

PECULIARITIES OF DEVELOPMENT OF STRUCTURAL COMPONENTS OF PROFESSIONAL-PEDAGOGICAL SELF-AWARENESS OF FUTURE SPECIALISTS BY ACTIVE METHODS OF GROUP WORK

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The article emphasizes the role of professional self-awareness in the personal and professional growth of future specialists, in particular teachers. It is emphasized that one of the most effective methods of forming the studied phenomenon is mainly the methods of active social and psychological training aimed at the direct development of all structural components of professional self-awareness of future representatives of the pedagogical community. The degree of effectiveness of the author's program for the development of the professional and pedagogical "I"-substructure of students is determined. To reflect the changes in the development of central education, the results of a formative experiment to improve the quantitative and qualitative characteristics of future teachers' professional self-awareness are presented. It has been established that, in contrast to the control group, numerous significant changes recorded after the formative experiment in the cognitive, affective and behavioral spheres of the professional identity of future teachers of the experimental group indicate a significant increase in its overall level. All above indicates the effectiveness of the implementation of the developed training program, which contributed to the expansion of the ideas of future representatives of the pedagogical community about the chosen profession, its specifics, deepening the knowledge of higher education students about themselves, their "I"-image as a person and a professional, developing in future specialists the skills of adequate assessment of their own capabilities, potential and the degree of their compliance with the requirements of professional activity, positive attitude to themselves, development of their internal self-control, self-regulation, and self-esteem.

Key words: active methods of group work, professional training of future teachers, professional and pedagogical self-awareness, training program.

Стахова О. О., Войналович Л. П. Особливості розвитку структурних складників професійно-педагогічної самосвідомості майбутніх фахівців активними методами групової роботи

У статті підкреслено роль професійної самосвідомості в особистісно-професійному зростанні майбутніх фахівців, зокрема педагогів. На основі попередньо проведеного аналізу теоретико-прикладних досліджень науковців, а також отриманих під час констатувального експерименту емпіричних даних обґрунтовано необхідність підвищення кількісних і якісних характеристик професійно-педагогічної самосвідомості особистості. Наголошено, що одними з найбільш ефективних методів формування досліджуваного феномена є переважно методи активного соціально-психологічного навчання, спрямовані на безпосередній розвиток усіх структурних складників професійної самосвідомості майбутніх представників педагогічної спільноти. Шляхом послідовно проведених у групах досліджуваних психодіагностичних зрізів визначено ступінь ефективності авторської програми з розвитку професійно-педагогічної Я-підструктури студентської молоді. Для відображення змін у розвитку центрального утворення представлено результати формуального експерименту з підвищення кількісних і якісних характеристик професійної самосвідомості майбутніх педагогів. Встановлено, що, на противагу контрольній групі, численні значущі зміни, зафіксовані після проведення формуального експерименту в когнітивній, афективній і поведінковій сферах професійної самосвідомості майбутніх педагогів експериментальної групи, вказують на суттєве підвищення її

загального рівня. Все вищезазначене свідчить про результативність впровадження на практиці розробленої тренінгової програми, яка сприяла розширенню уявлень майбутніх представників педагогічної спільноти про вибрану професію, її специфіку, поглибленню знань здобувачів вищої освіти про себе, свій Я-образ як особистості та професіонала, виробленню в майбутніх фахівців навичок адекватного оцінювання власних можливостей, потенціалу і ступеня їх відповідності вимогам професійної діяльності, позитивного ставлення до себе, розвитку їх внутрішнього самоконтролю, саморегуляції в конкретних ситуаціях педагогічної взаємодії.

Ключові слова: активні методи групової роботи, професійна підготовка майбутнього педагога, професійно-педагогічна самосвідомість, тренінгова програма.

Introduction. As stated in the Law “On Higher Education”, the goal of the higher education system in Ukraine is to train qualified specialists who are able to analyze the necessary flow of information at the appropriate level, optimally solve complex tasks of future professional activity and take responsibility for independent professional decision-making.

The implementation of the above-described goal is impossible without the proper level of formation of a wide range of personal and professional competencies in future representatives of the professional community, among which special attention should be paid to the development of their professional self-awareness, in particular pedagogical.

