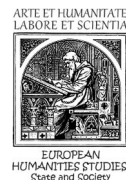




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Valentina TSINA

Designing technological support for the formation of personal and professional maturity of a future teacher

Designing technological support of the process of formation of personal and professional maturity of the future teacher requires an analysis of approaches to the understanding and use of educational technologies in education.

The purpose and end result of the formation of personal and professional maturity of the future teacher is, accordingly, proclude the steps of this maturity and the acquisition of certain educational status:

- personal and professional commitment to teaching at the pedagogical university;
- personal and professional maturity of Junior specialist;
- personal and professional maturity of the young specialists - graduates of a bachelor degree;
- personal and professional maturity of the young professional - graduate educational qualification level "specialist";
- personal and professional maturity of the young professional -

graduate educational qualification level "master";

- personal and professional maturity teacher with experience in the field of education [2].

Climbing to each of the high period of the formation of personal and professional maturity occurs as a result of the adoption of the future teacher of the decision on the need to move on or to stay at that level, based on the current in the previous periods of personal and professional neoplasms: related to the public life, physical, spiritual and social needs; individual abilities that ensure the success of personal and professional achievement; individual professional orientation, which is determined by the motivation of further growth (interests, beliefs and opinions, social attitudes, value orientations and worldviews); self-concept of personality as a system of ideas about self describing "self" future teachers (self-awareness, self-esteem, self-respect, self-confidence, independence, reflection, self-organization, self-regulation, self-determination, self-realization and self-determination).

Characteristic for each period of the formation of personal and professional maturity of future teachers of stable and unstable periods determine kresowaty as the quality adjustment of the components of his personal and professional patterns [1; 6]. The ascent of the future teacher to personal and professional maturity and each period of its formation are characterized, respectively, macro - and mariasama its occurrence in reference to this stage of the educational space: the phases of adaptation (mastering regulatory requirements, forms and means of teaching and professional activity), individualization (the search for means and ways expression and fixation of the future teacher of his personality in educational and professional activities) and integration (positive perception and cultivation of the educational space of the individual personal and professional signs of the future teacher) [3].

For each period and each phase of the formation of personal and professional maturity of future teachers corresponds to the selective sensitivity, sprintnet to external influences educational space that L. Vygotsky calls sensitivity periods when the use of leading or lagging with respect to these periods of technology training is not effective enough.

The technological approach in the field of vocational training reveals evidence-based and proven pedagogical practice a system of professional pedagogical activity, which is used to transform the educational environment in the educational space and the formation of it in the future teachers of the above personal and professional growths.

Methodological principles in the application of technological approaches define the basic quality of modern educational technologies:

- consistency of the integral functional properties and qualities of the technologies that are absent in their individual components (objectives, contents, methods and forms of teaching activities and contribute to the emergence of new educational results;
- algorithmist spatial patterns of pedagogical technologies is programming their individual semantic levels, steps implemented in a particular sequence with a precise definition of performance;
- pedagogical integrating technology is determined by the use of a combination of conceptual approaches in pedagogical objects as open nonlinear systems capable of self-organization;
- cultural-historical approach to patterns of ontogeny internal mental functions (attention, PA Mat, thinking, emotions, etc.) by mastering the external means of the cultural behavior and thinking (assimilate) in a specially created educational space [4].

The defining quality of design of educational technology in our study is its conceptual basis, because the pedagogical process is always based on the idea of it, its laws, which are justified according to the chosen methodological starting points and hypothetical mechanisms of technology. The formation of personal and professional maturity of future teachers on the basis of a system of views on this process, ideas, and principles (basic rules), on the basis of which it is organized.

The explanation and prediction of personal and professional growth are determined by existing structural concepts of personal maturity, developed in the world personology Z. Freud, A. Adler, K. Jung, E. Erikson, E. Fromm, K. Horn, G. Alport, R. Kettel, G. Isenc, B. Scenner and other personology.

The concept of personal maturity consider such components of a successful its formation:

- psychoanalytic concept of personality K. Jung expects full-actualization as the highest level of personal achievement by combining all personality traits around its center, "self", which is available only for capable people who give enough time for long-term personal growth;
- "ego"-the theory that is Erickson explains achieve the high levels of personal maturity in each age period of crisis - a turning point, a problem in personal growth, which becomes his driving force;
- socio-cultural theory of personality K. Horn maturity of the

individual determines the ability to respond flexibly to different situations, it is easy to select appropriate strategies for high personal achievements in changing circumstances;

- humanistic personality theory E. Fromm distinguishes productive type of character that defines the ideal type of Mature and holistic patterns of nature, which is characterized by independence, honesty, creativity, poise, focus on socially valuable behavior;
- in disposing theories of personality, Allport people are characterized by a deliberate focus on the future and continuous growth, which is determined by the characteristics of realism, experience, competence and professionalism, the desire to pursue a personally-meaningful and realistic goals, ownership of the system of values, which is a philosophy of life, contains the main purpose and fills life with meaning [5].

