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COMPUTER DIAGNOSTICS OF PROSPECTIVE TEACHERS' READINESS FOR PROFESSIONAL SELF-DEVELOPMENT

Abstract. The authors developed and tested diagnostic instruments (a computer testing system) aimed at the identification of prospective teachers' readiness for continuous professional self-development by the following criteria: the awareness of necessity for purposeful continuous professional self-development; the level of acquired professional knowledge, integrative and theoretical training; the formation of abilities and practical skills for professional self-development; practical training; a set of individual and psychological qualities important for continuous professional self-development and future professional activity in general; the focus on self-analysis, self-assessment of professional self-development.

The developed survey "Diagnostics of Readiness for Professional Self-development" includes original parts of questionnaires and tests, which were creatively redesigned and adapted according to the research. Among them: "Dispositive Characteristic of Self-development of Personality", "Diagnostics of Success Motivation", "Diagnostics of Self-development Needs", "Motivation of Professional Activity", Cattell's 16 PF-questionnaire, and others. For the purpose of implementing the authors' concept, the technology of prospective teachers' training for continuous professional self-development is developed. This technology is considered to be a system of contents, principles, methods, forms, substantiated organizational and pedagogical conditions that provides implementation of the authors' concept and guarantees achievement of the planned results – increasing the level of prospective teachers' readiness for continuous professional self-development. After the implementation of the technology, the computer diagnostics was applied again. The results of the final diagnostics showed the effectiveness of the training technology of the prospective teacher for continuous professional self-development and the computer method "Diagnostics of Readiness for Professional Self-development".

Keywords: prospective teachers; self-development; professional self-development; readiness for continuous professional self-development; organizational and pedagogical conditions.

1. INTRODUCTION

Problem statement. Theoretical analysis of philosophical and psychological studies on the problem of personality's development and self-improvement gave the opportunity to determine the self-development of a personality as a purposeful, systematic, highly organized and creative activity. It is the process of purposeful creative changes of one's spiritual values, moral, ethical, activity-oriented, sensory, intellectual characteristics aimed at successful achievement of life purposes and more effective implementation of the person's individual and social aims. The professional self-development is determined as conscious human activities aimed at full self-actualization of a personality in the professional sphere.

It is defined that the professional self-development of personality in philosophy is explained through the spiritual and practical conversion for the purpose of individual self-improvement completeness (Kovalenko, 2005; Lozovoi, 2006; Tsenko, 1995). In psychology the process of self-development of personality is interpreted as a necessary condition of self-actualization of personality (Bekh, 2012; Kuzikova, 2011; Maksymenko, 2008; Maslow, 1999; Rodzher, 2001; Shchukyna, 2015). In pedagogical research, the self-development of personality takes into account the social environment influence, explaining it as a desire to enrich personal qualities by means of activities that promote formation and development of such qualities (Ziaziun, 2006; Kuzhelnyi, 2014; Tsokur, 2004; Tsukerman, 1997; Chursyna, 2011).

The following recent international studies investigated the problem of self-development of personality: A. Athan (motherhood as an opportunity for positive growth and self-development); L. Boyc (disposition for self-development of leadership traits); A. Dachner (self-guided development); K. Deosthali (empirical examination of self-development activities); V. Lalande (adult self-development during divorce); P. Li (self-development toward freedom); B. McCollum (self-development and the spontaneous expression of leadership traits); K. Orvis (supervisory performance feedback as a catalyst for high-quality employee self-development); E. Sutcliffe (self-expression and self-development); C. Yang (college freshmen's Facebook self-presentation and self-development) (Athan, 2011; Boyc, 2004; Dachner, 2013; Deosthali, 2012; Lalande, 1991; Li, 2014; McCollum, 2000; Orvis, 2007; Sutcliffe, 1994; Yang, 2014). However, little research has been undertaken to study the problem of prospective teachers' readiness for continuous self-development.

The aim of the study is to present the procedure and analyse the results of computer diagnostics of prospective teachers' readiness for professional self-development.

