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## ТЕОРЕТИЧНІ ОСНОВИ ПРОФЕСІЙНОГО САМОВИХОВАННЯ МАЙБУТЬОГО ВЧИТЕЛЯ

### THEORETICAL ISSUES OF FUTURE TEACHERS' SUSTAINABLE PROFESSIONAL SELF-DEVELOPMENT

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#### ABSTRACT

*The article highlights some theoretical issues which are crucial for future teachers' consistent professional growth. The paper touches upon the essence of the concept of «professional self-development» within the framework of teacher training. The research fundamental idea is traced back to its scientific origins an analysis is conducted to define the concept. It is stated that despite many published works that focus on or address a particular topic, there is ambiguity of approaches to the interpretation of «professional self-development» in scientific and pedagogical literature. The paper presents Ukrainian and foreign scientists' understanding of the essence of professional self-development. The research reveals that in contemporary pedagogical science, professional self-development is viewed as a multifaceted concept. According to scientists, professional self-development of a teacher is regarded as a distinct activity that follows a particular structure, which includes elements such as motives, goals, content, subjects, objects, means, implementation conditions, approaches and outcomes. The concept and fundamental nature of «professional self-development» are analyzed and explored. According to the concepts of scholars, the author's definition of this phenomenon is explained, specifically within the context of the terminological field of training future teachers for their profession. Within the current scientific space, there exist multiple definitions of the term «professional self-development», each with their own distinct differences and variations determined by the researcher's perspective, subject area of study, scientific beliefs and interests. Upon analyzing the conceptual and terminological framework of the research, it can be concluded that although there are numerous interpretations of the central concept in pedagogical discourse, professional self-development of future teachers is primarily regarded as a deliberate and innovative approach that involves improving one's own personality and developing oneself into a professional. The author states that professional self-development is an essential aspect of pedagogical activity and a crucial element of contemporary teacher training.*

**Key words:** future teacher, professional self-development, teachers' training, professional growth, self-education.

**Introduction.** The present social, cultural and economic transformations in the context of Ukraine's European choice are causing significant changes in the principles and practices of higher education in pedagogy, which are geared towards preparing a fresh cohort of teachers. Such teachers are supposed to be technologically competent, student-centered, creative and innovative, collaborative, culturally responsive and they must be lifelong learners.

Pre-service training for teachers can be excellent and outstanding, but it is evident that it cannot equip future teachers to handle all the various challenges and never-ending obstacles they will encounter throughout their careers. Therefore, educational institutions aim to offer would-be teachers chances for proficient growth in their profession to sustain a high standard of teaching and retain a top-notch teacher staff. Future teachers are expected to have their own ongoing learning and development, continuously seeking out opportunities to improve their teaching practice and stay up-to date with the latest educational trends.

Research publications. The works of V. Bondar, O. Dubasenyuk, V. Lozova, N. Nychkalo, O. Pekhota, V. Semichenko, S. Sysoeva, T. Sushchenko demonstrate the recognition of professional self-development as an integral part of teacher training. The authors have established the essential demands for professional training of a would-be teacher, with a significant emphasis placed on the continual development of his personality, improving skills through self-learning and self-growth.

Recently, scientific research in the area of future teachers' self-development has increased. By analyzing these studies, the following points can be identified: professional self-development of students during pedagogical practice (A. Mikaberidze, O. Treshchev), features of self-development of student's youth (Yu. Babansky, I. Zyazyun, A. Kalinichenko, A. Sushchenko), peculiarities of postgraduate students' self-development (G. Shirokova), pedagogical guidance of students' self-development activity (R. Garifyanov, S. Kabanova, Z. Sepcheva), professional and moral self-training of would-be teachers (S. Dansheva, O. Kucheryavy, A. Raimkulova, L. Sushchenko, M. Tkachova, O. Yatsiy).

In spite of indisputable significance of all scholarly works in this field, we would like to state that forming future teachers' need for professional self-development has been insufficiently explored and there is a gap in the research literature.

