

# Psychological Factors In The Development Of Professional Competences Of Trainees Increasing Qualification In The System Of Public Education

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***Abstract: This article discusses the ways and means to develop professional competence of teachers in refresher courses. The analysis of continuing education as a subsystem of continuing education, its main functions, goals, content, and ways to implement them. A description of the training module as means of organizing the activities of mathematics teachers in refresher courses by addressing decision educational problems.***

***Key words: training, professional competence of the teacher, the content of teacher training, professional activity, efficiency of activity, professional development of an educator, methodical supplement for a qualification improvement system.***

## 1. INTRODUCTION

Professional development in the context of continuous education is considered not only as a type of additional vocational education, but also as a process of updating professional knowledge and skills of specialists in accordance with modern requirements for the level of their preparation. Considering professional development in the aspect of the process of

updating professional knowledge and skills of specialists, Russian scientists give various characteristics (definition) the process of changing the qualities of a specialist, reflecting the main functions of professional development.

V.V. Kraevsky, when defining advanced training, identifies the function of forming a new economic thinking corresponding to the modern stage social development: "... advanced training Is the acquisition of additional knowledge on the basic specialties and improvement of professional skills on the basis of understanding their own activities in the light of the knowledge gained "[2, p. 56].

B.S. Gershunsky in the definition of the concept of "advanced training" reflects the functions of continuous development intellectual and creative potential of specialists and advanced staffing of the latest achievements of scientific and technical progress: "Professional development and retraining of personnel ... includes a systematic update of knowledge, skills and abilities of workers, specialists and managers of industries, taking into account the latest achievements and the prospects for the development of science, technology, technology, economics and organization of production, both in our country and and abroad "[3, p. 77].

V.G. Onushkin, Yu.N. Kuliutkin, V.Yu. Krichevsky consider improving the qualifications of teaching staff as "... primarily and mainly the process of his progressive growth as a person and as a professional, a process that takes place throughout practical activity " [4, p. 28]. Thus, the authors emphasize the functions of satisfying a variety, continuously growing spiritual demands of workers; development of interest and improvement of skills and abilities of self-education, independent search for new knowledge.

A.Yu. Panasyuk, in characterizing the process of continuing education, describes such a function of it as improving vocational qualifications structure of society: "The process of professional development, ... of a specialist or leader is a change any parties, aspects of his professional activity, i.e. his professional attitudes "[5, p. 20].

E.M. Nikitin reflects both aspects of professional development: "Professional development is viewed as training in educational programs for growth professional competence, pedagogical and management skills, mastering new functional responsibilities (without obtaining a new specialty) by mastering modernized and expanded socio-cultural and professional programs "[6, p.225].

Professional development system created in Russia in the second half of the 60s of the last century, gradually integrated into the system of continuing education and is currently a subsystem of it. For the efficiency of the system of continuous education requires the implementation of the basic functions (professional and personal development of a person and his adaptation to a changing situation) by each of its subsystems. Within the framework of the subsystem of additional professional education, I.V. Ilyina, G.N. Podchalimova, T.I. Shamov allocate the corresponding social and pedagogical functions, reflecting the goals of the postgraduate education. Acmeological - the development of the human potential of specialists, their spiritual and moral qualities, subjectivity, creativity, individuality. Service - meeting the needs of the professional sphere in qualified personnel. Diagnostic - training

based on the results of diagnostics of the level of professional competence, personal needs of students. Compensatory - elimination of gaps in the basic professional training of specialists, making adjustments to their theoretical knowledge, skills and practical experience. Innovative - the destruction of the prevailing negative stereotypes of professional activity of specialists, restructuring of thinking and activity, the formation of analytical skills, allowing to understand the essence of processes, phenomena, as well as preparing students for the implementation of various innovations that are significant for improving quality and efficiency of the specialist's work. Predictive - the development of the ability of students anticipate future problems of professional activity, develop anticipatory constructive models their permission, provide for the consequences of the professional solutions.

## 2. METHODS

The analysis of different psychological theories on the base of the systematic, personal-oriented active and complex acme logical approach to the definition of the term "professional development of a teacher" is presented in this article. The problem of professional development of a teacher in the system of qualification improvement is raised. A suggestion of the necessity to work out and to support scientifically optimal conditions of teachers' professional development in the system of qualification improvement which lets to reveal new reserves of their professional activity effectiveness is put forward.

In connection with the deep and rapidly proceeding socio-economic changes taking place in our country, the democratization and humanization of society, training and advanced training institutions are faced with the task of resolving the contradiction between the requirements new practice and the consciousness of teachers saturated with traditional stereotypes.

