self-development" has no clear consistent definition due to different methodological approaches to its consideration.

Keywords: *formation; future teachers; organizational and pedagogical conditions; professional self-development; readiness for continuous professional self-development.*

Determination of personal qualities of the prospective teacher, features of his professional activities and development and formation of professional skills of self-development are the main directions of improvement of pedagogical education. Teachers are entrusted the special responsibility for continuous professional self-development, as they perform a function of realizing and enriching of state intellectual and professional potential. Training of prospective teacher in modern conditions must be built as a system of conditions as for ensuring his/her professional development and self-development.

Professional preparation of teachers to the pedagogical activity is still the object of research by leading scientists in many countries in Europe. In particular, the significant contribution to the development of theoretical and methodological principles of development of the system of higher pedagogical education is made by well-known German scientists J. Abel, F. Bohnsack, G. Bellenberg, D. Benner, S. Blomeke, E. Terhart; British scientists M. Barber, R. Gardner, L. Grey, J. Elliot, D. Swain, L. Stenhouse; French scientists M. Altet, F. Vaniscotte, G. Vincent, J. Capelle, P. Laderrire, J.-P. Obin, P. Perrenoud and others.

Analysis of psychological and pedagogical sources indicates that there is no unity among researchers in the interpretation of the content and structure of development and professional self-development of personality. However, despite certain differences, the majority of scientists consider development as a continuous process of formation of personality as a social being as a result of socialization and education; as detailed at the time the process of quantitative and qualitative changes in human body and psyche, thinking, feelings and behavior that is the result of biological processes in the body and environmental influences; as a process and results of purposeful changes of the system, whose the most general regularity is its transition from a state of development to self-development.

Self-development is a multifaceted phenomenon that reflects a process in which a personality learns, transforms, develops and perfects him/herself.

The most important competence of European university graduate student is the ability to organize life-long learning. Such documents as: 'European Qualifications Framework for Lifelong Learning. Education and Culture', 'Recommendation of the European Parliament and of the Council on key competences for lifelong learning' and others, which are developed in Europe in recent years, are directed to the formation of mentioned competence. The need for constant improvement of professional competence, which is assumed by the European qualifying characteristics, serves as the basis for organization of the system of continuous training and professional self-development of personality, in particular teachers, throughout life.

Sharing Semychenko's opinion [5], that in the system of professional activity, activation task of self-development of personality has special meaning because of the development of society and the well-being of its citizens directly depends on continuous growth and improvement of specialists, after all, only a continuous professional development and self-development can provide conformity of specialist with the needs of the direct activity and requirements of society as well. The need for organization of continuous professional development has, according to the scientist, the double determination: social – to meet the needs of society in qualified specialists as the basis for its stability and international recognition; personal – professional competences of specialist in labour market that provides not only material wealth, but also the opportunity to gain some social status and self-realisation of personal meaningful activity. In our opinion, the scientist claims rightly that now the pace of change in society is so rapid that the official system of professional development can no longer satisfy the growing needs of the labour market and the specialist,

that is why an essential condition for social and personal well-being is a continuous professional self-development of personality, the desire to constant improvement and increasing the level of professional skill.

Professional self-development is an integral part of personal self-development of prospective teachers.

We agree with S. Kuzikova [3, p.7] that the self-development of personality takes place primarily in the context of professional activity and is fulfilled with its content; a professional orientation is a factor of personal growth, so the study features forming the subject of personal self-development is impossible outside the context of professional development.

Professional development of current or prospective specialist is provided primarily by the system of professional education which is available in the society. The functioning of this system is aimed at forming qualities, the entry qualifications required for the successful implementation of relevant professional features, at least during working age. Except of the process of learning, professional competences (knowledge, abilities, skills, values, and other functional characteristics with profilisation, etc.) are formed by including in the appropriate practical activity and the general atmosphere of contextual environment [2].

Due to the methodological position of connection between awareness and activity, it can be stated that consciousness is not only detected, but also formed in the activity. So, undoubtedly, professional activity (and even more training activity in the context of preparation for professional one) affects the activation and updating self-activity and self-development of personality. As the majority of adolescents are university students, the priority task is to explore the possibilities and find ways of optimization of becoming subject of professional and personal self-development in the professional training [3, p. 315].

Analysis of modern psychological and educational research works has shown that there is no clear consistent definition of the term "professional self-development" due to the different methodological approaches to its consideration.

We agree with the scientists that professional self-development is associated with inner combination of structural components of the psyche of personality, aiming at its constructive interaction with the environment by getting personally meaningful and adequate to the requirements of society the results of professional activity. The scientists believe that this process is permanent and is not limited to the meaning of experience. Its basis is updated desire for professional growth that is manifested in the interests, aspirations beliefs, abilities of personality, active position as to environmental knowledge, self-disclosure and discovery of spiritual and intellectual potential [1].

