

## ENSURING PROFESSIONAL STABILITY OF FUTURE TEACHERS IN PEDAGOGICAL ACTIVITY

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### ABSTRACT

The article is devoted to the problem of professional training of future teachers. One of the most important areas is the formation of professional stability of students. The article presents a generalization of theoretical works devoted to various aspects of the formation of professional stability; a number of criteria are presented that assess the level of this quality. The approaches are described, a number of factors are identified that determine the pedagogical potential of this process.

**Keywords:** Professional stability, teacher education, areas of formation, higher education.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In addition to fundamental education, pedagogical education has the qualities of spectrality, variability, flexibility, which creates additional attractiveness for modern school graduates. At the same time, many of them, entering a pedagogical university, are not going to further connect their professional activity with work in educational organizations of preschool, primary and higher, as well as additional education.

The concepts “mission of the pedagogical profession”, “professional duty”, and “cultural creativity” are almost unfamiliar to the majority of the graduates surveyed; the formulation of these definitions causes considerable difficulty.

It is interesting to note the fact that a large number of students of a pedagogical university do not in any way connect the advantages of professional activity that they noted with the subtleties of the learning process in the system of higher pedagogical education. For example, the positive aspects of the profession are correlated by a large number of students with creative activity. A greater number of students are aimed at acquiring professional skills in the process of educational activity, as shown by the studies of A. A. Rean [3], that is, in other words, students do not want to correlate the specifics of their professional education in higher education with the professional activity itself.

All this indicates the need to improve the educational process in pedagogical universities, the development of students' value attitude to the profession of a teacher, the support of professional self-determination and other qualities that contribute to further full self-realization and psychological satisfaction from working in an educational organization. Significant is the overcoming of infantilism, which is also characteristic of modern school graduates.

Undoubtedly, the professional formation of the future teacher goes through a complex, dynamic process of mastering cultural attitudes and spiritual growth, based on reflective positions and constant work on their own improvement.

On this path, it is initially important to reveal to students the need to form the qualities of professional sustainability, which is often overlooked during the training of teachers in universities, when the emphasis is on knowledge, rather than a developing educational component of higher education. Then the tasks of strengthening the value components of teacher education become apparent. First of all, the strengthening of students' independent creative activity, which requires the most qualitative changes in the content of education.

The professional stability of the future teacher as a subject of pedagogical activity seems to us to be a qualitative characteristic reflecting a high level of stabilization of value attitudes, emotional-volitional processes and conditions [4].

In the modern world, people are increasingly finding themselves in situations of choosing patterns of behavior, which, of course, can be explained by the demand for people with the makings of creative intelligence, with a clear social position and professional stability.

The definition of “sustainability” comes from the adjective “steady”, which, according to the Explanatory Dictionary of the Russian Language by S. I. Ozhegov, is interpreted as “1) standing, holding steady, not hesitating, falling; 2) not subject to fluctuations, constant, persistent, solid ”[5]. Sustainability appears to us as a personal resource of a person with the ability to maintain the stability of the mental state in various life situations.

Regarding the problem of the formation of professional stability of future teachers, it is important to note that most researchers compare professional stability with the most important categories, such as stability, effectiveness, reliability of the teacher’s professional activity, while emphasizing that one of the characteristic signs of stability is the system’s ability to self-regulation, adaptation, maintaining their characteristics and returning the system to a state of equilibrium. It was also noted that the degree of development of professional stability determines the level of professional culture of teachers in general.

In this regard, the formation of professional stability of the future teacher:

- 1) acts as an objective social need and subjective need of the students themselves, acquiring the characteristics of a professional subculture;
- 2) is one of the effective ways to overcome the syndrome of professional burnout of teachers, which is especially important for future professional activities;
- 3) is interconnected with the level of creative activity, a positive lifestyle, willingness to take responsibility for the most difficult decisions;
- 4) demonstrates the readiness of the future specialist for self-fulfillment in the chosen pedagogical profession, the feeling of confidence in the correctness and validity of his choice, the awareness of ownership of the teaching staff, the adoption of his values, plans, development ideas, participation in creating the image of the educational organization, the ability to perceive and transmit his own teaching experience, value orientation to establish a favorable psychological climate and the desire to work productively and purposefully as a teacher;
- 5) stimulates the future teacher for meaningful involvement in work, manifestations of labor activity, a high degree of interest in the profession.

A significant role in the formation of professional stability of the future teacher is given to the development of pedagogical abilities, while it is noted that a higher level of their development ensures the professional stability of teachers.

The problem of professional burnout is associated with significant mental overload, tension that arises from the level of responsibility for students and pupils and is associated with an imbalance between intellectual and energy costs and moral and material rewards, role conflicts.

It is significant that among the parameters of personal resources that allow one to overcome professional burnout, professional stability takes the second place after the “meaningfulness of life” parameter.

Developed professional stability reflects both the internal locus of subjective control over problematic situations of professional activity, and a high degree of independence of values and behavior from external influences.

