

ПСИХОЛОГІЧНЕ ЗАБЕЗПЕЧЕННЯ ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ

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CULTUROLOGICAL APPROACH IN THE ASPECT OF A TEACHER'S PERSONALITY FORMATION

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Annotation. *The phenomenon of the teacher's personal maturity as a key factor of effectiveness is considered pedagogical activity. Based on the analysis of psychological and pedagogical approaches to the interpretation of the essence personal development, we define the following criteria for a teacher's personal maturity: self-determination, self-awareness, spontaneity, authenticity, readiness for emotionally close relationships, etc., as well as the adequacy of self-perception and perception of the environment, internal control, tolerance, flexibility, tolerant attitude to contradictions, understanding of the relativity of things, positive self-image, propensity for creativity, the existence of an individual life philosophy and professional position.*

Humanization of the school and organization of the educational process based on personal principles approach requires a high level of personal maturity from the teacher, who can present himself to students not as an impersonal functionary, executor of professional duties, but as an original personality who has own position, which is open in expressing one's feelings, emotions and views. Training of such teachers requires the implementation of a set of pedagogical conditions in the environment of institutions of higher education related to ensuring the subjective position of students, activating their reflective processes, dialogue, problematization and personalization of pedagogical communication.

The training of such teachers requires implementation in the educational space of higher education institution of a complex of pedagogical conditions related to the support of students' subject position, activation their reflective processes, dialogic nature, personification and complication of pedagogical interaction, application of the technology of social and psychological training of personal maturity.

Keywords: *maturity, personal maturity, criteria for a teacher's personal maturity, development of personal maturity of teachers.*

Formulation of the problem. The personality of the teacher was always considered as a decisive factor in the efficiency of upbringing. The outstanding teachers of the past constantly stressed that the success of upbringing depends not only on the subject competence and a teacher's skill in teaching methods but above all on his personal qualities. This dependence becomes

even more evident in terms of changing the education system to the personal approach in the context of which the stress is put on the development of the personal characteristics of students: subjectivity, autonomy, reflexivity, creativity, inner freedom, responsibility and so on.

The methodology of the personal approach requires a transition to such a style

of educational relationships that ensures the formation of subjectiveness as the pupils' ability to consciously, creatively and independently to determine their own life, to take responsibilities for their actions. The personal development of students, in its turn, is possible only on condition that there is the appropriate level of personal ripeness of the teacher: «for the child's correct personal development, it is necessary that first of all, the teachers themselves possess the adequate personal organization» [1, p. 131].

Analysis of recent research and publications. The issue of a future teacher, a socially active educator and a creative person formation is widely disclosed In psychological and pedagogical studies of modern scholars. The study of sociometric status of an individual is done by A. Chagovets, A. Chychuk, O. Bida, O. Kuchai, I. Salnyk, I. Poliakova and others [4, p. 35]. The researches are generally aimed at establishing the relationship between the sociometric status and such individual typological characteristics as introversion and extraversion, appearance, age groups, sociability, emotional expansiveness, efficiency and so on. The influence of the group development on the structure of interpersonal relations is proved. However, the role and place of the sociometric status of an individual in the development of professional self-actualization of a teacher is insufficiently studied. In particular, the identity of a teacher as an educator of the cultural values of the society is not disclosed.

Selection of previously unsolved problems. Substantial democratic changes occurring in Ukraine today promote awareness of the fact that progress in society is possible only under conditions where the epicenter of events raises the personality of a person as a subject of social and cultural life that is revealed in the context of social relations. The personality of a teacher as an organizer of interactive activities of the younger generation should reflect heartfelt kindness, communicative skills, interest for

life, respect for the personality of each person. The professional competence of a teacher is usually caused by pedagogical skills, erudition, determination, education, sensitivity, mentality, personal charisma and tact.

The research aims. The main objective of education is development and self-development of a human being as a personality in the process of education. Modern society has certain requirements to the individual. It needs a free, intelligent personality, able to live and create in the conditions of the modern constantly changing world. It is possible to educate and train such a person only with such an approach to learning, when more attention is given to the individual psychological characteristics of a person. The purpose of our study is to highlight cultural trends of a teacher in the sociometric dimension.

Presenting main material. Justification of the problems of self-actualization of a teacher in the sociometric dimension according to his cultural values and priorities will determine his status. The main tasks of a teacher's sociometric status measurement are to study of the fundamental problems concerning of the authority of a teacher formation; to determine the factors that influence the development of the cultural values of an individual; disorganizing factors of a teacher's educational activities; leisure arguments for a teacher's active recreation [1 – 4].

