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THEORETICAL GROUNDS OF THE DEVELOPMENT OF PROFESSIONAL AND PEDAGOGICAL SELF-AWARENESS OF FUTURE SPECIALISTS

ТЕОРЕТИЧНІ ЗАСАДИ РОЗВИТКУ ПРОФЕСІЙНО-ПЕДАГОГІЧНОЇ САМОСВІДОМОСТІ МАЙБУТНІХ ФАХІВЦІВ

The article emphasizes the role of professional self-awareness in the professional growth of future teachers, in particular, future primary school teachers. On the basis of the analysis of the results of theoretical and applied research, the necessity for the development of professional and pedagogical self-awareness of the individual is substantiated. The assumption is justified that the possibility of implementing in practice a comprehensive approach to increase its quantitative and qualitative characteristics. It is emphasized that its content is determined by two interrelated and mutually determined aspects, the first of which is aimed at the direct development of all structural components of the professional "I" of future representatives of the pedagogical community, the second is aimed at activating the psychological mechanisms of the formation of the phenomenon under study. The key provisions of the above-mentioned approach are reflected and presented in the authors' psychological model and the training program developed on its basis for the development of professional self-awareness of a future teacher, in particular a future primary school teacher. It is emphasized that the most convenient and constructive form of work on the development of professional self-awareness of the future teacher is social-psychological training, which allows to improve the parameters of the structural-functional units (cognitive, affective, behavioral) of this education, as well as indicators of personal (reflection, identification, goal setting, personal maturity) and professional (value orientations and motives for choosing a profession as the basis of the professional orientation of the subject of pedagogical activity, his empathic and communicative abilities) mechanisms of its formation, which are objectively amenable to formation in a relatively short period of time and are professionally significant for the future specialist. The substantive and procedure aspects of the training work on the development of the professional and pedagogical "I" of future specialists, aimed at the development of the components of this education and the activation of the psychological mechanisms of its formation are presented.

Key words: professional training of a future teacher, professional and pedagogical self-awareness of the individual, development of professional and pedagogical "I"-substructure of future specialists.

У статті підкреслено роль професійної самосвідомості у фаховому зростанні майбутніх педагогів, зокрема початкової ланки шкільної освіти. На основі аналізу результатів теоретико-прикладних досліджень обґрунтовано необхідність розвитку професійно-педагогічної самосвідомості особистості. Висунуто припущення про можливість реалізації на практиці комплексного підходу до підвищення її кількісних і якісних характеристик. Наголошено, що його зміст визначається двома взаємопов'язаними та взаємообумовленими аспектами, перший із яких спрямований на безпосередній розвиток усіх структурних складових професійного «Я» майбутніх представників педагогічної спільноти, другий – орієнтований на активізацію психологічних механізмів становлення досліджуваного феномена. Ключові положення вищезазначеного підходу відображено й представлено в авторській психологічній моделі та розробленій на її основі тренінговій програмі з розвитку професійної самосвідомості майбутнього вчителя, зокрема початкових класів. Встановлено, що найбільш зручною конструктивною формою роботи з розвитку професійної самосвідомості майбутнього вчителя є соціально-психологічний тренінг, який дозволяє вдосконалити ті параметри структурно-функціональних одиниць (когнітивної, афективної, поведінкової) даного утворення, а також показники особистісних (рефлексії, ідентифікації, цілепокладання, особистісної зрілості) й професійних (ціннісних орієнтацій і мотивів вибору професії як основи професійної спрямованості суб'єкта педагогічної діяльності, його емпатійних та комунікативних здібностей) механізмів його становлення, які об'єктивно піддаються формуванню за відносно короткий проміжок часу та є професійно значущими для майбутнього фахівця. Подано опис змістовних та процесуальних аспектів тренінгової роботи з розвитку професійно-педагогічного «Я»

майбутніх фахівців, спрямованої на розвиток складових даного утворення й активізацію психологічних механізмів його становлення.

Ключові слова: професійна підготовка майбутнього вчителя, професійно-педагогічна самосвідомість особистості, розвиток професійно-педагогічної Я-підструктури майбутніх фахівців.

