

УДК: 378.047;371.134:159.123.2:316.612

© Shepishko O.I., 2015

<http://orcid.org/0000-0002-1072-0031>

O.I. Shepishko
National University,
Zaporizhzhya

RESULTS OF THE PROGRAM APPROBATION OF FUTURE TEACHERS' PROFESSIONAL CONSCIOUSNESS DEVELOPMENT

The article highlights results of approbation of the program of future teachers' professional consciousness development. The main aspects of the developmental program are considered: psychological conditions and indicators of the dynamics of future teachers' professional consciousness development; the content and organizational items of the psychological-and-pedagogical support. Statistically significant differences in the control and experimental groups at the end of the experiment are stated. It is concluded that promotion of future teachers' professional consciousness development is possible owing to the proper organization of psychological-and-pedagogical support during the professional preparation in high school.

Key words: teacher professional consciousness, psychological-and-pedagogical support, psychological conditions of the professional consciousness development, indicators of the professional consciousness development.

O.I. Чепішко

РЕЗУЛЬТАТИ АПРОБАЦІЇ ПРОГРАМИ РОЗВИТКУ ПРОФЕСІЙНОЇ СВІДОМОСТІ МАЙБУТНІХ ВЧИТЕЛІВ

Стаття присвячена висвітленню результатів апробації програми розвитку професійної свідомості майбутніх вчителів. Розглядаються основні положення розвивальної програми: психологічні умови та індикатори динаміки розвитку професійної свідомості майбутніх вчителів; змістові та організаційні аспекти психолого-педагогічного супроводу. Констатується статистичну значущість відмінностей у контрольній та експериментальній групах по закінченню експерименту. Робиться висновок про те, що сприяння розвитку професійної свідомості майбутніх вчителів можливе за умови належної організації психолого-педагогічного супроводу під час навчання у вищій школі.

Ключові слова: професійна свідомість вчителя, психолого-педагогічний супровід, психологічні умови розвитку професійної свідомості, індикатори розвитку професійної свідомості.

A.I. Чепишко

РЕЗУЛЬТАТЫ АПРОБАЦИИ ПРОГРАММЫ РАЗВИТИЯ ПРОФЕССИОНАЛЬНОГО СОЗНАНИЯ БУДУЩИХ УЧИТЕЛЕЙ

В статье освещены результаты апробации программы развития профессионального сознания будущих учителей. Рассматриваются основные положения данной программы: психологические условия и индикаторы динамики развития

професіонального свідомості майбутніх учителів; змістові та організаційні аспекти психолого-педагогічного супроводження. Констатується статистична значимість різниць в контрольній і експериментальній групах по завершенні експерименту. Діється висновок про те, що сприяє розвитку професіонального свідомості майбутніх учителів можливо при умови належної організації психолого-педагогічного супроводження в час навчання в вищій школі.

Ключові слова: професіональне свідомості вчителя, психолого-педагогічне супроводження, психологічні умови розвитку професіонального свідомості, індикатори розвитку професіонального свідомості.

Problem identification and its relation to important scientific and practical tasks. In today's socio-cultural and economic situation in Ukraine, society needs a teacher who would be able to build the professional activities in accordance with values of the personality. There is a need to go beyond the limits of a technological understanding of professional occupation to studying the professional consciousness of a career man. Research of the professional consciousness of practising teachers and in the stage of their educational preparation belongs to a soundly declared (H.V. Akopov; N.I. Huslyakova; YE.I. Isayev, S.H. Kosarets'ky, V.I. Slobodchikov; I.YA. Lerner; YE.I. Rohov; L.V. Rymar; D.V. Ronzin; O.S. Tsokur; YU.M. Shvalb), but not enough realized area of research. At the same time, professional consciousness is the main "knot", which focuses a contradiction between the current practice of a pedagogical education and a specific professional activity.

