

АТРИБУТЫ ЗАВОДОВОГО САМОКРЕШЛЕНИЯ ПРИБШЛЕГО НАУЧИТЕЛЯ ШКОЛЫ ПОДСТАВОВОЙ

Анализованы является феномен заводового самокредления студенту - будущий наудчителю школы подставовой - как долготравлы и динамичный процесс вдражания сяд в завод, и целуосиовый system, элементами которого сяд: ориентации заводово-вартуосиовые, удкерункование заводово-педогогичные, виедза заводова, самоксудталение и праца над собу, рефлексия педогогичная; выник выбору и проектувание будущей дудалности педогогичной наудчителю в средовищу ошвиатовом выжшего закладу наукового poprzez усвидамianie oraz актывный стосunek студента до власной перспективы жидевоий и здобытия будущей профессии.

Слова клуцзове: будущий наудчитель, школа подставова, самокредление заводовое, жеднолиты system, ориентации вартуосиовые, удкерункование заводово-педогогичные, виедза заводова, самоксудталение, праца над собу, рефлексия педогогичная.



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THE ATTRIBUTES OF FUTURE TEACHER'S PROFESSIONAL SELF-DETERMINATION AT THE PRIMARY SCHOOL

The phenomenon of professional self-determination of students – future teachers of primary school, is analyzed as long-term, dynamic process of entering the profession, an integral system whose attributive components are: profession-value orientations, professional and pedagogical directions, professional knowledge, self-training and self-education, pedagogical reflection; the result of choosing and designing the teacher's future pedagogical activity in the educational environment of higher educational institution through student's conscious and active attitude to his/her own life prospect, to mastering the future profession.

Keywords: future teacher, primary school, professional self-determination, integral system, value orientations, professional and pedagogical direction, professional knowledge, self-training and self-education, pedagogical reflection.

АТРИБУТИ ПРОФЕСИЙНОГО САМОВИЗНАЧЕННЯ МАЙБУТНЬОГО ВЧИТЕЛЯ ПОЧАТКОВОЇ ШКОЛИ

Аналізується феномен професийного самовизначення студенту – майбутній учитель початкової школи – як довготравалий, динамичний процес входження у професию, целісна система, атрибутивними складовими якої є: професийно-ціннісні орієнтації, професийно-педогогична спрямованість, професийні знання, самовиховання і самоосвіта, педогогична рефлексія; результат вибору і проектування майбутньої педогогичної дудалности вчителю в ошвітньому середовищу вищого навчального закладу шляхом усвидомленого й активного ставлення студента до власної життевоий перспективи, до оволодіння майбутньою професию.

Клуцзові слова: майбутній учитель, початкова школа, професийне самовизначення, целісна система, ціннісні орієнтації, професийно-педогогична спрямованість, професийні знання, самовиховання і самоосвіта, педогогична рефлексія.

Introduction. The issue of professional self-determination of the personality under the conditions of dynamic socio-economic changes is becoming increasingly relevant as the adequacy of the choice and the level of mastering the profession significantly affect the overall quality of life, the rational distribution of labor resources, the life choice of young people, his/her adaptation to the profession. Therefore, one of the primary importance and obviously fateful in every person's life, in his/her professional career, is the issue of searching, choice and mastering the profession, and, at the same time, the formation of the ability to adapt successfully and effectively in future professional activity, to self-determine in it.

The subject of our research is future teacher's professional self-determination at the primary school. We proceed from the fact that the basis of teacher's profession is the pedagogical activity, which "..... is a kind of social activity, aimed at transferring from older generations to younger the culture and the experience accumulated by humanity, creating conditions for their personal development and the training to the fulfillment of certain social roles in the society" [1, p. 24]. Future teacher's professional self-determination at the high school is considered by us as an integral process of person's entering into the sphere of pedagogical activity on the basis of his/her own choice. At the same time it is essential for us that today's modern school needs not only a professionally competent teacher, but also the teacher with a high level of professional self-determination, who has a system of professional-value orientations, the motivation of his own pedagogical activity, the ability to make non-standard decisions in complicated pedagogical situations.