Formulation of the problem. A key strategic goal of modern Ukrainian society is its aspiration and ambition for full membership in the European Union. The orientation of Ukraine to the best European achievements and its inevitable desire to bring into reality the eternal values directly affect the functioning of any and all of its branches, including education, particularly higher education. Among the wide range of fundamental changes in the national higher education aimed at bringing its standards in line with the all-European ones, it is necessary to distinguish the new approach to the professional training of specialists in all areas. So, if in the last century the main goal of Ukrainian higher education institutions was mainly to equip future performers of professional duties with the sum of knowledge for their further use in practice, nowadays, the need of a modern society is first and foremost in the preparation of independent, creative specialists, oriented towards active implementation of their ideas in the chosen sphere of labor interaction, capable of conscious self-improvement, constant self-fulfillment in the professional environment.

The realization of the above-mentioned need for new generation specialists poses increased requirements for the preparation of students in professional educational institutions of all areas, including teachers, who have an exclusive role in the formation of the younger generation. Consequently, the result, an indicator of professional growth of future representatives of the pedagogical community should be a high level of their professional competence, a substantive element and a condition for the development of which is the professional self-awareness of future professionals.

Analysis of the recent research and publications. One of the priorities of the national higher education of today is the task of creating optimal conditions for the formation of a professional-pedagogical “I”-substructure, without which it is impossible for a personality to analyze themselves within their professional activity and their compliance with the chosen profession, to be aware of their affiliation with a particular professional community, to form respect for oneself as an expert in their field, to regulate the personality’s own actions in the professional sphere, to conduct independent creative activity and achieve the professional skill [1], [2], [3], [7], [8].

At the same time, emphasizing the role of the professional “I” in the personal and professional growth of the teacher, a number of representatives of the national psychological science (O. M. Grinyova, L. P. Chlekova, N. Y. Metelska, L. V. Rymar, K. V. Sedykh, etc.) paid special attention to the insufficient development of the studied phenomenon in students with outlined professional orientation [4], [5], [6], [8].

This is confirmed by our empirical study results of the development peculiarities of the professional “I”-substructure of future primary school teachers, which revealed a significant percentage of respondents

with medium (62.7%) and low (23.3%) levels of professional self-awareness, which undoubtedly has a negative impact on their professional development.

The purpose of the article. The purpose of the article is to substantiate the authors’ model and develop, based on it, the approbation of a training program for the development of professional self-awareness of a future teacher, in particular a future primary school teacher.

Presentation of the main research material. Numerous studies of scientists have proved that one of the effective ways of harmonizing one’s personal and professional life is their inclusion in the process of interpersonal interaction, based on active methods of group work. The use of the latter, according to representatives of psychological science, allows in a relatively short period of time to change certain aspects of the individual, in particular their professional “I”-substructure, as well as individual mechanisms of its development – reflection, identification, goal setting, personal maturity, value orientations, and motives for a profession choice as the major components of professional orientation of students, their teacher training skills – empathy, communication skills. These statements of foreign and domestic researchers have become the theoretical basis for creating a psychological model for the development of professional self-awareness of a future primary school teacher, presented in Figure 1.

In accordance with the stated model of increasing the level of professional and pedagogical self-awareness of an individual, which is based on taking into account internal (psychological) and external (pedagogical) conditions of development of the studied phenomenon, we used individual and group forms of work with future specialists. Their implementation was provided by a number of mainly active social and psychological training methods (conversations, consultations, recommendations, mini-lectures, psycho-gymnastic exercises, discussion (discussions, brainstorming, solving problematic psycho-pedagogical situations) and game (role and business games) methods, meditative techniques, projective drawing, etc.), aimed at the direct development of all structural components (cognitive, affective and behavioral) of professional self-awareness of future representatives of the pedagogical community, and the activation of psychological mechanisms (personal and professional) of the phenomenon under study.

The outlined model was tested with the help of our training program “The Path to Professional Success”, which was designed for 12 sessions lasting 2.5-4 hours each. All the sessions included in the training work on the development of the professional and pedagogical self-awareness of the individual contributed to its realization at two organically connected stages – diagnostic and actually training.

