

УДК: 371.132

## SELF-IMPROVEMENT AS A FACTOR OF DEVELOPMENT OF PERSONALITY OF FUTURE TEACHER

*Natalia UISIMBAIEVA (Kirovograd)*

**Problem formulation.** At the present stage of formation of the national education system the major is a development of the individual, capable of define ways of personal self-realization, self-development, self-education and self-affirmation both in the professional career and in vital activity. Society nowadays needs skilled specialists that are capable to an active perceiving of something new, for continuous personal and professional self-perfection. Therefore the modern higher education of a qualitative professional training provides for the comprehensive the personal development of each student which is capable to a personal development.

The aim of the Ukrainian system of the upbringing is creating conditions for the development and fulfillment of each personality, forming generations that will be able to learn throughout their life. The particular importance of such an approach acquires during forming personality of the future pedagogue which will continue influence the formation of the student's personality. Therefore the modern higher education of a qualitative professional training provides for a comprehensive development of the personality of each student which is able to actively perceive something of new, of the personal development, to a continuous personal self-perfection.

The initial conceptual positions of the educators' self-perfection incorporated in the Law of Ukraine: "On Higher Education", "On General Secondary Education" and the State Programme "Teacher".

For higher educational establishments becomes a priority the formation of future teacher's personality, always be able to constantly devote themselves to personal and professional self-perfection, which is ready for lifelong learning, for a continuous self-development.

**Analysis of recent achievements and publications.** In the psycho-pedagogical science the problem of self-perfection is not new. The phenomenon of self-identity in psychology is defined as the quality that expands the possibilities, frees up space for spiritual growth, opening their human essence, self-realization (R. Burns, I. Bech, N. Boryshevsky, M. Bowen, D. Kovalev, J. Cohn, G. Kostyuk, A. Maslow, Y. Orlov, C. Rogers, L. Ruvinskaya etc).

The ideas of self-development, its capacity for self-determination, self-perfection considered in the works of M. Bakhtin, V. Bibler, M. Berdyaev,

I. Doncova, I. Kant, S. Rubinstein, D. Tulchinsky etc.

Scientific principles of understanding of self-perfection as a factor in personality development, taking into account the idea of recognizing the uniqueness and value of the individual, which must be the subject of an educational process are revealed in the works of S. Amonashvili, G. Ball, J. Bech, O. Bodalev, S. Goncharenko, M. Evtukh, V. Lozovaja, A. Savchenko, A. Sushchenko, A. Trotsky, L. Khomych et al. Self-improvement – purposeful human activity on personality changes.

Self-improvement as one of the factors had considered by the fatherland's luminaries pedagogy and psychology, such as B. Ananiev, L. Vygotsky, O. Leontyevym, A. Makarenkom, S. Rubinstein, B. Sukhomlinsky, K. Ushinsky.

Professional improvement of future teachers in the context of solving the problems of the individual in relation to the objectives of professional activities discussed in the scientific works of L. Vygotsky, G. Kostyuk, O. Leontieva, L. Rubinstein, B. Teplova.

Dissertations' recent studies shows that gradually increasing interest of scientists to the problems of forming self-perfection teachers, but the largest proportion of studies on self-perfection study on various aspects of professional self-perfection. Thus, the studies of various aspects of the teacher's professional self-perfection are revealed in the works of L. Sushchenko, I. Cklyarenko, A. Prokopova, T. Shestakov.

Forming the future teachers' valuables of personal self-perfection is one of the primary concerns of higher educational establishments. Unfortunately, during the preparation of future teachers in the educational process of higher educational establishments are not included changes at the field of value-semantic sphere of the individual students, the image of "I", describing their motivation for learning.

**The aim of the article** is to determine the content and value of personal self-perfection as a factor of the development of future teachers.

**The main material.** Self-perfection is the enrichment of their own knowledge, improve skills, enhance excellence, constructive eliminating contradictions between the ideal and the real possibilities of representation based on self-awareness of their own potential and ways to achieving perfection, one of the most important moments personality's vital functioning [14, p.400].

