



DOI: 10.1515/rpp-2015-0007

PhD in Biological Sciences, Senior Researcher, **NADIA POSTRYHACH**
Institute of Pedagogical Education and Adult Education of NAPS of Ukraine
Address: 9 M. Berlynskoho str., Kyiv, 04060, Ukraine
E-mail: pnadegeda@ukr.net

FOREIGN APPROACHES TO DETERMINING THE CATEGORIES OF TEACHERS' PROFESSIONALIZATION AND PROFESSIONALISM IN THE SYSTEM OF CONTINUING ADVANCED TRAINING

ABSTRACT

In this article we have tried to switch our attention towards the contemporary debates about the teaching profession that are more focused on a recognized reality that the profession is changing due to the development of modern society, with more complex tasks in the system of pedagogic education. Accordingly, we felt it necessary to respond to several issues raised by researchers in this problem field: what skills should teachers possess in a society that is constantly evolving and changing? What are teachers to "know" and "know how to do?" How should they be prepared to practice this profession? What types of theoretical, methodological, professional skills do teachers need to achieve? What are the most appropriate and effective primary training programs for teaching staff?

Answers to these questions can only be "the professionalization of teaching career" and, in particular, the development of "professiogram" of the profession. We thought it would be useful to analyze aspects such as professionalism and professionalization, their interrelation and significance. In addition, the professionalization is realized on the basis of standard educational function, which, in its turn, indicates the presence of general and specific skills and abilities needed to realize the teaching profession.

Key words: *continuous advanced training of teachers, professiogram, professionalism, professionalization, the teaching profession.*

INTRODUCTION

In the conditions of the establishment of national education system in Ukraine a role of teacher-master of pedagogic labour, bearer of general cultural and national values is still significant, as the quality of education of younger generation depends on him and his personal qualities (Андрущенко, 2005).

A modern pedagogue in new conditions of the educational process is called for experimenting, making the search for effective creative, innovative approaches to solving educational problems, introducing new educational technologies, unique pedagogical ideas, innovative methods, techniques and forms of cognitive activity organization, high-quality mastering learning activities during which he develops himself as a qualified specialist (Попенко, 2012).

Among the many problems of the present time the most topical problem lies in the status of a teacher, his professionalism, willingness to work in a new way and solve topical problems, constantly learn, strive for self-improvement, willingness to innovate and introduce new technologies, without which at the present stage of social development it is impossible to be a modern professional specialist. Also, a teacher should be prepared for motivated professional activities, and be able to not only work in new ways, but also be the



initiator of innovative processes. Therefore, the modern training of future specialist in educational establishment must meet European standards (Попенко, 2012).

THE AIM OF THE STUDY

The main aim of the study is the theoretical analysis of foreign approaches to determining the categories of professionalization and professionalism in the system of continuous advance training, characterization of the conceptual principles of professionalization and professionalism of teachers, and their interaction.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Theoretical and methodological basis of the research consists of theory of teacher's professional training (F. Burberger, I. Goodson, E. Hargreaves, M. Long, L. Puhovska, J. Shawn, J. Tromen, L. Vygotsky, P. Zgaga etc.); works on pedagogic psychology and psychopedagogy (U. Damon, N. Flanders, C. Galloway, J. Hatfield, F. Helton, F. Heyder, V. Polyakov, E. Stones, S. Valentyn, J. Wahlberg, J. Watson, etc.) and others.

The theoretical basis of the concept of personality professional formation and professionalization of teaching staff were studied by C. Abulkhanova-Slavka, B. Ananiev, L. Bodalev, L. Bozhovych, P. Chystyakova, A. Derkach, A. Fonarev, E. Klimov, I. Kon, T. Kudryavtsev, N. Kuzmina, B. Lomov, A. Markova, L. Mitina, M. Nechaev, Y. Povarenkov, M. Pryazhnykov, A. Rean, V. Shandrykov, G. Sukhodolskyi, V. Zazykin, E. Zeyer, and others.

