

PECULIARITIES OF PROFESSIONAL SELF-DEVELOPMENT OF A FUTURE TEACHER IN THE CONTEXT OF PERSONALITY- ORIENTED PEDAGOGY

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ABSTRACT

The article discusses the features of professional self-development of a future teacher in the context of personality-oriented pedagogy. The importance of subject technology in professional self-improvement of a student is shown.

Keywords: Teacher education, professional self-development, professional self-improvement, teacher, pedagogical thinking.

INTRODUCTION

Improving the quality of teaching in terms of implementing anthropocentric vectorization of the educational process at a university required the development of a pedagogical strategy and tactics for translating into life a specific educational institution a theoretical model for optimizing personal development in professional self-improvement.

I.F. Isaev and E.N. Shiyanov, exploring the problems of teacher education, the goals of teaching activity are associated with specific motives that are adequate to the needs that are realized in it, and this explains their leading position in the hierarchy of needs that make up the important characteristics of the personality of the teacher.

Material and methods. To these needs, scientists include: the need for self-development, self-realization, self-improvement and development of others. The dynamics of the images “I am the real”, “I am the retrospective”, “I am the ideal”, “I am the reflexive”, “I am the professional” determines the level of personal and professional development of the teacher. The high level of this development is characterized by the convergence of the parameters “I - ideal” and “I - real”, forming phenomena and norms of a humanistically oriented professional and pedagogical culture [2, P. 51].

The humanistic parameters of pedagogical activity, acting as the “eternal guiding lines of the teacher”, allow us to fix the level of discrepancy between the existing and the proper, the reality and the ideal, stimulate creative overcoming of creative gaps, cause a desire for self-improvement and thereby determine its meaning and life self-determination.

Results and discussion. The ability to pedagogical thinking, which is divergent in nature and content, provides the teacher with an active transformation of pedagogical information, going beyond the boundaries of the time parameters of pedagogical reality. Developed intelligence

allows it to learn not individual individual facts and phenomena, but to study and comprehend pedagogical ideas, theories of teaching and upbringing. Reflexivity, humanism, orientation towards the future and a clear understanding of the means necessary for professional self-improvement and development of the personality of the pupil are characteristic features of the teacher's intellectual competence.

The teacher's self-awareness not only contributes to the formation of an integrative image "I am professional," but also to the construction of a certain theoretical model that influences the solution of individual, professional problems associated with the realization by the teacher of my creative abilities. This implementation, in turn, brings the individual satisfaction from the activity, allows you to achieve the appropriate level of creativity in the work. Developed pedagogical thinking refracts knowledge and methods of activity through the prism of its own individual professional pedagogical experience and helps to find the personal meaning of professional activity. The latter requires the teacher a high degree of activity, the ability to manage, regulate his behavior in accordance with the arisen or specially set tasks, encourages him to manifest an innovative style of pedagogical activity [2, P. 54].

In the process of such preparation, the developing learning potential is emphasized, the value of search activity and didactic goals of a high cognitive level are updated, the personal and professional readiness of the teacher for flexible, tactful interaction with students is developed, the main motive of innovative activity is formed - professional interest in combination with self-realization and development orientation children.

Professional self-development is a process of integration of external professional training and internal movement, personal development of a person and can act in various forms. In this process, professional space is one of the areas of personalization. In the research of V.A. Slastenin, D.Yu. Anufrieva, M.I. Kryakhtun is justified that professional self-development consists of two components: external conditions (which are created by certain positions) and internal abilities (they are mastered by the teacher himself), which suggest the presence of: a) needs - in updating, in development, in self-knowledge, in understanding of one's actions ; b) goals, c) means [4, S.365-366].

Personal and professional are parts of a single process of teacher's professional self-development, including three structural components: reflective, regulatory, and a component of developing interaction. Moreover, personal space is "responsible" for a person's individuality, and professional space is responsible for involving a person in a sociocultural context.

Analyzing the features of creative personality self-development students as a component of professional pedagogical culture, I.A. Sharshov highlights his professional orientation.

Professional and creative self-development of the student's personality is considered by the author as the creative self-development of his personality in the educational process of the university, providing further creative self-realization in professional activities. Moreover, the author emphasizes that self-realization, based on self-knowledge and mechanisms of self-organization, includes the processes of self-determination, self-actualization, self-improvement, self-expression, self-affirmation, etc. [5, p. 45].

For practical purposes, it is important that these processes as part of self-education are not isolated, because they have common foundations in the form of using organizational forms of

professional training of a student, ensuring his systematic work on himself in the form of reliance on the internal goals and positions of the personality, its value orientations in professional activities, possession of information about the image and essence of the profession, necessary to determine the meaning and direction of professionally-creative self-realization.

The technology of personality-oriented learning, which is forming today, involves a change in the nature of management, personal positions of both the teacher and students, the formation of new meanings for the organization of the educational process, based on the principles of interaction, cooperation, help, inspiration, attention to the formation and development of the student's personality, the pedagogical culture of future specialists in the training and education of schoolchildren as the goal of professional self-improvement. In the context of its implementation, the teacher not only conveys educational information, but also organizes the dia- and polylogical development of professionally significant information by students, discusses facts, issues, problems related to the importance, organization, methodology and technique of self-improvement of their professional skills that students are interested in. Acting as a teacher-manager and director of training, the teacher offers students the minimum necessary set of teaching aids.

The effectiveness of the implementation of subject technology of learning depends not only on the identification and use of a set of rational teaching methods for orienting students toward a professional ideal and the consistent implementation of organizational and pedagogical conditions that optimally contribute to the formation of a need for professional self-improvement, but also on the means of instruction through which an operational direct and feedback between teacher and student [3, p.56].

Textbooks and teaching aids, providing a comprehensive educational program developed in space and time, perform the function of guiding the cognitive activity of students, implement the concept and strategic line of training, determine the content of the subject in accordance with the curriculum and serve as the foundation for building a didactic training system for this subject. The content of textbooks on pedagogy (V.A. Slavenin, I.F. Isaev, A.I. Mishchenko, E.N. Shiyonov, P.I. Pidkasty, I.P. Podlasov, S.A. Smirnov, A.D. Soldatenkova, I.F. Kharlamova and others) and teaching aids we aim future teachers to improve their own professional and pedagogical culture.

The monographs of V.I. Andreeva, capacious and deep in understanding the mastered psychological and pedagogical realities is brought to a new level for pedagogy, the development of processes of progressive self-movement of the personality of the teacher and student. The author focuses the pedagogy course on the creative self-development of the student - the future teacher, included in the innovative processes of the school.

Valuable, in our opinion, is the shift in emphasis in teaching the "Pedagogy" course from the subject to the anthropological aspect, aimed at self-education, self-education, self-development of a person [1, vol. 1, P.431]. The strategy of creative self-development is determined, on the one hand, by the needs for professional self-improvement, and, on the other hand, by the degree of awareness and self-knowledge of their strong and weak professional and personal qualities. The author pays special attention to the issues of self-development of the teacher's methodological culture, which he considers as continuous continuous work on himself. The theoretical and methodological points put forward by the scientist and recommendations as necessary are used in the analysis of the empirical array in our study.

CONCLUSIONS

In these studies, it is important for us to search for the resolution of contradictions between external structures that provide training for the future teacher and professional development of a person, which is mainly the result of his own, internal movement, self-development, when professionalism becomes a value for his personality and requires a clear understanding of the means necessary for professional self-improvement.

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