Realizing the achievements and shortcomings, the person discovers needs for self-perfection self-education and self-education. By creating a new values, the person personally grows, it becomes the subject to its own development. The self-perfection as the highest form of conscious self-identity been studied N. Makartsem, V. Tertychna. The self-perfection is seen as an opportunity of personal growth and person's aspiration to come closer to a certain ideal for the purpose of acquiring traits and qualities of the personality, mastery of those activities, which it hasn't been possessing yet.

The process self-perfection takes place considering on individual perception of the ideal image (level of moral, physical, spiritual, mental, professional and other perfections). Therefore the self-perfection has a special role in establishing of the individuality because influences on the person's ability to cognition own "I", and according to the reflection over the itself.

The internal condition of development of the individual a constant "incompletion" as a characteristic genetic feature of organization of the individual, as its a potential opportunity to the unlimited development. At the same time had been studied the stages of development, more precisely a typical for these stages a personality neoplasms, "saturating the" one another of their content, turn in the systematically working levels of the holistic personality organization. Exactly these levels have pass through the awareness, reflection, critical evaluation, a thoughtful choice, development of optimum systems of actions are gradually becoming psychologically foundations of personality, its base and phenomenological manifest themselves in aesthetic taste, intuition, premonition, moral behavior, etc. [1].

Personality development involves its continuous evolution as the common whole. Moreover person can influence the evolution of itself. The specificity of self-perfection of the personality is that it is based on the most individual characteristics of people, their inclinations and needs. Thanks to it a person can be discover for itself the dominant inclinations, which can significantly will determine the its entire life journey in the future, ensure the development of physical, intellectual and moral qualities.

Self-perfection is a combination of interrelated and interdependent processes: the self-perfection as a purposeful activity, that is oriented on the formation and perfection of the positive and eliminate the negative qualities at themselves, and self-education as purposeful work to expand and deepening their knowledge, improvement and obtaining of relevant skills and abilities.

According to the definition that is presented in the psychological dictionary, self-perfection it is a creative approach to the individual himself, the

creation of itself during an active influence on the internal and external world with view to their transformation [10].

According to V. Green, creativity is a defining in the process of self-improvement, because it "makes it possible to try to develop their own strength and capabilities, going beyond stereotypes and modes of action and on this basis to move forward in its activity" [4, p. 256].

Primarily Individual's self-perfection serves as a primarily as manifestation of creative created attitude of person's to itself. It actually is a creative way of human interaction with oneself, cultivating of oneself through active participation in the main spheres of social life [3, p.51].

An important prerequisite for the process of self-perfection is the attitude of the specialist with the requirements imposed. Of course, if he is indifferent concerns to it about personal's development is not mentioned. Personality is studied arbitrarily to regulate their behavior, but also to the appropriate stage of development it begins to consciously organizes their own lives, determines to some extent its own development.

At the same time, personal development occurs not only under the influence of external forces, but also as the result of human activity. A person is regarded as a subject of one's of the activity. It does not just reacts to the demands of society, but also structuring these requirements and put in them personal sense. Self-perfection should be seen as a purposeful activity of the future teacher concerning self-development of the own personality.

Self-perfection of the individual is active character: beyond its vigorous activity, desire and own efforts in working over oneself its formation is not possible, inner stimulus of personal development are its needs, motives, interests, and installation.

According to A. Leontiev, self-perfection is purposeful human activity concerning changes of personality is a self-perfection, higher level of self-changes. But do not any activity of that promotes change of individuality is the self-perfection because the activities is not aimed at self-perfection, because it does not always has an educational character. He considered that together with the actions' birth of this main "unit" of human activity, the basic is arising also, social in its nature "the unit" of the human psyche. It's a smart the content for the person on what its activity is directed. "Understanding of the meaning of the action and reflection comes in the form of its subject as a conscious goal" [8, p. 211].

According to L. Ruvinskaya " self-perfection is not always has a systematic character and carried out on a pre- established plan "because" nature of the activities of the individual concerning upbringing of any qualities or corrections those or

other deficiencies largely driven by the ambient conditions, the nature of self-perfection depends on the inner world the personality, character self-perfection dependent to some extent on the specifics of its objectives" [11, p.11].