Since the personality of a specialist acts as a means of professional activity, close attention is required to the peculiarities of the process of his professional development, to the conditions affecting influence him. For domestic and foreign psychology as a whole, the problem of professional development is not new. Selected questions and aspects of this problem in one or a different degree has already been investigated earlier by educators and psychologists, sociologists and philosophers. Analysis of domestic works on this subject indicates that research professional development is carried out within the framework of several approaches, among which should be highlighted: personality-activity; systemometric (defined division of professionally important qualities a teacher as a subject of activity); activity (identifying patterns professional growth of the teacher thanks to the study of the effectiveness of its activities); holistic, complex, acme ological (interconnected study of the teacher's personal and professional growth).

Supporters of the first direction, relying on the analysis of activities from the point of view its structure and success, highlight the qualities of the teacher, which, in their opinion, can ensure the effectiveness of the process. Under such qualities imply the teacher's professional skills (F.N.Gonobolin, M.A. Danilov, V.A.Krutetsky, N.V. Kuzmina, etc.), pedagogical abilities (S.G. Vershlovsky, F.N.Gonobolin, V.N.Koziev, Yu.N. Kuliutkin, N.V. Kuzmina, V.A.Krutetsky and others). Later V.A. Krutetsky shares the concept of "pedagogical

abilities" and "professionally significant personality traits", considering the first part of the second. The works of the named authors contributed to the creation of a professional portrait of a teacher, which was the basis for the deployment of career guidance activities, professional selection and training of teachers.

### 3. RESULTS AND DISCUSSION

In the last decades of the XX century. in pedagogical science, a direction was defined that studies the problem of professional development on the basis of a systematic research-activity approach (O.S. Anisimov, A.A. Derkach, N.A. Masyukova, B.V. Palchevsky, P.G. Shchedrovitsky and others). Representatives of this direction are considering professional work of a teacher as a polystructural, polydisciplinary and polyfunctional dynamic system, which includes, in addition to purely pedagogical also research, methodological, design, management and other types activities. To characterize professional development, these scientists are most often use the concept of qualification, which is not understood as the sum of subject-professional knowledge, but organizational and activity competence - the ability not only fulfill, but also evaluate your activity. Methodological reliance on the theory of activity, on the one hand, allows you to leave from randomness in the selection of qualities, to cover all components and reasonably record the stages of professional growth, with the other - reduces the characteristics of the teacher to a subjective level, not taking into account his personal qualities. Increased interest in personality, characteristic of science at the end of the 20th century. in general, has led to an interest in research on professional development based on a personal approach (N.A. Astashova, G.G. Gorelova, O.P. Morozov, etc.). Their main feature is the concentration of attention on the individual teacher, his value orientations, semantic formations, individual style activities, etc. But commitment to the idea interiorization, social determination personal structures does not allow authors break out of the subject-object perception of the world. For example, some authors, considering the value sphere of the teacher an internal regulator that determines its attitude to the outside world and character professional activities, consider the process of forming value orientations as mastering pedagogical knowledge, social values, as the interiorization of specific patterns of behavior, social norms and rules ...

The study of the personal and professional growth of a teacher on the basis of a holistic and integrated approach was carried out in the 1970s and 1980s. V.A. Slastenin, N.F. Talyzina and others. Later, these attempts found continuation in studies conducted on the basis of the acmeological approach (B.G. Ananiev, A.A. Derkach, N.V. Kuzmina, N.V. Kukharev and others). From an acmeological point of view, the professional maturity of a teacher is considered in the unity of individual-personal, procedural-technological and self-actualization components. The main, pivotal among them self-actualization acts. A holistic approach to the study of a person in professional activity is carried out in accordance with the theoretical model of a person proposed by B.G. Ananiev: individual, subject of activity, personality, individuality. All the studies discussed above have developed normative models the personality and activity of a specialist on the basis of the formation of professionally important qualities as a result of the interaction of the individual with society through the interiorization of the norms inherent in this society. The central category, reflecting the

essence of the interaction between a person and a profession, is professional development, which in psychology is considered as a fundamental process of human change, as explanatory principle of the formation of professionalism and as the value of the professional community.

A similar understanding of this phenomenon raises the question of finding an adequate approach to study it. In psychological science, as we noted above, today there are various methods for analyzing the professional development of teachers. Each of them developed his own class of representations and corresponding concepts that are not derived from any one category common to them.

At the same time, they complement each other and therefore can be combined into the framework of a single personality development approach.

