

PROFESSIONAL SELF-CONCIOUSNESS OF TEACHERS AS A VARIANT OF CAREER TYPE ANALYSIS

ПРОФЕСІЙНА САМОСВІДОМІСТЬ ВИКЛАДАЧІВ ЯК ВАРІАНТ АНАЛІЗУ ТИПІВ КАР'ЄРИ

Modern Ukraine is on the way to the EU and as one of the European states it is also on the way of big changes in the social and cultural space. In times of war, the education system must work on its front. That is why it becomes relevant to train and educate specialists with the modern outlook. The present time requires from the specialist not only responsible performance of their functional responsibilities, but also plasticity, independence, creativity for successful adaptation to the new social conditions of life. Analysis of the current educational situation proves that the focus of scientific research is the study of the teacher personality not only as a carrier of knowledge, but also as a subject responsible for the training of future specialists. But in psychological science almost does not raise the question of the subjectivity of the teacher in different types of his career as the leading categorical substructure of his professional consciousness. Therefore, the aim of the study is to theoretically substantiate and empirically investigate the features of professional self-consciousness and conditions for its improvement at subjects in different types of careers (on the example of the colleges' teachers).

The main empirical samples of our research of the professional self-consciousness features in different types of careers were Masters – future teachers and colleges' teachers of Odessa. With different work experience: up to 10 years, with experience of 10-20 years and more than 20 years. Using the technique of A. A. Rean «Job satisfaction» in the modification of V. A. Yadova and N. V. Kuzmina, we found that at different stages of the career movement the basic professional values are rethought, motives are gradually changing, goals form teachers' conscious attitude towards society and their own professional activities. The study allows establishing the specifics of different types of career on the example of teaching, reveals the leading social and personal factors of the professional self-consciousness formation at different stages of teachers' career development.

Key words: teacher, profession, career, self-consciousness.

Сучасна Україна – на шляху вступу до ЄС та, як одна з європейських держав, на

шляху великих змін у суспільному й культурному просторі. В умовах війни система освіти повинна працювати на своєму фронті. Тому актуальним стає навчання та виховання нового світогляду сучасних фахівців. Сьогодення вимагає від фахівця не тільки відповідального виконання своїх функціональних обов'язків, але й пластичності, самостійності, креативності для успішної адаптації до нових соціальних умов життєдіяльності. Аналіз сучасної освітньої ситуації доводить, що на перший план наукових розвідок виходить вивчення особистості викладача не тільки як носія знань, але й як суб'єкта, відповідального за підготовку майбутніх фахівців. У психологічній науці майже не порушується питання суб'єктності викладача в різних типах його кар'єрного зростання як провідної категоріальної підструктури його професійної свідомості. Тому за мету дослідження вибрано теоретичне обґрунтування та емпіричне дослідження особливостей професійної самосвідомості та умов її вдосконалення в суб'єкті у різних типах кар'єри (на прикладі діяльності викладачів коледжів). Основну емпіричну вибірку нашого дослідження особливостей професійної самосвідомості в різних типах кар'єри становили магістри – майбутні викладачі та викладачі коледжів м. Одеси з різним досвідом роботи: до 10 років, зі стажем 10–20 років та більше 20 років. За допомогою методики А. О. Реана «Задоволеність обраною професією» в модифікації В. О. Ядова та Н. В. Кузьминої ми виявили, що на різних етапах кар'єрного руху основні професійні цінності переосмислюються, поступово змінюються мотиви, цілі, що формує усвідомлене ставлення викладачів до соціуму, власної професійної діяльності та фахового навчання. Дослідження дає можливість встановити специфіку різних типів кар'єри на прикладі викладацької діяльності, розкриває провідні соціальні та особистісні чинники формування професійної самосвідомості на різних етапах кар'єрного зростання викладачів.

Ключові слова: викладач, професія, кар'єра, самосвідомість.

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Introduction. European Union considered the most successful integration association in the world. It includes 27 countries now. Modern Ukraine is on the way to joining the EU and, as one of the European states, on the path of great changes in the social and cultural space. War and aggression from the Russian side have contributed to the final change of the political vector and economic development towards integration with European states. The EU has also taken the first step by accepting the candidacy application from Ukraine. On the one hand, Ukraine is already moving closer to European standards and values, on

the other hand, preserves the best national heritage. That is why it becomes relevant to train and educate modern specialists. Today, it requires from the specialist not only responsible performance of their functional responsibilities but also plasticity, independence, creativity for successful adaptation to the new social conditions of life.