The purpose of the diagnostic stage, which was presented at the first and last sessions of the training pro-

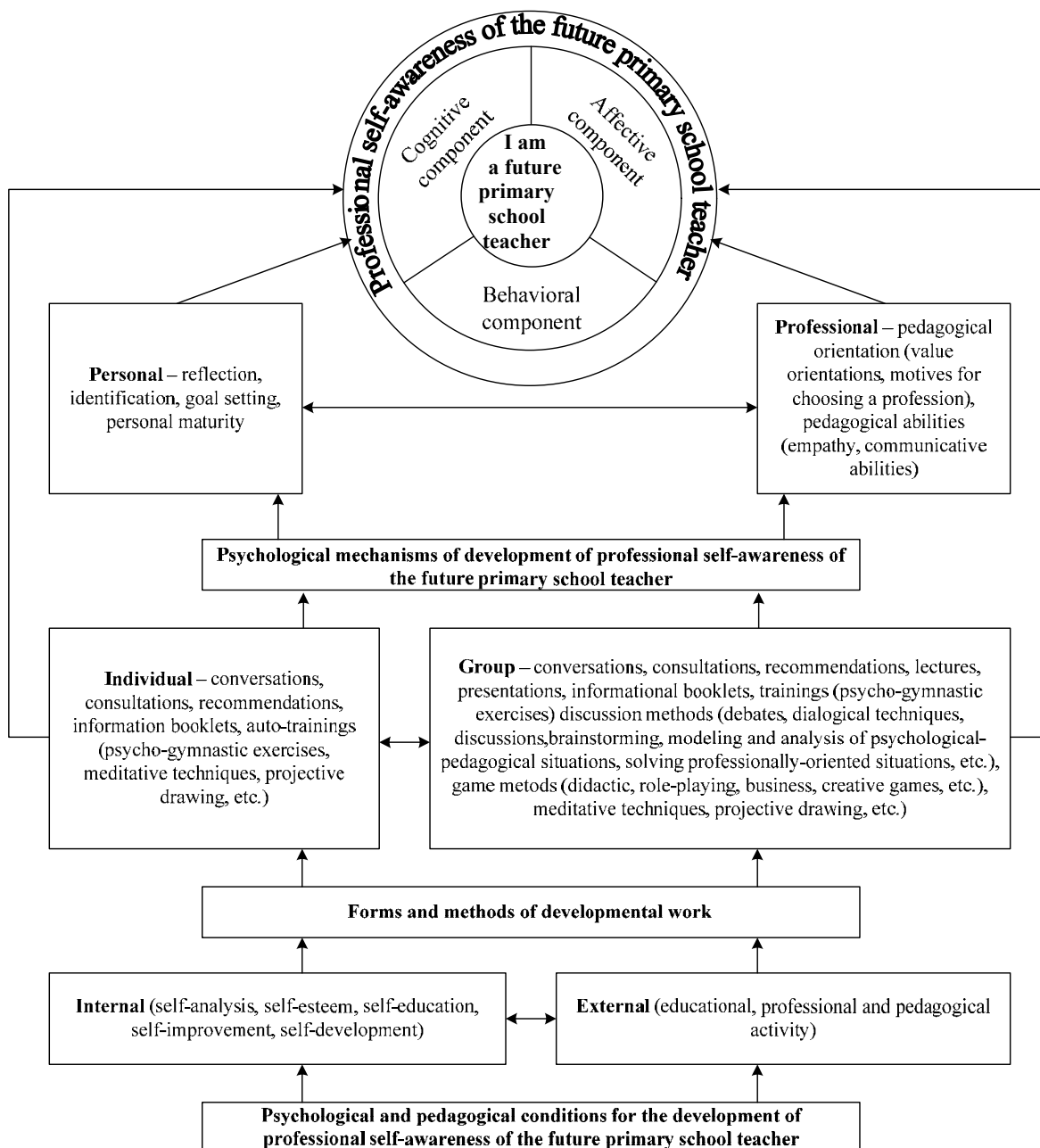


Figure 1. Psychological model of development of professional self-awareness of a future primary school teacher

