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## **EARLY CHILDHOOD EDUCATION**

### **ДОШКІЛЬНА ОСВІТА**

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#### **PROFESSIONAL-PERSONAL QUALITIES AS A BASIS FOR DEVELOPMENT OF PROFESSIONAL COMPETENCE OF THE EDUCATOR**

**V. L. Khodunova\***

*The article deals with general scientific provisions on the problem of development of professional and personal qualities. Psychological and pedagogical views on the professional and personal qualities of the teacher, including approaches to the definition of this concept are analyzed and generalized; the point of view of scientists on the identification of a complex of professional and personal qualities is considered. It is stated that professional and personal aspects cannot be separated in pedagogical activity. Professional qualities are defined as individual characteristics of the subject of educational interaction that affect the effectiveness of the activity itself and the success rate of its assimilation, which are stable, significant, equal and can be observed. The professional qualities of the modern teacher of preschool education are considered.*

*It is emphasized that professional competence characterizes the ability to perform professional tasks on the basis of professional knowledge and skills that integrate with the development of personal professionally-significant qualities. It is established that the definition of the concept is carried out using the following categories: the integrated ability of the individual to successfully perform the activity; professional and personal qualities; possession of professional competence.*

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**Key words:** *professional and personal qualities, competence, professional competence, teacher, pedagogical activity, preschool education, educator.*

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\* Candidate of Pedagogical Sciences (PhD in Pedagogy), Doctoral Candidate  
(National Pedagogical Dragomanov University)  
v.l.khodunova@gmail.com  
ORCID: 0000-0002-2829-9847

## **ПРОФЕСІЙНО-ОСОБИСТІСНІ ЯКОСТІ ЯК ОСНОВА РОЗВИТКУ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ ПЕДАГОГА ДОШКІЛЬНОЇ ОСВІТИ**

**В. А. Ходунова**

*У статті розглянуто загальнонаукові положення щодо проблеми розвитку професійно-особистісних якостей. Проаналізовані та узагальнені психолого-педагогічні погляди на професійно-особистісні якості педагога, підходи до визначення даного поняття та розглянуто точки зору вчених на виявлення комплексу професійно-особистісних якостей. Констатовано, що у педагогічній діяльності неможливо розвести професійний та особистісний аспекти. Професійні якості є індивідуальними особливостями суб'єкта діяльності, що впливають на ефективність діяльності й успішність її засвоєння, які є стійкими, суттєвими, рівноцінними та можуть спостерігатися. Розглянуто професійно значущі якості сучасного педагога дошкільної освіти.*

*Наголошено на тому, що професійна компетентність характеризує здатність виконувати професійні завдання на основі фахових знань і умінь, що інтегруються з розвитком особистісних професійно значущих якостей. Встановлено, що визначення поняття здійснюється за допомогою відповідних категорій: інтегрована здатність особистості успішно здійснювати діяльність; професійно-особистісні якості; володіння професійною компетенцією.*

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**Ключові слова:** професійно-особистісні якості, компетентність, професійна компетентність, педагог, педагогічна діяльність, дошкільна освіта, вихователь.

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**Introduction of the issue.** New demands to the educational system, formulated in the Concept of the New Ukrainian School (2017), identify the teacher of the new formation as a competent, motivated, qualified specialist with harmoniously combined professional and personal qualities [1]. The "new teacher" must be aware of the modern realities, classical and modern scientific achievements, take into account a number of conditions in professional activity, including the following: connection with the real life and present realities; integration of all components of the content of the educational standard in order to form holistic picture of the world in the child, as well as to imbue the elementary forms of scientific worldview; represent general and specific information related to practical life skills and basic knowledge. It is this kind of educator who "... looks at education as a process of empowerment: conditions for the child's self-development; formation of personal qualities necessary for his/her life", thus, formation and development of such kind of a specialist is a task

that should be solved in our research. It highlights the transformation of requirements for the professional competence of a teacher, in particular professional and personal qualities [2].

**Current state of the issue** testified that the problem of formation of professional and personal qualities of the teacher is investigated in the plane of different approaches: substantiation of theoretical bases of formation of professional qualities of the subjects of activity (B. Ananiev, V. Bodrov, M. Yevtukh, O. Leontiev, K. Platonov, S. Rubinshtein, V. Shadrykov and others), educators in particular (F. Honobolin, N. Kuzmina, A. Markova, O. Moroz, Ye. Panko, V. Slastonin, O. Shcherbakov and others); coverage of the development of individual-professional and personal qualities of the teacher and the conditions of their formation (Yu. Vardanian, O. Hura, I. Ziaziun, Ye. Ilin, Ye. Klimov, N. Levitov, B. Lomov, I. Lutsenko, O. Piekhota, A. Pozdniakova, I. Pidlasyi, V. Rybalka, M. Tkachenko, R. Tuhushev, M. Yatsenko and others). Various aspects of the formation of

professional and personal qualities, as a component of professionalism, are the object of study by I. Bekh, G. Vasianovych, O. Hura, F. Honobolin, V. Hrynova, V. Vakulenko, I. Ilina, I. Isaieva, L. Mitinova, Ye. Rohova, M. Rud, N. Chaban, Yu Yusupova. Works of supporters of a competent approach to solving the problem of development of professional and personal qualities imply certain interest (B. Bepalov, G. Bielienka, V. Davydov, I. Zymniaia, I. Ziaziun, N. Kuzmina, A. Markova, L. Mitina, O. Mishchenko, Ye. Rohov, S. Sysioeva, L. Spenser, S. Spenser, L. Petrovska and others).