The concept of prospective teacher training for continuous professional self-development is based on the following statements:

- 1) the personality of a student of a higher educational pedagogical institution is viewed as the subject of professional self-development, considering personal interests, beliefs and abilities;
- 2) the professional self-development of a prospective teacher is regarded as the mixture of his/her personal traits and professional components when a student progresses from critical or passive levels of readiness for continuous professional self-development towards basic or creative levels which enable the full disclosure of all components of readiness;
- 3) the positive dynamics of a prospective teacher's formed readiness for professional self-development is observed by providing organizational and pedagogical conditions and the implementation of the developed technology and it is also based on the need of a personality for continuous professional self-actualization.

The prospective teachers' readiness for continuous professional self-development is considered to be a student's ability to carry out purposeful reflection related to the design and implementation of qualitative changes of his/her identity and using personal subjective experience in the field of professional self-determination and self-realization based on perceived self-regulation of educational and professional activities.

In the process of experimental work, a computer testing system aimed at identification of prospective teachers' readiness for continuous professional self-development was developed. The criteria of the system are: the awareness of necessity for purposeful continuous professional self-development; the level of acquired professional knowledge, integrative and theoretical training, the formation of abilities and practical skills for professional self-development, practical training; a set of individual and psychological qualities important for continuous professional self-development and future professional activity in general; the focus on self-analysis, self-assessment of professional self-development.

2. RESEARCH METHODS

836 students and 22 teachers of Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University took part in the ascertaining phase of the study. In order to study and analyse the state of prospective teachers' readiness for continuous professional self-development, students' readiness was tested.

The experimental study had to solve the following tasks:

- to find all available scientific methods of checking on readiness constituents and the possible ways of their use in the research;
- to adapt the necessary methods to the study needs;
- to work out authentic checking methods and techniques;
- to develop a coherent method for checking prospective teachers' readiness for continuous professional self-development that will give the opportunity to determine objectively the level of its quality at the beginning and at the end of the study;
- to determine the initial level of prospective teachers' readiness for continuous professional self-development;
- to divide the participants into experimental and control groups;
- to conduct qualitative and quantitative analysis of the results obtained;
- to verify the similarities or differences between the experimental and the control group participants by means of statistical methods, and sustain their involvement with the formative stage of the experiment.

The authors have developed a system of testing to conduct a comprehensive assessment of personality's self-development, which includes tests and questionnaires for checking all the indicators of prospective teachers' readiness for continuous professional self-development.

To test prospective teachers' readiness for professional self-development, the authors have created a computer-based testing system. It gives the possibility to create tests of closed type with varying scores for each question response, their installations and export/import system. This testing system can conduct testing in a local network or via the Internet, carry out the interpretation of test results and view the detailed results of the test.

In the process of developing the site and the testing system, web-oriented scripting language PHP version 5.3, as well as the languages of HTML, XML, CSS and JavaScript were used. The MySQL database was applied for saving information. Apache HTTP server was utilized as cross-platform software. While developing the testing system, the concept of MVC (model-view-controller) for object-oriented programming was used. All mentioned software is free and openly accessed.

It is not significant what type of operating system is installed on the server and the client computers. The process of testing can be started both in the OS Windows and Linux and other common operating systems as well.

The site contains tests of several formats: multiple choice (with certain points for each response); open questions for the respondents to give their own answers.

The testing system is displayed on the site through the Web-interface (browser dialog box), that imposes certain features in the form of questions and answer options. In the Web-interface, the sample answers to the question can be chosen through a radio-button (multiple choice). Questions of the selected test are displayed in full and the user chooses the questions and answers individually.

At the end the user receives a total score for the test, which can be compared with the interpretation of test results. The main advantage of this testing is that the answers are evaluated not by a teacher, but by the testing system. The developed testing system can work both in the local network (for example, using Open Server), and on the Internet.

The results allowed us to determine placement levels of prospective teachers' readiness for continuous professional self-development according to certain constituents.