Examining the determination of the development of the personality should emphasize the importance of its activity. The personality formation is possible on condition with the most intense activity, accessible to man only in the depths of inner peace. Internal activity is more complicated and requires persistent tension of the will. Arbitrary behavior is a human self-activity, because it is mainly associated with the actions and deeds that give motive of the meaningful solution. For the volitional manifestations a meaningful that they are transforming the thinking of the personality in the acting, emotional-volitional. And this is the way to the development of active, creative person [2].

According to P. Pidkasyty's point of view, the process of identity formation is regarded in terms of its determination of psychophysical characteristics of the individuality, social situations that arise in the unity of the internal processes and external factors of the development of the individual, and also depending on its own activity that aimed at self-perfection in activities and communicating [9, p. 47].

In considering the self-perfection as the highest form of activity and activity of the individual, we must not forget that this activity, like any other, is a unique social experience.

Self-perfection has a social nature because in the process of socialization of the individual metabolizes the values, cultural images, forming are the qualities that are considered acceptable to their social environment. Self-perfection arises as the result of active interaction with the environment and provides a new level of personal development. Self-perfection as a social process is based upon the requirements of the society and to the profession to the identity of specialist. Moreover the requirements that put forward to specialists should be above the opportunities that a person has.

Self-perfection occurs due to self-knowledge, motivation, coercion, self-regulation. Comprehending one's achievements and shortcomings, the personality discovers aspiration to self-perfection and self-education [7].

Self-perfection as the highest form of self-development is carried out in the moral system of coordinates that need of moral (ethical) reflection of the creative output of the individual in all its integrity outside of reality.

We share A. Derkach's point of view, who notes that "personality's self-development it is a process of self-perfection with the purpose an effective self-realization based on significant internal striving and external impacts" [5, p. 31].

The ideas of personality's self-development, its ability for self-determination, self-perfection had been examined in the works of M. Bakhtin, V. Bibler, M. Berdyaev, I. Doncova, I. Kant, S. Rubinstein, D. Tulchinsky and others. Personality development had been considered by them not only as the action of external forces, as a result of its own which is an active subject, the creator of the world and himself.

According to G. Selevco's point of view, the self-development both internal external organized process. The direction and intensity of self-development and self-perfection largely determined the social environment and using pedagogical tools. the self-development is the supreme spiritual need, which include the needs for cognition, self-assertion, self-expression, safety, self-determination, self-actualization, is the human desire for self-perfection and development [13, p. 132].

The self-development is a conscious and by the personality's managed process, which results in perfection of the physical, mental and moral potentialities of man, the deployment of its own identity. The most important factor of self-development can be considered self-knowledge, based on which a person has the ability to self-determine in its activities, and to do their own self-improvement and realizing in practice their personal capabilities.

The self-development of future teacher is a process of conscious of purposeful development itself as a pedagogue, which includes the self-perfection of their own knowledge, skills, personal and professional qualities, that ensure personal growth and effectiveness of the professional activity.

In T. Severina's dissertation argues that the process of self-development is significantly broader than the process of the self-perfection and is realized as in the consciously determined and unconscious forms with the purpose to producing or changing in physical or moral qualities. And the process of self-perfection provides for the conscious, purposeful, transformative, positive effect. Impact on the own individuality according to the determine strategy of self-creation. According to the scientist notion of the personal self-perfection by its essence is the notion of personal growth as their basis is the genesis of moral self-identity of the personality [12].

Development as motion self does not remove task of the pedagogical managing this process. The Pedagogical process through the individual approach and creative approach allows creating external and internal conditions for self-development of the student. The solution of the abovementioned problem is largely stipulate for the availability for future teachers of intrinsic motivation for continuous self-perfection personality qualities, and therefore the need for self-perfection. The phenomenon of self-development it

is necessarily internal, motivational process aimed at achieving a specific goal, as conscious self-perfection [6, p. 21].

For more accurate understanding of the students goals, objectives, ways and methods of achievement, conscious attitude to the process of training as a process of self-perfection and self-transformation, the pedagogical process is presupposes a subject-subject relationship between a student and a lecturer. Lecturers should provide ongoing support to the student in a self-perfection, induce it to self-perfection as personal and professional.

**Conclusions.** One of the conditions of successful solution of the problem of personality development of future teacher we consider in the education of future lecturers aspiration of individuality to continuous individual self-perfection throughout the pedagogical activities, readiness of a future teacher to a constant self-education.

