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FORMATION OF READINESS OF APPLICANTS FOR HIGHER PEDAGOGICAL EDUCATION FOR PROFESSIONAL SELF-IMPROVEMENT

Statement and justification of the relevance of the problem. The reform of the education sector highlights the need to solve modern educational problems aimed at modelling a psychological environment conducive to highly effective self-employment. Only properly organized interaction "teacher-applicant" in a meaningful new situation of social development encourages the student to develop his potential opportunities for self-growth, self-actualization and self-improvement. Therefore, the study of psychological and pedagogical aspects of professional self-improvement of applicants in the educational process of higher education is a necessary prerequisite for the formation of an effective system of professional training for future teachers. It should be carried out in a new personality-oriented paradigm, including the actualization of professionally important personal qualities, focus on the formation of professional competence of teachers, as well as the creation of a system of professional skills that will allow future professionals to achieve professional success and ensure self-realization.

The teacher's ability to self-improvement is a determining factor in the quality of education. Today, it is not enough for future professionals to master a set of certain professional knowledge, skills and abilities, but the ability to professional self-improvement of the individual, which allows them to realize themselves most fully.

Analysis of recent research and publications. Scientific works that are devoted to the issues of professional self-improvement belong to O. Antonova, I. Bekh, M. Boryshevskyi, T. Vainilenko, H. Klymenko, M. Demkov, F. Diakov, K. Yelmytskyi, V. Kvas, A. Maslou, L. Matsuk, S. Myropolskyi, O. Pavliuk, Ye. Pav-

liutenkov, S. Palchevskyi, K. Platonov, O. Prokopova, N. Rumiantsev, O. Saurbaeva, O. Skvortsova, O. Solodovnyk, V. Tertychna, N. Trotsenko, V. Frytsiuk, S. Khatuntseva, I. Chemerylova, T. Shestakova and others.

At the same time, despite the significant achievements of scientists in the field of research on readiness for professional self-improvement, in the modernization of the educational system, the problem of formation of future educators' readiness for self-development and self-improvement in a professional activity needs special attention.

The object of the article is to study the readiness for professional self-improvement of future teachers.

Presentation of the basic material of the research. In the structure of readiness for professional self-improvement it is appropriate to agree with the position of O. Solodovnyk, which identifies the following components:

1. Motivational and axiological characterized by interest and need for self-improvement, value orientations for future professional activity and the formation of this readiness (universal spiritual and moral values of good, humanistic world-views, norms and rules of professional behaviour, awareness of the importance of humanistic values in personal life and professional activity, etc.).

Information and cognitive - in addition to the system of professional, includes a set of knowledge about professional self-improvement: theoretical and psychological and pedagogical principles of professional self-improvement (clear ideas about the features, content, components of professional self-improvement), basic mechanisms of its implementation (stages, forms, methods, means), practical bases of professional self-improvement of the future specialist, etc.

3. Operational represented by the system of skills of professional self-improvement (set goals and tasks of professional self-improvement, plan steps to achieve them, have different methods, techniques and technologies of self-improvement, choose and use appropriate tools for finding and assimilating information, use independent scientific sources to exercise self-control, self-analysis and self-assessment of the results of self-improvement activities).

4. Personality-reflexive implies a focus on self-analysis, self-assessment of professional development, characterizes the system of needs of applicants in a particular direction and values awareness of the need for each quality for future professional activity. [4]

Activation of the mechanisms of professional self-growth of a person is closely connected with the functioning of the potential of professional self-improvement. Note that in the professional orientation the concept of "potential" is considered in the plane of current and potential in the professional self-determination of student youth and is used by scientists to study the self-regulatory activity of the individual in professional self-growth.

Particular attention should be paid to the development of potential for professional self-improvement in senior students. Modern scientists have convincingly proved the need to enhance professional self-improvement of students based on the development of their ability to self-knowledge and knowledge of the professional market environment, adequate self-assessment and evaluation of modern professions, matching their needs with the requirements of future professional activities. The main forms of self-improvement for future teachers are creative self-education, professional self-education, development of professional self-awareness (self-knowledge, self-esteem, self-analysis) and self-realization, which form the basis of young people's entry into a professional environment.

The concept of "potential for professional self-improvement" should be considered as a complex dynamic formation of personality, which characterizes the availability of sufficient personal resources to interact with an extremely dynamic social environment, the requirements of which are constantly growing and require unused internal reserves to bring the personal level to the level of new requirements of the development environment. This contradiction determines the potential opportunities for higher education institutions for self-improvement in the process of professional self-growth.