Thus, the diagnostic study was conducted according to the following criteria.

The awareness of necessity for purposeful continuous professional self-development was diagnosed by such indicators as the purpose of professional self-development; the achievement needs; the interest in self-development and self-actualization in professional activities; professional self-development orientation; self-esteem and the awareness of continuous professional development significance.

The level of acquired professional knowledge was indicated by its systematization and depth; the degree of mastering of psychological, pedagogical and methodological knowledge; the fundamental knowledge of professional self-development; the basic knowledge of methods, techniques and forms of professional self-development; the developed logical and critical thinking.

The level of the formation of abilities and practical skills for professional self-development is determined by the cognitive and creative activities; the ability to design and adopt professional self-development; the self-organization skills; the ability to use methods and techniques of professional self-development; the communicative skills.

The level of individual and psychological qualities important for continuous professional self-development and future professional activity in general was characterised by the positive “I-concept” and self-confidence; purposefulness and persistence; emotional stability; emotional self-regulation; self-control, self-discipline, self-organization; the ability of effective self-management; the responsibility for professional self-development.

The focus on self-analysis and self-assessment of professional self-development was diagnosed by the reflexion skills in cognitive activities (self-observation, self-analysis); the adequacy of personal abilities and qualities evaluation; the reflexion of personal professional activities; the independence and awareness of reflective actions; the self-evaluation of one's own readiness for continuous professional self-development.

The developed survey “Diagnostics of Readiness for Professional Self-development” includes authentic questionnaires as well as redesigned or adapted tests by S. Kuzikova (“Dispositive Characteristic of Self-development of Personality”), T. Elers (“Diagnostics of Success Motivation”), V. Maralov (“Diagnostics of Needs of Self-development”), K. Zamfir and A. Rean (“Motivation of Professional Activity”), Cattell’s16 PF-questionnaire, and others.

3. THE RESULTS AND DISCUSSION

The results of the questionnaires which were used at the beginning of ascertaining phase of the experiment pointed out the following reasons for choosing the profession of a teacher: love for children (18 %); professional career opportunities (9 %); opportunity to benefit people (21 %); opportunity to achieve recognition (4 %); compliance with personal desires and abilities (32 %); creativity (14 %). It is also worth noting the following responses: parents' choice (3 %); home proximity (6 %); state grants and scholarship (11 %), etc.

The survey revealed that the significant part of respondents fully comprehend the concept of “personal self-development”, indicating that it is “active self-work”; “volitional process”; “personal development management”; “self-creation”; “improvement of physical, mental, and moral qualities”; “self-development of personality”; “development without external intervention”; “self-improvement of positive qualities”; “getting rid of one's harmful habits”; “development of individual potential”; “self-improvement”; “potential development”; “expanding of horizons, knowledge and skills”; “self-mastering activities”, etc. Only 6% of respondents have experienced difficulties answering this question, just indicating that it is “personal development”.

However, a significant number of students (52 %) defined the concept of “the professional self-development” as “the development of professionally significant qualities”. It demonstrates the necessity of formation of more precise and complete understanding of the concept of “the professional development” for the sake of more effective formation of readiness for professional self-development.

The dominant answer to the question “How important is continuous professional self-development for teachers? Why? Prove your opinion” was “important” (65 % of respondents), but

only 4 % of the respondents gave clear substantiation of their position (“why it is important”). The question “How important is the professional self-development for you personally?” was answered by 59 % of testees as “very important”. However, answering the question “What period of life should the person engage in professional self-development?” about 45 % of students responded that “it should be after the beginning of professional activities”.

There were some other questions that caused students’ difficulties: “What factors do you think improve professional development?”, “Do you know ways and means for effective professional self-development?”, “What forms of professional self-development do you know?” A considerable number of respondents (54%) failed to give clear answers to these questions. Therefore, it indicates that an active purposeful training on the development of indicators of readiness should be done.