In the mentioned above studies, scientists unanimously emphasize the need for the development of professional and personal qualities of an educator that ensure the effectiveness and efficiency of pedagogical activity. Thus, I. Ziaziun emphasized that in addition to knowledge and skills, the teacher requires certain personal qualities, because the teacher him/herself is an instrument of influence on the student. This tool – his/her soul – must be sensitive to another person, humane in his/her thoughts [3].

**The outline of unresolved issues brought up in the article.** Despite the considerable interest of scientists in the issue described, its practical side has not been properly investigated. Thus, its study will allow to resolve the contradictions between modern requirements for the manifestation of professional and personal qualities and their theoretical substantiation, as well as the real practice of their development.

**Aim of the research** is to theoretically substantiate the problem of development of professional and personal qualities of a teacher within the competence approach.

**Results and discussion.** The theoretical and methodological foundations of this problem are

reflected in the works of the classics of national science, starting with the XVIII-th century (S. Polotskyi, Ye. Slavenetskyi, F. Prokopovych, G. Skovoroda), various aspects of the development of professional and personal qualities were investigated also in XX-th st. (A. Makarenko, S. Rusova, V. Sukhomlynskyi).

Considering the main professional and personal qualities of the teacher, the scientists pointed out: honesty, frankness, sincerity in the relations with the pupils, honorable and respectful attitude to their dignity (M Pyrohov); love for the profession, its continuous improvement; knowledge of native language; deep knowledge of the advanced achievements of pedagogical theory (K. Ushynskyi); persistent moral guidance and Christian values; knowledge of native language, traditions, folklore; self-education and cognition that ensure the harmonization of his/her professional realization; aesthetic taste (T. Shevchenko); spiritual development, self-cognition, continuous self-improvement (G. Skovoroda); pedagogical principles, knowledge for the needs of life (A. Disterveh); pedagogical tact, ingenuity, cheerfulness, immediacy, modesty and moral purity (Y. Pestalotsti); not just outside diligence (Ya. A. Komenskyi); punctuality, respect for accuracy, dedication, honesty, willpower, courage (A. Makarenko); knowledge and understanding of people, ability to understand philosophical issues, intense public interest (P. Blonskyi); personal attitude to knowledge, science, books, intellectual work, intellectual life, sufficient level of psychological culture, psychological and pedagogical knowledge, variety of means of aesthetic and psychological influence on (V. Sukhomlynskyi); professional training, possessing of content and technology to ensure a favorable environment for the development of the

child (L. Depolovych); "it must be of extraordinary moral beauty a man who, by his own convictions, by all his conduct, must influence his students... The teacher must be not an artisan, but an apostle of truth and science, who doesn't only work for a material reward for his work, but also accomplishes a great humane task" (S. Rusova); qualified guidance in the physical, mental, aesthetic education, taking into account the age characteristics of children (Ye. Tykhieieva) [4].

Thus, the analysis of scientific sources indicates that, on the one hand, the existence of a scientific basis for the study of the development of professional and personal qualities of the teacher, on the other, it reveals a contradiction between the continuous growth of requirements to the level of professional and personal qualities of a modern pedagogical worker and the real state of their development. The solution of this objectively created contradiction is facilitated by pedagogical studies related to the problem of development of professional and personal qualities, which ultimately depend on the life of the child in the future, his/her attitude to the world.

First of all, let's consider and clarify the notion of "professional and personal qualities", thus, it defines the basic concept of "quality", which is inherently complex and includes a number of factors such as personality trait or personality characteristic (R. Niemov); manifestation of corresponding properties (V. Kozakov); the core factor of professional (B. Smirnov); manifestation of individual psychological characteristics of an individual (A. Derkach, N. Kuzmina); an important component of professional and individual potential (E. Zeier, V. Slastonin); the number of psychological characteristics (V. Bodrov).

Modern interpretation of the concept of "professional and personal qualities"

is closely related to the characteristics of the individual as a factor of successful mastery of the profession. However, this concept is ambiguous, which is due to the different context of the problem. In particular, the following concepts are used: "professional qualities" – necessary for successful performance of professional activity (O. Hura, V. Roilian); "Professionally relevant qualities" – persistent general and specific traits that contribute to successful professional performance, effective accomplishment of professional goals, personal growth and improvement (Yu. Babanskyi, A. Borysiuk, V. Hrynova, S. Honcharenko, I. Zaziun, Yu. Kuliutkin, A. Markova); "personal qualities" – the core structures that implement various aspects and sides of human activity (V. Anisimov, Ye. Klimov, N. Pantina, O. Piekhota, I. Pidlasyi).

