THE IMPORTANCE OF SELF-IMPROVEMENT FOR THE FORMATION OF THE FUTURE TEACHERS’ PROFESSIONAL MOBILITY

Abstract. The article is devoted to analyzing the problem of the importance of self-improvement for the future teachers’ professional mobility formation. During theoretical and methodological analysis of the scientific fund, it was established that in the conditions of today’s rapid changes, professional mobility is an important component of the qualification structure of the future teacher. The purpose of the article is to theoretically substantiate the essence of the phenomena «self-improvement» and «professional mobility», as well as to determine the dependence of the future teachers’ professional mobility formation on self-improvement during training. As a result of the analysis of psychological and pedagogical literature, it was established that scientists interpret the essence of professional mobility in different ways and define it as follows: removal of individuals, groups and values in the professional space; change in individual’s
professional affiliation as a result of qualitative positive offsets in the structure of human capital that a person uses and is accompanied by a change in his/her status and access to economic values; individual’s internal self-improvement, which is based on stable values and the need for self-improvement, etc. The results of the theoretical study of the mentioned problem showed that professional mobility is closely related to self-improvement.

Examining the essence of the future teachers’ self-improvement, it was established that this pedagogical phenomenon is multifaceted and complex and is determined by the spectrum of socio-economic, cultural, professional, personally-oriented factors. Having systematized different approaches to the problem of research, under the future teachers’ self-improvement we understand their awareness of professional activity and self-realization in it due to sustainable motivation, formed qualities and worldview. Professional self-improvement is based on the psychological mechanism of constantly overcoming internal contradictions between the existing level of professionalism («I-real professional») and its imaginary state («I-ideal professional»). The dependences of the formation of the future teachers’ Self-concept during training have been determined.

Keywords: self-improvement, professional mobility, positive Self-concept, future teachers.

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ЗНАЧУЧІСТЬ САМОВДОСКОНАЛЕННЯ ДЛЯ ФОРМУВАННЯ ПРОФЕСІЙНОЇ МОБІЛЬНОСТІ МАЙБУТНІХ УЧИТЕЛІВ

Анотація. Статтю присвячено аналізу проблеми значущості самовдосконалення для формування професійної мобільності майбутніх
учителів. Під час теоретико-методологічного аналізу наукового фонду встановлено, що в умовах швидких змін сьогодення професійна мобільність виступає важливим компонентом кваліфікаційної структури майбутнього вчителя. Метою статті є теоретичне обґрунтування сутності феноменів «самовдосконалення» і «професійна мобільність», а також визначення залежності формування професійної мобільністі майбутніх учительів від самовдосконалення під час навчання. В результаті аналізу психолого-педагогічної літератури було встановлено, що науковці по-різному тлумачать сутність професійної мобільністі та визначають її у такий спосіб, як-от: переміщення індивідів, груп та цінностей у професійному просторі; зміну професійної належності індивіда в результаті якісних позитивних зрушень у структурі людського капіталу, який він використовує та який супроводжується зміною його статусу й доступу до економічних цінностей; внутрішнє самовдосконалення особистості, яке базується на стабільних цінностях та потребі у самовдосконаленні тощо. Результати теоретичного дослідження зазначеної проблеми показали, що професійна мобільність тісно пов’язана із самовдосконаленням.

Розглядаючи сутність самовдосконалення майбутніх учительів було констатовано, що це педагогічне явище є багатогранним і комплексним, обумовленим дією спектру соціально-економічних, культурних, фахових особистісно-орієнтованих чинників. Систематизувавши різні підходи до проблеми дослідження, під самовдосконаленням майбутніх учительів розуміємо усвідомлення ними професійної діяльності та самореалізацію в ній завдяки стійкій мотивації, сформованим якостям та світогляду. Професійне самовдосконалення грунтується на психологічному механізмі постійного подолання внутрішніх суперечностей між наявним рівнем професіоналізму («Я-реальне професійне») та уявним його станом («Я-ідеальне професійне»). Визначено залежності становлення Я-концепції майбутніх учительів під час навчання.

Ключові слова: самовдосконалення, професійна мобільність, позитивна Я-концепція, майбутні вчителі.