L.M. Mitina in her research notes the need to introduce a special concept of professional development teachers, not reducible to any procedural, nor to the performance characteristics. Thus, professional development understood as growth, formation, integration and implementation in pedagogical work professionally significant personal qualities and abilities, knowledge and skills, but

the main thing is as an active qualitative transformation by the teacher of his inner world, leading to his fundamentally new structure and way of life. Ideas integrity, unity, systemic organization of the teacher's labor made it possible to present this the most complex mental reality in the form multidimensional space consisting of three interrelated: the personality of the teacher, pedagogical activity and pedagogical communication. Each of them has its own coordinate system, its own central system-forming basis, uniting into a common multidimensional space by integral characteristics of the teacher's personality, which determine the optimal functioning and development of not individual aspects, but work of the teacher in general.

In psychological research of a personalistic nature, the emphasis is on not so much on the definition of the essence and components of pedagogical professionalism, but on the study of the mechanisms of its development. Improving teacher skills is studied in the context of personal development, during which changes structure and content of professional activities. Professional and personal development, according to scientists, is determined by internal conditions - consciousness and individual position. The fundamental condition for the development of mastery is raising the level of professional self-awareness, which is manifested in the transformation of their inner world. Personal-professional process teacher development is to achieve new semantic levels, it is determined the form of psychological regulation, the specificity of personal centralization ... Driving intrapersonal contradictions are called the force of professional development, but the latter can acquire destructive features and hinder this process. So, according to L.M. Mitina, the integral characteristics of the teacher's personality are pedagogical orientation, competence, flexibility - determine the efficiency of labor and are the object of professional development.

A fundamental condition for the professional development of a teacher is the transition to a higher level of professional self-awareness. The constructive resolution of the teacher's

intrapersonal contradictions acts as the driving forces of professional development. Professional improvement obeys principle of self-development, nevertheless, the teacher needs psychological help in raising the level of self-awareness, in the transition from the external determination of vital activity to the internal one. To this end, psychologists offer a variety of trainings, specially organized procedures that promote self-knowledge, self-esteem, self-stimulation for development, self-control, etc.

#### 4. CONCLUSION

Considering the problem of professional development, E.F. Zeer claims that it is changes in the psyche in the process of mastering and performing professional activities. The object of development is the subject activities. The factors that determine this process are the socio-economic situation and the leading activities,

first - educational and professional, then vocational education and finally vocational ... The growing demands of society for quality of education and pedagogical professionalism have determined the priority focus of the process of increasing qualifications to support the professional development of teachers.

Dynamism of modern public life, increasing requirements for the personal and professional development of the teacher identified the need to change priorities in professional development, their focus on supporting transformative pedagogical activity, carried out by the teacher himself, for personal and professional growth, for providing conditions for the independent solution of life and professional problems, which is becoming increasingly important in the development of content and technologies for advanced training.

Analysis of works devoted to the problems advanced training (I. Yu. Aleksashina, V. G. Vorontsova, I. D. Demakova, I. I. Zaretskaya, G. L. Ilyin, I. A. Kolesnikova, N. A. Masyukova, E. M. Nikitin, N.A. Perelomova, E.I. Rogov, A.P. Sitnik, R.Kh. Tilneeva, K.M. Ushakov, I. D. Chechel and others), call draws the conclusion that the system of professional development can, to varying degrees, affect the personal and professional teacher development: provide enough its rapid pace, to determine new directions, to stimulate the process of personal and professional development. Nevertheless, the modern organization of the professional development process does not sufficiently take into account the laws and patterns that lie in the basis of the personal and professional development of the teacher. It should be emphasized that the short duration of this process does not allow sufficiently harmonize external stimulation with the personal and professional development of the teacher, therefore there is a need to create psychological conditions for supporting the teacher as subject of personal and professional development. It is the knowledge of yourself, your personality, their professionally significant qualities will allow specialists to effectively plan and carry out their own professional activities. Insufficient knowledge of yourself, your strengths and weaknesses, lack of subtle differentiation of one's own emotional states - all this complicates professional and personal growth of teachers. Professional process the teacher's development is determined by constructive overcoming of difficulties that constantly and inevitably arise in pedagogical practice, which ensures the transition to a

higher level of professional self-awareness. To ensure such development, it is necessary to determine the conditions: compliance of the teacher's personality with the requirements profession, optimization of the process of pedagogical activity of a specialist, change and improving the psychological components of professional development. One of the most effective forms of ensuring these conditions is the organization of courses in the conditions of the institution of improvement qualifications (M.E. Khvatsev, V.I.Seliverstov, R.Kh. Gilmeeva and others). This is confirmed used in the process of increasing qualifications of special psychological and pedagogical tools that allow the teacher to learn to identify the features professional development and thus optimize the professionalization process. However, the analysis of the existing system professional development of teachers showed that it needs to be expanded and refined with the purpose of further research on the psychological conditions of professional development and determining its methodological support.

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