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DEVELOPMENT OF PERSONALITY MATURITY OF FUTURE TEACHERS

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Анотація. В статті розкривається сутність і критерії особистісної зрілості майбутніх учителів, обґрунтовуються умови її розвитку в освітньому просторі вищого педагогічного навчального закладу.

Ключові слова: особистість, зрілість, критерії особистісної зрілості, умови розвитку особистісної зрілості майбутніх учителів.

Аннотация. В статье раскрывается сущность и критерии личностной зрелости будущих учителей, обосновываются условия ее развития в образовательном пространстве высшего педагогического учебного заведения.

Ключевые слова: личность, зрелость, критерии личностной зрелости, условия развития личностной зрелости будущих учителей.

Summary. Essence and criteria of personality maturity of future teacher are examined in the article, the terms of its development are grounded in educational space of pedagogical institution of higher learning.

Key words: personality, maturity, criteria of personality maturity, condition of development of personality maturity of future teachers.

Statement of the problem. The personal development of students is possible only under the condition of according level of personality maturity of the tutor: “for correct personal development of children it is necessary, first of all, that teachers should possess the adequate personal organization” [1, s. 350]. It is difficult to imagine, how the teacher can promote harmonization of the personality of students if he himself is not deprived of psychological complexes and internal contradictions. In R.Berns’ opinion, teachers with the negative I-concept «experience social and emotional difficulties which cause uneasiness, generate stress and finally should for sure be reflected in their teaching work” [1, s. 302]. N.Osuhova fairly notices that “by means of intimidated and conformed teacher who does not accept himself and others, it is impossible to solve a problem of a school humanization” [7, s. 30]. Psychology and pedagogical researches testify that «together with cognitive development of the teacher the important requirement, which is necessary to consider in the course of vocational training, is his general psychological tone and adequacy of personal

regulation» [1, s. 314]. Whatever pedagogical techniques, methods and modes the teacher did not own; he should show to the students, first of all, the sample of psychological health and a personal maturity.

Numerous researches testify the importance of personality maturity of the teacher as preconditions of efficiency of pedagogical activity and in these researches the existence of indissoluble connection between personal characteristics of the tutor and personal formation of students is proved (R.Berns, U.Glasser, I.Dubrovina, A.Markova, L.Mitina, A.Orlov, K.Rodgers and others). The personal maturity of the teacher defines a humanistic orientation of his actions and deeds, ability to creative self-realization and self-development in professional work space. Therefore in the course of vocational training of the future teachers, the character and an orientation of personal development of students has not smaller importance, than the academic achievements. In this connection, the development of a personal maturity of the future teachers should become one of priority tasks of their vocational training.

Analysis of previous research. The analysis of psychological and pedagogical researches testifies that despite interest of scientists to studying of various aspects of the teacher's person, the problem of personal maturity formation as a complex attribute of the teacher meanwhile has not got appropriate interpretation. Much attention is demanded, in particular, by such questions, as criteria and structure of a personal maturity of the teacher, laws of its formation, psychological mechanisms, pedagogical conditions and ways of purposeful influence on personal formation of the future teachers, dynamics of personal development of the teacher in the course of vocational training.

The concept "maturity" is widely enough used recently in psychology, pedagogics and other sciences. In particular, such versions of a maturity, as biological, cognitive, intellectual, academic, emotional, psychological, social, civil, professional, spiritual, etc. are investigated. The term «a personal maturity» is used in papers of L.Antsiferova, Yu.Gil'buh, V.Morgun, N.Tkacheva, V.Petrovskiy, D.Leont'ev, O.Stepa and others.

V.Morgun and N.Tkacheva define the mature person as the conscious and self-regulated individual who has carried out transition from object of education to the subject of education, realizes himself as the integrity which is included in a society system, in an activity system. The mature person during its development more and more independently selects or changes, improves its own leading activity and a social situation of its development and, thanks to it, itself. Hence, the basic criterion of a personal maturity V.Morgun and N.Tkacheva consider independence, ability of the person to self-determination and self-control [5].