Analysis of researches and publications (K. Abulkhanova-Slavskaya, G. Ball, L. Bozhovych, V. Borisov, O. Vitkovska, M. Ginsburg, J. Zavalevskiy, O. Kapustina, Y. Klimov, F. Povshedna, M. Pryazhnikov etc.) testifies the diversity of the study of the problem of professional self-determination in the context of studying the issues of students' vocational guidance (V. Noskov), the choice of profession (Y. Klimov), the socio-professional formation of personality (O. Dubasenyuk, Y. Zeier, V. Kushnir, V. Radul, etc.), the professional socialization (L. Mitina), the self-development (O. Anisimov, O. Romanovsky, etc.), the self-realization (I. Krasnoschok T. Rozova). However, the peculiarities of future teachers' professional self-determination at the primary school in the educational environment of higher educational institution are not sufficiently revealed.

The purpose of this article is to reveal the attributive characteristics of future teachers' professional self-determination at the primary school during their professional training in higher educational institutions.

First of all, we observe that the category of self-determination is interpreted by scientists (I. Kondakov, T. Kudryavtsev, L. Mitina, M. Pryazhnikov, etc.) as an integral part of the professional development of the specialist's personality, the main content characteristics of which are the development of self-understanding, the professional self-concept, self-determination [2, p. 162]. From such positions, the professional self-determination of students – future teachers of primary school – under the conditions of pedagogical institution, is quite rightly regarded as an integral system whose attributive components are: professional-value orientations, vocational and pedagogical direction, professional knowledge, self-training and self-education, pedagogical reflection.

It should be noted that the choice of one's own lifestyle mostly causes the system of values, and the teacher's self-determination is made by his orientation towards the values of the pedagogical activity. In the process of social development of an individual, the value orientations are formed as a person's orientation towards activity and certain values. Thus, sharing S. Yermakova's opinion, we consider that the professional and pedagogical values should be understood as the "complex of integrative entities of the personality, which are revealed in the selective attitude towards different kinds of

pedagogical activity, depending on the level of mastering of its experience, common values, professional knowledge, skills and abilities, fixed in needs, motives, instructions, assessments, ideals and interests of the personality” [3, p. 9].

The integrity of the personality, his/her readiness for the activity is determined by the professional-value orientations as one of the leading formations, which, according to V. Slastyonin, are characterized as “selective attitude of the teacher to the pedagogical profession (the awareness of the purpose and personal meaning of its activity, its social significance, profound interest in its results, the enthusiasm of the subject being taught); to the pupil’s personality (its unconditional acceptance and focus on the development of the personality); and to himself/herself (the presence of a professional ideal and a positive I-concept as a set of ideas about himself/herself – about personal professional qualities) [4, p. 116-117].

We consider that in the structure of the teacher’s personality a special role belongs to the professional-pedagogical orientation, which, according to N. Kuzmina, is one of the important subjective factors of achieving the top in professional and pedagogical activity [5, p. 16], which defines “the system of basic relations of the teacher to the world and himself/herself, the semantic unity of his/her behavior and activity, provides stability of the personality, allows to counteract unwanted external and internal influences, is the basis of self-development and professionalism” [6, p.41]. Aspects of professional and pedagogical orientation of the personality of school teacher of the first degree provide:

- the orientation on the child, which is associated with trust, respect, interest to him/her (humanistic, subject-subjective interaction);
- the orientation of the teacher to himself/herself, which is associated with the need for self-improvement and self-realization in the professional sphere;
- the orientation on the subject nature of the teacher’s work (the content of activity).

In the light of outlined by the main components of the professional and pedagogical orientation of primary school teacher, in our opinion, one can distinguish: professional interest, professional vocation, abilities and needs.

Determining in the personality’s structure direction is the interest to a certain type of professional activity, which is interpreted in reference sources as “emotionally colored attitude to the surrounding, the orientation of the person to a particular object or a certain activity, caused by a positive, interested in the attitude to something, someone ...” [7, p. 73]. And “the direct emotional practical-cognitive attitude to the profession, which, under favorable conditions, goes into the person’s direction to a particular professional activity, the motives and goals of which coincide” is determined by the scientists as a professional interest [8, p. 60]. The professional interest of primary school teacher is considered by us as an integrative personal-professional quality that unites the motive, the mechanism and the regulator of the teacher’s activity. From these positions, the development of students’ professional interest to a chosen specialty is one of the important components of their professional self-determination.