The problem of special role of social reality in the process of professional experience formation was considered in philosophical and psychological researches. S. Maksimenko has repeatedly stressed that the subject of modern psychological research should be a deep analysis of the

inner subjective world of the person. The studies of O.Y. Artemyev, J. Kelly, O. M. Leontyev, V. F. Petrenko, O. M. Slavskaya, N. V. Chepeleva, O. G. Shmelova and others are also known. The current social situation analysis in the Ukrainian State shows that the study of the personality becomes especially relevant today, not only as a bearer of professional qualities and competencies, but also as a socially responsible entity (A. K. Dusavitsky, E. A. Klimov, N. V. Kuzmina, L. Mitina, V. O. Yakunin, et al. A number of Ukrainian modern psychologists who researched the personality (J. P. Vern, V. V. Tretyachenko, Y. M. Shwalb, N. F. Shevchenko, T. S. Yatsenko) conclusively proves that professional consciousness is an important structure that motivates the activity of the subject and gives meaning to his professional activity [11; 12]. For example, N.R. Vityuk studied the psychological features of a teacher's communicative abilities [3]. Modern methodologies of psychological science consider understanding and meanings of human life as universal ways of the given reality cognition (S. S. Gusev, V. V. Znakov, S. B. Krimsky, G. S. Tulchinsky et al), which allows to use them in the study of professional self-consciousness in different types of career. Refraction of the professional self-consciousness problem has the particular research interest because of the different paths of personal subject development, that is to say, because of the different types of career that might be represented in his life. Current educational situation analysis proves that the focus of scientific research is the study of the teacher personality not only as a carrier of knowledge, but also as a subject responsible for the training of future specialists. But in psychological science there is almost no violation of the teacher subjectivity in different types of his career as the leading categorical substructure of his professional consciousness.

Purpose of the study – to justify theoretically and investigate empirically the features of professional self-consciousness and conditions for its improvement of subjects in different types of careers (on the example of the teachers of colleges).

Presentation of the main research material. The study of the dynamics features of the valuable orientations of student psychologists was carried out with the help of the following methods: test questionnaire "General communicative tolerance diagnostics", questionnaire V.V. Drak "Empathy levels diagnosis", methodology of V.V. Boyko "Research on the self-management ability in communication"; J. Rotter questionnaire "Locus of Control"; motives studying methods by A. A. Rean and V. A. Yakunin; indicative extended questionnaire by B. Bass (in the Smekal-Kuchera version); studying methods of the profession attractiveness factors by V.O. Yadov (in the version of I. Kuzmina, A.A. Rean).

Professional self-consciousness is the integral education of the specialist's personality, which promotes self-knowledge and attitude towards oneself as a subject and activity.

Professional self-realization is considered as the integral possibilities implementation of "I" in concrete professional activity through own efforts and productive interaction with other people. Professional self-realization plays an important role throughout the individual's life path, and the main condition of its success is the dynamic functional unity of the real world and the image of "I" through adequate self-assessment. According to B. G. Ananiev, the adequate self-assessment is a necessary condition for the development of self-consciousness, as it regulates behavior and activity, forms conscious behavior and promotes the relationship between motives and actions. Modern development of the educational space in Ukraine allows to determine the main direction of the teacher's activity – providing the individual with knowledge, that will enable her not only to adapt to the modern world in the future, but also to become a really successful as a professional. Such a task requires a decision of a personnel question, developing and implementing a self-consciousness professional system and the teacher ability to be realized in different types of career. Therefore, there is an urgent need to solve the problem of professional behavior and teacher realization, which depends on taking into account the psychophysiological characteristics of the person, its cognitive sphere, nature and professional attitudes. The more difficult task in this direction is to take into account internal attitudes and other intraobject factors on personality behavior, according to N. V. Chepeleva [10].

It should also be remembered that during the professional behavior studying, it is important to rely not only on internal factors, but also take into account many external circumstances. In particular, V. M. Allahverdov attributed to such external circumstances moral qualities and requirements [2]. In the professional development process, the teacher receives feedback on their activities and image behavior effectiveness. The reflection of one's own professional activity, therefore, has a great impact on the teacher professional behavior effectiveness: developed reflective abilities promote professional self-assessment, help to correct their behavior in a timely manner, continuously acquire non-formal education and self-education (A.K. Makarova [6]).

A. G. Akopov defines professional behavior of a teacher as a way to solve pedagogical problems using current knowledge, resources of informational and psychological character [1]. In his pedagogical activity, the teacher implements the experience gained in the process of vocational education and pedagogical activity.

Psychological mechanisms of the teacher professional behavior development involve the formation of a special behavior regulation system, suggesting the presence of an object, a regulatory system or just a regulator (L.V. Romanuk [8]).

In the education system development, the internal key factor is the teachers' themselves readiness to psychological and pedagogical activities and permanent professional self-development. Only an intrinsically motivated teacher can optimize the learning process and form adequate professional consciousness among students, allowing them to understand the future profession in the system of their life values. A number of scientists emphasize that today there is a huge social demand to develop criteria for the personal development of the future specialist, to study its professional consciousness features [5; 7]. This will contribute to the efficiency of the educational process, ensuring the readiness of education applicants for future professional activity. On the other hand, it may discourage future teachers to remain in the profession. Teacher career development assumes adequacy of his "I" to a certain standard, sample, to a given profession and personal characteristics. In fact, the solution to these problems is often linked to the gap between the "real-I" and the specialist professionogram, the presence of different ways of achieving desired compliance. Research of A. I. Shcherbakov convincingly proved that the inconsequence of the "self-image" causes anxiety, tension, self-doubt, and the awareness of this inconsistency can be a driving force of self-transformation, professional self-consciousness [13]. Formation of the professional "self-image" in the teacher activity process is carried out through the promotion of individual to the established professional model. In the paradigm of modern personality concepts, the definition of "professional" is considered as a activity subject characteristics, the professionally significant qualities of which meet the requirements of a particular specialty, make up a relatively stable structure, which is a formation and implementation guarantee of the characteristics subject activity [9].