The basis for professional self-development is personal self-development, which is aimed at the formation of a creative personality of the prospective specialist, as O.Ostapchuk emphasizes [4, p. 14]. Self-development is a human desire to identification, awareness and improvement of personal qualities. The condition of self-development is a free choice. This development is considered as a selection and development of various innovations. Every situation of choice generates lots of decision options; mediated by specific orientation field, where the subject carries the responsibility for action himself. Self-bringing up, self-education and self-improvement which are combined with a practical professional activity can be considered as means of professional self-development.

Consider several approaches of interpretation of the term "professional self-development of personality" in relation to the teacher. Concerning the notion of "professional self-development of teacher" three approaches: synergetic, subjective and acmeological are clearly traced in scientific works.

Analysis of psychological and educational literature on the professional self-development allowed us to conclude that in the history of higher education the significant experience in preparing students for professional self-development is accumulated. The process of professional self-development of personality is one of the important issues in philosophy, psychology, pedagogy, acmeology. In philosophy the process of self-development is seen as the spiritual and practical transformation for the purpose of completeness of individual self-improvement. In psychology, the process of self-development of personality is interpreted as a necessary condition for self-realisation of personality. Psychologists consider self-development as a conscious process of personal development for effective self-realisation based on significant aspirations and external influences. In pedagogical studies, self-development of personality is analyzed on the basis of active influence of the social environment, treating it as a human desire to enrich his or her individual qualities with help of those activities that contribute to their formation or improvement. The subject of pedagogical research is the ways and means of improving inner creativity of personality that should eventually contribute to self-development.

Students' pedagogical support should be based in creation of psychological and pedagogical conditions that stimulate professional self-development of students of pedagogical universities: formation of psychological readiness and motivation of prospective teachers for continuing professional self-development; development and implementation of appropriate educational technologies; making a creative

learning environment that promotes professional self-development; development of individual programs of professional self-development; ensure practical implementation of programs of professional self-development; development of teaching tools and materials to prepare for self-development of prospective teachers; continuity of inclusion of students of pedagogical universities to professional activity in the learning process.

It should be noted that the environmental approach in education is considered to be an indirect management tool of development process and, therefore, in our opinion, professional self-development as well. We regard that the most effective way to form motivation of professional self-development of prospective teachers in creative educational environment of higher educational institution is by establishing subject-subject interaction between students and lecturers. System of actions with environment must convert it into a means of complex targeting influence on personality of student. The environment creates a personality in its own image and likeness. The environment reveals certain opportunities for personal development.

Therefore, on the basis of the analysis of the theoretical sources of the studying problem, it is believed that “professional self-development of prospective teachers” – is a dynamic process aimed at self-organization of progressive changes in the sphere of the inner world of the personality and pedagogical activities towards the achievement of higher levels of professionalism. The continuous professional self-development of educator is an important element of his/her professional activity and this activity is inefficient without it. So, all the above mentioned material gives a reason to assert that the creation of conditions in higher educational institutions for training of prospective teachers to continuous professional self-development provides a positive effect on improving the quality of higher pedagogical education in general.

In the process of specially organised professional training, formation of the readiness of prospective teacher to continuous professional self-development is proceeded, which we understand as the ability of student to carry out purposeful reflexive activity which is occurring: the design and implementation of qualitative changes of personality as the carrier of pedagogical culture; correction of pedagogical activity; breaking barriers; control of the current changes and correlation of results with the trends of development of pedagogical culture in general.

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Подготовка будущих учителей к профессиональному саморазвитию

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Аннотация. В статье рассматривается подготовка к непрерывному профессиональному саморазвитию в контексте модернизации высшего образования, как один из факторов обеспечения

конкурентоспособности будущих учителей на глобальном уровне. Доказана актуальность профессионального саморазвития личности будущего учителя для современного образовательного процесса. В статье на основе анализа современных исследований доказано, что в научной психолого-педагогической литературе термин "саморазвитие учителя" не имеет четкого последовательного определения из-за различных методологических подходов к его рассмотрению.

В работе раскрывается сущность профессионального саморазвития будущего педагога, которое осуществляется собственными силами, без влияния или помощи каких-либо внешних сил. Профессиональное саморазвитие рассматривается как осознание человеком индивидуальных качеств, их формирование и развитие за счет включения в учебный процесс высших учебных заведений соответствующих мероприятий, в том числе просветительских.

Ключевые слова: образование; будущие учителя; педагогические условия; профессиональное саморазвитие; готовность к постоянному профессиональному саморазвитию.