

PSYCHOLOGY

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Features of future teachers' professional consciousness development in the educational preparation

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Abstract. The article presents results of the experimental study of the development of future teachers' professional consciousness. The current state of a teacher's professional consciousness problem research and perspectives for its solution are shown. Dynamics of the individual values of professional space concepts and ways of classifying the world objects are represented. These factors proved to be important indicators of the professional consciousness development of teachers in the educational preparation. Levels of professional consciousness development of students of the 1st-5th courses are identified.

Keywords: *teacher professional consciousness, psychosemantical approach, individual values, classification of the world objects, level of the professional consciousness development*

Introduction. In today's socio-cultural and economic situation in Ukraine, society needs a teacher who would be able to build the professional activities in accordance with values of the personality. There is a need to go beyond the limits of a technological understanding of professional occupation to studying the professional consciousness of a career man. Research of the professional consciousness of practising teachers and in the stage of their educational preparation belongs to a soundly declared (H.V. Akopov; N.I. Huslyakova; YE.I. Isayev, S.H. Kosarets'kyy, V.I. Slobodchikov; I.YA. Lerner; YE.I. Rohov; L.V. Rymar; D.V. Ronzin; O.S. Tsokur; YU.M. Shvalb), but not enough realized area of research. At the same time, teaching profession is a crucial in education and social development.

A brief review of publications on the subject. Different aspects of professional consciousness of pedagogues and future teachers are reflected in the studies of Ukrainian and foreign psychologists and educators. Thus, the scientists studied the professional-and-pedagogical thinking and reflection (T.P. Dyak; M.M. Kashapov; YU.N. Kulyutkyn, H.S. Sukhobsk'ka; O.A. Orlov); professional self-consciousness and the identity of a teacher (I.V. Vachkov; M.I. Kryakhtunov; O.V. Kulish; A.K. Markova; L.M. Mitina; N. Boreham, P. Gray; G. Cattley; J. Sachs; M. Zembylas); psychological conditions (S.H. Kosarets'kyy) and mechanisms of the professional consciousness formation (N.I. Huslyakova). Despite the presented wide range of studies, in psychological-and-pedagogical writings there is very little attention paid to the specifics of teachers' professional consciousness development at certain stages of higher education. Empirical study of this issue will create a basis for the development of practice-focused measures for purposive development of future teachers' professional consciousness in higher education.

The goal of the article is to present results of the experimental study of features of future teachers' professional consciousness development in the educational preparation.

Materials and methods. During the professional preparation at university, in the result of the interaction with a specific object of labor and academic orientation, there intervenes a process of semantization in future professionals' consciousness. This process is characterized by the construction of a new understanding of the subjective

experience of the world objects [1-3]. Research of Ukrainian scientists (O.V. Drobot; N.O. Kucherovska; A.H. Samoylova; N.F. Shevchenko) attest that semantic features are indicators of perception of the profession. The above led to the choice of psychosemantical approach as approach for studying the features of future teachers' professional consciousness development in the stage of their educational preparation.

Psychodiagnostic instruments were as follows: a 12-scale modified method of semantic differential (C. Osgood) which aims to study the dynamics of individual values of professional space concepts; and visual semantic differential method (O.YU. Artem'yeva) to explore ways of classifying the world objects.

Research of the professional consciousness of future teachers using the psychosemantical methods was carried out on the basis of Zaporizhzhya National University, Dnipropetrovs'k National University n. a. O. Gonchar and Kryvyi Rih National University. The sample of respondents made students of the 1st-5th courses from the following specialties: 6.020303 – "Philology" (Ukrainian language and literature, Russian language and literature, English language and literature, German language and literature); 6.020302 – "History". The total number of respondents – 300 individuals, of which 97 respondents were first-year students; 100 – third-year students; 40 – fourth-year students; 63 – fifth-year students.

Results and discussion. Analysis of the results obtained by the first method revealed the dynamics of individual values of 10 professional space concepts in consciousness of students of the 1st-5th courses. These 10 stimulus concepts characterize a teacher personality and the content of the teaching activity: "Knowledge"; "Vocation"; "Authority"; "Thinking"; "Self-actualization"; "Pupil"; "Interaction"; "Speech"; "Control"; "Reflection".