**The purpose of the article.** The study aims to clarify the essence of the concept «professional self-development» in the context of teachers' training and highlight the theoretical issues of future teachers' sustainable professional growth.

Based on the study's objectives, the tasks of the article include: providing a clear definition of the concept of «professional self-development», analyzing scholars' views on future teachers' professional self-training, examining the theoretical foundations and issues related to the consistent professional growth and identifying the factors that contribute to effective professional self-development among future teachers.

**Results and discussions.** Professional self-development is not an innate trait. The need for this activity is arisen during human socialization, emerging as a natural necessity for personal growth and serving as a

motivation for further self-improvement. As an individual's personal development reaches higher levels, the need for self-training becomes more apparent, which is the driving force of sustainable professional development.

Because of the context of our study we are indisputably interested in the doctoral dissertation of O. Kucheryavy. His paper is devoted to the issues of organizing a holistic process of training future teachers of preschool institutions and primary classes by means of self-development [6]. The researcher substantiates the essence of professional self-training as a personally and socially significant self-creation of a future specialist. The author claims that there is the relationship between the student's integral readiness for professional activity and the level of his self-educational activity. The methods and means of pedagogical stimulation of students' self-educational activity are presented in the thesis.

The work of O. Yatsii, which is devoted to the study of students' moral self-development, takes a significant role in the understanding of the phenomenon of professional self-growth [10]. Firstly, the author defines the essence, criteria and levels of readiness of future teachers for moral self-development; secondly, the pedagogical conditions for the effective formation of this readiness are substantiated; thirdly, a group of means of pedagogical stimulation of students' moral self-training is developed. Thus, in the course of the study, the scientist experimentally tests the possibilities of using self-analysis in the process of moral growth of future teachers.

The study of S. Dansheva [2] is also worthy of attention. It is proved that the effectiveness of professional self-development of students of technical universities increases under the condition of purposeful guidance by professors and teaching staff. Based on the theoretical analysis of the problem of organizing work on oneself, as well as the specifics of engineering and technical work, the scientist justifies the essence of professional self-training of students of technical specialties. In addition, the researcher has distinguished principles and appropriate forms, methods of pedagogical guidance of professional self-development. The author has determined and experimentally verified groups of means of pedagogical guidance of professional self-development of students in the conditions of the educational process in a technical institution of higher education.

The theoretical foundations of students' self-growth, which are substantiated in the dissertation of I. Sereda [8], are also important for our research. The author has determined the structural components of self-education activity, its criteria, indicators and levels. The scientific value of the work lies in the development of a theoretical model of the activation of the process of students' self-training and the implementation of the methodology for this model. The author identifies and experimentally verifies the organizational and pedagogical conditions for the activation of students' self-development activities. The author pays special attention to the definition and analysis of the possibilities of the educational space of the humanities faculty in expanding the student's motivational field by actualizing the values of self-training.

Thus, recent works of Ukrainian researchers is the basis for defining theoretical issues of future teachers' professional self-development.

In the context of our paper, it is necessary to carry out a definitive analysis of the key concept of «professional self-development». We will analyze the definition of this phenomenon by Ukrainian and foreign scientists. Thus, S. Yelkanov interprets professional self-development as «conscious work on self-improvement of one's personality as a professional: adaptation of one's own unique features to the requirements of pedagogical activity, constant improvement of professional competence and continuous improvement of ideological, moral and other social features of one's personality» [5:7]. Agreeing with the scientist's opinion, it should be noted that in the context of humanistic education, the content of professional self-development should be not only adaptation of the teacher's characteristics to the requirements of the profession, but access to one's own pedagogical paradigm of self-growth.

According to B. Zyazin, professional self-development is a person's activity for improving such qualities and abilities that are required by a person's chosen profession [4]. In our opinion, this definition does not reflect the main feature of self-development – its conditioning by the need to work on oneself. After all, the demands of the profession and other external factors without a combination with the internal motivations of a person do not affect his activity in self-development.