A person independently forms his professional potential, actively interacting with the surrounding social environment. Public institutions are trying to create favourable conditions for this. Each individual plays a crucial role in professional

self-improvement and growth, choosing, implementing and constantly adjusting their life program. Shifting the emphasis on the activity of the individual, recognition of his right to free choice of various life programs and responsibility for their destiny becomes the main condition for the formation of the potential for professional self-improvement. [3]

When choosing and trying to implement a life program, a person focuses on such socio-professional roles that can provide him with the best possible conditions for life safety. Modelling the life program is associated with the acquisition of human services in the information and educational space to master a certain level of professionalism. Under such conditions, a person long before the beginning of professional activity becomes a potential carrier of professionalism in society. The essence of the potential for professional self-improvement of the individual, in our opinion, is the ability to perform professional duties under certain objective conditions.

We accept H. Klymenko's classification allocates groups of the motives necessary for the formation of readiness of applicants for professional self-improvement:

- social motives (requirements of the social environment to the professional competence of the specialist, responsibility, understanding of the social significance of the teaching profession, the desire to take a certain position in relations with others, to obtain their approval);
- cognitive motives (focus on mastering new knowledge, intention to deepen existing knowledge, interest in mastering the methods of independent acquisition of knowledge, methods of professional activity);
- professional motives (focus on creative professional activity, the desire to show individuality, the desire to succeed in professional activities);
- motives of personal interest (desire for self-knowledge, self-affirmation in one's own eyes, orientation to a high level of intellectual and personal development, etc.). [2]

One of the criteria for the level of formation of the motivational sphere is the student's attitude to educational activities (success, activity of applicants in the classroom, participation in competitions of professional skills, scientific and practical conferences, etc.).

T. Cherkashyna claims that the stage of personal and professional self-improvement based on self-knowledge includes the following techniques:

- the technique of the "ideal of morality", which involves the development of their moral code, which should be strictly adhered to (individual rules of conduct based on knowledge of status rights, accustom to a conscientious

performance of their duties and consistent universal values: moral, civil and social);

- the technique of "planning", which involves drawing up a plan of self-commitment for the week, month, year, depending on the consciously formulated goals and objectives, as well as clarifying the scope of work on specific commitments, determining their deadlines, attracting forces and resources, necessary for the implementation of a point of the plan and analysis of opportunities for their appropriate implementation (this technique develops responsibility, discipline, diligence and helps to choose an individual rhythm of self-knowledge and personal-professional self-improvement, forming signs of a high level of communicative pedagogical culture;

- the technique of "mirror reflection", which is based on the ability to observe and introspect, the ability to see in others, as in a mirror, what is developed in yourself (both good and bad), helps to get rid of negative qualities, increase the virtues and see the imperfections of others;

- the technique of "proportionality of one's own strength and capabilities", which involves daily planning of activities for the next day, planned tasks should be feasible and expedient in order to prevent disappointment due to unrealized desires and avoid remorse from unreasonably chosen goals and opportunities for their implementation.

- the technique of "magnetic attraction" implies an impartial attitude to each other, sincerity and openness in relationships and special demands in the objectification of self-esteem, implies tolerance, mutual understanding, mutual respect and mutual responsibility;

- the technique of "compliance with the created ideal" - the criterion of personal achievements in self-knowledge and self-improvement is primarily considered to be the absence of resentment as a destructive force in relationships, the way to overcome resentment is to understand human imperfection (including one's own), to master the ability to see the same thing, problem, phenomenon from different angles, from different positions, to form a sense of proportion. [6]

The following are important principles that contribute to the effective formation of the readiness of applicants for pedagogical institutions of higher education for professional self-improvement:

The principle of development reveals the relationship between the development of personality in ontogenesis and continuous self-education, the dependence of the level of its development and the maturity of the teacher's personality from the level of self-education and self-improvement. The principle of development is

connected and determined by the purpose and meaning of all life.

The rapid pace of development of information and network economy leads to rapid penetration of digitalization and virtualization in the workplace, personal space, providing dynamism in the quality characteristics of human resources, teachers are forced to continuously acquire new knowledge, various skills of information and communication technologies (ICT). Competitive advantages in the global labour market are manifested primarily by workers who have mastered modern ICT, successfully work on remote communication platforms, capable of creativity, creative thinking, emotional intelligence, adaptability and self-organization. The informatization of modern society has put forward the principle of continuity of education in the position of the priority principle of modern education (including pedagogical).

Professional pedagogical activity in many respects sets the direction of development of the teacher's personality and serves as a determinant of the development of purposeful, creative, constant improvement of the teacher. The line of development according to the scheme of the process is a translational sequence of stages and periods corresponding to the philosophical law of the development of systems.

An important principle of professional self-improvement is the principle of amateurism, which orients the teacher to reveal their creative pedagogical abilities in professional activities. Teacher self-improvement can be considered as a special type of activity with inherent psychological characteristics for any activity: needs, motives; goal; action program; methods of implementation; introspection; self-correction. The purposeful activity and creative activity of the teacher to transform his practical activities and himself as its subject is the essence of this principle.