There was detected a strong numerical gap between high levels of the Evaluation factor and significantly lower scores on factors of Potency and Activity of the first-year students. This can be explained by superficial professional notions of the freshmen for whom teaching activity is still not a component of their own activity. For this reason, the respondents could not consciously determine for themselves the "potency" or "activity" of professional concepts. So, first-year students mostly gave priority to exterior assessing of a teacher individual and activity.

In the third course there was traced an overall rates recession of individual values on Evaluation, Potency and Activity factors. The fact characterizes the crisis period at this stage of education. With making quasi-professional activities, students are facing with own inability to effective usage of their professional knowledge and skills in practice. They fell own unwillingness to solve pedagogical situations. These problems led to the self-esteem recession of personal and professional capacities, to the disappointment in learning and in the chosen specialty.

In the fourth and fifth courses, as compared with the others, we fixed a gradual increasing of scores on the Potency and Activity factors by all stimuli. This indicates a tendency towards depriving the evaluative thinking and indicates a tendency of professional consciousness gradual filling with subjective sense – the process of its development. At the same time, statistical analysis did not reveal significant differences between the rates of individual values concepts in respondents from the fourth and the fifth courses at any factor. This means that knowledge got in the final stage of higher education did not significantly contribute to the professional consciousness development. We explained this fact by the presence of an internal conflict, which led to inhibition of students' professional activity. The conflict characterizes by the collision of senses derived in carrying out academic activities, and meanings that are formed in the educational-and-professional activities.

Now we are going to move on to the analysis of the results obtained by the visual semantic differential method of O.YU. Artem'yeva [1], where respondents had to give descriptions to each of 8 stimulus pictures. Their descriptions were subsumed to one of the five groups based on E.O. Klimov classification of occupations, which clearly indicates the emphasis on the objective world and coincides with the classification of basic displacing realities.

Analysis of the world objects classification ways allowed to say that a high percentage of students in the 1th-5th courses has a quite pronounced professional orientation of semantics. Besides, we observed a positive dynamics of the level of descriptions professional orientation that coincides with the process of profession acquiring. Compared with results of the first-year and the third-year students (38.03 % and 22.54 % of socio-oriented descriptions of the total number of descriptions), respondents from the fourth and the fifth courses demonstrated a growing number of descriptions that correspond to the "Human-human" professional orientation (41.27 % and 46.49 % of socio-oriented descriptions of the total number of descriptions). However, at the same time, a conducted statistical analysis showed the absence of any dynamic changes in this indicator. It means that, despite the prevailing choice of the reality of social facilities and interpersonal relationships as a distinctive replacing reality, there is no development of the fifth-year students' professional consciousness.

Thus, data obtained due to the methods, allowed us to talk about certain levels of professional consciousness of students from the 1th-5th courses. For a separation of these developmental levels, we identified 3 criteria. In selecting the criteria, we relied on the psychosemantical approach theses about the consciousness study (O.YU. Artem'yeva, I.B. Khanina; V.F. Petrenko; V.P. Serkin;

O.H. Shmel'ov), research of N.F. Shevchenko on the structure of the professional consciousness [5], our own theoretical ideas concerning the developmental stages of future teachers' professional consciousness at certain stages of education (based on N.V. Chepeleva scientific elaborations [4]):

- Positive dynamics of the individual values of professional space concepts that manifests in the rate index of the factor loadings (factors of Evaluation, Potency and Activity);
- Importance of a certain professional space concept that manifests in the vectors length by the totality of Evaluation, Potency and Activity factors;
- Prevailing choice of the reality of social facilities and interpersonal relationships that manifests in the representation of the descriptions that correspond to the "Human-human" professional orientation.

To obtain statistically reliable results on the characteristics of future teachers' professional consciousness development we found it necessary to determine standard indicators of the developmental levels. That is why we converted the above criteria results into a single system of evaluation, using a four-rate standard scale. This scale is widely used by Ukrainian scientists in evaluating a professional preparation of pedagogical specialties students, in evaluating some professional activities quality and the competence of educators. For this we defined standard rates for each of the 3 criteria – average values and standard deviations, – which corresponded to the four levels of the professional consciousness development: optimal (high), necessary (satisfactory), critical (middle) and inadmissible (low).