The relevance of the design of technological support of the formation of personal and professional maturity of future teachers is determined by the necessity of selection using existing structural concepts of personal maturity pedagogical technologies, which would be explained and predicted effective ways of forming personal and professional maturity of future teachers at all stages and phases of their professional growth, starting with the adaptation, through individualization and ending with integration.

In our research, pedagogical technologies of formation of personal and professional maturity of future teachers are treated as pre-designed educational system, based on acceptable and proven practice of scientific concepts of personal maturity and are aimed at achieving a guaranteed positive educational outcome in separate phases and increase their ascent to personal and professional maturity.

The purpose of this stage of our research was to find the appropriate to existing structural concepts of maturity of a person, pedagogical technologies, which would be specified educational outcomes and correlations of variables in the description of the components ensure the formation of personal and professional maturity of future teachers.

The main directions of designing technological support for the formation of personal and professional maturity of future teachers is determined by us in Fig. 1.c such their multidimensional characteristics as methodological and conceptual approaches, the phase of the ascent to personal and professional maturity and formed them personal and professional growths.

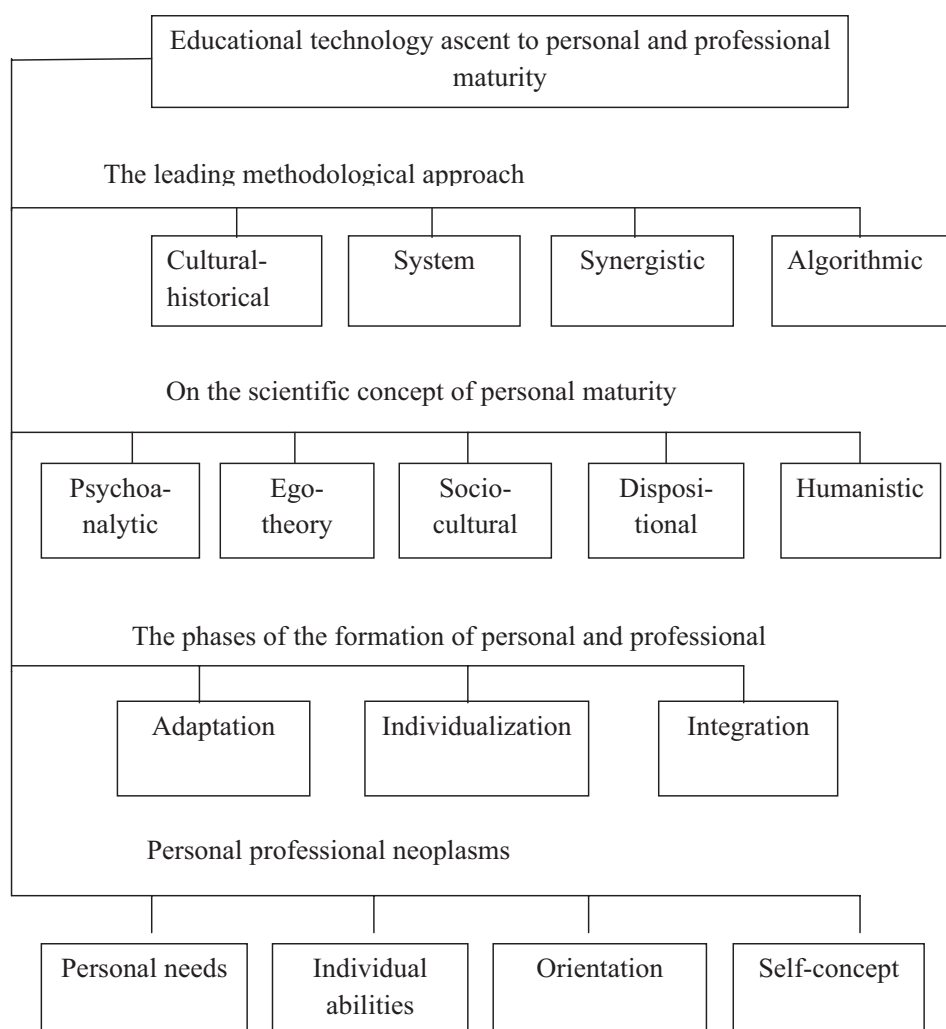


Fig. 1. The main directions of designing pedagogical technologies of formation of personal and professional maturity of future teachers

Therefore, technological support for the formation of personal and professional maturity of future teachers is determined by a set of pedagogical technologies of adaptation, customization and integration, in which the formation of personal and professional growths on the basis of the methodological approaches of design and scientific concepts of personal maturity.