I.Kon uses concept a social maturity of the person, considering it as a stable condition of the person which is characterized by integrity, predictability, a social orientation of behaviour in all spheres of vital activity, ability to adequate perception of itself and surrounding people. "The mature person is a person who actively owns it's environment, owns stable unity of personal traits and value orientations and is capable to perceive correctly people and oneself" [3, s. 177].

L.Bozhovich defines the person as the human who has reached highly enough level of development, when he starts to perceive and understand himself as a single whole, different from other people, that is expressed by concept "I am". According to the researcher, an indicator of development of the person as personality is socially comprehensible and optimum parity for it of such qualities as: responsibility and feeling of internal freedom, feeling of self-respect (self-esteem) and respect for other people, honesty and conscientiousness, readiness and aspiration to socially necessary work, criticality and conviction, presence of stable ideals, kindness and severity, initiative and discipline, desire and ability to understand others, insistence to oneself and to another, will, ability to argue, readiness to operate, boldness, readiness to run risks and care [2].

Key indicator of a mental maturity, according to G.Suhobskaya, is reflexivity, ability to a reflexion, as all new growths and specificity of person's displays at adult age are connected with this quality [8]. The researcher considers as attributes of a psychological maturity of the person: ability to independent forecasting of one's behaviour in any reality situations on the basis of the generated ability to extract the necessary information and to analyze it for the purpose of the decision of concrete and non-standard life situations; ability to mobilize oneself on performance of own decision contrary to different circumstances and internal socially not motivated unwillingness (I "was tired", I "do not want", "It is difficult", etc.); ability to trace independently a course of performance of own actions and their results (that provides readiness of the person for «normal imaginary bifurcation» on «I am an executor» and «I am a controller»); ability to an estimated reflexion on the basis of the generated consciousness and an objective unbiased estimation of one's opinions, actions, deeds; ability to do conclusions from own behaviour in different situations, raising quality of forecasting, performance of planned and objectivity of estimations; ability to react emotionally adequately to various situations of own behaviour.

Characterizing the mature person, researchers focus attention on such indicator, as autonomy, self-determination. So, for example, D.Leont'ev considers personal potential as an integral characteristic of the mature person, which is shown in the form of self-determination, – ability to operate rather independently both from external, and from internal conditions (biological factors, requirements, character and other mental structures) [4]. Self-determination indicator is possibility of the individual as in cognitive, and in the practical level to deviate from a stream of everyday vital activity, to fall outside the limits of habitual and standard, to overcome the set circumstances and finally to overcome oneself. In such transcendental relation to own life, first of all, the personal maturity is shown.

The main material. Thus, the majority of researchers, considering a phenomenon of a personal maturity, focuses attention on such characteristics of the person, as self-determination, self-control in a counterbalance of external determination; creativity in a counterbalance to reproduction; individuality, authenticity in a counterbalance to standardization, banality; initiative in a counterbalance to passivity; self-esteem in a counterbalance to a negative self-estimation; a personal openness in a counterbalance to an estrangement and closeness; reflexivity in a counterbalance to an impulsiveness; flexibility, understanding of a relativity of things in a counterbalance to rigidity, dichotomizing ("black-and-white") thinking; realness of perception of the reality in a counterbalance to stereotype and bias. It is obvious that the personal maturity has not one-dimensional, but multidimensional structure, i.e. it integrates the complex of interconnected traits. Generalization of various approaches gives the grounds to allocate some bipolar parameters which have great value in a context of pedagogical activity and characterize the level of a personal maturity or, accordingly, immaturity of the teacher:

- proactivity (self-determination, an autonomy, initiative) – reactivity (passivity, dependence, orientation to authority);
- reflexivity, ability to reflective exits for borders of carried out activity – absorbency by activity, an inability to leave for its borders and to look at oneself and one's actions from a position of the extraneous observer;
- spontaneity, authenticity, absence of fear before self-disclosing, ability to emotionally close relations – closeness, distance, fear of emotionally close relations;
- realness of perception of oneself and an environment, ability to see things and other people such as they actually are – deformed perception of the reality as a result of any influence of not realized settings, stereotypes, mechanisms of psychological protection;
- an internal locus of control, acceptance of responsibility for the actions on oneself – an external locus of control, attribution of responsibility to an environment;
- tolerance, flexibility, the tolerant relation to contradictions, dissimilarities, understanding of a relativity of things, an openness to all new – intolerance, categoricalness, dichotomizing ("black-and-white") thinking, aversion of alternative sights;
- positive I am-concept, trust to oneself – negative I am-concept, uncertainty in oneself;
- creativity, enthusiasm, propensity to risk, creative transformation of the reality – reproductive orientation, banality, fear before risk, propensity to adhere to the established standards;
- presence of own vital philosophy and a personal-professional position – amorphous representation about own vital and professional priorities, passive perception of values and principles imposed from the outside.

The allocated parameters can be considered as criterion of a personal maturity of the teacher and, at the same time, as reference points of its personal-professional development.

Development of a personal maturity of the future teachers demands reconsideration of traditional problems of their preparation which are usually seen in formation of various aspects of professional competence, perfection of methodical skills, equipment of students by an arsenal of means of pedagogical influence, etc. As A.Orlov fairly marks, it is necessary to refuse such ideas about pedagogical skill as about set of non-personal professional knowledge, skills and habits which are transferred in the course of training and are defined by the experience of pedagogical activity. Pedagogical skill should be considered as a result of personal growth of the teacher in the profession, as consequence of improvement of its complete creative and personal potential inseparably linked with specificity of a personal position in a socially-psychological context of teaching and educational process [6, s. 153]. It is necessary not habitual «improvement of sphere of professional knowledge, skills and habits», but working out of a complex model of pedagogical accompaniment and support of personal formation of the future teachers.

For stimulation of development of a personal maturity of the future teachers it is necessary to create conditions for transformation of students from objects of pedagogical influence into subjects of personal-professional formation. Pedagogical support of personal development of students assumes creation in a

higher educational institution of educational space which stimulates subject forms of students activity in determination, of which the leading part is played by the person itself: initiative, shown in initiation and expansion of this or that activity without external prompting; creative, shown in the decision of tasks for which neither the way of the decision, nor possible results are not known in advance; super-situational, that is an activity exiting for frameworks of a situation which is set by sociocultural norm or answers the previous experience of the individual; the self-management, shown in conscious management by one's possibilities, construction and realization of vital strategy, the organization of one's way of life and professional work, professional self-improvement; reflective – comprehension, critical analysis and correction of one's actions as a subject of activity, definition of own advantages and lacks, prospects of the further personal and professional growth.

The analysis of domestic and foreign psychology and pedagogical concepts of the personally-focused educational interaction gives the grounds to allocate some pedagogical conditions necessary for stimulation of subject activity and, accordingly, of development of a personal maturity of pedagogical high schools students. The first of them consists in transition from monologue to dialogical strategy of pedagogical interaction. At monologue strategy the teacher operates thus as if only he is the full subject and the carrier of the real true. Unlike it, dialogical strategy is based on a recognition of subjective full value and basic equality of co-operating partners and in this sense abstracts from possible differences in the social status of the teacher and students.

Researchers consider as base characteristics of dialogical pedagogical interaction: mutual trust, an openness, goodwill, the common vision of situations by the teacher and students, a mutual orientation on the problems solving, equality of psychological positions, mutual understanding (L.Petrovskaya, A.Spivakovskaya); equality, mutual trust, mutual understanding, mutual sympathy (R.Karneev); orientation to equality in communication, aspiration to mutual understanding, co-creation and mutual development (S.Bratchenko); personal orientation, equality of psychological positions, mutual penetration into the world of feelings and experiences, readiness to accept the partner's point of view, a withdrawal from especially role position (N.Ostroverhova). Despite of certain differences, the majority of researchers recognize the most effective from the point of view of creation of favorable conditions for personal development of pedagogical process subjects the dialogical, the subject-subject strategy of interaction which assumes: perception of students as partners psychologically equal in rights; certainly positive relation to them and belief in their potential creative possibilities; a personal openness and trust; disposing to mutual understanding and creative cooperation; granting to students of a freedom in choosing, the right to personal-professional self-determination. Dialogical character of pedagogical interaction is connected, first of all, with transformation of superposition of the teacher and subordinated position of the student in personally equal in rights positions of partners of joint activity. Construction of pedagogical process on dialogue principles as cooperation equal in rights is a necessary condition of realization of the personal approach and, at the same time, the precondition of development of a personal maturity of the future teachers.