A brief review of researches and publications on the subject. Different aspects of professional consciousness of pedagogues and future teachers are reflected in the studies of Ukrainian and foreign psychologists and educators. Thus, the scientists studied the professional-and-pedagogical thinking and reflection (T.P. Dyak; M.M. Kashapov; YU.N. Kulyutkyn, H.S. Sukhobsk'ka; O.A. Orlov); professional self-consciousness and the identity of a teacher (I.V. Vachkov; M.I. Kryakhtunov; O.V. Kulish; A.K. Markova; L.M. Mitina; N. Boreham, P. Gray; G. Cattley; J. Sachs; M. Zembylas); psychological conditions (S.H. Kosarec'kyj) and mechanisms of the professional consciousness formation (N.I. Huslyakova).

Pointing out an unresolved part of the problem to which the article is devoted. Despite the presented wide range of studies, in psychological-and-pedagogical writings there is very little attention paid to the elaboration and approbation of practice-focused measures for purposive development of future teachers' professional consciousness in higher education.

The goal of the article is to present results of approbation of the program of future teachers' professional consciousness development.

Recital of the main research material with an explanation of the obtained scientific results. Despite some differences in the understanding of professional consciousness, researchers are unanimous that with choosing a profession, with mastering it and improving own skills, a personality changes. There changes an attitude towards the future specialty, there specifies an individual orientation, there develop professionally important qualities, experience and competence.

The period of professional education precisely plays the most important role in a professional consciousness development. However, according to the results of our empirical study, even during the training the professional consciousness of future teachers does not reach a required level of development (a level required for a successful professional activity). The above determined a necessity to work up and approve a program of future teachers' professional consciousness development. The program should be approved on the fourth year of training in order to ensure efficiency of the educational-and-professional and further professional activities.

Let's briefly consider the main theses of the program of professional consciousness development [6]. Psychological-and-pedagogical support was an organizational and methodical basis of the program. We define psychological-and-pedagogical support as integral, systematic students' activities organized by a tutor. In the process of such activities, special psychological conditions must be formed in order to promote a development of future teachers' professional consciousness during the professional training [3].

To the complex of indicated psychological conditions, we attributed the following: developed professional motives of communication, teaching and upbringing; a high level of readiness for the professional self-development; a presence of the professional orientation to interaction (communication) with a child and to the objective side of the profession; developed personal values of universalism, kindness and safety. These conditions are interrelated and interdependent.

We defined some facilitative factors of updating the psychological conditions of future teachers' professional consciousness. Among them: promotion of understanding and deepening the comprehension of theoretical and practical materials; making an imitating model of professional activities in order to integrate knowledge and skills from different areas of the teaching activity; providing a communicative environment, which realizes a possibility of sense making, problematisation and dialogisation of pedagogical interaction; creating conditions for reflection in order to contribute to the ability of value-semantic self-determination [1; 2; 4; 5]. Implementation of these theses could be made by following a series of principles (unity of consciousness and activity, human-

ization and democratization, dialogism, scientific, systematic, graduality, availability, consistency and optimization).

Structural organization of the psychological-and-pedagogical support corresponded with the general stages of students' professional consciousness development during the professional training. As the developmental activities we identified the following: theoretical messages in the form of mini-lectures; solving of psychological-and-pedagogical situations; discussions; business games; training exercises; movie-training; tasks for the self-knowledge, reflection; individual homework.

Approbation of the program of future teachers' professional consciousness development was carried out on the basis of Zaporizhzhya National University among the students of pedagogical specialties (History, Philology). The experimental group made forty-one students of the fourth course, who took part in the psychological-and-pedagogical support. The control group also included forty-one fourth-year students, but special developmental work was not carried out with them.

As the marks of effectiveness of the implemented developmental program, we recognized the presence of positive dynamics in the main components of students' professional consciousness. These components were: meanings presented by pedagogical concepts and categories; senses, which are reflected in the motives, values and interests of teaching; sensual texture, which is expressed in selective perception of the professional features in the outside world. Under the dynamics, we imply some gradual changes that occur in of future specialists' consciousness during the professional preparation, and which determine professional consciousness development.