O. Yatsii interprets professional self-development as «a conscious activity aimed at one's own personality with the goal of forming professionally significant qualities, abilities and skills» [10:6]. In our opinion, modern principles of professional teachers' training expand the possibilities of self-training. We believe that the orientation of students' work on themselves should be adequate to the humanistic orientation of the national education system. The main priority of a student of higher education is the opportunity to become a subject of self-development and build a personal trajectory of professional growth. Only in this way a future teacher will have freedom in further self-realization and professional progress.

We totally agree with I. Zubkova who regards the perception of «I-image» as «an individual variable, dynamic phenomenon» [3:4]. We draw special attention to the fact that the internal work on the formation of the «I-image» is not limited to the accumulation of its structural or functional components. The creation and constant refinement of the image takes place on the basis of information about oneself and expectations of the future, one's own experience, which contributes to individual and personal self-expression and the creative search of the future teacher.

Valuable for our research is the definition of O. Prokopova, who understands professional self-development as «conscious work on improving one's professionally significant qualities as a teacher, emotional and volitional sphere, communicative competence, organizational abilities, psychological and pedagogical training in accordance with the requirements of the humanistic paradigm of education» [7:73]. In the context of our paper for a more complete understanding of the essence of future teacher's professional self-training, we suggest taking into account such a direction of self-improvement as the development of personal qualities aimed at individual achievements in pedagogical creativity.

S. Dansheva states that professional self-development is a purposeful, conscious and specific activity of an individual over himself, the content of

which is determined by the set of qualities a person needs for the creative work of the chosen profession [2]. In this definition, the scientist emphasizes the creative nature of professional activity.

The view on understanding the essence of this phenomenon is expressed by O. Kucheryavy. He emphasizes that «the professional self-development of the future teacher is the self-movement of the individual towards self-realization, the conscious process of the student's implementation of a set of creative actions, which is based on the unity of his consciousness and self-awareness, and is aimed at his mastery of an integral readiness for self-improvement after the educational institution» [6:18]. The scientist reveals the essence of self-development in its ability to develop as a creative process, emphasizes the psychological prerequisite that ensures self-development actions – the unity of consciousness and self-awareness of the individual, and also specifies the orientation of professional self-training – readiness for independent pedagogical activity, which is valuable for the formation of future teachers' need for professional growth.

We present some of the most well-known approaches to defining the concept of «professional self-development» in psychological and pedagogical science.

*Table 1*

**Definitions of «professional self-development»**

Author	Definition
Vainilenko T. [1]	Conscious, purposeful process of increasing the level of professional competence and development of professionally significant qualities in accordance with external social requirements, conditions of professional activity and personal development program
Yelkanov S. [5]	Conscious work on self-improvement of one's personality as a professional: adaptation of one's own unique characteristics to the requirements of pedagogical activity, constant improvement of professional competence and continuous improvement of ideological, moral and other social traits of one's personality
Zyazin B. [4]	Human activity with the aim of developing and improving such qualities and abilities which are required by the profession chosen by a person
Prokopova O. [7]	Conscious work on improving one's professionally significant qualities as a teacher, emotional and volitional sphere, communicative competence, organizational abilities, psychological and pedagogical training in accordance with the requirements of the humanistic paradigm of education
Yatsiy O. [10]	Conscious activity aimed at one's own personality with the goal of forming professionally significant qualities, abilities and skills

A comparative analysis of the above definitions of the essence of professional self-development allows us to make some generalizations. The researchers consider the professional self-development of a teacher as a specific activity that has a certain structure: motives, goal, content, subject, object, means, conditions of implementation, approaches, result. The purpose and content of the future teacher's self-development activities are conditioned and regulated by the system of requirements from society to the personality of the teacher and his profession. The content of professional self-training is the process of forming knowledge, abilities, skills, qualities, abilities that are necessary for the professional

activity of a teacher. The effectiveness of the individual's work on himself increases under the conditions of purposeful, conscious, creative nature of this activity.

Based on modern scientific ideas about this phenomenon, we define the professional self-development of a future teacher as a conscious activity with the purpose of professional and personal development of one's own individuality for more complete self-realization in the pedagogical process [9].