In the professional teacher activity, the main emphasis is placed on the psychological dynamics of the motivation training of educational applicants, which influences the convergence of self-assessment and reference ideas of teachers about the personality of the future professional.

Thus, psychological research proves that a teacher's professional self-consciousness is a form of his consciousness and influences not only the general manifestations of personality, but the professional meanings, motives, interests and are expressed in the setting and implementation of professional goals.

It is the teacher who influences the increase of students' awareness of the future profession and

becomes the subject of the formation of a positive or negative attitude towards it.

The career trajectory of each teacher is seen as the movement of the specialist in the space of his organizational positions, providing for gradual functional and socio-economic status changes.

Professional careers as an integrated concept include a number of consecutive stages: training, starting a job, professional development, support for professional abilities and pension.

Based on this, the sample of our study features of professional self-consciousness in different types of career made Masters – future teachers and teachers of Odessa colleges with different work experience: up to 10 years, with 10-20 years experience and more than 20 years.

Among the main types of careers that occur in the lives of our respondents or will occur in the future, we include the following:

- **the vertical type of career**, where the teacher gradually moves up the hierarchy;
- **qualification type of career**, when the teacher is professionally growing and moving forward in the categories of the tariff scale;
- **status type of career**, when the status of the teacher increases in the educational institution, which is manifested in receiving prizes, awards, honorary titles for personal contribution to the development of vocational education;
- **the monetary type of career** in which, with the acquisition of work experience, the teacher's remuneration is increased, social benefits and other bonuses are granted;

In the teachers' professional activities of teachers and the training of future teachers, motivation as an important component of professional identity is important and consists of their subjective assessment of various aspects of professional activity or professional tertiary education.

Using the technique of A. O. Rean «Job satisfaction» in the modification of V. A. Yadov and N. V. Kuzmina, we found that at different stages of the career movement the basic professional values are rethought, the motives are gradually changing, goals, which forms the conscious attitude of teachers to society, their professional activities and professional education (table 1).

Analysis of table 1. allowed us to assume that at all stages of career growth (from masters to experienced teachers with appropriate status) our respondents found a high level of satisfaction with the chosen profession: Masters – future teachers (67.4%); teachers up to 10 years experience (62.8%); Teachers up to 10 years experience (62,8%); teachers with more than 20 years of experience (63,5%).

In our opinion, this trend can be explained both by subjective factors (professional burnout and a certain decrease in job satisfaction after 10-20 years) and objective social reasons: a fundamental re-evaluation of social values, the growing role

Levels of satisfaction with the chosen profession of teachers at different stages of their career (A. A. Rean methodology)

| Respondent groups | Level of satisfaction with the chosen profession % | | |
|--|--|--------|-----|
| | High | Medium | Low |
| Masters – future teachers | 67,4 | 28,5 | 4,1 |
| teachers up to 10 years | 62,8 | 27,6 | 9,6 |
| teachers with 10-20 years' experience | 54,8 | 28,2 | 17 |
| teachers with more than 20 years of experience | 63,5 | 27,8 | 8,7 |

Note: the differences are valid at the level of statistical importance $p \leq 0,05$

of market relations, inadequate media coverage, constant tension from the influence of martial law in the State, etc.

Conclusions and prospects for further development in this direction. Comparing the study results of the motivation of profession choice with the answers of Masters to the employment plans in the chosen specialty, obtained as a result of the survey, the following conclusions can be made: 62% of respondents plan to work in the specialty, 21% have not defined their professional plans, and 17% do not plan to work in the specialty. Masters who hesitate in choosing a job and do not plan to work in the specialty, explain this low level of material encouragement, unwillingness to work in educational institutions, change of professional interests, etc. Characteristically, the percentage of those among masters who have not decided the choice of a job (28%) and do not want to work in the specialty (39%) increases. Masters explain their unwillingness to work in the specialty by studying the real state of the labor market and the lack of free jobs with a decent pay. This is supported by the results of other studies, such as those considered by I. S. Kon [4]. He draws attention to the increase in dissatisfaction with the chosen specialty and attributes this situation to the following reasons: the level of teaching in a particular institution, the finding of shadow sides of the future specialty. The latter, in our opinion, is facilitated by the passage of Masters' scientific-pedagogical and research practices in the specialty.

The analysis studied the methodological basis of the problem of professional self-consciousness in modern psychological science. The study allows establishing the specificity of different types of career on the example of teaching, reveals the leading social and personal factors of professional self-consciousness formation at different stages of teachers' career development.

The practical significance of the study lies in the possibility of using theoretical provisions and empirical results for professional training and the organization of educational work with applicants for higher education of master level, who chose teaching activities.

Further empirical and theoretical scientific research is definitely needed, in the context of social and state changes, in order to develop further motivation teachers' systems to remain in the profession, develop professional identity in a highly competitive environment.

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