Scientific works on problems of professionalism include issues of pedagogical mastery (I. Ziaziun, L. Karamushka, V. Semychenko, N. Tarasevych etc.), future teacher's preparedness for teaching activities (V. Andrievska, G. Ball, J. Ziaziun etc.), development of pedagogical qualities (A. Afanasyev, V. Galuzynsky, M. Smetanskyi, etc.), profессиograms as a system of theoretical knowledge, pedagogical skills of teacher (K. Aldesku (Balas), O. Moroz, L. Puhovska, V. Slastionin A. Verbytskyi etc.).

Problems of continuous professional education of teachers, advanced training of teachers and their professional development are studied both by domestic and foreign scientists: N. Abashkina, J. Gudled L. Puhovska (professional education), T. Brazhe, S. Kovalenko, G. Suhobska, N. Surtayeva, S. Vershlovskyi (scientific principles of adults' advanced training), V. Andryushchenko, O. Chalyi, T. Desiatov, V. Kremen, S. Tsekhmister, I. Ziaziun (continuous professional education); N. Lisova, P. Matvienko, V. Russol, S. Synenko (postgraduate pedagogical education); N. Bilyk, L. Bondareva, A. Charles, N. Chepurna, A. Cole, A. Danylyev, B. Dyachenko, V. Ivanov, B. Oliynik, A. Omelchenko, O. Protsenko, O. Rudina, T. Sorochan, I. Tytarenko, (teacher advanced training); B. Avalos, J. Batcher, E. Burd, K. Marcelo, B. Mun (teacher's professional development); M. Green, J. Lupart, K. Yevchuk, A. Yermola (technologies of organization of scientific and methodical work with teaching staff) and others.

Research methods are content analysis of Ukrainian and foreign documents and Internet sources, scientific articles and reports on the definite problem; theoretical analysis and synthesis, generalization of the obtained results.

RESULTS

Foreign scientist Ph. Perrenoud notes that European teacher must possess the following skills: organization of learning opportunities for students; progress management of students' learning; team work; participation in school curriculum and organizational development; assistance to parents and the public as for life of the school; use of new technologies in daily practice; fulfillment of professional duties and ethical dilemmas; management of their own professional development (Schratz, 2010).



In this context, another scientist M. Schratz emphasizes increasing professionalization of teaching, which means: to act as professionals, use research method or solve problems, take responsibility for their own continuous professional development based on the paradigm of life-long learning (Schratz, 2010).

Reference books interpret the term “professional” as someone who has chosen any activity as their profession; specialist in their field. Accordingly, the “professionalism” is defined as a profound mastering the profession, quality fulfillment of professional tasks, high professional accordance to standards etc. So, professionalism is a characteristic of an individual who possesses a set of skills, knowledge, abilities and skills necessary for purposeful, substantive, productive labour activity (Понзель, 2012).

Equally important in this context is professional adaptation of a teacher as a process of his adaptation (as well as the state of suitability) to the peculiarities of pedagogical activities organization and professional requirements of the educational establishment that hired him. In addition, the adaptation process of young teacher to the conditions of professional pedagogical activity covers such stages as initial decompensation, partial and then full compensation and, finally, psychological regulation of the activity. At the same time system of teacher’s pedagogical competencies, professional self-conception, individual style of teaching are being formed and usually there is a change in the axiosphere of his personality (Отич, 2010).

However, it should be noted that the question of justification of approaches to the definition and differentiation of the categories of professionalization and professionalism of teachers in the system of continuous advanced training in a foreign context are not yet the subject of detailed holistic pedagogical analysis.

The development of professional activity consists of several stages. In psychological and pedagogical theories stages of primary and secondary professionalization are distinguished. At the stage of primary professionalization the formation of a specialist and receiving necessary professional knowledge and skills take place. The main indicators of professional readiness of beginning teachers are: compliance of professional qualities with requirements of qualification characteristics of a pedagogue; possession of introspection technology skills, using psychological “self-concept” during diagnosing their own professional skills; knowledge of modern domestic and foreign pedagogical theories and paradigms; fluency in modern scientific language; cooperation technology skills; skills of out-of-stress technology under conditions of real pedagogical process; knowledge of rational types of modern teacher’s lifestyle; possession of information culture fundamentals; possession of technologies of team and personality study.