Consider results of the first criterion. For the Evaluation factor, we calculated the following limits of the professional consciousness developmental levels: 0-4.1 – inadmissible (low); 4.2-7.8 – critical (middle); 7.9-11.5 – necessary (satisfactory); 11.6-12 – optimal (high) level of development. Accordingly, 75% of students' rates from the 1th-5th courses were within the middle (critical) and 25% – within the satisfactory (necessary) level of development. Herewith, rates of the first-year students in two stimuli – "Speech" and "Thinking" – were in the interval of the satisfactory developmental level, but of the third-year students – only in stimulus "Speech".

In the fourth course in two ("Knowledge", "Speech") and in the fifth course in six stimulus concepts ("Knowledge", "Thinking", "Self-actualization", "Pupil", "Interaction", "Speech") the rates were within the satisfactory (necessary) level of development. We did not register a single rate within the low and high levels of development.

For the Potency factor, limits of the professional consciousness developmental levels were set as follows: 0-1.6 – inadmissible (low); 1.7-5.5 – critical (middle); 5.6-9.5 – necessary (satisfactory); 9.6-12 – optimal (high) level of development. It was determined that 62.5% of the respondents rates from the 1th-5th courses were within the middle (critical) and 37.5% – within the satisfactory (necessary) level of development. Rates within the inadmissible and optimal levels were absent.

The first-year students demonstrated a satisfactory level of development in six cases ("Knowledge", "Vocation", "Authority", "Thinking", "Self-actualization", "Interac-

tion"), but the third-year students – only in two ("Authority", "Self-actualization"). Herewith the highest rates of the first-year and the third-year students were registered at the stimulus concepts that characterize a teacher personality. It can be supposed that for these students who have just finished school and remember experience of relationships with teachers, it is easier to assess teacher's personal peculiarities as opposed to the teaching activity. The above may not witness about a satisfactory level of professional consciousness at this stage of education.

In the fourth course in four ("Knowledge", "Authority", "Self-actualization", "Interaction") and in the fifth course in three stimulus concepts ("Self-actualization", "Interaction", "Reflection") the rates were within the satisfactory (necessary) level of development. The highest results of students from the 4th and the 5th courses, in contrast to the results of the 1st-3rd courses, were allocated quite evenly because of scoping both personal peculiarities and teaching activity assessments. We explain this fact by inclusion of senior men to the professional reality in the framework of quasi-professional and educational-and-professional activities.

For the Activity factor we calculated the following limits of the professional consciousness developmental levels: 0-2.4 – inadmissible (low); 2.5-6.4 – critical (middle); 6.5-10.5 – necessary (satisfactory); 10.6-12 – optimal (high) level of development. Accordingly, 67.5% of students' rates from all courses were within the middle (critical) and 32.5% – within the satisfactory (necessary) level of development in the absence of rates, corresponding to the low and high levels.

In the first course, a satisfactory level of development was registered for three stimuli ("Authority", "Pupil", "Speech"), but in the third course – in none of the cases. Fourth-year and fifth-year respondents' results were equal: their valuations of the same five concepts of the professional space ("Authority", "Thinking", "Self-actualization", "Pupil", "Speech") were in range of the satisfactory developmental level.

Thus, only part of the first-year students' results reached the necessary level of development, and most of them were located within the critical. Almost all results of the third-year respondents placed within the critical level of development. The highest results were presented in the fifth course. But at the same time we should take into consideration that a statistical difference between the 4th and the 5th courses was absent. This fact lets us say about the same level of professional consciousness development of students of these courses. Thus, the majority of rates of the fourth-year and the fifth-year respondents reached the necessary level of development.

Consider results of the second criterion – the vectors length by the totality of Evaluation, Potency and Activity factors, where the limits of developmental levels were as follows: 0-7.7 – inadmissible (low); 7.8-11.6 – critical (middle); 11.7-15.4 – necessary (satisfactory); 15.5-20.8 – optimal (high).

