

DIAGNOSTICS OF THE READINESS FOR SELF-IMPROVEMENT OF THE FUTURE TEACHER IN THE CONDITIONS OF COVID-19

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INTRODUCTION

A pedagogical position in relation to oneself is a stable system of a person's relationship to his own abilities, the possibilities of his individuality, encourages her to adequate self-esteem, continuous self-education and self-education. This position provides self-realization of the individual in a socially valuable way in various activities. It manifests itself in the readiness and ability for personal and professional growth throughout life. The functional components of such readiness are: epistemological (what a person knows), axiological (what a person appreciates), creative (what a person can do), communicative (with whom and how a person communicates) and aesthetic (what a person is fond of) potentials of a personality. The essence of a person's professional activity presupposes its continuous work on self-development and self-creation within the limits of each of the person's potentials (BULDU, ARMAGAN, 2019).

The problem, as T. Smoleusova rightly notes, "is how to help existing teachers who received pedagogical education at different periods of development of society, state, economy, to become ready to work in the new paradigm of education." In scientific publications, the concept of professional self-improvement of a teacher is considered

mainly in connection with the study of phenomena that are essentially close to him. It should be noted that this problem stands out for its multidimensional and, accordingly, multiplicity of approaches. Most researchers consider the problem of professional self-improvement in the framework of a person's professional activity in general or in the framework of teacher training in the system of higher professional education (STEPANKO, 2008).

The study of pedagogical phenomena in the continuity of their stages of emergence, formation, functioning and transformation allows a methodologically constructive consideration of their essence. "It is very important," writes EG Yudin, "that at the points of transition from one state to another, the developing object usually has a relatively large number of" degrees of freedom " organizations (BANSAK, STARR, 2021).

All this determines not only the multiplicity of paths and directions of development, but also the important circumstance that the object that is developing seems to be creating its own history. In fact, we are talking about self-development, the ability to be a real subject, the author of one's own life, including professional. Personal and professional development of an individual as a goal, value, meaning of life and being of a person is the subjective, spiritually transformative essence of existence. The problem lies in the use of scientifically grounded and technological models of the teacher's self-improvement process, stimulating internal development mechanisms based on professional values (SHKABARINA, 2020)

An important principle of professional self-improvement is the principle of self-activity. Based on the well-known logical position of S.L. Rubinstein that the personality is objectively, objectively realized in the products of his labor, through which the principle of self-activity

grows, manifests and forms, in fact, orients the teacher towards disclosing his own pedagogical creative abilities in professional activity. "Between the person and the products of her labor, between what she is and what she has done, there is a kind of dialectic (ORCHARD, HEILBRONN, WINSTANLEY, 2016).

In this sense, the teacher's self-improvement can be considered as a special type of activity with psychological characteristics characteristic of any activity: needs (motives), a goal, a program of actions, methods of implementation, introspection and self-correction. Purposeful activity and creative activity of the teacher to transform his own practical activity and himself as its subject is the essence of this principle. The teacher's ability to consciously and independently set certain goals and objectives for himself, to determine the direction of self-improvement requires great internal efforts, reflexive thinking of the teacher. It is in this kind of "inner work" that the creative individuality of the teacher, who pursues his professional path, turns out to be. Yu. Orlov notes: "Any business can be effective only when its goals are precisely defined, that is, the results to which one must strive, as well as the necessary means and knowledge." (MIDGETTE et al., 2018)

METHODOLOGY

The purpose of the study is determine the readiness for self-improvement of a future teacher in the conditions of COVID-19. For this, a number of methods were applied, which form the research methodology. The study was carried out using the following theoretical methods: systems analysis and synthesis, induction and deduction, comparison, classification, generalization and systematization, idealization and abstraction.

RESULTS AND DISCUSSIONS

In this sense, the teacher's self-improvement can be considered as a special type of activity with psychological characteristics characteristic of any activity: needs (motives), a goal, a program of actions, methods of implementation, introspection and self-correction. Purposeful activity and creative activity of the teacher to transform his own practical activity and himself as its subject is the essence of this principle. The teacher's ability to consciously and independently set certain goals and objectives for himself, to determine the direction of self-improvement requires great internal efforts, reflexive thinking of the teacher. It is in this kind of "inner work" that the creative individuality of the teacher, who pursues his professional path, turns out to be. Orlov notes: "Any business can be effective only when its goals are precisely defined, that is, the results to which one must strive, as well as the necessary means and knowledge." (SHEVCHENKO et al., 2019).

The analysis of the above positions of psychological and pedagogical science allows us to assert that the concept of professional self-improvement is studied within the framework of the activity approach, that is, as a process, as an activity. The problem of professional self-improvement has its own development within the framework of modern acmeology. Pedagogical acmeology examines the conditions and patterns of achieving the heights of professionalism of the teacher's personality. The origins of pedagogical acmeology, as in general acmeology, are the works of N.V. Kuzmina and representatives of her scientific school (ROTH et al., 2020).