**Formulation of the problem in general.** The relevancy of the study is connected with the globalization of social problems leading to the formation of modern information and digital society, the development of new activities that induce people to respond rapidly to actual changes, especially in situations of uncertainty and risk. In this regard, the modern teacher must have inner flexibility, have diverse interests, understand the value of self-improvement. Despite the multifaceted understanding of the phenomenon «self-improvement» by philosophers, psychologists, teachers, the question remains topical about its content in accordance with modern requirements. Therefore, solving the problem of the importance of self-improvement for the formation of the future teachers’ professional mobility does not raise doubts first of all from the scientific and practical aspect.
It is known that future teachers’ training should create the most favorable conditions for their professional development and correspond to the realities of today, which are associated with global changes in society and the reformation of domestic education. The above-mentioned actualizes the importance of studying the problem of self-improvement importance for the formation of the future teachers’ professional mobility during their studies at higher education institutions. However, there are contradictions between the need to provide this process and insufficiently developed theoretical and methodological approaches to its implementation; between the pedagogical workers’ possibilities in organizing the formation of professional mobility and insufficient development of appropriate tools; between the future teachers’ personal need for self-improvement and the lack of conditions for their implementation in the learning process.

**Analysis of recent research and publications.** The increasing interest in learning the essential features of a person and his subject world, strengthening of integrative processes in the educational and upbringing activity of higher school determine the emergence of complex studies of the phenomenon «self-improvement» of a modern teacher. Self-improvement is considered by the scientists as: conscious management of the development of personality, proper qualities, abilities (O. Bodalyov, A. Derkach, N. Loseva, V. Lozovy, etc.); person’s striving for development, enrichment of his / her essential forces in order to have the possibility of self-realization at a higher level (E. Andrienko, P. Kondratiev, O. Plahotnik, etc.); the creative attitude of an individual to himself, self-creation in the process of active influence on the external and internal world with the aim of their transformation (V. Voitko and others). On the other hand, despite the above-mentioned scientific achievements, the problem of self-improvement and its significance for the formation of the future teachers’ professional mobility has not been studied enough so far, which also proves the relevance of the study.

**The purpose of the article** is to theoretically substantiate the essence of the phenomena «self-improvement» and «professional mobility», as well as to determine the dependence of the formation of the future teachers’ professional mobility on self-improvement during training.

**Presentation of the main material.** The analysis of the definition of professional mobility concept proved that this problem is not new in scientific and reference literature, as well as in colloquial speech. At the beginning of the century, professional mobility was a traditional subject of research in sociology (V. Shubkin, P. Sorokin, T. Zaslavska, etc.). The review of the scientific literature revealed that scientists interpret the essence of professional mobility in different ways and define it as follows: movement of individuals, groups and values in the professional space (P. Sorokin, 1992); a change in an individual’s professional affiliation as a result of qualitative positive changes in the structure of human capital that he / she uses and is accompanied by a change in his status and access to economic values and various incomes (Yu. Bychenko, 2000); internal personal self-improvement, which is based...
on stable values and the need for self-improvement (L. Lesohina, 1998); universal moral value (L. Shevchenko, 2001).

According to Yu. Klymenko, the future teacher’s professional mobility is the teacher’s ability to change, to adopt new, capability for systemic thinking and understanding the interconnections and interdependencies in social development, which is achieved due to the changes associated with the acquisition of learning or teaching experience in another European higher educational institution [2].

In terms of the research, we agree with the opinion of R. Prima, who reveals the meaning of the phenomenon «professional mobility of primary school teacher» and defines it as a complex integrative formation in the integral structure of the teacher’s personality, where manifestations of a personal and professional-activity nature interact, in which motivational purposefulness and pedagogical flexibility, the need for professional self-realization due to the necessary and sufficient level of professional competence, self-efficacy in intensive activities, a tendency to pedagogical creativity and readiness for innovative changes are accumulated [5].

The conducted analysis of scientific intelligence allows us to state that professional mobility, like no other quality, is closely related to self-improvement.

In scientific works devoted to self-improvement of the specialists in the field of pedagogy and psychology, the following most common components of this process are defined: self-education (Yu. Kalugin, O. Sysoeva, etc.), self-education (I. Beh, N. Chepeleva, O. Didenko, M. Fitsula, S. Kovalyov, O. Kucheryavy, V. Semichenko, V. Stolypynin, L. Stolyarenko, I. Zyazyun, etc.), self-actualization and self-realization (H. Ball, V. Hrynko, etc.), self-noesis (S. Huseva, Yu. Orlov, etc.), self-management (L. Stolyarenko, etc.), self-design (A. Mamadaliyev, etc.), self-management (I. Alyoshina, T. Shestakova, T. Vainilenko, etc.).

