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THEORETICAL APPROACHES STUDY OF THE PROBLEM OF DEVELOPING A FUTURE TEACHER'S PROFESSIONAL CONSCIOUSNESS

Summary. The theses present the theoretical study results of the problem of developing a future teacher's professional consciousness. The structure of the teacher's professional consciousness has been characterized. It is shown that the development of professional consciousness takes place during three

training stages providing the implementation of certain types of educational activities.

Key words: consciousness, professional consciousness, structure of professional consciousness, teacher's professional training.

Шевченко Н., Александрова О., Александров В. Теоретичні підходи до вивчення проблеми розвитку професійної свідомості майбутнього вчителя

Анотація. У тезах представлено результати теоретичного вивчення проблеми розвитку професійної свідомості майбутнього вчителя. Охарактеризовано структуру професійної свідомості вчителя. Показано, що розвиток професійної свідомості відбувається упродовж трьох етапів навчання при здійсненні певних видів навчальної діяльності.

Ключові слова: свідомість, професійна свідомість, структура професійної свідомості, фахова підготовка вчителя.

Research relevance. In the current social and economic situation the Ukrainian society demands a professional teacher who will be able to build his professional activity in accordance with the personality development values. There is a need for stepping over the limits of technological understanding of professional activity to the study of the professional consciousness of a teacher as exactly professional consciousness turns out to be the main knot of contradictions between the existing practice of professional training and specific professional activity.

The purpose of the theses is to highlight the results of the problem's theoretical study showing the development of a teacher's professional consciousness in the process of his professional training.

The results of the theoretical stage of the study. The category of professional consciousness which combines both the subject-operational aspect of activity (related to the formation and development of a system of subject-specialized methods of mental activity) and its motivational personal aspect (represented by the value-meaning attitude of the specialist to the activity and its key tasks) can be qualified as the most important category that really reflects the essence of a specialist professional formation and development process (O.V. Drobot; N.O. Kucherovska; O.I. Chepishko; N.F. Shevchenko).

Based on the principle of the unity of consciousness and activity and recognizing educational activity as leading at the student age, we can say that it is in the process of educational activity that psychological neoplasms arise, which ensure the formation process as well as further development of professional activity. It is not only about the development of subject-specific methods of mental activity, but also the system of professional and personal

attitudes, which act as basic psychological components in the structure of professional activity being mastered and which exert influence on the formation and development of the future specialist's professional consciousness.

We analyze the structure of the teacher's professional consciousness within the framework of the unity of three components: sensory aspects, which is expressed in the features of professional perception; meanings represented by pedagogical concepts and categories; common sense expressed by motives, interests and goals of the teacher's activity [4]. Only the content which is reproduced in consciousness through the mechanism of educational activities can create generative potential. Therefore, the formation and development of the specified components of future teachers' professional consciousness anticipate the implementation of definite types of educational activities carried out at various stages of educational process [3; 5].

Thus, at the first stage, where the main activity is academic, occurs the formation of students' cognitive competence. At this stage, future teachers get acquainted with the basic concepts and categories of pedagogics, learning to use them. The basis of vocabulary replenishing process connected with the formation of a thematic thesaurus is to ensure understanding of the material being mastered by students. Therefore, the results of professional consciousness formation at the specified stage are presented in objective values (meanings) that are learned by students while performing educational tasks, solving problems and situations.

At the second stage the main type of activity is quasi-professional when future teachers acquire the skills and techniques necessary for their professional activity. The training process goes beyond the framework of meanings because students correlate the information gleaned from textbooks with professional situations to use facts and figures for their own practical purposes. Therefore such information acquires a personal meaning, being transformed from information into knowledge that adequately reflects definite professional reality.

At the third stage the main type of educational activity is professionally oriented when students plunge in the future profession by undergoing school practice and conducting pedagogical research. During this period the students perceive the training process from the point of their own professional future while the algorithms learned by them at the previous stages is adapted to real pedagogic situations. At this stage personal meanings are transformed into social values – a system of responsible attitudes towards nature, work, society, other individuals and also towards themselves. So the results of formation and development of professional consciousness at the second and the third stages are represented in terms expressed by the motives, interests, goals and values of the teachers' professional activity.

Undoubtedly the professional consciousness that has been formed becomes a necessary condition for the future successful professional activity as the key ingredient in the teaching process is the teacher's personality [1; 2]. Aiming at the formation of a personality in the process of study, a teacher is invited to manage the process of intellectual, emotional and physical development, participating in the transformation of his students' spiritual world.

Taking into consideration the above mentioned stages we can discuss the peculiarities of a teacher's professional consciousness. Firstly, the professional consciousness can exist not only in the individual but also in a social form, because the process of its formation and development is determined by the social environment, an integral structural element of which is the real training process. The teacher's professional consciousness permeates all basic forms of social consciousness, because the necessary condition for the preservation and further existence of social consciousness and its content is the awareness of the need to pass it on to future generations. The second peculiarity of a teacher's professional consciousness lies in its «anticipatory reflection», that is, the desire to model future generations, their activities and certain results. The third feature of a teacher's professional consciousness includes conceptions aimed at future social needs, ideals and values which will differ from the past and the present generations that exercise pedagogic activities. Moreover, although the teacher's professional consciousness is a reflection of the present, at the same time it is entirely oriented towards the future, therefore the result of pedagogic activity often differs from the imaginary models of the generations being brought up.

Conclusions. The results of the theoretical analysis show that the development of a teacher's professional consciousness in the process of professional training takes place within three stages providing the implementation of certain types of educational activities. The components of professional consciousness are developed and formed in the process of personal development in the professional sphere of life, therefore professional training should form not only professional knowledge, habits and skills of a future teacher, but it should also pave the way to professional perfection which involves the formation of professional consciousness.

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ОСОБЛИВОСТІ УСВІДОМЛЕННЯ СТУДЕНТАМИ ВЛАСНИХ ПОТРЕБ

Анотація. На основі аналізу результатів емпіричного дослідження потреб студентів розглядаються особливості усвідомлення студентами власних потреб. За допомогою факторного аналізу здійснено класифікацію потреб студентів. Виокремлено такі основні чотири фактори: 1) життя у соціумі; 2) особистісні потреби; 3) життєзабезпечення; 4) ресурсні потреби.

Ключові слова: потреба, студенти, контент-аналіз, факторний аналіз.

Shepelova M. The peculiarities of own needs' awareness by students

Summary. Basing on the analysis of students' needs empirical research results, the peculiarities of students' awareness of their own needs are considered. With the help of factor analysis, students' needs were classified. The following four main factors were defined: 1) life in society; 2) personality needs; 3) life support; 4) resource needs.

Key words: need, students, content analysis, factor analysis.

Усвідомлення людиною того, що їй потрібно у житті, скеровує її діяльність, а можливість задовольнити свої потреби, чи відчуття