gram, was to determine, with the help of the complex of psychodiagnostic methods singled out in the course of the ascertaining experiment, the peculiarities of the manifestation and levels of development of professional self-awareness of future primary school teachers (questionnaires “Primary school teacher”, “Me and my future profession” (author Stakhova, 2011), techniques of research of personality’s self-assessment (author Budassi, modification by Stakhova, 2011), their self-esteem (author Pantileev, 1993), “Style of self-regulation of behavior – 98” (authors Morosanova & Konoz, 2000)), the psychological mechanisms of its formation (techniques of determining the level of formation of pedagogical reflection (author Rukavishnikova, 2000), study of professional identity statuses (author Azbel, 2012), test questionnaires of personal maturity (author

Gilbukh, 1994), determination of students’ professional orientation (author Dubovytskaya 2004), “Life and professional values of personality” techniques (author Rokich, modification by Maksymchuk, 2000), “Motives for choosing a profession” (author Ovcharova, 1996), diagnostics of empathy level (author Yusupov, 2000), assessments of communicative and organizational capabilities of an individual (author Fedoryshyn, 2000)) before and after the forming experiment.

At the same time, in order to develop the professional “I” of students-future primary school teachers, in addition to the above mentioned set of methods, we used the results of numerous observations, conversations, as well as the analysis of the products of their activity (the results of individual psycho-gymnastic exercises, games, projective drawing, etc.) as additional means of

psychodiagnosis of the studied phenomena during the whole forming experiment.

The purpose of the next, actually training phase was to test the training program “The Path to Professional Success”, which we had designed, as we noted earlier, for 12 thematic sessions. All of them were united in two interconnected content blocks, the first of which “Know Yourself and Others” was aimed at activating the personal, and the second “I and My Future Profession” – professional mechanisms of developing the professional “I”-substructure of the student youth. The sequence of implementation of this program is shown below in table 1.

Referring to the program outlined above, it is worth noting that each of its sessions combined theoretical and practical parts interconnected in content, which contributed to the formation of a holistic professional and pedagogical self-awareness in student youth, and its positive changes in cognitive, affective, and behavioral levels.

Thus, the main task of the first, theoretical part of the training session was to equip future specialists with a system of knowledge connected to the problems of personal and professional growth of a teacher, and first of all, to develop in them clear and adequate

Table 1

Plan of the training program “The Path to Professional Success”

№ of session	Session topic	The purpose of session
Block I. Know Yourself and Others		
1	The acquaintance of strangers	Learning the purpose, tasks, structure of development work, definition and acceptance of its principles and rules; getting acquainted with the participants of the training, establishing contact with them, creating a psychologically relaxed, friendly atmosphere of trust, sincerity, openness, mutual understanding, mutual acceptance, promotion of cohesion of the group, creation of a positive climate in it; development of self-reflection, motivation for self-disclosure, self-improvement; conducting the first test of the diagnostics of peculiarities of manifestation and development of professional and pedagogical self-awareness of future specialists, and psychological mechanisms of its formation.
2–3	Self-immersion, or labyrinths of my inner world	Developing the ability to reflect and identify oneself with one's immediate surroundings, including a professional one; actualization of ideas about the meaning of one's life, defining its main goals, finding ways and means of achieving them, broadening the perspective of the vision of your future.
4–5	In harmony with yourself	Formation of personal maturity of participants of training by harmonization of their Self-concept and stimulation of positive attitude towards themselves, optimization of life position, enhancement of ability to psychological closeness with other people; promotion of personal growth, self-development; improving self-knowledge, self-attitude and self-regulation skills.
Block II. I and My Future Profession		
6–7	I want to be a teacher ...	Formation of professional and pedagogical orientation in student youth, intensification of their interest in the future profession, development of positive attitudes towards pedagogical activity, persistent desire to work in the chosen specialty; development of the need for professional self-education, promotion of personal and professional growth.
8	The world of my values	Expansion of ideas about the life and professional value orientations of a teacher, defining the priority reference points of future specialists and their attitude to them, stimulation of the formation of professionally important values of students; development of the need for further self-disclosure and self-improvement.
9	I study because...	Development of holistic professional motivation of future representatives of the pedagogical community, determination of their leading motives for choosing a profession, promoting awareness of internal reasons, of the correctness of their professional choice, forming a positive attitude towards the chosen profession; improving self-knowledge, self-attitude and self-regulation skills.
10	If I were you	Development of empathy abilities of future specialists, in particular their psychological observation, ability to feel others' mood and understand them, readiness for external emotional response – compassion and empathy for others, forming the ability to mentally put themselves in their place; promoting the teacher's ability to empathize, enhancing the self-worth of one's personality; improving self-reflection skills.
11	The only real luxury is the luxury of human communication	Development of communicative abilities of future teachers, formation of basic skills of verbal and non-verbal communication and of active listening, ability to establish deep, close, flexible contacts with others, expansion of ideas about ways of introspection and self-correction in the sphere of communication; creation a positive emotional background, an atmosphere of trust and acceptance, strengthening a favorable climate for relationships.
12	Have a nice trip	Clarification of personal and professional plans of student youth, acquaintance with specific ways and means of self-improvement, self-development; updating and consolidation of knowledge, skills and competences acquired in the process of working together, summarizing the results of the training; conducting the second test of the diagnostics of peculiarities of manifestation and development of professional and pedagogical self-awareness of future specialists, and psychological mechanisms of its formation.