In the first course, the vectors length of the three stimulus concepts ("Vocation", "Authority", "Thinking") was within the satisfactory level of development, and the other rates corresponded to the middle level. In the third course the vectors length was in the critical level diapason, except for the stimulus rate "Self-actualization", which cor-

responded to the satisfactory level, and the stimulus rate "Control", which was low (inadmissible).

Most of the fourth-year students' rates were also within the middle level of development, save rates of the stimuli "Authority", "Self-actualization" and "Thinking", where the vectors length corresponded to the satisfactory level. Respondents from the fifth course got the highest results. Their vectors length in the five stimulus concepts ("Thinking", "Self-actualization", "Pupil", "Interaction", "Speech") matched the necessary level of development, and the remaining rates – the middle.

Consider results of the third criterion – representation of the descriptions that correspond to the "Human-human" professional orientation. For this criterion, limits of developmental levels were as follows: 0-3.5 – inadmissible (low); 3.6-5.1 – critical (middle); 5.2-6.7 – necessary (satisfactory); 6.8-20 – optimal (high).

We calculated average rates (average number of the socio-oriented descriptions) for each course of respondents in order to compare these rates with a standard scale of the professional consciousness developmental level. The average rate of the first-year respondents was 5.14 points and was subsumed into the middle level. In the third course the average rate was lower – 4.58 points, – but also pertained to the middle level of development. The rate of the fourth-year students belonged to boundaries of the satisfactory level (5.24 points). The average result of the fifth-year students appeared to be the highest – 5.55 points, – but also turned to diapason of the satisfactory level. However, together with the given data we should recall that only the fourth-year and the fifth-year students showed the dominance of the descriptions that correspond to the "Human-human" professional orientation over the other types of descriptions.

Thus, based on the third criterion, we can say that the fourth-year and the fifth-year students, unlike other respondents, clearly demonstrate a prevailing choice of the reality of social facilities and interpersonal relationships as a distinctive replacing reality. This may indicate a higher level of professional consciousness of the senior students as compared with the others.

After analyzing the results of the defined criteria we can say that a prevalent number of rates of the first-year and the third-year students' is within the critical level of development, but nevertheless some rates reach the satisfactory level boundaries. A prevalent number of rates of the fourth-year and the fifth-year students' is within the satisfactory (necessary) level of development. Rates corresponding to the high level were absent, and corresponding to the low level – slightly only in the third course.

Thus, the level of professional consciousness of the first-year and the third-year students can be defined as critical (middle), and of the fourth-year and the fifth-year students – as necessary (satisfactory). Identifying the levels of professional consciousness it is necessary to emphasize the lack of statistical difference between the fourth-year and the fifth-year students' rates for both methods. Obviously, despite the expansion, deepening and supplementing the competences acquired in the first stage of higher education, there is no a significant increase in the level of the master course students' professional consciousness. This fact contrasts with the positive changes that take place in the professional consciousness

development of the bachelor course students, and which can be clearly seen in large numerical gaps between the students' rates from the first to the fourth courses. The above points at the necessity of developing and implementing of practice-focused measures for purposive development of future teachers' professional consciousness. The measures should be implemented as from the fourth year of higher school education in order to ensure efficiency of further professional training and activities.

Conclusions. The article presented results of the experimental study of peculiarities of future teachers' professional consciousness development. Dynamics of the indi-

cators of teachers' professional consciousness development in the educational preparation – individual values of professional space concepts and ways of classifying the world objects – were shown. The criteria and the levels of professional consciousness development of students of the 1st-5th courses were identified.

Perspectives in solution of the noted scientific problems concern inventing and implementing the program of psychological-and-pedagogical support of future teachers' professional consciousness development in higher education.

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Особенности развития профессионального сознания будущих учителей в процессе образовательной подготовки

Аннотация. В статье приведены результаты экспериментального исследования особенностей развития профессионального сознания будущих учителей. Показано современное состояние исследования проблемы развития профессионального сознания учителя и перспективы ее решения. Представлена динамика индивидуальных значений понятий профессионального пространства и способов классификации объектов мира, как важных показателей развития профессионального сознания учителей в период образовательной подготовки. Определены уровни развития профессионального сознания студентов I - V курсов.

Ключевые слова: профессиональное сознание учителя, психосемантические методы, индивидуальные значения, классификация объектов мира, уровень развития профессионального сознания