In this case, indicators of the dynamics were quantitative changes compared to the components of professional consciousness. Respondents' appropriation of certain concepts and categories of pedagogy may indicate a development of the component "meanings"; positive shifts in the development of motives, values and pedagogical interests – of the component "senses"; explicit selectivity of perception of professional features in the outside world – of the component "sensual texture".

Assessing of the impact of the developmental program was carried out by means of consequent psychodiagnostic assessments. The first sampling was aimed at fixing the indicators of development of the main professional consciousness components in experimental and control groups' respondents before the forming influence. The second assessment showed the dynamics of changes in the rates of the structural components development in experimental and control groups after the experiment.

Psychodiagnostic instruments were as follows: color metaphors (I.L. Solomin) for studying the respondents' appropriation of certain concepts

and categories of pedagogy; self-appraisal method of pedagogical motivation (N.P. Fetiskin); approximate questionnaire (V. Smekalov, M. Kucher) to explore future teachers' professional interests; S. Schwartz's method for identifying personal values; pedagogical situations (R.S. Nemov) to study the characteristics of professional perception.

Let's consider results of the dynamics of future teachers' professional consciousness in accordance with both these methods and in accordance with the structural essence of professional consciousness.

In order to detect students' attitude to the teacher profession by I.L. Solomin's method we prepared a list of terms that must have been evaluated by the students. These terms concerned a future profession, education, basic concepts and categories of pedagogy: education, training, knowledge, pedagogical process, didactics, personal development, teacher, pedagogy, school, pupils, pedagogical interaction, my career, my profession, my colleagues (fellow students), teacher's activities.

The key terms included the following: my hobby, interesting occupation, success, joy, confidence. According to the scientific developments of I.L. Solomin, students' positive attitude to pedagogical concepts indicates its designation as the most attractive color and the same colors as the key terms. In order to determine the degree of future teachers' acceptance of professional and educational categories we calculated the limits that characterize the extent of sufficiency–insufficiency of such matches.

In comparative characteristics of the previous and control diagnostics, we have observed a percentage increase in the number of experimental group respondents, whose results have been within the high level and a significant decrease within the low level. For these students working at school is caused by the most stable basic needs, is accompanied by positive emotional experiences associated with this type of activity, and is perceived as an admirable occupation.

To confirm a significance of changes in the investigated parameters in EG and CG before and after the forming influence, we used Wilcoxon T-test for dependent samples ($t_{cr}=0,01$). Thus, the data comparing has showed statistically significant changes in the experimental group ($p = 0,000$; $p \leq t_{cr}$) and its absence within the control group ($p = 0,096$; $p \geq t_{cr}$).

In addition, we decided to check whether the respondents associate their future with the teaching profession. Analysis of the results has showed the percentage increase in the number of respondents in the experimental group, whose results were within the high level (7,3% – before the experiment, 36,6% – after), within the average level (43,9% – before the experiment 48, 8% – after). We also fixed a significant decrease of rates within the low level (48,8% of

respondents before the experiment; 14,6% – after). Any significant changes in rates of the control group have not been noted.

Identification of the professional and pedagogical terms with the key “my future” may indicate that the need to up build a teacher career is basic for a significant part of students that the need localizes in the future. The results suggest that the number of students who are planning and having intention to work as teachers, has increased in conditions of the elaborated program of psychological-and-pedagogical support. Herewith, students perceive a teaching career as interesting or exciting, which indicates their emotional well-being. Thus, developmental measures have helped students to understand their attitude to teaching and their own calling, have raised interest in pedagogical activities and contributed to appropriation of the profession.