Adaptation technologies provide mastering effective teaching and professional practice and mastery of the techniques and equipment of educational-professional activity that are owned by other entities at the level of at least the minimum required for opanowane qualification requirements of state educational standards.

Technology individualization provide enhance the search of the future teacher of the means and ways of expressing their individuality and its fixation in educational and professional activities. Realizing the need with respect to a perfect representation of yourself in educational and professional space, he mobilizes his own personal and professional potential for the manifestation of his personality.

Technology integration provide the acceptance (or rejection) by educational space in which there is professional training, individual manifestations of the future teacher by not so much bringing their requirements for personalization in accordance with the requirements of the educational space as educational space transforms their needs in accordance with the needs of the individual, which is thus a leadership position.

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Implementation technologies of personal and professional adaptation, customization and integration in the professional training of future teachers is widely variable in nature. I.e. each of them can appropriate

the requirements of pedagogical situations to use all of the scientific concept of personal maturity. Each teaching technique has a specific focus on the formation of certain components of personal and professional maturity, at the same time has a definite impact on the formation of other components. Therefore, based on promising research problems further grouping specific pedagogical techniques we will be adhering to the selected three types of pedagogical technologies of formation of personal and professional maturity.

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Abstracts

WALENTINA CYNA. **Projektowanie technologicznego zapewnienia procesu kształtowania osobowo-zawodowej dojrzałości przyszłego pedagoga.** W artykule dokonano analizy koncepcji dotyczących zastosowaniu pedagogicznych technologii w edukacji w celu projektowania technologicznego zapewnienia procesu kształtowania osobowo-zawodowej dojrzałości przyszłego pedagoga. Proces kształtowania dojrzałości osobowo-zawodowej przyszłych nauczycieli proponuje się realizować z uwzględnieniem wielowymiarowych wskaźników.

Słowa kluczowe: dojrzałość zawodowa pedagogów, dojrzałość osobowa, projektowanie, zapewnienie technologiczne, edukacja pedagogiczna.

ВАЛЕНТИНА ЦИНА. **Проектування технологічного забезпечення формування особистісної професійної зрілості майбутнього педагога.** У статті здійснено аналіз підходів щодо розуміння і використання педагогічних технологій в галузі освіти з метою проектування технологічного забезпечення процесу формування особистісно професійної зрілості майбутнього педагога. Пошук придатних до існуючих структурних концепцій зрілості особистості педагогічних технологій, які б уточнювали освітні результати і співвідношення змінних у описі компонентів забезпечення формування особистісно професійної зрілості майбутніх педагогів пропонується здійснювати з урахуванням таких багатовимірних ознак як методологічні і концептуальні підходи, фази сходження до особистісно професійної зрілості та сформовані за ними особистісно професійні новоутворення.

Ключові слова: професійна зрілість педагога, особистісна зрілість, формування педагога, проектування, технологічне забезпечення, педагогічна освіта.

ВАЛЕНТИНА ЦЫНА. Проектирование технологического обеспечения формирования личностно-профессиональной зрелости будущего педагога. В статье осуществлен анализ подходов относительно понимания и использования педагогических технологий в области образования с целью проектирования технологического обеспечения процесса формирования личностно-профессиональной зрелости будущего педагога. Поиск пригодных к существующим структурных концепций зрелости личности педагогических технологий, которые бы уточняли образовательные результаты и соотношения переменных в описании компонентов обеспечения формирования личностно-профессиональной зрелости будущих педагогов предлагается осуществлять с учетом таких многомерных признаков как методологические и концептуальные подходы, фазы восхождения к личностно-профессиональной зрелости и сформированные за ними личностно-профессиональные новообразования.

Ключевые слова: профессиональная зрелость педагога, личностная зрелость, формирование педагога, проектирование, технологическое обеспечение, педагогическое образование.

VALENTINA TSINA. Designing technological support for the formation of personal and professional maturity of a future teacher. In the article the analysis of approaches to the understanding and use of educational technologies in the field of education with the aim of designing technological support of the process of formation of personal and professional maturity of future teachers. Search suitable to the existing structural concepts of maturity of a person, pedagogical technologies, which would be specified educational outcomes and correlations of variables in the description of the components ensure the formation of personal and professional maturity of future teachers are encouraged to implement with regard to such multidimensional characteristics as methodological and conceptual approaches, the phase of the ascent to personal and professional maturity and formed them personal and professional growths.

Keywords: professional maturity of the teacher, personal maturity, formation teacher, design, manufacturing, maintenance, teacher education.