Studies of A. A. Kudrin, V. P. Podvoisky, and others are devoted to various aspects of the formation of professional stability. Researchers argue that professional stability is such a personality trait that should express a person’s positive attitude to his work, where compatibility of the requirements of this activity with internal professional interests of the individual, such as the desire to improve in this profession and satisfy their needs in working with the team. The attention of scientists is also drawn to the study of objective and personal factors that reflect the various stages of the teacher’s self-realization process: from becoming to maturity and fading of creative energy (A. A. Rean et al.).

The professional stability of future teachers can be formed by special disciplines through the strengthening of their professional orientation.

Factors affecting the professional sustainability of a future teacher can be grouped into three main groups: socio-pedagogical, psychological, pedagogical and pedagogical.

In this regard, the idea of Z. K. Kargieva [9] becomes relevant, which identifies several factors for determining stability:

- the success of educational and cognitive activities during the period of study at the university;
- moral satisfaction with the teaching profession;
- the level of acceleration of the organizational and communicative components in pedagogical activity, as well as professional and pedagogical orientation.

Among the factors that increase the professional stability of teachers, researchers primarily consider the following positions:

- self-esteem;
- interest and curiosity in the educational process;
- ability to inclusion and self-organization;
- high consciousness, which is more associated with the value orientation of the individual.

Among the reasons that violate the sustainability of professional activities of teachers, it may be noted:

- inadequacy of motivation to the real content of labor;
- low level of motivation for teaching activities;
- lack of motives of creativity;
- dominance of consumer motivation;
- decrease in the prestige of teaching activities.

The analysis of theoretical literature as a whole allows us to isolate the following approaches to the formation of professional stability:

1. Approaches that can be combined into a major methodological direction: differential diagnostic, typological, humanistic.
2. Approaches that can be combined in a structurally-dynamic direction: psychodynamic, dynamic-analytical, professionally-developing.

A separate group of approaches can be designated as diagnostic approaches. In this context, it is determined that the effectiveness of the development of professional stability of a future teacher is determined by a number of psychological, pedagogical and sociocultural conditions, including the development of motivation for pedagogical activity. The motivation of students in the educational process of a pedagogical university can be developed on the basis of a system of specific tasks and trainings in the process of real pedagogical interaction, during which the goals of self-expression of future teachers are achieved, an active position and belief in professional choice are formed, processes of becoming a professional are activated - for example, the search for one's own pedagogical handwriting, etc .;

Information and content preparation of the future teacher for innovation includes the following areas:

a) the systematic organization of professionally-oriented study of the subject-related subjects of the future teacher. This has already been indicated above. Of course, qualitative changes in teacher education require a separate review and generalization of theoretical works written on this topic and the identification of effective teaching practices;

b) the organization of special courses that reveal the specifics of the teacher's professional activity and aimed at the formation of professional and personal qualities (knowledge, skills) underlying the professional sustainability of future educators;

c) practice-oriented content of education, which includes:

- the process of a system of oriented personal-creative tasks containing specific examples of situations in various educational organizations encountered in the professional activity of a teacher;

- correlation of the results of training future teachers with the requirements for the quality of training of specialists of a particular profile;

- the formation of students' personal qualities to overcome the difficulties of future professional activity, as well as resistance to pedagogical activity;

d) the use of various organizational forms of academic work (individual and collective learning, self-study of students);

e) the formation of a positive attitude towards pedagogical work (the social status of a teacher, wages, material incentives for labor, etc.).

Among the criteria characterizing the professional stability of future teachers:

- professional and pedagogical orientation;
- satisfaction with the chosen profession;
- system of professional and pedagogical knowledge;
- a system of professional and pedagogical skills (organizational, communicative, applied);

- ability to self-development and self-education;

- ability to emotional regulation;

- the presence of volitional qualities (determination, perseverance, determination, responsibility, self-confidence).

An important factor that determines the potential for the formation of professional stability of students of pedagogical universities is that the professional stability of future teachers reflects, on the one hand, a certain level of their professional and pedagogical training, on the other hand, the independence of personal manifestations in the development of a free, valuable

person. In addition, professional stability is determined by the activity of the personality, its ability to bring oneself to the level of purposeful change and the construction of one's trajectory of activity, transformation and the totality:

1) professional and pedagogical knowledge and special pedagogical skills in organizing an environment conducive to the effective education and training of the future generation of Russian citizens;

2) emotional-volitional and motivational qualities of a person (determination, confidence, attentiveness, the ability to make decisions and bear responsibility for them, to manage themselves), which make it possible to successfully carry out professional activities;

3) the preservation of working capacity and interest in this activity, as well as to various types of communication of pedagogical communication.

So, in general, it is precisely the high level of professional sustainability that ensures the formation of positive motivational-semantic paradigms for educational activity among future teachers, and also deepens and expands pedagogical knowledge. This makes it possible to master professional abilities and skills, to determine the content of value orientations and to increase the share of the efficiency of the process of future teachers entering the professional educational field of the pedagogical environment.

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