We turn to the analysis of future teachers’ professional motives development. Before taking part in the developmental activities, all indicators of pedagogical motivation were almost identical in two groups of students. According to results of the investigation, in the EG there have occurred some dynamical changes in four scales of the method. Thus, increasing of rates by the scale “professional need” indicates an active growth of professional motives – the desire to teach and educate children, promote their personal development. Increasing of rates by the scale “functional interest” shows students’ warming up to comprehending the fundamentals of teaching. Among these fundamentals, there are constructive (selection and composition of the sparring material, planning and construction of pedagogical process, planning of own actions and the actions of pupils), organizational (bringing students into different activities, creation of the team and organization of the collaboration) and communicative (setting of the pedagogically appropriate relationships with pupils, their parents, colleagues). Significant changes by the scale “developing curiosity” indicates students’ thoughtful work on the problems of theoretical and practical pedagogy, taking initiative in learning, searching for new teaching technologies.

In contrast to the results of the experimental group respondents, there were not observed any noticeable changes in the control group’s rates. Using the Wilcoxon T-test for dependent samples we verified a significance of changes in the investigated parameter (a scale “professional need”) in EG and CG before and after the forming experiment. Data comparing has elicited statistically significant changes in the experimental group ($p = 0,000 \leq 0,01$) and its absence within the control group ($p = 0,029 \geq 0,01$).

We turn to the analysis of numerical indicators of the next professional consciousness components – professional interests. We define professional interests as a selective personality’s orientation, directed to educational activities in general and to its specific aspects. Professional interests are manifested in students’ positive emotional attitude to the subject of the pedagogical profes-

sion – to a child; in striving for positive results and creativity in teaching activities.

Before taking part in the developmental program, all rates of pedagogical interests were almost identical in two groups. The dominant interest in both groups was concentrated on own well-being and prestige. Such teachers are often full of their own affairs, own experiences and pretensions, and they pay little attention to the needs of pupils, to interests of school (administration, colleagues).

After the forming experiment, we have observed dynamic changes on indicators of pedagogical interests in the experimental group: growth of interest in a pupil upbringing and of interest in teaching the main subject. These results attest a positive development of future teachers' professional consciousness because the dominance of these interests opens up some opportunities for successful coping with teaching skills and contribute to the professional development. Such teachers maintain friendly relations with colleagues, are interested in a child's personality, interested in a pupils' group achieving goals.

There have not been any significant changes in rates of educational interest in the control group. Confirming the importance of changes in the investigated parameters (interest in a pupil upbringing; interest in teaching the subject) in EG and CG before and after the forming influence, we compared the data by Wilcoxon T-test ($t_{cr}=0,01$). We have got statistically significant changes in the EG ($p = 0,000$; $p \leq t_{cr}$) and its absence within the CG ($p = 0,076$; $p \geq t_{cr}$) for the first parameter. For the second parameter: EG ($p = 0,01$; $p = t_{cr}$) and CG ($p = 0,047$; $p \geq t_{cr}$).

Let's consider the results of the following components of professional consciousness – humanistic values. During the period of taking part in the psychological-and-pedagogical support there was a significant increase in such values rates as "universalism", "kindness" and "security" in the experimental group. These values are focused on the respect of the human, nature and outward things.

We have not fixed any significant changes in the control group's rates. Data comparison using Wilcoxon T-test confirmed a statistically significant change in rates of the EG ("universalism" $p = 0,014 \leq 0,01$; "kindness" $p = 0,000 \leq 0,01$; "security" $p = 0,008 \leq 0,01$) and its absence within the CG ("universalism" $p = 0,767 \geq 0,01$; "kindness" $p = 0,180 \geq 0,01$; "security" $p = 0,323 \geq 0,01$).

In conditions of the elaborated program of psychological-and-pedagogical support, humanistic values have been developed by students' carrying out some individual tasks aimed at the realization of personal values, and solving complex psychological-and-pedagogical situations which emphasized on the value of understanding, tolerance and protection of people and nature welfare. Ac-

ording to the results, respondents have become friendlier in their daily interactions with people. Besides, they have reconsidered the value of preserving human well-being, social stability and relations; they have developed such personal qualities as utility, loyalty, indulgence, honesty, responsibility.