The survey demonstrates that a significant part of the students (58 %) understand the necessity of formation of readiness for professional self-development while studying at the university; almost 40 % of the students answered “it is not necessary while studying or it is needed in the process of professional work”. Yet, 64 % of respondents replied to the question “Do you feel the need of professional self-development?” that they did not have the need and only 13 % of respondents admitted the existence of such need.

The following question: “Are you able to use skills of self-organization?” was responded positively by 25 % of testees; negatively – 31 %. The rest of participants offered their personal answers, such as: “I am able to organize myself if I like what I do”.

As it has been demonstrated, the students have a limited experience of self-arranging programs of personal professional self-development. Only 6 % of the respondents said they tried to draw up such programs. It should be noted that prospective teachers (57 %) understand that the professional self-development should be purposeful; 42 % of the respondents claimed that “the professional self-development is formed without additional effort during the educational process”.

The awareness of necessity for purposeful continuous professional self-development was tested by “Dispositive Characteristic of Self-development of Personality” – DCSP (S. Kuzikova). The level of the interest in self-development and self-actualization of psychological resources (structural constituents of the system) in professional activities as a progressive, conscious, informed and controlled process of personal growth and changes was diagnosed. The statements of the diagnostic method were formulated based on contextual characteristics of the process of self-development. In the instruction, the respondents were asked to determine the degree of conformity of the statement to their personal inner world, assessing 30 statements from one to five points.

Two scales “Need of Self-development” and “Conditions of Self-development” were observed. The first scale shows the need for development, personal growth, conscious self-creation, openness, and fullness of life. The second scale determines autonomy, positive self-perception, strength, I-maturity, active life strategies, self-improvement, and tolerance.

After processing the test results, the appropriate levels were determined. Total score: < 100 is critical (6 % of the students); 101-105 – passive (26 %); 106-109 – basic (51 %); > 110 – optimal (14 %); > 118 – creative (9 %). On the scale “Need of Self-development”: < 31 – is critical (5 % of students); 32-34 – passive (25 %); 35-37 – basic (50 %); 38-40 – optimal (13 %); > 40 – creative (8 %). On the scale “Conditions of Self-development”: < 31 – is critical (6 % of students); 32-34 – passive (26 %); 35-36 – basic (52 %); 37-38 – optimal (14 %); > 39 – creative (9 %).

Doing the test “Diagnostics of Needs of Self-development” (V. Maralov), the students answered questions assessing them: 5 – the statement is completely true; 4 – the statement is rather “Yes” than “No”; 3 – both “Yes” and “No”; 2 – the statement is rather “No” than “Yes”; 1 – the statement is false. The results showed that about 15% of the respondents answered “Yes” to the statement: “I try to learn myself”, “I spend some time on self-development, no matter how busy I am”, “I reflect on my activities, spending special time on it”, “I manage my professional development and get positive results”, etc. About 50% of the students were hesitant, therefore, answered both “Yes” and “No”. About 9% of the respondents answered negatively to the statements: “Obstacles stimulate my activities”, “I look for feedback, as it helps me to appreciate myself”, “I analyse my feelings and experience”, “I read a lot”, “I discuss widely on issues that I am

interested in”, “I believe in my capabilities”, etc. The obtained results demonstrate the necessity to develop students' need for achieving the purpose of continuous professional self-development.

The indicator “achievement needs” was diagnosed by the test “Need of Achievement” (Yu. Orlov). The respondents were asked to agree or disagree with 23 statements of the questionnaire. The test is focused on the degree of readiness for achieving success. Evaluating scale ranges from 0 to 23 points: 1-3 – critical level (6 %); 4-7 – passive (23 %); 8-13 – basic (49 %); 14-19 – optimal (15 %); 20-23 – creative (7 %). So, a high score shows more evidence of need for achievements. However, 78 % of the respondents have insufficient level of the need for achieving aims. It requires further correction.

