

УДК 37.015.311

**VALERY RADUL**

Volodymyr Vynnychenko Kirovohrad state pedagogical university

## **THE DEVELOPMENT OF SOCIO-PROFESSIONAL ENVIRONMENT OF A WOULD-BE TEACHER**

*Keywords: personality, would-be teacher, environment, socio-professional environment, activity.*

The analysis of relations between person and environment of his activity is based on a number of features of correlational mutual influence of person's activity and environment of his activity. It believed that person's activity is revealed in his actions, in which the unity of activity and consciousness is reflected.

The change of student's views on the content and perspectives of their next professional activity is more intensive during the 2nd and 3rd years of education depending on the future profession of student.

The results of our experimental searches, observations, students' self-evaluation, and expert evaluation show, that those students who take active part in the development of their socio-professional environment, differ from the rest of their colleagues, by the fact that they have a conception and skills of setting up positive interrelations, they form organizing and organizational abilities, create their own system of problems vision and possible ways of their solving.

Owing to this, they become more prepared in organizational issues for the further realization of professional and other social responsibilities in comparison to other students.

During the research, which was done on the department of pedagogy and educational management of Kirovohrad Volodymyr Vynnychenko State Pedagogical University in "Teachers' staff personal diagnostics" laboratory, we dealt with a big number of respondents.

We analyzed such aspect of a problem as the formation of socio-professional activity. A considerable number of students from different departments of different specialties were involved in such kinds of activity which had a special interest to us during the process of the research realization. It is important to mention that high indicators of socio-professional activity level were noticed within the students who took part in those kinds informally, but found positives related to their professional growth and consciously tried to do an additional amount of work.

An important fact is that quality of activity directed towards the development of socio-professional environment is influenced by its character and motivation. During the experimental research work we paid attention to this situation (especially if a would-be teacher creates a certain motivated system of values). The following situation is observed simultaneously when student is involved into work considering socio-professional environment development without a proper desire as well as without certain perspectives, thus decrease of his activity is observed. Several reasons can explain it: firstly, every student want to have his own beneficial results from being involved into certain kind of activity; secondly, it is desirable that any activity should bring pleasure; thirdly, when facing real problems certain part of students do not wish to solve them.

Those kinds of activities, which positively influence the development of socio-professional environment, are well realized by those students who form their own vision of a certain problem with the help of them, reach certain personal aim on the way of personal-professional growth, in other words, by means of their active position in the development of socio-professional environment, their realize simultaneously their own development as well.

As a result of diagnostic analysis of personality development of the students involved into the experiment, the highest value of socio-professional activity value in department is possessed by those students, who were involved into the active development of socio-professional environment.

We managed to form two groups of students during the realization of experimental research work – experimental and referential. Experimental group includes the students who took active part the development of socio-professional environment, referential – students who did not participate in such kind of activity. Experimental group was represented by the monitors of academic groups, professional group organizers, members of student council and other student public organizations.

The research is based on “ex post facto” experiment. Its peculiar feature is leveling of student groups, which are involved into research. We did “leveling”, taking into account age and place of birth, year of studying, specialization, social origin (depending on a department).

While planning a highly technological educational environment, it is advisable to use ecoanthropocentric approach, which in pedagogy means the direction of educational process on formation of optimal ways and means of metabolism (change, alteration), in other words, it is an exchange between person and environment on the basis of quality state consideration of its natural and created components, level of informational culture and value-orientation priorities, ways of interaction with other people and attitude towards social reality.

The principal role in the formation of student’s adequate attitude to himself is manifestation of activity. The reflection of this dependence was observed with the help of students’ frequency divisions according to socio-professional activity rate, absolute value of which depends the correlation of experts’ evaluation and respondents’ self-appraisal.

Considerable importance in the realization of socio-professional activity lies in personal values. Values, as one of important elements of moral culture, help individual and society reproduce social connections, public relations and maintain their further resolution. On this basis we determine the vector of vital aspiration and behavior, the level of socio-professional activity. Purposeful character of person’s activity, which is born by desire to satisfy one’s needs, causes value attitude to the aim, and conditions of its achievement and one’s own activity.