#### BIBLIOGRAPHY

1. Анцыферова Л. И. Личность в трудных жизненных условиях [Текст]: переосмысление, преобразование ситуаций и психологическая защита / Л. И. Анцыферова // Психол. журн. – 1994. – Т. 15, № 1. – С. 3–18.
2. Бех И. Д. Особистісно орієнтований підхід: Теоретико-технологічні засади / І. Д. Бех. – К.: Либідь, 2003. – Кн. 1. – 280 с.
3. Гирфанов А. С. Организация и методика межличностного диалога в образовательном процессе / А. С. Гирфанов. – Петродворец, 1996. – 162 с.
4. Гриньова В. М. Формування педагогічної культури майбутнього вчителя (теоретичний та методичний аспекти) [Текст] : дис... д-ра пед. наук: 13.00.04 / Валентина Миколаївна Гриньова; Харківський державний педагогічний університет ім. Г. С. Сковороди. – Х., 2000. – 416 с.
5. Деркач А. А. Акмеологическая культура личности [Текст]: содержание, закономерности, механизмы развития / А. А. Деркач, Е. В. Селезнева. – М.: изд-во Моск. психол.-соц. ин-та ; Воронеж :

МОДЭК, 2006. – 496 с. – (Серия «Библиотека психолога»).

6. Костенко М. А. Педагогічні умови професійно-творчого саморозвитку майбутнього вчителя [Текст]: Автореф. дис. ...канд. пед. наук: 13.00.04. / М. А. Костенко; Харківський державний педагогічний університет ім. Г.С.Сковороди. – Х., 2004. – 20 с.
7. Костюк Г. С. Навчально-виховний процес і психічний розвиток особистості / За ред. Л. М. Проколієнко. – К.: Рад. школа, 1989. – 608 с.
8. Леонтьев А. Н. Проблемы развития психики / А. Н. Леонтьев. – М.: МГУ, 1972. – 565 с.
9. Пидкасистый П. И. Организация учебно-познавательной деятельности студентов [Текст] / П. И. Пидкасистый. – М.: Пед. общество России. – 2005. – 114 с.
10. Психологічний словник / За ред. В. І. Войтка. – К.: Либідь, 1982. – 215 с.
11. Рувинский Л. И. Теория самовоспитания / Л. И. Рувинский. – М.: Мысль, 1973. – 144 с.
12. Северіна Т. М. Ціннісна детермінація особистісного самовдосконалення студентів у навчально-виховному процесі вищих педагогічних навчальних закладів [Текст]: дис... канд. пед. наук: 13.00.07 / Тетяна Миколаївна Северіна; державний педагогічний університет ім. П. Тичини. – Умань. – 2012. – 225 с.
13. Селевко Г. К. Технологии развивающего образования / Г. К. Селевко. М.: НИИ школьных технологий, 2005. – 192 с.
14. Соціальна педагогіка: словник-довідник / За заг.ред. Т. Ф. Алексєєнко. – Вінниця: Планер. – 2009. – 542 с.

#### INFORMATION ABOUT THE AUTHOR

**Uisimbaieva Natalia Vasylivna** – a candidate of pedagogical sciences, an assistant professor of the department of pedagogies education and educational management of the Volodymyr Vynnychenko Kirovograd State Pedagogical University.

*The circle of scientific interests:* studying of the problem of the personality self-perfection of the future pedagogue; research of the problems of forming a future teacher's professional competence.

УДК 37.041:378.124

## ФОРМУВАННЯ ГОТОВНОСТІ СТУДЕНТІВ ПЕДАГОГІЧНИХ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДІВ ДО ПРОФЕСІЙНОГО САМОВДОСКОНАЛЕННЯ

*Ігор УЛИЧНИЙ (Кіровоград)*

*Постановка проблеми.* Осмислення досягнень і визначення стратегій розвитку освіти базується на особистості вчителя, пошуку варіантів стимулювання його професійної діяльності, його прагнення до активності, творчості, самореалізації, саморозвитку.

Здатність педагога до самовдосконалення є визначальним фактором якості освіти.

Сьогодні для майбутніх фахівців уже недостатньо оволодіти сукупністю певних професійних знань, умінь і навичок, для них важливим є формування готовності до