Development of a personal maturity of students is possible under condition of personification of relations of pedagogical process subjects. Unpersonified pedagogical interaction is based exclusively on socially-role expectations: the teacher plays a role of the instructor, the teacher, and the student – a role of the subordinate, the pupil. Everything that is beyond these social roles, is forced out from pedagogical process, disappears behind official masks or facades. It interferes the occurrence between teachers and students of mutual trust, psychological contact therefore the developing potential of educational interaction essentially decreases. Development of a personal maturity of the future teachers demands personification of pedagogical relations, refusal of role masks and the facades, adequate inclusion in interaction of those elements of personal experience (feelings, experiences, emotions) which are beyond role expectations. It is important, that in various situations of pedagogical communication the teacher concerned the student not from a position of a formal role of the instructor, but accepted it as the person, not from a position "over", but from a position of the participant of dialogue equal in rights. Under such condition it is established not inter-role, but interpersonal contact, arises dialogue therefore the psychological basis for positive changes in informative, emotional and behavioural spheres of subjects of pedagogical interaction is created.

Development of subjective character of the person occurs during the creative activity directed on decision of tasks for which neither the way of the decision, nor possible results are not known in advance. Hence, an important condition of stimulation of personal development of the future teachers is making the pedagogical process problematic, wide use of problem, creative tasks which demand search activity. Unproblematic pedagogical interaction is constructed under the reproductive sample: the teacher transfers to students certain norms and the standards of professional work fixed in the form of concepts, principles, methods, modes, technologies, etc. Activity of students is reduced to comprehension and mastering of a

material offered to them and the decision of the informative-practical tasks put to them. In unproblematic pedagogical interaction the teacher puts tasks, students carry them out. Problem character of interaction provides change of roles and positions of pedagogical process subjects. The basic function of the teacher should consist not so much in translation of norms and professional standards, but in stimulation of students' aspiration to personal development, the organization of research activity, creation of conditions for independent revealing and the decision of problems which arise in personal-professional formation.

Making pedagogical interaction problematic can promote usage of a method of a problem statement in which the teacher creates professionally focused problem situations which stimulate comprehension by students of personal sense of one or another theoretical-pedagogical positions in a context of the future professional work. The teacher offers the various points of view concerning this or that problem, setting thereby certain space of internal dialogue and professional self-determination of each student. For example, it is possible to acquaint students with two concepts of education (technocratic, "forming" according to which the student is an object of pedagogical influences, and naturalistic, assuming support of development of the potential abilities put by the nature and qualities of the individual) and suggest to define one's own relation to them. Thanks to it process of personal-professional development of the future teachers gets variation character, conditions for a choice by students of an individual approach to the decision of one or another pedagogical problems are created. Any pedagogical problem can be differently apprehended and interpreted by students who analyze and estimate it from the personal positions. It is necessary to underline that in the conditions of the latent dialogue which occurs during lectures, students independently carry out a personal choice and define own relation (meanwhile substantially contemplate) to those or other problem aspects of the future professional work.