Based on the mentioned definitions, it can be stated that most researchers point out that it is impossible to separate professional and personal aspects with regard to pedagogical activity. Professional qualities are individual characteristics of the subject of activity that impact the effectiveness of the activity and the success of its assimilation, which are stable, significant, equal in value and can be observed.

According to our point of view, the most complete is the concept of "professional and personal qualities", which is defined as an integrated set of professional and personal characteristics, which arises as a result of the transformation of professionally-important knowledge, requirements and skills into personally-meaningful for the teacher and manifests in more effective pedagogical activity, strengthening the impact on the personality of the (V. Vitiuk, F. Honobolin, L. Mitina).

In pedagogical studies there are certain views regarding the personal

qualities of the teacher, who must have thorough special training (theoretical, methodical, psychological), organizational skills, good command of foreign languages, skills of using modern information and computer technologies, be highly educated. It should be distinguished by humanity (O. Dukhnovych); openness (V. Andrushchenko); mellowness (P. Kaptieriev); empathy (N. Hryshaienko); communicativeness (V. Chaika); speech culture (A. Bohush), initiative, desire for improvement, novelty, pedagogical thinking, reflection and tact (A. Markova).

However, among the investigated qualities, natural characteristics, including external attractiveness, desire for self-affirmation, value orientation, volitional efforts, flexibility of behavior, responsiveness, emotional stability, resilience to conflict situations, sense of obligation play a significant role. Equally important are the teacher's ability to behave with dignity, to always be cheerful and lively, disciplined, internally prepared and fit, restrained, gentle, friendly.

According to A. Borysiuk, a combination of professionally important qualities contributes to the successful fulfillment of an individual's professional activity, the effective solution of professional tasks, personal and professional growth and improvement [5].

From the point of view of effectiveness of pedagogical activity, Ye. Rohov distinguishes the following essential qualities: dominant, peripheral, negative and professionally unacceptable. To the set of dominant (professionally important) characteristics scientist includes those qualities, without which the effectiveness of pedagogical activity is greatly reduced or at a minimal level (purposefulness, social activity, humanity and love for children, justice, honesty, ability to lead, sincerity,

openness, honesty, responsibility, responsibility are significantly reduced erudition, intelligence, observation and others); peripheral are identified as the qualities that do not have a decisive influence on the effectiveness of professional activity, but which determine its success and form the authority of the teacher (sense of humor, kindness, responsiveness, external attractiveness, cheerfulness, courtesy, self-criticism). Negative qualities are those that significantly drop the effectiveness of pedagogical activity: emotional imbalance, vindictiveness, pride, bias, public expression of sympathy or dislike for the child. Unacceptable qualities include: the presence of socially dangerous habits (alcoholism, drug addiction), spiritual and moral negligence, rudeness, incompetence in education and training, irresponsibility, etc. [6].

While investigating the effectiveness of professional activity, which is accompanied by the development of professional and personal qualities, it is impossible to overlook a competent approach. For example, in psychological and pedagogical research, competence is interpreted as a characteristic of the individual and his/her ability to design in his activity the development of various types of skills necessary for self-improvement. Researchers define competence as a particular system that integrates the knowledge, skills, abilities, professionally relevant qualities of a teacher's personality, and ensures the fulfillment of personal and professional obligations. According to I. Ziazun, the teacher's knowledge and skills about the subject of work forms in him a number of personal properties that, in their turn form a dialectically connected system, which has the highest level of professional and personal qualities (motivational, personal and character-related), implied as a result of formation

hierarchically organized professional values, motives and goals.

According to F. Honobolin, all psycho-pedagogical and special knowledge pass through the inner world of the individual, become its property and only then are embodied in pedagogical practice. Therefore, the problem of researching the professional qualities of the teacher must be considered inseparably from the personality of the teacher [7].

Summarizing the aforementioned views of the representatives of the competence approach to the problem, we can ascertain the broadening of the idea of the essence of professional and personal qualities as components of the personality developing in professional activity. Modern researchers believe that the development of professionally important qualities should occur systematically at the content-reflexive stage of higher education, during which the acquisition of knowledge and professional skills, their understanding, the disclosure of individual characteristics of students.

In the context of the development of professionally important qualities of teachers, we consider an effective approach. It is important to note that not only external influences, but also the activity of the individual determines the success and effectiveness of pedagogical activity. In addition, the demands on the personality of the teacher are constantly changing, which is caused not only by the development of society, but also by the changes of the specialists themselves: by mastering pedagogical activity, they begin to improve the profession.

**Conclusions and research perspectives.** Based on the theoretical findings of the researchers and the results of the analysis of the psychological and pedagogical literature, we conclude that the professional and personal qualities of the teacher is an integrated complex

formation, which harmoniously combines with the integral structure of the personality, with its values and attitudes, and meets the modern requirements to a specialist. The problem of the development of professional and personal qualities of teachers remains the focus of many scholars. Perspectives of further scientific research are connected with the substantiation of pedagogical conditions of formation of professional and personal qualities of a teacher of preschool education institution to professional activity.

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