The analysis of scientific and pedagogical literature on the research problem allowed us to clarify conceptual approaches to defining the essence of the concept of «professional self-development». In the modern scientific space, there are a number of definitions of this concept that have certain differences, which are determined by the point of view of one or another researcher, the subject area of his study, scientific views and interests.

Thus, the theory of professional self-development of the future teacher in the traditional sense is a system of ideas, concepts regarding the improvement of the higher education student's own professionally significant qualities, abilities, skills, pedagogical culture and mastery at certain stages of professional training. The analysis of the conceptual and terminological apparatus of the study allowed us to come to the conclusion that, despite the existence of a significant number of interpretations of the key concept, in the pedagogical discourse, the professional self-development of the future teacher is considered as a conscious creative attitude towards oneself, the improvement of one's personality and the creation of oneself as a professional.

It has been stated that professional self-development is an integral element of pedagogical activity and one of the crucial components of the training of a modern teacher. With the approval of humanistic education, we emphasize the leading role of self-development as a factor in the professional growth of would-be teachers, provided that the student is active in this process. The successful implementation of self-development activities depends on motivation for continuous personal and professional growth. For this, during professional training, it is vital to create conditions that would contribute to the formation of the need for future teacher's professional self-development.

**Conclusions.** It is impossible to encourage professional self-development by obtusation, violence or edification. Establishing an environment of success, creativity and friendliness is necessary and sufficient for cultivating the need for self-development. Creating such an environment at the university is essential, where every student is motivated to believe in their abilities, strive for self-improvement and aspire to achieve real heights in the future profession as a teacher. Needs emerge as a result of well-structured activities of the individual, the practice of his behavior, his interactions with others. Thus, an activity that features creativity, self-reflection, a sense of accomplishment and a positive self-image causes the emergence of the need for self-development in a future teacher. Creating a unique atmosphere within the academic group, fostering a co-creative relationship between teachers and students, enabling each student to recognize and improve individual traits are crucial factors for forming the need for professional self-development in future teachers.

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#### **АНОТАЦІЯ**

Статтю присвячено деяким теоретичним питанням сталого професійного розвитку майбутніх учителів, з'ясуванню сутності поняття «професійне самовиховання» в контексті фахової підготовки. Визначено наукові витоки базового поняття дослідження та здійснено його дефінітивний аналіз. Зазначено, що, незважаючи на велику кількість опублікованих робіт, присвячених дослідженню змісту поняття «професійне самовиховання», існує розбіжність у підходах до інтерпретації цього терміну в науково-педагогічній літературі. У статті проаналізовано різноманітні підходи до визначення поняття «професійне самовиховання» вітчизняних та зарубіжних науковців. Встановлено, що в сучасній педагогічній науці це поняття розглядається як багатозначне. Вчені визначають його як діяльність зі своєрідною структурою, яка включає мотиви, мету, зміст, суб'єкт, об'єкт, засоби, умови здійснення, підходи та результати. Розкрито зміст і сутність феномену «професійне самовиховання». З огляду на концепції провідних науковців було уточнено авторське визначення цього поняття, що становить термінологічне поле професійної підготовки майбутніх учителів. Зазначається, що в сучасній науковій спільноті існує ряд різних визначень поняття «професійне самовиховання», які відрізняються залежно від точки зору дослідника, сфери дослідження, наукових поглядів та інтересів. Аналіз поняттєво-термінологічного апарату дослідження підтвердив, що, незважаючи на різноманітність трактувань, у контексті педагогічного дискурсу професійне самовиховання майбутніх вчителів розглядається як усвідомлене творче ставлення до себе, прагнення до вдосконалення особистості та формування як професіонала. Встановлено, що професійне самовиховання є невід'ємним складником педагогічної діяльності та одним із важливих компонентів підготовки сучасного вчителя.

**Ключові слова:** майбутній вчитель, професійне самовиховання, підготовка вчителів, професійний становлення, самоосвіта.