The purpose of secondary professionalization is transformation of a specialist into professional, accumulation and use of professional experience, the expansion of professional activity, realization of the ability to set and solve professional tasks. This is a period of identification with the profession, the acquisition of such qualities as professional mobility, flexible style of activity, the ability to design their own activities and career (Зеєр, 2009).

Qualitative characteristic of professionalization’s subject is professionalism that is a measure of possession of modern content, means of solving professional tasks and productive ways of their implementation by a representative of a certain profession. A level of pedagogue’s professionalism is determined by such characteristics of activity as pedagogical technique, pedagogical technology, pedagogical ethics, professional conduct, ability to professional self-education (Воляннюк, 2003).



A well-known researcher of professionalism psychology A. Markova considers professionalization as one of the sides of general socialization. The scientist believes that the professionalization is the process of approaching the state of an individual's professional activity to profессиogram (objective characteristics of professional activity developed by a society), to the standard of specialist model (Маркова, 1996).

Stressing the close connection between professionalization and socialization under modern conditions of social development, A. Markova considers different ratios of these processes during self-determination of an individual. In particular, as personal self-determination should be formed before professional self-determination, requirements to the profession are formed on the basis of the first one, in other words socialization influences professionalization. Further professional self-determination of an individual is defined by special psychological characteristics, which are caused by social demands that still proves an impact of socialization on professionalization. Professional self-determination begins to affect personal sphere when a person masters his profession in this or that degree. A person begins to perceive the world in the view of their profession, and therefore the criteria for assessing themselves as individuals are changing, based on an attitude to themselves as professionals (impact of professionalization on socialization).

Due to the definition of the attitude to all aspects of life through profession a professional type of personality is being formed. Therefore, people who are in the same profession have common interests, attitudes, similar values, manners, that causes their individual psychological similarity – it evidences the impact of professionalization on socialization. Finally, personality self-realisation is carried out by means of profession, however, when a person finds himself outside the profession, his attitude to the profession is adjusted in terms of his attitude to life (the impact of socialization on professionalization) (Маркова, 1996).

Considerable attention is given acmeological concept of professional development, established and detailed in relation to the teaching profession by famous Russian psychologist N. Kuzmina. Scientist's studies in the field of pedagogical psychology, in particular, an understanding of teacher's work as an integrated dynamic system, defining the nature and meaning of "productivity of pedagogical activity", a description of models of highly and low productive teacher's activity, the theoretical analysis of the concept of pedagogical route as a professional formation of pedagogue through continuity and consistency of pedagogical education and activity became the basis of this conception (Деркач, 2004).

The conception of professional development based and supplemented with ideas of individual's professional development is of great importance. According to A. Derkach, V. Zazykin the idea of professional development and professionalization are different. Thus, professional development is understood as a process of individual's direction to professionalism and professionalization is a process of professional formation. Professional development has more purposeful, controlled and active character in relation to the subject, while professionalization can occur spontaneously, irrationally, irregularly, wasting time and efforts. Professionalization is completed with the achievement of professionalism (objectively high indexes of professional activity), while professional development can continue revealing itself through subject's creative enrichment of work experience in the profession with new objectives, methods and results (Деркач, 2004).

During professionalization subsystem of productive self-concept is formed, the content of which contributes to professionalism. Self-concept is interpreted as a unique system of subject's notions of himself, on the basis of which he builds his relationships and interactions, as well as it is expressed in the notions of his present qualities (present self),



orientations as for himself in the future (perfect self) specific intentions to change himself in the future (dynamic self) and the image of himself in the future under the most favourable circumstances (fantastic self). Acmeological studies have clearly demonstrated that the development of personal professionalism requires harmony of present, perfect and dynamic selves, developed self-evaluation and self-control (Держач, 2004).

Professionalization can be seen as climbing to the top of the profession, as a process of non-linear, probable professional formation that covers a long period of human ontogenesis from the beginning of profession-oriented interests and aptitudes development, runs through all life and ends with the cessation of professional activity (Маркова, 1995).