In “Diagnostics of Success Motivation” (T. Elers) the students were offered to answer “Yes” or “No” to 41 statements. The maximum score was 32 points. In determining the levels of success motivation, the author's levels were taken as a basis. However, they were detailed as there were only three levels.

The results of this diagnostics have shown that

1 – 5 points: success motivation is low (critical level – 9 %), a student is not eager to achieve victory or focuses on work, and has passive life stance.

5 – 12 points: success motivation is negligible (passive level – 23 %), a student sometimes tries to focus on work; however, they are afraid of risk and because of it limited in their actions.

13 – 16 points: success motivation is average (basic level – 54 %). A student is not afraid to take risks. The student is not limited in his/her actions, as they are not too worried about possible failure.

17 – 20 points: success motivation is high (optimal level of 12 %). Such student is able to take risks to achieve the aim; they are ready to rely on personal strength, flexibility and work hard to achieve their aims.

More than 21 points: success motivation is too high (creative level – 2 %). It can cause an excessive self-criticism to personal capabilities. At the same time a prospective teacher may feel excessive nervousness and fear of failure. Subconscious discouragement in personal strength decreases readiness for risk, and increases personal limitations. As a result, a student, who has an excessive motivation for success, may lose faith in achieving aims.

The study confirmed that students with moderately high orientation to success show preference for an average (basic) level of risk. Those students who are worried about failure, prefer to have a low or, conversely, too high level of risk. The higher motivation for success is, the lower is the indicator of readiness for risk. At the same time, success motivation affects expectation for success: the stronger success motivation is, the greater is the expectation for success. In addition, people who are motivated for success and have great expectation for success usually try to avoid a great risk. Those students, who are strongly motivated for success and have a high level of readiness for risk, get into an uncomfortable situation much rarer than those students who have a high level of readiness for risk and a high level of motivation for avoiding failures (protection). On the contrary, when a student has a high level of motivation for avoiding failures, it reduces the strength of the success motive for achieving aims.

In “Self-actualization Test” (SAT) (Karelyn, 2008) the following aspects were observed: the scale of value orientations, self-acceptance, cognitive needs, and creativity. Students were offered a questionnaire (126 items), where each item consists of two statements (marked “a” and “b”). Students chose one of the statements in each item. There were 20 questions focused on value orientations; 21 – self-acceptance; 11 – cognitive needs; 14 – creativity.

The high score (18-20 points) of the scale “Value Orientations” means that the students support the values of self-actualized personalities (13 %) and the low score (1-4 points) means that the students ignore these principles (15 %). According to the scale “Self-acceptance”, the high score (18-21 points) means that the personality's self-perception is adequate and the low score (1-4 points) has an opposite meaning. The scale “Cognitive Needs” shows the degree of need to acquire new knowledge. The high score (10-11) means that such need is highly developed (16 % of the respondents); the low score (1-2) shows a weak manifestation of cognitive needs (30 %). It is

shown that indicators of scales cannot be too high, as it confirms the “pseudo self-actualization”. The optimal result is a bit higher than an average score.

The results of the initial diagnostics of prospective teachers’ readiness for professional self-development (all the constituents: motivational, information and cognitive, organizational, emotional and volitional, reflexive and evaluating) are presented in Table 1.

Table 1

The results of the initial diagnostics of readiness of prospective teachers for professional self-development

Levels		Creative		Optimal		Basic		Passive		Critical	
Groups	Total	n	%	n	%	n	%	n	%	n	%
EG	420	8	1,91	58	13,81	210	50	118	28,1	26	6,19
CG	416	9	2,17	60	14,42	214	51,44	108	25,96	25	6,01

The results of the final diagnostics of prospective teachers’ readiness for professional self-development (all the constituents: motivational, information and cognitive, organizational, emotional and volitional, reflexive and evaluating) are presented in Table 2.