Therefore, referring to the scientific achievements of representatives of psychological and pedagogical science, primarily the works of T. Bilan [1], I. Galyan [2], L. Dzyubko [5], I. Lyubar [3], R. Lyubar [3], M. Radchenko [4], L. Tereshchenko [5], which deal with the professional and pedagogical self-substructure of future teachers, it should be noted that the vast majority of researchers point to an insufficient level of its development in higher education applicants.

The conclusions formulated by scientists are also confirmed by the results of our ascertaining experiment, during which a significant percentage of respondents with average (62.7%) and low (23.3%) levels of professional self-awareness were identified, which undoubtedly negatively affects their professional development.

Referring to the training program “The Path to Professional Success” developed by us, aimed at developing the components of the professional “I” of future representatives of the pedagogical community, it is worth noting that the basis of each of its classes-meetings was the use of methods of active socio-psychological training (psychogymnastic exercises, discussion

and game methods, meditative techniques, projective drawing, etc.).

In its turn, revealing the features of the development and testing of the psychocorrectional program for the purposeful formation of the professional “I” of future teachers, one should pay attention to the scale, volume, and timeliness of this work done. Therefore, its substantive and procedural aspects are covered in our previous research studies [6].

The purpose of the article is to determine the degree of effectiveness of the developmental program developed by us to increase the level of structural components of future teachers’ professional self-awareness with the help of a control sample conducted at the final stage of our scientific research.

Materials and methods. When conducting the control experiment, the same empirical research methods were used as out in the course of the ascertaining experiment, in particular, observation, conversation, questionnaires, testing, a complex of psychodiagnostic techniques (questionnaires “Primary school teacher” (O. Stakhova), “Me and my future profession” (O. Stakhova), techniques of research of the personality’s self-assessment (modification by O. Stakhova), their self-esteem (S. Pantileev), “Style of self-regulation of behavior – 98” (V. Morosanova & O. Konoz).

To determine the degree of effectiveness of the forming effect and its stability, the accuracy of the discrepancies between the data obtained before and after the experiment was determined using one of the parametric statistics methods presented in the computer software package IBM SPSS Statistics 20, – t-criterion of Student.

The implementation of the above mentioned program for the development of professional self-awareness of future primary school teachers took place within the work of classes in Psychology

and Pedagogy of Zhytomyr Ivan Franko State University.

This work involved 60 students of I and III years of studying of the Educational and Scientific Institute of Pedagogy, specialty 016 "Primary Education".

The control and experimental groups (30 students in each), formed on the principle of voluntariness, consisted of students who did not differ significantly in the development of individual indicators of professional and pedagogical self-awareness. It should be mentioned that at the initial stage of the forming experiment, the level of its development in student youth was medium and low.

Results. Interpreting the empirical data of the primary and secondary diagnosis of students of the mentioned groups, we should point out significant quantitative and qualitative shifts in the development of individual structural and functional units of their professional and pedagogical self-awareness, which affected the features of the manifestation of the latter and the general level of the phenomenon under study.

This is confirmed by the empirical data of S. Budassi ranking procedure that revealed changes in the cognitive and affective components of the professional "I" of future members of the teaching community. Referring to the results of the outlined research, it should be noted that during the forming experiment conducted with the respondents of the experimental group, their ideas about the future profession, its specificity, requirements to specialists, their own "I"-image as a person and a professional have

been significantly expanded, which was directly reflected in the significant increase in the amount of evaluative judgments made by the subjects of this group in describing the professionally important qualities of a primary school teacher. If prior to the experiment, the members of the experimental group characterized their ideal "I" and real "I" with 168 properties, then after its conduct, the total number of stated judgments in this sample increased to 401 units, which indicates the statistical significance of this difference, which is confirmed by the t-criterion of Student, which is $t = 5.89$ at $p \leq 0.001$.

In the control group, the number of notions of professionally important qualities of a primary school teacher during developmental work increased by 122 units (from 172 to 294), but this difference, unlike the experimental group, is less pronounced, noticeable, as evidenced by $t = 3.01$ at $p \leq 0.01$.

Tracking the dynamics of changes in the cognitive component of the studied professional self-awareness, it should be noted that another indicator of the effectiveness of implementation of the program we developed was a significant complication of the structure of ideas of experimental group students about the teaching profession, the substantive basis of which was not one, as before, but three blocks of professionally important qualities – personal qualities (30.7%), professional knowledge and elements of pedagogical skills (24.7%) and orientation (21.4%), presented in Table 1.