Cultural trends are the basic components of a human personality (it also includes: basic aspirations, characterological trends, life purposes and motivation to adaptively needed activities). Along with other components, they form the genotypically conditioned universal natural frame identity of any person. Consideration of cultural trends as natural personality formations is based on the current data of psychogenetics.

In winter 2022 a survey of teachers at schools in the city of Vinnitsa and

Lypovets district was conducted. Totally 236 respondents were involved in the survey, the majority (78%) of whom were women and 22% (52 people) were men.

One of the first questions that were suggested to our respondents was the question of the level of their personal satisfaction with their work. Quite a large proportion – 56% (132 people) are satisfied with their work. However, we will stress that the conditions of teaching, particularly in rural areas (violation of sanitary-hygienic norms in the premises, lack of theoretical and practical support etc.) are blocking their professional growth. There are about one-third – 32% (75 people), who are partially satisfied with their work, while the proportion of the dissatisfied people is 12% (28 people). This level of satisfaction with professional duties performance indicates that today the issue of pedagogical employment is not a very relevant problem, but professional orientation mismatch, bad choice of training, biased orientation of the individual are gaining importance.

According to teachers, the rating factors that shape the authority of any person are: first, knowledge and competence of the individuals who recognize his or her authority in the society – this thesis was supported by the vast majority of

respondents (*Tab. 1*) – 72% (169 people), and secondly, professionalism – 67% (158 people). The following features were noted: responsibility – 63% (148 people) goodwill – 55% (130 people), talent and ability – 47% (110 people), the unity of words and deeds – 43% (101 persons), equity – 37% (87 persons), industry – 35% (83 persons), sense of humor – 30% (71 people), tact – 27% (64 people) organization – 24% (57 people), communication – 23% (54 people), consciousness and respect for others - 19% (45 people), charisma – 31% (73 persons), modesty – 15% (35 people), tolerance – 14% (33 people), self-criticism 13% (31 persons), integrity – 11% (26 people), sociability – 10% (24 people), initiative – 8% (19 persons), courtesy – 7% (16 persons), pragmatism – 4% (9 persons). These equivalents are the main basis of pedagogical competence in terms of our research. However, the level of a teacher's personal development also depends on competent persons, who to some extent shape his values, motives, manner of thinking, culture of communication, pedagogical features. The priority in shaping the personality of a teacher belongs to the parents, colleagues, writers, scientists, literature characters, relatives.

Table 1
Rating of personal qualities affecting the authority of an education worker
(according to research by I. Vizniuk)

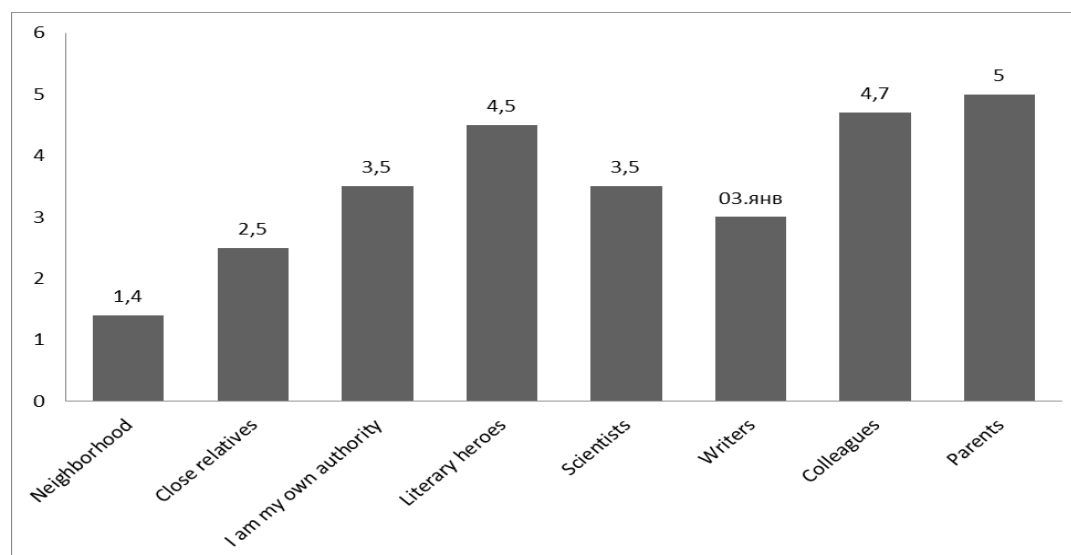
Rank	Personal qualities	%	Number of people
1	Professionalism	67	158
2	Responsibility	63	148
3	Goodwill	55	130
4	Unity of word and deed	43	101
5	Justice	37	87
6	Industry	35	83
7	Charisma	31	73
8	Sense of hum	30	71

Rank	Personal qualities	%	Number of people
9	Tact	27	64
10	Organization	24	57
11	Communication	23	54
12	Conscientiousness	19	45
13	Modesty	15	35
14	Tolerance	14	33
15	Self-criticism	13	31
16	Adherence to principles	11	26
17	Sociability	10	24
18	Initiative	8	19
19	Politeness	7	16
20	Pragmatism	4	9

The level of personal development of teachers also depends on the influence of individuals who in a certain way form value orientations, ways of thinking, motives, pedagogical features, culture of communication, etc. It should be noted that the priority persons in the formation of a teacher's personal growth are his parents, colleagues, scientists, writers, literary heroes, relatives and neighbors.