At the last component of professional consciousness, numeric data showed some changes in the EG by perception selectivity of professional features in the outside world. Before starting the experimental program, rates of the both sample groups were similar and were in the average range. This pointed at students' special emphases of perception and reflection of professional objects and situations. However, respondents were not always able to analyze the teaching situation, adopt and implement the proper pedagogical decision.

After taking part in the developmental activities all the rates of the EG respondents have reached a high level. Future teachers have begun to see some problems in the proposed pedagogical tasks, have learned how to put educational goals and objectives, have increased capacity for its constructive solution. This indicates a high level of selectivity and differentiation of perception of professional – pedagogical – signs in the outside world. Indicators of the control group respondents have remained at the average level.

To confirm the significance of dynamical changes of the investigated parameter in the EG and CG before and after the forming influence, we calculated T-test ($t_{cr} = 0,01$). Thus, comparing data showed statistically significant changes in the EG ($p = 0,000$; $p \leq t_{cr}$) and its absence within the CG ($p = 0,160$; $p \geq t_{cr}$).

Thus, changes in the numerical parameters of the control group have not been statistically significant, although in some parameters we have observed rates increasing. It should be noted that the results of individual students have been quite high by the most investigated factors. However, these rates have not significantly affected the group result. Obviously, these students' professional consciousness develops naturally during the professional education due to their personal characteristics (purposefulness, high level of motivation, love to the profession, etc.). The results have proved that the structural components of professional consciousness are exposed to developmental effects in case of implementing the elaborated program. In turn, development of these structural components affects the growth of future teachers' professional consciousness.

Conclusions and prospects for further research. The article has presented results of approbation of the program of future teachers' professional consciousness development. There have been explained the results at different indicators of the professional consciousness development. It has been proved that in case of the proper organization of psychological-and-pedagogical support, it is possible to promote a development of future teachers' professional consciousness while studying in high school.

In our opinion, promising directions of further researches concern the following: studying the dynamics of professional consciousness of the future teachers of different specializations (natural, technical, pre-school education); identifying psychological mechanisms of becoming and development of future teachers' professional consciousness.

References

1. Вербицкий А.А. Педагогические технологии контекстного обучения: научно-методическое пособие / А. А. Вербицкий. — М.: РИЦ МГТУ им. М.А. Шолохова, 2010. — 55 с.
2. Исаев Е.И. Становление и развитие профессионального сознания будущего педагога / Е.И. Исаев, С.Г. Косарецкий, В.И. Слободчиков // Вопросы психологии. — 2000. — №3. — С. 57-67.
3. Максименко С.Д. От психологического обеспечения к психологическому сопровождению / С.Д. Максименко, Г.В. Ложкин, А.Б. Колосов // Практична психологія та соціальна робота. — 2010. — № 12. — С. 1-10.
4. Хомуленко Т.Б. Семантический простір рольових позицій вчителя / Т.Б.Хомуленко, З.М.Мірошник // Вісник Одес. нац. ун-ту. Психологія. — Т. 16. — О.: ОНУ, 2011. — С. 170-178.
5. Чепелева Н.В. Личностная подготовка практического психолога в условиях вуза / Н.В. Чепелева // Психолого-педагогические основы личностно-ориентированного образования в МДЦ «Артек»: Сб. науч. тр. — Вып. 2. — Ялта: Артек, ГИА. — 2001. — С. 34-41.
6. Шевченко Н.Ф. Професійна свідомість майбутнього вчителя: шлях розвитку: науково-практичний посібник / Н.Ф. Шевченко, О.І. Чепішко. — Запоріжжя: Запорізький національний університет, 2014. — 100 с.