One of the kinds of environment, in which the manifestation of student’s activity takes place is pedagogical environment. Pedagogical environment permanently undergoes interaction with other environments, which, conformably to pedagogical one, act as fields: psychological, social and biological, etc.

Pedagogical environment is integral systematic formation, in which there exist prevailing horizontal connections between the participants of educational process and some separate substructures. As soon as the behavior of pedagogical environment is a function of personalities, its state is essentially influenced by informal psychological structures, which are based on instincts, abilities, desires, etc. From this point of view, we can observe an infinite variety of behavioral reactions of person, a pretended unexpectedness of a separate pedagogical process.

Depending on certain situation, in the pretended unexpectedness of pedagogical environment moving direction, such its feature as non-linearity is revealed. In such non-linear environments, classical principle as superposition does not lose its force, in other words it is a true statement that consequences of simultaneous influence of several factors on pedagogical environment are not equal to the sum of results, caused by the same factors, if they have a separate impact on the environment.

The specific character of non-linear environment may include such its features as self-organization and self-regulation. These very features cause the reaction, which is not always adequate to the aims of pedagogical environment onto outer influence.

Social environment is a real lever of educational process and the whole role of a teacher is to come to the operating of this lever. Student’s attitude to the environment should always have active nature, but not the one of simple dependence.

Educational micro-environment is the most important factor of purposeful socialization, upbringing of personality. Its influence on personality depends mostly on how aims and tasks of micro-environment are comprehended by its members and perceived by them as the personal and practical ones. Natural unity of personal and social emerge in collective, socially useful activity and is revealed in collectivism, which stands for the manifestation of social environment features.

Pedagogical requirement is considered to be the most important factor in the development of a micro environment as a type of general environment. It quickly helps to bring order and improve discipline, gives an air of organization into students’ activity, acts as a governing tool to manage pupils, in other words it is a method of pedagogical activity; which provokes the internal opposition of the educational process and stimulates students’ development; helps to strengthen relationship and gives them social direction. The dialectics of pedagogical process has such a nature, that pedagogical requirement, being initially a method in pedagogue’s hands, in the process of development becomes the method of micro environmental educational activity, and at a time changes into an internal stimulus of students’ activity, reflects in their interests, needs, personal desires and aspiration.

The application of the requirements is connected with training and exercising the students. During their realization it is desirable that students' mood and group public thinking be taken into account. It is also very important that pedagogue's requirements should be followed if not by every but most of the students. The group's activists can reach this kind of state, so their upbringing it is essential.

In the period from 2004 to 2012, there were several qualitative changes in the socio-professional activity indicator of those students who were purposefully involved into participation in the development of socio-professional environment. There was a yearly growing tendency of those students, who wished to take part in the kinds of activity that developed socio-professional environment. Such tendency was especially vivid at the departments of pedagogy and psychology, physical training, history and law.

According to data given by diagnostic survey 2008 19% of students, engaged into experimental research, were involved into the active participation in the development of socio-professional environment. According to results of survey 2012, the number was increased to 47%. Thus, the number of the would-be teachers, who are not indifferent to the development of their socio-professional activity, has increased during this period.

Public thinking in micro environment is a complex of those generalized appraisals, given to certain phenomena and facts of collegial life by the students' environment. The character and essence of public thinking and its maturity can be revealed only observing students in real conditions of activity or creating the situation of a voluntary choice. There are two main ways distinguished in public thinking formation in micro environment: 1) an improving practical activity; 2) a conducting of organizing and elucidative events by means of conferences, meetings, etc. In case of content organizing activity, which is actively practiced by all pupils, the latter do not only experience the exhilaration of success but also learn to treat imperfection critically and strive to overcome them. On having a principal healthy relationship between students, any influence on micro environment will in any way affect its members and vice versa, influence on one member is treated as the addressing the others.

Rank analysis shows, that ranking rows of marks of two chosen student groups differ essentially. In other words, intensity of the development of the socio-professional environment of the would-be teachers is directly proportional to their socio-professional activity growth, and those kinds of activity, caused by the indicators of the students education system in pedagogical university, form it differently.