When considering the phenomenon of self-improvement, it should be noted that the multifacetedness of its research affects the ambiguity of the terminological design of the concept. Thus, in the psychological encyclopedia, self-improvement is considered as a creative attitude of an individual towards himself/herself, individual’s creation of himself/herself in the process of active influence on the external and internal world with the aim of their transformation [6]. N. Loseva interprets the concept of self-improvement as a process of consciously managing the development of personality, individual qualities and abilities. Self-improvement is necessary in order to fully realize oneself in this world, and through self-realization to understand and find the meaning of one’s existence. The goal of self-improvement, according to the author, is to achieve more significant results than those obtained before; striving to be better than you were. On the other hand, studying the scientific fund of psychological and pedagogical research by R. Burns, M. Chobitko, N. Losev, A. Maslow, T. Prykhodko, T. Shestakova, S. Sysoeva and others, we came to the conclusion that scientists consider the phenomenon of self-improvement as a process, which combines individual’s motives, interests and value orientations. Self-improvement expresses a positive attitude towards the profession, inclination
and interest in it, the desire to improve one’s training, to satisfy material and spiritual needs by working in the field of one’s profession [3].

Having systematized various approaches to understanding the concept «self-improvement», we come to the conclusion that in scientific literature it is considered as a process of improving oneself (physically, morally, etc.) and one’s professional skills; the process of conscious development, controlled by the individual (in this process, as a subjective need of the individual, his / her qualities and abilities are purposefully formed and developed); conscious development of personal skills and human qualities; self-education or conscious and purposeful actions of a person towards himself / herself in order to develop certain moral qualities in accordance with the notions about the moral ideal; the creative attitude of an individual to himself / herself and his / her self-creation in the process of active influence on the external and internal world with the aim of their transformation (according to P. Blonskiy).

The analysis of modern approaches allows us to reveal the dynamics of the development of such complex psychological and pedagogical phenomenon as self-improvement. In order to clarify the essence and features of this pedagogical category, let us trace the logical connection between the concepts «self-improvement» and «professional self-improvement» of an individual. The peculiarity of the process of the specialist’s professional self-improvement, according to O. Pehota, is its inclination, which is set not only by the system of requirements that exist in professional training, but also through predicting by the specialist of those demands that may be submitted by the future profession. On the other hand, professional self-improvement is a conscious, purposeful process of increasing the level of one’s own professional competence and developing professionally significant qualities in accordance with social demands, conditions of professional activity and one’s own development program [4].

Therefore, the analysis of scientific research on the problem of self-improvement of the future teachers makes it possible to state that this pedagogical phenomenon is multifaceted and complex, caused by the action of a spectrum of socio-economic, cultural, professional, personally-oriented factors. Therefore, firstly, we understand the future teachers’ self-improvement as the awareness of professional activity and self-realization in it due to sustainable motivation, formed qualities and worldview. Secondly, the process of professional self-improvement is based on the psychological mechanism of constant overcoming the internal contradictions between the existing level of professionalism («I-real professional») and its imaginary state («I-ideal professional»). In this regard, we see the formation of the future teachers’ professional self-improvement in the formation of a developed productive Self-concept.

In the aspect of self-concept research, the conclusions of V. Hladkova are favourable, who determines that it is the core formation of the personality and characterizes both the system of self-perception and potential actions, deeds, creation of the surrounding environment and one’s own Self. On the other hand, the Self-concept is defined as an integral formation of the psyche (relatively stable,
conscious system of person’s views on himself / herself, which is formed at a later stage of development on the basis of ideas about himself / herself and determines person’s behavior and activity) [1].

Note that in order to solve the second task of the above mentioned problem, an empirical study was carried out, the purpose of which was to determine the dependencies of the formation of the future teachers’ Self-concept during their training. The study of the internal structure of the respondents’ Self-concept was carried out on the basis of the method of diagnosing interpersonal relations by L. Sobchyk (modified version of T. Leary’s interpersonal diagnosis). A comparative analysis of ideas about the real-Self, the ideal-Self, and the ideal image of the teacher-Self was carried out selectively among the applicants of higher education in the first year of bachelor’s studies of the future history teachers (group 1, total number n=41), future speech therapists (group 2, total number n=26), future teachers of technology, drawing and computer science, fine art (group 3, total number n=20). The comparison of subjective self-assessments of the content of the respondents’ Self-concept (by octants) is presented in Table 1.