Table 2

The results of the final diagnostics of readiness of prospective teachers for professional self-development

Levels		Creative		Optimal		Basic		Passive		Critical	
Groups	Total	n	%	n	%	n	%	n	%	n	%
EG	420	52	12,38	101	24,05	252	60	8	1,9	7	1,67
CG	416	10	2,4	63	15,15	215	51,68	107	25,72	21	5,05

The results of statistical analysis of diagnostic data (all the five components of prospective teachers’ readiness for professional self-development) before the experiment are shown in Table 3.

Table 3

The results of statistical analysis of diagnostic data

Mean EG	Mean CG	t-value	df	p
2,80	2,77	0,62	834	0,53

As “p-level” is 0.529, there is no reason to deny the zero hypothesis of equality of both groups before the experiment (EG and CG) by the amount of five constituents of prospective teachers’ readiness for professional self-development.

Summarizing the results, it has been found that a significant part of students do not form an appropriate awareness of the need for professional self-development during their training at the pedagogical university. Having a general positive attitude to the profession of teacher, a lot of students do not have a proper level of integrative and theoretical, practical and operational training of professional self-development. As a result it does not promote the process of personal professional formation of readiness for professional self-development.

The results of ascertaining phase of the pedagogical experiment have showed that the level of prospective teachers’ readiness for professional self-development is insufficient.

The results indicate that there are no appropriate conditions for self-development of a personality in the educational environment of a higher educational institution. The main reasons are:

lack of understanding of significance of personality's inner world and self-recognition for formation of harmonious personality of a student; the current model of educational environment of a higher educational institution does not conform with existing technologies of personality's self-development; students' lack of understanding of importance and necessity of self-development process; existing educational facilities do not promote, to the proper extent, the creation of conditions for self-development of the student.

The additional reasons for the existing situation are: lack of sufficient conditions, aimed at the professional self-development of prospective teachers in a higher educational institutions; lack of necessary practical training of students as for drawing up programs of self-recognition, self-improvement of a personality and putting into practice programs of professional self-development; teaching of professional disciplines and disciplines of psychological and pedagogical cycle is not directed completely towards formation of prospective teachers' readiness for professional self-development while training at a higher educational institution; absence of specially designed integral systems and technologies aimed at formation of prospective teachers' readiness for professional self-development.

4. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

The study revealed the effectiveness of computer diagnostics of prospective teachers' readiness for professional self-development. It has been shown that implementation of the following organizational and pedagogical conditions promotes formation of prospective teachers' readiness for professional self-development:

- 1) formation of motivation for professional self-development of prospective teachers in a creative educational process of a higher educational institution by establishing a subject-subject interaction between students and teachers;
- 2) involving students in analysing process of heuristic quasi professional situations that initiate the need for professional self-development;
- 3) creation of favourable socio-psychological atmosphere in the student group to detect the activity of personal and professional development of prospective teachers;
- 4) activization of autonomous educational and cognitive activities of prospective teachers by means of information and communication technologies;
- 5) integration of educational, cognitive and reflexive activities of teachers and students in the process of purposeful and systematic solving of pedagogical tasks for improving skills of professional self-development;
- 6) stimulation of reflexive activities of prospective teachers to development of adequate professional "I-concept" that enables to assess the level of personal professional self-development.

Based on the obtained data, the study has confirmed that the system of training of prospective teachers for professional self-development requires an urgent and radical improvement. In particular, it is necessary to develop technologies of formation of prospective teachers' readiness for professional self-development.

Further investigations are needed to identify the factors of influence on teachers' professional self-development and work out additional methods of computer diagnostics, aimed at the training of prospective teachers' readiness for continuous professional self-development.

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КОМП'ЮТЕРНА ДІАГНОСТИКА ГОТОВНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ДО ПРОФЕСІЙНОГО САМОРОЗВИТКУ

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Анотація. У статті викладено опис розробленого й апробованого під час експериментальної роботи діагностичного інструментарію (системи комп'ютерного тестування), спрямованого на виявлення рівнів сформованості готовності майбутніх учителів до безперервного професійного саморозвитку за критеріями: ціннісне усвідомлення необхідності цілеспрямованого безперервного професійного саморозвитку; інтегративно-теоретична підготовка, рівень отриманих професійно спрямованих знань; практично-операційна підготовка, сформованість практичних умінь і навичок професійного саморозвитку; сукупність індивідуально-психологічних якостей, важливих для безперервного професійного саморозвитку та майбутньої професійної діяльності в цілому; спрямованість на самоаналіз, самооцінку власного професійного саморозвитку.