Thus, the group of students, which develops actively their socio-professional environment, has activity indicator "Active participation in micro environment development" on the first ranking place. It is explained by students' direct visions of the importance of micro environment influence on the development of socio professional environment. The consideration of social environment, society as the outer force, which influences a would-be teacher, is based on anthropocentric thinking paradigm that turns a student into the point of society's outer influence application. In reality, such opposition between a student and society is provided through artificial situations, which "tear" student out of his natural social situation of development. A would-be teacher is either "tossed" into a new social group or he is made to face "stranger" adult.

Famous English methodologist and social psychologist R. Hare sees the sources of socialization understanding in "the external constraint of personality". On R. Hare's opinion (which is based on the idea of L.S. Vygotskiy about socialization as transferring of interpsychic into intrapsychic in the process of common activity and communication), to build a theory of individual personal psychology one needs to reject Descartes' opposition "internal-external". On the contrary to Descartes' system of coordinates, R. Hare suggests personal psychology space with such axes: axis "individual – collective"; axis "personal – social"; axis "public – personal". Absciss axis "individual-collective" acts simultaneously as "realization" axis in the conceptual space of personal psychology [262].

R. Hare's scheme, in which an individual is not represented to social group, but is indissolubly bound to it by the process of "realization" of action, is relative to the idea of L.S. Vygotskiy, according to which, the development of a child in society, the change of social into individual occurs only in the process of cooperation with adults and peers. Second rank place in this group of students is taken by indicator of the activity "Wish for socio-professional development". In this kind of activity, students form positive value orientations in conditions of the professional training in their higher

educational establishment. They can be developed, forming intellectual, social, and professional creativity, in the framework of which pedagogical activity dominates. Value characteristics are closely connected with separate events, life phenomena, culture and society in general as well as with the subject, which performs different kinds of creative activity. In the process of creativity there appear things like new valuable objects, boons, the creative potential of individual is discovered and developed. It is the creativity that creates culture and humanizes the world.

The developed value orientations is a feature of individual maturity, and they also serve as an indicator of the degree of socialization.

The reasoning the possibilities and the necessity of improving the training of a would-be teacher on the basis of creative methodology is realized within such main levels as: methodological, theoretical and practical. Methodological level integrates the sum of knowledge about the essence of modern professional pedagogical activity, perspectives of professional psychology-pedagogical education development, psychology-pedagogical value orientation. On the theoretical level, necessity of professional training of the would-be teachers is understood as a synthesis of principles that open internal regularity subjectively-personal value orientations in the process of studying and pedagogical conditions that contribute to it. On the practical level, the integral unity of pedagogical technologies, designed to be applied in higher educational establishments, is realized. These technologies comprise a complex that includes: a) the organization of pedagogical communication, which actualizes personally-positional and cognitive aspects of professional value basis in educational process; b) a development of the micro approaches: transdisciplinary and informatively-significative, which are realized in the pedagogical process in corresponding integrated educational courses and in the informational model of studying; c) creating the pedagogical conditions for the realization of pedagogical technologies.

In the sphere of personality development, pedagogical creativity is revealed as a self-realisation of a teacher and a student on the basis of creative individuality consciousness as well as determining the individual ways of own professional growth and building self-improvement program.

Pedagogical creativity is one of the important features of a professional teacher's personality. As it was previously stated, it develops gradually. On the first rank place in group of students, who do not develop their socio-professional environment, there is an indicator of socio-professional activity "Manifestation of personal self-consciousness in relations with the others". Students see the realization of this kind of activity in one of the elements of pluralistic society as. In conditions of social pluralism, education provides storing and reproduction of society as a qualitative, independent and integral system. It increases adaptive potential of society and opens new perspectives of its socio-cultural development through binding to the social practice and consciousness of socio-beneficial forms of activity. Education creates social resource, forming in individual the ability to be flexible and adaptable, learning how to find one's own place in our changeable society, combine in oneself the unique features with ability to communicate easily with others and solve the immense variety of tasks. Hence, activation of educational system is a crucial factor of social, cultural and political change and renovation of all social life.