Table 1

<table>
<thead>
<tr>
<th>Self-image</th>
<th>Groups of respondents</th>
<th>Average meaning and standard deviation</th>
<th>Octants</th>
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<td>Average</td>
<td>S</td>
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<tr>
<td>I - real</td>
<td>Group 1 (n=41)</td>
<td>meaning</td>
<td>8.42</td>
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<td>S</td>
<td>3.29</td>
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<td>I - ideal</td>
<td>Group 1 (n=41)</td>
<td>meaning</td>
<td>10.23</td>
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<td></td>
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<td>S</td>
<td>3.01</td>
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<tr>
<td>I - teacher</td>
<td>Group 1 (n=41)</td>
<td>meaning</td>
<td>8.01</td>
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<td>S</td>
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<td>8.01</td>
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As we can see from Table 1, the dynamics of ideas about oneself and the ideal image of the teacher-Self are more authoritarian among future speech therapists compared to future historians. Among the future historians, there are moderate indicators in all the octants except the first (8.42). There is an overestimation of one’s own capabilities in terms of the leadership qualities of the Self-concept and the desire to develop powerful characteristics in oneself. In the sample of the future speech therapists, there is a gap in the idea of their ideal-Self between the first (11.14) and fifth (1.14), the second (1.73) and sixth (1.01) octants. The opposition in the real and ideal Self of the first and fifth octants is characteristic of the respondents with unrealized authoritarianism; the opposition of the second and the sixth octant makes it possible to assert the existence of the problem of independence / subordination. Respondents want to get rid of timidity in interpersonal relations, strive to be more self-confident.

The ratio of the indicators of the opposite octants speaks of the ways of compensating the characteristics of the Self-concept, which affect the depravation of the future speech therapists’ adaptation in the social environment. The enhancing of self-control is indicated by predominance in the future speech therapists’ real Self of the dominance and independence, and in their ideal Self – the availability of the desire to get rid of aggressiveness and stubbornness. In the sample of the future artists and designers by all the octants there are moderate indicators of the real and ideal Self, which indicates the presence of self-confidence and organizational qualities of the Self-concept. There is no significant difference between the real Self, the ideal Self and the perception of the ideal image of the teacher-Self. We consider moderate divergence of indicators as a necessary condition for further Self-improvement of the future artists and designers.

There is a tendency to increase the average values in the dynamics of perceptions of future artists and designers according to the first three octants. The predominance of the competitive style of interpersonal relations indicates the persistence of the respondents in achieving the set goal. The last five octants show a decrease in average values. It points out that in the respondents’ ideal image of I-teacher are attributed more independence, defending of the proper position and dominance; the average value for the degree of submissiveness is changing.

As we can see from Table 1, the real Self of the respondents is the most distant from the ideal image of the teacher-Self according to such qualitative characteristics of the Self-concept as: trustfulness, compliance, obedience and increased sense of guilt (respectively, octants 1, 4, 5, 6).

As a result of the tabular data comparison, it was established that there are significant differences in the future historians’ perceptions (n=125) of the real-Self, as well as in speech therapists’ (n=74), according to the first (p=0.0221), second (p=0.0295), third (p=0.0116), fourth (p=0.0045), sixth (p=0.0339) and seventh (p=0.0013) octants. With regard to the I-ideal, it was established that there are significant differences in all the octants according to selected respondents, thus, the
differences in the ideas of the future historians and speech therapists about the ideal-Self according to the second (p=0.0253), fourth (p=0.0000) and fifth (p=0.0508) octants. Future artists and designers imagine the ideal in the slowest confidence and independence compared to other respondents.

Summarizing the abovementioned, we come to the conclusion that the awareness of Self-concept by the applicants of higher education of the first educational level causes a desire for self-improvement, which is based on stable values. The result is literacy, erudition, competence, the desire to become a democratic, confident, demanding, tolerant, kind-hearted and sensitive teacher.

**Conclusions.** The conducted analysis of the theoretical foundations of the phenomena «self-improvement» and «professional mobility» does not cover all the aspects of the identified problem. The analysis of the obtained results shows that, firstly, the need for the formation of the future teachers’ professional mobility in the conditions of university education is gaining relevance today, and secondly, self-improvement is significant for this process. That is why we see the prospect of further scientific research in meaningful substantiation of pedagogical conditions for the formation of the future teachers’ professional mobility in various specialties taking into account gender peculiarities during their studies at the higher education institution.

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**Література:**