notions about the essence, structural organization, psychological mechanisms, conditions, forms, means of development of professional self-awareness, its importance in work activity, etc. Their practical implementation was provided by a number of methods, first of all mini-lectures, explanatory conversations aimed at psychological and pedagogical education of students.

The substantial side of the second practical part of the session was the optimization of the conditions for the development of professional "I"-substructure of future primary school teachers by activating the psychological mechanisms of its formation by methods of active social and psychological training (psychogymnastic exercises, discussion and game methods, meditative techniques, projective drawing, etc.). At the same time, training exercises, focused primarily on increasing the level of personal and professional mechanisms of development of students' professional and pedagogical self-awareness, influenced individual components of its basic structural parts, which indicates a complex approach to the formation of the phenomenon under study.

The implementation of the above mentioned program for the development of professional self-awareness of future primary school teachers took place within the work of classes in Psychology in 2020-2021 of Zhytomyr Ivan Franko State University.

This work involved 60 students of I and III years of studying of the educational-scientific institute of pedagogy of the speciality "Primary education". The criteria for the selection of participants in the formative experiment were the results of our ascertaining experiment, which testified to the presence of a more active, lively tendency to increase the professional self-awareness of future primary school teachers during the first three years of their studies at the university. Therefore, in order to preserve, strengthen, consolidate it, we have

come to the conclusion that it is during this period of professional training in higher education that the impact on the professional "I"-substructure of student youth by developing individual components of its basic structural components and enhancing its psychological mechanisms will be most appropriate.

The control and experimental groups (30 students in each), formed on the principle of voluntariness, consisted of students who did not differ significantly in the development of individual indicators of professional and pedagogical self-awareness. It should be mentioned that at the initial stage of the forming experiment, the level of its development in student youth was medium and low.

Subsequently, at the final stage of the training work, a control test was performed in the above mentioned groups to determine the degree of effectiveness of our program for the development of professional self-awareness of the future primary school teacher, the results of which will be highlighted in our next scientific investigations.

Conclusions and prospects for further development in this direction. The identification of the psychological mechanisms of the development of the professional self-awareness of a future teacher, in particular the primary school teacher, logically led to the assumption of the possibility of implementing in practice a comprehensive approach to increasing its quantitative and qualitative characteristics. The specified hypothesis was implemented in the authors' psychological model and the training program developed on its basis for the development of professional self-awareness of a future teacher.

We see the prospects for further scientific research in the coverage of the results of the practical implementation of "The Path to Professional Success" program developed by us, aimed at developing the components of the professional "I" of future representatives of the pedagogical community and activating the psychological mechanisms of its formation.

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