Описано використання розробленої цілісної методики «Діагностика готовності до професійного саморозвитку», до якої увійшли авторські анкети і методи інших дослідників, значна частина яких була творчо перероблена й адаптована відповідно до даного дослідженням. Описано використання в дослідженні таких методів: авторські анкети; «Диспозиційна характеристика саморозвитку особистості»; «Діагностика мотивації успіху»; «Ціннісні орієнтації»; тест Кеттела (16 PF-опитувальник) та ін. Для реалізації авторської концепції розроблено технологію підготовки майбутнього вчителя для безперервного професійного саморозвитку. Ця технологія розглядається як система змісту, принципів, методів, форм, обґрунтованих організаційно-педагогічних умов, що забезпечує реалізацію авторської концепції та гарантує досягнення запланованих результатів – підвищення рівня готовності майбутнього вчителя до безперервного професійного саморозвитку. Після застосування технології знову була проведена комп'ютерна діагностика. Результати прикінцевої діагностики засвідчили ефективність технології підготовки майбутнього вчителя до безперервного професійного саморозвитку та комп'ютерної методики «Діагностика готовності до професійного саморозвитку».

Ключові слова: майбутні педагоги; саморозвиток; професійний саморозвиток; готовність до безперервного професійного саморозвитку; організаційно-педагогічні умови.

КОМПЬЮТЕРНА ДІАГНОСТИКА ГОТОВНОСТИ БУДУЩИХ УЧИТЕЛЕЙ К ПРОФЕССИОНАЛЬНОМУ САМОРАЗВИТИЮ

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Аннотация. В статье изложено описание разработанного и апробированного во время экспериментальной работы диагностического инструментария (системы компьютерного тестирования), направленного на выявление сформированности готовности будущих учителей к непрерывному профессиональному саморазвитию по критериям: ценностное осознание необходимости целенаправленного непрерывного профессионального саморазвития; интегративно-теоретическая подготовка, уровень полученных профессионально направленных знаний; практически-операционная подготовка, сформированность практических умений и навыков профессионального саморазвития; совокупность индивидуально-психологических качеств, важных для непрерывного профессионального саморазвития и будущей профессиональной деятельности в целом; направленность на самоанализ, самооценку собственного профессионального саморазвития.

Описано использование разработанной целостной методики «Диагностика готовности к профессиональному саморазвитию», в которую вошли авторские анкеты и методы других исследователей, значительная часть которых была творчески переработана и адаптирована в соответствии с данным исследованием. Описано использование в исследовании таких методов: авторские анкеты; «Диспозиционная характеристика саморазвития личности»; «Диагностика мотивации успеха»; «Ценностные ориентации»; тест Кеттела (16 PF-опросник) и др. Для реализации авторской концепции разработана технология подготовки будущего учителя к непрерывному профессиональному саморазвитию. Эта технология рассматривается как система содержания, принципов, методов, форм, обоснованных организационно-педагогических условий, обеспечивающая реализацию авторской концепции и гарантирующая достижение запланированных результатов – повышение уровня готовности будущего учителя к непрерывному профессиональному саморазвитию. После применения технологии вновь была проведена компьютерная диагностика. Результаты заключительной диагностики показали эффективность технологии подготовки будущего учителя к непрерывному профессиональному саморазвитию и компьютерной методики «Диагностика готовности к профессиональному саморазвитию».

Ключевые слова: будущие педагоги; саморазвитие; профессиональное саморазвитие; готовность к непрерывному профессиональному саморазвитию; организационно-педагогические условия.



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