As for professional vocation, it is manifested in a pronounced disposition and ability to pedagogical activity. At one time, A. Makarenko also expressed the opinion that pedagogical activity is a vocation and requires certain abilities. Pedagogical vocation is considered by V. Slastyonin (we agree with this opinion) as “a disposition which grows from awareness of abilities to a pedagogical affair, it is formed in the process of accumulation by the future teacher of theoretical and practical pedagogical experience and self-assessment of their pedagogical abilities” [4, p. 36].

The pedagogical meaning of need follows their role in the development of personality, because only such pedagogical influence leads to the desired result that properly takes into account the needs of the child, the adolescent, and the young man

and is directed to the education of these needs through the various motives of the child's activity" [9, p. 190].

We pay attention to the fact that the awareness of the essence of professional pedagogical activity and professional self-determination is ensured by a system of knowledge, as M. Borytko correctly notes, "the understanding and adoption of professional norms provides a person with professional identification, that is, the critical correlation of his position with the professional guidelines of the pedagogical community. Mastering of pedagogical knowledge forms the basis for his self-determination and variational behavior in situations of professional activity" [10, p. 29]. For the future form-master, the peculiarity of professional knowledge is determined by the goals and objectives of education and upbringing in primary school, the creation of conditions for the development of the child's personality; the individual-typological and cognitive abilities of junior pupils; the content and logic of disciplines, elementary bases of which are studied in primary school; the changes in the modern educational space regarding the simultaneous functioning of different types of schools, etc.

In professional self-determination of a person the significant role belongs to self-education – conscious and purposeful work of a person over the formation of the desired features, qualities and forms of behavior, the conscious activity of a person, directed at the development of his / her own positive features and overcoming negative ones (M. Fitsula). Obviously, the self-education is possible only if there is a person's intention to change herself. It is directed at the development of abilities for professional self-determination, in particular in adolescence, when personal qualities of a person are largely formed, the self-education becomes more purposeful and realized than in a teenager – it is a "process of purposeful work on the development and self-perfection of a person – from adolescence to maturity" [11, p. 94]. Equally important is the self-education as "an active, purposeful, cognitive activity of a person associated with the search and learning of knowledge in the field which a person is interested in" [12, p. 17].

We find the value position of M. Soldatenko according to the interpretation of self-education as a process that "is carried out on the internal need of a person on his/her own initiative and aims to satisfy the diverse interests and demands, expanding the outlook, solving self-education tasks and raising the professional level of a specialist" [13, p. 81].

We emphasize that the result of self-education and self-training of the teacher is self-improvement, which is considered by T. Shestakova as "the process and the result of creative, purposeful, independent, self-determined movement of the teacher towards the tops of personal and professional development, which is achieved through self-education, self-training" [14, p.15].

On the success of the future teacher's professional self-determination of primary school influences the formation of his pedagogical reflection, which is understood by us as a key mechanism of self-knowledge, self-determination, self-organization, ensuring his/her awareness of the content of their profession, the definition of criteria for assessing himself and his activity, the desire for self-observation, self-evaluation, self-examination, self-control, self-development, that is, in general – the professional self-determination at the stage of studying at higher educational establishment. We support the opinion of such scientists (R. Prima, A. Ratsul, etc.) that the activation of the reflexive position is related to the orientation of the teacher to self-development.

Conclusions. Thus, the future teacher's professional self-determination at the primary school is one of the important stages of the process of the development of the personality, rather complicated in its content, which is understood by us as a long, dynamic, integral process of entering the profession, the result of choosing and designing the future pedagogical activity of the form-teacher, which takes place in the educational

environment of the higher educational institution, through the conscious and active attitude of the student to his own life prospect, to master the future profession of the first degree school teacher.

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