In fig. 1 presents a rating of authoritative persons who serve as a basic center in

establishing the dominant values of the authority of pedagogical workers from the research of I. Viznyuk regarding the main prerogatives that determine the professional competence of a specialist. She notes that orientation towards high achievements at work, success of activity results, professional conformity and self-actualization of the individual and a healthy social and psychological climate in the team are the least significant factors that affect the level of optimal functioning of the human body, its psychological health and authority in the team.



Thus, the personal potential of teachers depends on their authority in society, individual orientation and ability to regulate ambiguous psychological situations, using their natural possibilities of coexistence in the circle of group relations. It should also be noted that the dynamics of cultural trends is determined by the development of the teacher's personality in the field of leisure, because it is during recreation that a person realizes himself, gets to know himself and develops himself. It is in the sphere of leisure that social relations are cultivated, and leisure activities provide strong health-preserving potential as a means of social hardening and a higher personal quality.

Conclusions and further prospects of the research. Describing the personality of a teacher in sociometric dimension, we stress that the appropriate authority of a teacher, objective assessment of the administrative collegium, respect and consistency of the entourage and colleagues, favorable living conditions, the success of the student audience are the most essential in shaping his cultural trends. However, the priority in educational activities belongs to the upbringing of a citizen-patriot of Ukraine, ready to selflessly develop and ensure its national security, know his or her rights and duties, to defend them in a civilized way, to be successful in the society as a citizen, a family person, a professional, a carrier of the Ukrainian national culture.

Thus, a major factor of education which finally defines its efficiency, the person of the teacher is. As by means of a curve ruler it is impossible to spend a straight line, so by means of immature, intimidated and conformed teacher who does not accept himself and pupils, it is impossible to bring up the mature person. For a school humanization and the organization of pedagogical process on dialogue principles the teacher is necessary, who is characterized by high level of a personal maturity and can appear before pupils not as the faceless functionary, the executor of a

professional role, but as the original person having own position, opened in expression of the feelings, emotions and relations. Preparation of such teachers demands realization in educational space of a higher educational institution of a complex of the pedagogical conditions connected with maintenance of a subject position of students, activation of their reflective processes, dialogical character, personification and making problematic of pedagogical interaction, application of technologies of socially-psychological training of a personal maturity.

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КУЛЬТУРОЛОГІЧНИЙ ПІДХІД В АСПЕКТІ ФОРМУВАННЯ ОСОБИСТОСТІ ПЕДАГОГА

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Анотація. У статті подано розгляд явища особистої зрілості викладача як ключового чинника ефективності педагогічної діяльності. На основі аналізу психолого-педагогічних джерел та особистісного досвіду визначено такі критерії особистої зрілості вчителя: са-мовизначення, здатність до самосвідомості, спонтанність, справжність, готовність до емоційно близьких стосунків тощо, а також адекватність самосприйняття та сприй-няття оточення, внутрішній контроль, толерантність, гнучкість, толерантне став-лення до суперечностей, розуміння відносності речей, позитивного самоіміджу, схильності до творчості, існування індивідуальної життєвої філософії та професійної позиції. Ха-рактеризуючи особистість викладача в соціометричному вимірі щодо формування його культурологічних тенденцій, зазначимо, що найважливішими психологічними чинниками є відповідний авторитет викладача, об'єктивна оцінка адміністративної колегії, повага і послідовність оточення та колег, сприятливі умови життя, успішність студентської аудиторії.

Гуманізація школи та організація навчально-виховного процесу на засадах особистісного підходу вимагає від педагога високого рівня особистої зрілості, який може представити себе учням не як безособовий функціонер, виконавець професійних обов'язків, а як ори-гінальна особистість, яка має власну позицію, яка відкрита у вираженні своїх почуттів, емоцій та поглядів. Компетентність таких викладачів вимагає забезпеченням суб'єктив-ної позиції студентів, активізації їх рефлексивних процесів, діалогізації, проблематизації та персоналізації педагогічного спілкування.

Ключові слова: зрілість, особистісна зрілість викладача, критерії особистої зрілості педагога, психологічні чинники особистої зрілості викладачів.

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