Acmeology considers a person as a holistic phenomenon, explores the motives that drive her to achieve her own professional heights. Acmeology considers a person as a subject of activity and life as a whole, who "disposes" not only of his mental abilities, but also of his will, character to solve professional and life tasks at the level of their internal coordination and perfection achieved by him (A. Derkach). The acmeological approach involves identifying the conditions for mobilizing a person's attitude towards high achievements, towards the most complete self-realization of the personality of the subject of the educational process. Great importance is attached to the teacher's awareness of his individual profile of professionalism, thinking over individual strategies and trajectories of movement towards professionalism (OCHIROV, 2016).

As noted by S.N. Begidov, the leading criteria for the professional development of a specialist are acmeological determinants that determine this process. The acmeological determinants, first of all, include personal professionally significant qualities. These qualities, on the one hand, act as independent acmeological determinants of effectiveness in

achieving the personality of their acme, their professional development and improvement, and on the other hand, they themselves are determined by the level of development of acmeological culture, which, in turn, is considered as an integration acmeological determinant. The most significant acmeological determinants include the orientation of the individual towards creative self-development, professional competence, humanism, professional mentality, professional ambition, a positive attitude towards professional activity, and Acmeological culture.

The initial basis for the self-improvement of the teacher's personality is formed by his awareness of his professional role, understanding of possible pedagogical decisions and their consequences, generalization of his professional activity and forecasting its prospects, the ability and readiness for self-control and self-development. This process is based on the psychological mechanism of constant overcoming of internal contradictions between the existing level of professionalism ("I am a real professional") and some of its imaginary (modeled) state ("I am an ideal professional") and in its procedural logic there is a "movement" of pedagogical consciousness for the "vertical", it is a purposeful, conscious and continuous search and analysis of growth based on the teacher's inner motivation, the expansion of his subjective being. Dynamics and orientation of the teacher's professional and personal self-improvement are indirect by the development of the teacher's subjective reflection (KRYSHCHANOVYCH et al., 2020a).

Sources of professional self-improvement of the teacher are in the social environment. Self-improvement as a social process is based on the requirements of society and the profession for the personality of the teacher. Moreover, the successful self-improvement of a teacher assumes that the bar of requirements should be slightly higher than his current skills and abilities. Only in this case a contradiction arises between what is available and what is desired, and work on oneself will bring tangible results. The next important prerequisite that leads to the beginning of the process of self-improvement is the attitude of the teacher himself to these requirements. "Only by independently analyzing his qualities and comparing them with the requirements, the teacher will be able to assess his professional qualities and feel what he needs to work on in the first place."

So, if the source of professional self-improvement in pedagogical activity is in the social environment of the teacher, then the driving forces of this process should be sought in the middle of the teacher's personality - in the form of motives for professional self-improvement. The process of self-improvement of a teacher is carried out in two interrelated forms - self-education and self-education, mutually complementing each other, such that have a mutual influence on the nature of a person's work on himself. At the same time, these are two relatively independent processes that presuppose both general and special conditions for their organization (KRYSHCHANOVYCH et al., 2020b).

In modern conditions, the axiological approach is one of the main methodological principles of professional training of future teachers. Turning to the philosophical theory of values in the context of pedagogy allows us to consider the content and structure of pedagogical education as an area of subject-object and intersubjective relations, where knowledge, the teacher and students are united by a value attitude to reality.

In recent decades, pedagogical science has significantly expanded the information space in essence of professional self-improvement and the ways of its implementation. Raising the problem of pedagogical conditions for the formation of a specialist's readiness in the field of physical culture and sports for professional self-improvement, identified the structural elements of a specialist's professional self-improvement (Table 1).

Table 1. The structural elements of a specialist's professional self-improvement

| № | Elements |
|---|--|
| 1 | the teacher's self-education |
| 2 | self-education of the teacher |
| 3 | development of the teacher's professional self-awareness |

Source: Search data.

The place of the process of professional self-improvement of an individual is determined between goal-setting and civicism. Characterizing the professional self-improvement of a teacher, it was noted that this is a creative activity that relies on the cognitive independence of a specialist's personality and has the goal of continuous growth of pedagogical skills and personal improvement (KRYSHANOVYCH, 2021).

Shestakova, certain essential components of the teacher's professional self-improvement, reflecting the specifics of the main forms of its implementation and indicate the nature of the person's self-activity, namely: self-education aimed at updating and deepening the knowledge available to a specialist in order to achieve the desired level of professional competence; self-education, which ensures the systematic formation and development of positive and elimination of negative professionally significant traits and qualities; self-actualization, during which actualization and mobilization of the teacher's own essential forces and potencies is achieved in a separate period of time.

Professional self-education is considered as a deliberate work on improving one's professionally significant qualities of a teacher, emotional sphere, communicative competence, organizational abilities, psychological and pedagogical training in accordance with the requirements of the humanistic paradigm of education. It is concluded that the teacher's focus on professional self-improvement finds its expression in self-educational and self-educated activities, which has a positive effect on professional self-realization (KRUSZEWSKA, NAZARUK, SZEWCZYK, 2020).