According to Ukrainian researcher N. Mukan, the awareness of professionalism and teacher's belonging to a professional community requires education of future teachers since the first days of professional training and during professional activity. Their knowledge and understanding of the code of professional ethics and conduct, policy of secondary schools, membership in professional organizations, teachers' association, awareness of the need for continuous education and professional development, its importance contribute to the professionalization of pedagogical specialty (Мукач, 2014).

In his work "Four stages of professionalism" E. Hargreaves singles out classic, practical and fundamental periods in the process of professionalism development. Traditionally, problems of academization, professionalization and related to them issues of professionalism were combined within classical professionalism (E. Hargreaves, I. Goodson): "This scientific research is aimed at mastering and defining knowledge base needed in the work of pedagogue. It is an attempt to build professionalism and professionalization of pedagogue on the foundation of scientific credibility." It is implemented through classification and codification of pedagogue's practical knowledge and their transformation into technical, scientific or theoretical terms. In this case, the tendency to gain social status and financial opportunities within classical professionalism inevitably led to the gap formation between pedagogical science and practice. That is the price to pay when professionalization goals are achieved through academization.

Practical professionalism is an attempt to provide practical knowledge and judgment with appropriate value and high status. This approach "aims to raise the idea of practical experience in such a way as to create the idea of pedagogues as open-minded knowledgeable people." Such knowledge can be generated and transferred in special, mostly figurative, metaphorical and thematic plot forms that are traditionally used by pedagogues to present the activity both to colleagues and others (Hargreaves, 2000).

The concept of "thoughtful practice" or thoughtful professionalism serves as an addition to the considerations on practical professionalism. The concept of "reflective practice" was proposed and developed in the works of D. Schön as a method of defining and making qualified and reasonable decisions in such professional field such as teaching. According to statements by D. Schön, reflection means thinking that is not only detached from life by contemplation, and is directly connected with practice. Under this perspective the essence of professionalism is the ability to make decisions at their own judgment in an environment of complete uncertainty (Schön, 1983).

Therefore, considerations on the practical and thoughtful professionalism at its best significantly reduce the role of scientific knowledge obtained at university as the main intellectual factor of pedagogues' professionalization. From the standpoint of the strictest criticism these considerations lead to the conclusion as for the interrelation between pedagogue's considered practice and solutions to social problems of justice and



emancipation providing practical tasks with both social and critical sense, and personal and locally expressed character.

Development of principle professionalism should be based on a distinct set of moral and ethical principles. It is this form of professionalism, which involves active participation, should form the basis of professionalism, not contradictory and narrow interests of professionalization. The latter stands out for an enhanced focus on material conditions and pedagogues' status as a professional group. Principle professionalism implies a return to the original interests underlying the profession of pedagogue that, first of all, is moral and ethical profession.

Today the notion of professionalization is more and more focused on the recognized reality that the profession is changing due to the development of modern society and more complicated tasks education system is facing. In this context, foreign scholars in the field raise some questions to be answered: What are teachers to "know" and "know how to do?" How should they be prepared to practice this profession? What types of theoretical, methodological and professional skills do teachers need to acquire? What are the most appropriate and effective primary training programs for teaching staff?

The answer to these questions may be "the professionalization of pedagogical career" and, especially, the development of "professiogram" of the profession. This is rather a difficult task, given the specificity of educational activities. In this regard, we can assume that professionalization is implemented based on the standard educational functions and standards which, in their turn, point to general and specific skills and abilities required for the teaching profession. The professionalization of pedagogical career is based on an inventory of professional standards. However, it does not "reduce it to a systematic assimilation of skills described by professional standards, but requires heuristic and creative use of these skills in the educational and context situations," next to the knowledge and professional skills, "thinking pattern, interpretations, hypotheses creation, expectations, taking decisions" (Aldescu-Balas, 2010).

The research by Marilyn Cochran-Smith is noteworthy, as she reveals main problems of training and continuous professional education of teachers, such as their effects on professional practice and students' learning. According to the scientist, professionalization of pedagogical education aims to provide each student with highly qualified teaching, which is a foundation of a democratic society (Cochran-Smith, 2001).