The principle of amateurism allows us to trace the activity and creative potential of the teacher in working on himself, his need for self-development and self-realization in professional activities.

The principle of reflexivity in the process of teacher self-improvement is related to the ratio of external and internal experience and their dialectic. Turning the consciousness of the teacher to his inner world without change, the transformation of professional activity leads to the rupture of the subject from his activities. The integrity and systematic analysis of pedagogical reality lie in the constructive organization of reflective processes in the teacher. Many scientists, in particular S. Kondratieva, V. Kryvosheiev, T. Sechen, argue that the central element of self-improvement is reflection - as a special property of self-awareness, aimed at self-possession, personality and activity, which is manifested in determining promising areas of self-development. It is the reflexive processes that have a decisive influence on the

course of the professional self-improvement of a teacher.

The spiritual-transforming function of the teacher's reflection is determined by the value-semantic content of the pedagogical activity, which is interpreted by the teacher as a personally significant subject of study, through which the teacher is active and proactive in the process of professional and personal self-improvement.

Constructive professional and pedagogical reflection saves the teacher from the spontaneous, fragmentary, intuitive, situational nature of the pedagogical search for ways to reveal the student's personality and himself.

Heuristic possibilities of the principle of reflexivity consist in individual-personal awareness and development of own ways of carrying out the professional activity, acquisition of meaningful productive activity in the process of self-improvement. [5]

Competence is formed in the context of specially organized educational activities. This statement is supported by E. Klimov, emphasizing that it is in the process of vocational training is mastering the system of basic values that characterize the professional community to acquire special knowledge, skills, abilities necessary and important for future professional activity, for a successful professional start. Professionally important personal qualities are developed, and the system of these qualities is structured. [1]

Issues of professional self-improvement become especially relevant for applicants while studying in higher education institutions because it is at this stage of becoming a specialist that laid the foundations of professional growth. Teacher training in higher education institutions should promote the development of future professionals' ability to create, think creatively, make independent decisions, plan and manage their activities, continuous self-education and self-improvement. During the propaedeutic pedagogical practice (in the second year) the potential for professional self-improvement is launched from the chosen speciality. And at the industrial pedagogical practice (in the 4th year), mastering and improving the use of acquired theoretical knowledge, formed professional skills and abilities, professionally important personal traits that allow the teacher to effectively organize educational and cognitive activities and carry out purposeful pedagogical influence and interaction with students. There is a conscious need in higher education seekers for constant continuous professional growth on the path of "acme" of self-improvement (reaching the top of professionalism and maturity of the teacher).

Conclusions and prospects for further research direction. An important task of training future teachers in modern conditions is the formation of applicants for a positive attitude to

work on self-development of professionally significant personality traits and mastering of skills and abilities of creative self-educational and self-improvement activities. Further research on the readiness for professional self-improvement of future teachers should be aimed at finding conditions favourable for increasing the potential of professional self-improvement.

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СУТНІСНА ХАРАКТЕРИСТИКА КАТЕГОРІЇ «ДОЗВІЛЛЯ» ТА ЇЇ ФУНКЦІОНАЛЬНА СПРЯМОВАНІСТЬ У ДІЯЛЬНОСТІ ЗАКЛАДІВ ПОЗАШКІЛЬНОЇ ОСВІТИ

Постановка та обґрунтування актуальності проблеми. Позашкільна освіта є невід’ємною та значущою ланкою, діяльність якої спрямована на створення умов для розвитку дітей та задоволення їх інтересів у вільний від навчання час. І це закономірно, адже позашкільні навчальні заклади як освітні осередки надають знання, формуючи вміння та навички за інтересами, забезпечуючи потреби особистості у творчій самореалізації, сприяючи інтелектуальному, духовному й фізичному розвитку, забезпечуючи підготовку до активної професійної та громадської діяльності, створюючи умови для соціального захисту та організації змістовного дозвілля відповідно до здібностей, обдарувань та стану здоров’я

вихованців, учнів і слухачів. Забезпечуючи тим самим різнобічність та багатогранність усієї організаційно-масової роботи з дітьми та молоддю. Не випадково у концепції Нової української школи наголошується на оновленні існуючого алгоритму професійної діяльності, що передбачає перегляд методології роботи з учнями та зміну акцентів й пріоритетів з процесу на результат із використанням ефективних, дієвих методів роботи. Спрямованість цих дій визначає стратегію формування творчої особистості, зорієнтовуючи освітню діяльність на створення освітньо-виховного середовища, взаємодія в якому б сприяла виявленню задатків, розвитку прагнень та інтересів, різнобічності