Summing up, Prokopova considers the teacher's professional self-improvement as a conscious professional activity of a teacher in the system of his continuous pedagogical education, which is aimed at improving the teacher's professional level, his professional self-realization, further developing professionally significant qualities, increasing the effectiveness of teaching and educational work at school, respectively as a interests, needs and opportunities of students, and with the requirements of society for socialization, personal and professional development of a person. Among other researchers, the work of Sych can be distinguished. The author revealed that professional development is a process of developing professionalism, which should be understood as an integrative characteristic of a professionally mature personality, a creative subject of activity, communication, a specialist's achievement of social, personal, activity, spiritual maturity within the profession.

On the basis of a scientific analysis of the foundations of Sklyarenko's professional self-improvement, the most significant professional qualities of future teachers are highlighted, to which self-improvement is also attributed. In her opinion, professional self-improvement acts as an integration system, the components of which are: pedagogical activity, which is ensured by the knowledge, skills and abilities of a future music teacher; artistic activity, develops professional and musical thinking, artistic and aesthetic consciousness and creativity of the individual (ARORA, SRINIVANSEN, 2020).

Based on the logic of professional development, Slobodina considers the improvement of professional activity as a complex, dynamic socio-pedagogical process, focused not only on identifying the weak and strong sides of the professional activity of each employee, but also on the development of his personality and the disclosure of creative potential.

CONCLUSIONS

Thus, by professional self-improvement of a person, we mean a relatively independent type of internal activity aimed at accepting and assimilating external established requirements for his personality in order to improve his own knowledge and skills through the development of personal and professional qualities. In our opinion, having analyzed scientific research on this issue, the process of professional self-improvement of a person should be considered in close connection with professional self-knowledge, professional self-determination,

professional self-organization and professional self-realization. Considering the above, the readiness for professional self-improvement of a future physical education teacher will be understood as an integrative characteristic of a professionally mature personality, capable of consciously and independently setting certain goals and objectives and successfully carrying out professional activities and improving in it.

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Diagnostics of the readiness for self-improvement of the future teacher in the conditions of COVID-19

Diagnóstico da prontidão para autoaperfeiçoamento do futuro professor nas condições do COVID-19

Diagnóstico de la preparación para la superación personal del futuro docente en las condiciones de COVID-19

Resumo

O objetivo do artigo é estudar um sistema para diagnosticar a prontidão de um futuro professor para o autoaperfeiçoamento no contexto do COVID-19. Os elevados requisitos da sociedade moderna para a personalidade, o nível de competência profissional e atividades dos educadores e, como resultado, os novos requisitos para a formação do pessoal pedagógico e a formação avançada dos professores no sistema de educação profissional, implicam o desenvolvimento não apenas de suas qualidades profissionalmente significativas, mas a personalidade como um todo como sujeito de vida e autodesenvolvimento. O paradigma valor-atividade da educação moderna pressupõe a presença da posição subjetiva do professor em relação ao seu próprio desenvolvimento. Como resultado, foram caracterizados os principais aspectos do sistema de diagnóstico da prontidão para o autoaperfeiçoamento do futuro professor no contexto do COVID-19.

Palavras-chave: Pedagogia. Sociedade moderna. Autoaperfeiçoamento. Futuros professores. COVID-19.

Abstract

The purpose of the article is to study a system for diagnosing a future teacher's readiness for self-improvement in the context of COVID-19. The high requirements of modern society for the personality, the level of professional competence and activities of educators, and as a result, new requirements for the training of pedagogical personnel and advanced training of teachers in the vocational education system imply the development of not only their professionally significant qualities, but the personality as a whole as a subject of life and self-development. The activity-value paradigm of modern education presupposes the presence of the teacher's subjective position in relation to his own development. As a result, the key aspects of the system for diagnosing the readiness for self-improvement of the future teacher in the context of COVID-19 were characterized.

Keywords: Pedagogy. Modern society. Self-improvement. Future teachers. COVID-19.

Resumen

El propósito del artículo es estudiar un sistema para diagnosticar la preparación de un futuro maestro para la superación personal en el contexto de COVID-19. Las altas exigencias de la sociedad moderna para la personalidad, el nivel de competencia profesional y las actividades de los educadores, y como resultado, los nuevos requisitos para la formación del personal pedagógico y la formación avanzada de los docentes en el sistema de educación profesional implican el desarrollo no solo de sus cualidades profesionalmente significativas, pero la personalidad en su conjunto como sujeto de vida y autodesarrollo. El paradigma actividad-valor de la educación moderna presupone la presencia de la posición subjetiva del maestro en relación con su propio desarrollo. Como resultado, se caracterizaron los aspectos clave del sistema de diagnóstico de la disposición para la superación personal del futuro docente en el contexto del COVID-19.

Palabras-clave: Pedagogía. Sociedad moderna. Superación personal. Futuros docentes. COVID-19.