The future teachers receive broad opportunities for a substantiation and detailed representation of own point of view during the active form of professional-semantic dialogue, characteristic for practical, out-of-class activities, and also free dialogue with teachers. In this case there is a joint with teacher choice of actual professional-semantic problems, their discussion is organized which comes to the end with a dialogue reflexion. Such form of dialogical interaction assumes creative participation of the teacher in the process of choice of one or another approaches, interpretations, his sincere enthusiasm for a subject, personal experience of discussed problems, his right to express and defend actively own point of view, to convince students in its justice. The result of collision of various, at times even opposite, positions should become an atmosphere of common creative search of answers to personal and professional problems exciting students. The organization of such dialogue assuming a moral and aesthetic estimation of the various pedagogical facts, phenomena and processes, promotes deeper understanding, emotional experience, reflexion by students of valuable-semantic contradictions and problems of pedagogical activity, and also substantially stimulates their personal-professional development.

Formation of a subject position of students can be promoted by methods of interactive training which model subject and social aspects of the future activity and realize a problematic character principle: the analysis of pedagogical situations, a case-method, business and role-playing games, dramatizations, a method of projects, etc. One of the effective means of development of a future teachers' personal maturity during their vocational training is the group training, theoretical bases of which are intensively developed nowadays. In psychology and pedagogical researches transition from application of traditional means of preparation of the teachers directed on perfection of their methodical skills and subject competence, to use of various socially-psychological, psychotechnical and even psychotherapeutic procedures, which create conditions for the general personal development of students, is planned (F.Vasylyuk, Yu.Gippenreyter, L.Petrovskaya, S.Spivakovskaya, A.Harash, R.Berns, T.Gordon, K.Rodgers, T.Yatsenko and others).

The developed programs of socially-psychological training for students of pedagogical high schools have a various orientation: increasing of professional communicative competence, mastering of bases of actor's skill, development of separate communicative qualities (empathy, sensitiveness, dialogical character), activating of motivational potential, development of a professional orientation, consciousness, etc.

In process of training work with the future teachers the basic concepts of the human-centered psychotherapeutic approach are made operative (K.Rogers), concerning a pedagogical context. The basic postulate, on which such training is based, consists in that quality of pedagogical process is defined by quality of interpersonal dialogue of the teacher and students which, in turn, depends on level of a personal maturity of the teacher, its relation to himself. Hence, the primary goal of training – to promote development and harmonization of the teacher's person, and, thanks to it, to increase the efficiency of pedagogical process as a whole.

Group training can be an effective mean of pedagogical support of personal-professional formation of the future teachers, expansion of their personal experience, correction of professional settings, positions,

professional identity. Specially organized interpersonal interaction in groups of socially-psychological training gives the chance to students to feel themselves psychologically more protected, self-assured, capable to cooperation, raises their readiness to accept themselves and pupils. All of it considerably facilitates to the future teachers the decision of uneasy problems of dialogue with schoolchildren, does less intense collision with realities of school life. Participation in group training also promotes to correction of inadequate professional stereotypes, formation of students' ability to more objective, unbiased and deep understanding of themselves and surrounding people. Typical effects of socially-psychological training of the future teachers are: a tendency to give to relations with pupils as much attention and value, as to the subject maintenance; the aspiration to accept innovative, creative ideas of pupils instead of to react to them as on threat to own authority; propensity to resolve interpersonal problems together with pupils, instead of traditional disciplinary means; the general harmonization of the person. Training approaches pedagogical dialogue to therapeutic one, promote personal growth of the future teachers, harmonizing system of their intrapersonal relations.

Conclusions. Thus, a major factor of education which finally defines its efficiency, the person of the teacher is. As by means of a curve ruler it is impossible to spend a straight line, so by means of immature, intimidated and conformed teacher who does not accept himself and pupils, it is impossible to bring up the mature person. For a school humanization and the organization of pedagogical process on dialogue principles the teacher is necessary, who is characterized by high level of a personal maturity and can appear before pupils not as the faceless functionary, the executor of a professional role, but as the original person having own position, opened in expression of the feelings, emotions and relations. Preparation of such teachers demands realization in educational space of a higher educational institution of a complex of the pedagogical conditions connected with maintenance of a subject position of students, activation of their reflective processes, dialogical character, personification and making problematic of pedagogical interaction, application of technologies of socially-psychological training of a personal maturity.

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