CONCLUSIONS

So, theoretical analysis of professional literature on the problem of scientific research has shown that a new moral order of pedagogical practice implies the future integration of professionalization and professionalism around the formulation of the moral tasks of teaching and learning in schools. Professionalization of pedagogical education is based on an inventory of professional standards and aims to provide each student with highly qualified teaching that is a foundation of a democratic society.

Development of principal professionalism should be based on a distinct set of moral and ethical principles. In our opinion, this form of professionalism, which involves active participation, should form the basis for professionalism, not contradictory and narrow interests of professionalization.

Prospects for further scientific researchers are seen in the study of psychological and pedagogical foundations of productive self-concept in the modeling process of teachers' professional development in countries of Southern Europe.



REFERENCES

1. Андрущенко, В., Табачек, І. (2005). Формування особистості вчителя в сучасних умовах [Forming teacher's personality under modern conditions]. *Політичний менеджмент*, № 1 (10), р. 58–69 (in Ukrainian).
2. Воляннюк, Н. Ю. (2003). Професіональне розвиток суб'єкта діяльності [Professional development of the subject of activity]. *Фізическе виховання студентів творчеських спеціальностей*. Харків, № 2, р. 37–47.
3. Деркач, А. А. (2004). *Ахнеологіческе основи розвитку професіонала* [Achmeological foundations of professional's development]. М. : Издательство Московского психолого-социального института; Воронеж : Издательство НПО «МОДЭКС», р. 752 (in Russian).
4. Зеер, Е. Ф. (2009). *Психология профессионального развития* [Psychology of professional development]. М. : Академия, р. 240 (in Russian).
5. Маркова, А. К. (1996). *Психология профессионализма* [Psychology of professionalism]. М. : Междунар. гуманит. фонд «Знание», р. 308 [in Russian].
6. Маркова, А. К. (1995). Психологические критерии и ступени профессионализма учителя [Psychological criteria of teacher's professionalism]. *Педагогика*, № 6, р. 55–63 (in Russian).
7. Мукач, Н. В. (2007). *Сучасні дослідження в галузі підвищення кваліфікації вчителів у системі неперервної професійної освіти англосмовного світу* [Contemporary researches on the field of teachers' advanced training in the system of continuing professional education of English-speaking world]. Retrieved 1.09.2014 from : http://vlp.com.ua/files/10_36.pdf.
8. Отич, О. (2010). Професійна адаптація молодого вчителя в умовах зміни ціннісної парадигми освіти [Professional adaptation of a young teacher under the conditions of the change of values' paradigm in education]. *Педагогіка і психологія професійної освіти*, № 1–2, р. 268, р. 9–17 (in Ukrainian).
9. Понзель, У. (2012). Формування професіоналізму педагога [Pegagogue's professionalism formation]. In: Бідюк, Н. М. (Ed.) *Порівняльна професійна педагогіка*, No 2, р. 213–218 (in Ukrainian).
10. Попенко, О. М. (2012). Професійна культура вчителя як інтеграційна якість особистості педагога-професіонала [Teacher's professional culture as an integrative quality of pedagogue-professional's personality]. *Наукові записки НДУ ім. М. Гоголя. Психолого-педагогічні науки* [Scientific notes of Nizhyn State University named after Mykola Gogol. Psychological and pedagogical sciences], № 1, р. 44–46 (in Ukrainian).
11. Aldescu-Balas, С. Е. (2010). *Student's Initial Training for the Didactic Profession*. PhD Thesis. Summary [PhD Candidate]. Cluj-Napoca, р. 41 (in English).
12. Cochran-Smith, М. (2001). The outcomes question in teacher education. *Teaching and Teacher Education*, No 17, р. 527–546.
13. Hargreaves, А. (2000). Four Ages of Professionalism and Professional Learning. *Teachers and Teaching: History and Practice*, Vol. 6, No. 2, р. 32.
14. Schratz, М. (2010). *What is a "European Teacher"?* A Discussion Paper European Network on Teacher Education Policies (ENTEP). Retrieved 1.09.2014 from : <http://www.sdcentras.lt/pla/res/Schratz.pdf>.
15. Schön, D. (1983). *The Reflective Practitioner : How Professionals Think in Action*. London : Temple Smith, р. 374.