Modern education, first of all, should fulfill requirements of pluralist society, be apt for self-organization and self-development in high mobile environment. Pluralism of the vital world is revealed in the system of education and upbringing.

Modern system of education, along with the development of the unique creative abilities of each individual, has a calling to form a social component of the life of a person, which is able to alter itself into certain social environment according to its features. On the background of highly pluralist society every person acts simultaneously as representative of one and a half of dozens of such unities. Hence, system of education should satisfy the pluralism of needs (individual, social, global), contributing to the leveling of the main contradictions of social system. V.V. Bobrov states: "System of education as a social institute of society should be created and function for the sake of the solution of common governmental tasks. It should provide the minimum of necessary knowledge, abilities and skills to all members of society, for them to adapt successfully to any physical, geographical and climatic conditions of living and socialize in any social environment" [36, p.30]

One more tendency in modern educational system is humanistic, non-violent way of education and upbringing. Humanism manifests itself in imitating the principle of freedom of personality in educational process, understanding it through the free choice of its priorities, educational directions

and forms of activity; forming own perception of material under studying; initiative of those who study; making independent decision gradually with the development of educational process etc.

The research-experimental way shows that the most effective kinds of student activity, which actively develop socio-professional environment, are: active participation in the development of micro environmental activity; desire to move towards socio-professional development.

It was also revealed that the students, which take active part in the development of socio-professional environment, can be distinguished by the higher level of socio-professional activity of personality. Their indicator of socio-professional activity increases in a quicker tempo comparing with the students who do not participate.

In this article the author shows possible ways of effective development of socio-professional environment of a would-be teacher on the basis of the research-experimental findings.

#### Literature

1. Bobrov V.V. Philosophical basis of educational standart / Bobrov V.V. // *Phylosophy of education*. – 2003. – № 6. – С. 29–33.

2. Radul V.V. Social activity in the structure of social maturity (theoretico-methodological aspect): [Monograph]/ Radul V.V - Kirovohrad: „Imex-LTD” Publishing, 2011. – 256 p.

3. Radul V.V. Students government as one of means of effective personality development/ Radul V.V. – // *Pedagogical mastery sources. Research work collection of V.G.Korolenko Poltava national pedagogical university*. – Edition 9. Poltava, 2012. – Series “Pedagogical sciences”. – 362 p. – С.208–216.

Стаття надійшла до редакції 27.02.2013.

УДК 37.091.4:378.22

**ELENA SAVCHENKO**

Bohdan Khmelnytsky National University at Cherkasy

### **PEDAGOGICAL HERITAGE OF A. S. MAKARENKO AND PROFESSIONAL TEACHER FORMATION**

On the modern stage of the society development there is the need to move to a new type of humanistic and innovative education, to focus it on the development of cultural, intellectual and spiritual potential of an individual. The humanistic concept that interprets the educative process as a necessary condition for the expression of personal rights, the ability to more fully and adequately respond the nature of a human person was laid into the basis of the current educational changes that have to influence the further development of education [1, p.17].

One of the important sources meeting new educational and pedagogical objectives is the historical and pedagogical analysis of the theory and practice of younger generation education. This determined the need to address the pedagogical heritage of A.S. Makarenko in finding the ways to solve contemporary educational issues. In the context of modern cultural and educational changes progressive ideas of the famous teacher need rethinking and lighting.

In the heritage of Makarenko the universal character, inexhaustible creative potential of ideas and practical solutions are organically inseparable from the values and needs of the developing world in the field of culture, economy, social and political life, the moral and psychological state of society, the man and growing generations. It is just in this deep understanding, there appears the pedagogy of A. S. Makarenko, which was the pedagogy of struggle and courage and its core was the active love for children.

It was created by a manly and active man, kind to children with the highest kindness, who claimed that “there shouldn’t be unhappy people”, who laid down his life to the building of a happy person, who burned “in the fire of an active love to children”.

In our country and abroad the historiography of exploration and development of Makarenko heritage can reflect the extent of its contribution to the world educational space, to reveal those facets that have not been considered in educational theory and practice.