As we can see, after a formative experiment aimed at deepening of the system of knowledge

Table 1

Dynamics of changes in the structure of students' notions of professionally important qualities of a primary school teacher in the process of forming experiment

Content blocks	Control group				Experimental group			
	Before the experiment		After the experiment		Before the experiment		After the experiment	
	N	%	N	%	N	%	N	%
Orientation block	29	16,9	50	17.0	25	14.9	86	21.4
Block of professional knowledge and elements of pedagogical skills	31	18.0	54	18.4	30	17.9	99	24.7
Block of general personal qualities	77	44.8	146	49.7	79	4.0	123	30.7
Block of cognitive capabilities	9	5.2	13	4.4	6	3.6	42	10.5
Block of general personality development	26	15.1	31	10.5	28	16.6	51	12.7
Total	172	100	294	100	168	100	401	100

Note. N is the absolute number of professionally important qualities, % is their relative index.

about the chosen profession and its requirements for its specialists, the experimental group subjects preferred those qualities that characterize the ideal teacher as a professional.

Regarding the control group, the leading position in the structure of its subjects' notions of the professional qualities of a primary school teacher belongs to the block of general personal qualities, which retained its dominant position after developmental work, having received almost half (49.7%) of all the respondents' choices.

Interpreting the results of the forming influence obtained using S. Budassi technique modified by O. Stakhova, we should note that in addition to revealing the dynamics of changes in the structure of student youth notions of professionally important qualities of primary school teachers, we were able to identify shifts in the development of their self-assessment of professionally important qualities, which is a partial, professionally-oriented reflection of the emotional-evaluative attitude of personality towards themselves as a specialist, professional, presented in Table 2.

Therefore, comparing the empirical data of the control and experimental groups presented in Table 2, it is worth emphasizing that the significant increase in the number of members whose self-assessment has approached an adequate level is notable. If at the beginning of the experiment, the majority of the two groups subjects had an inadequate high self-assessment, which is a reflection of their hypertrophied self-confidence, then after its conduct, the numerical values of this level of self-assessment in the control and experimental groups decreased respectively from 60.0% to 50.0% and from 56.6% to 26.7%, due to which, by our assumption, the percentages of adequate self-assessment of the respondents of the identified groups increased.

In view of the results of Table 2, it should be noted that the above changes are more pronounced in the students of the experimental group, which through the development of skills of realistic, deep introspection, an objective assessment of their own capabilities, potential, creating an atmosphere of understanding and support in the process of training work balanced their knowledge of themselves and optimized their attitude to their personality.

In contrast to the previous levels, the indicators of inadequate low self-assessment of the members of studied groups have remained almost unchanged. However, despite the absence of significant shifts in the development of the last level of self-assessment of professionally important qualities, it should be noted that overall changes in the indicators of this formation in adolescents of the control and experimental groups before and after the experiment are statistically significant, which is confirmed by the numerical values of t-criterion of Student, which in the control group is $t = 2.72$ at $p \leq 0.01$ and in the experimental group is $t = 4.55$ at $p \leq 0.001$.

Subsequently, in order to identify the deeper changes that have occurred in the development of the affective component of the professional "I"-substructure of future primary school teachers during the formative experiment, we used Pantileev's methodology of study of self-attitude.

Referring to the results of developmental work aimed at the formation of adequate self-assessment in the student youth, their positive attitude towards themselves, we should emphasize that there were cardinal changes in the overwhelming majority of components of the self-conception of the experimental group members. The most important positive shifts were recorded above all in a significant increase in the indicators of the high level of openness (from 26.7% to

Table 2

Development of self-assessment of professionally important qualities of future primary school teachers in the process of forming experiment

Content blocks	Control group				Experimental group			
	Before the experiment		After the experiment		Before the experiment		After the experiment	
	N	%	N	%	N	%	N	%
Adequate	5	16.7	9	30.0	5	16.7	16	53.3
Inadequate high	18	60.0	15	50.0	17	56.6	8	26.7
Inadequate low	7	23.3	6	20.0	8	26.7	6	20.0

60.0%), self-confidence (from 10.0% to 30.0%), self-esteem (from 26.7% to 56.7%), self-acceptance (from 20.0% to 56.7%) of future professionals who, in the process of active group interaction, have learned to express their opinions freely, openly express their feelings, accept themselves as they are, be themselves.

At the same time, taking into account the empirical data of the outlined research, it should be noted that, due to the forming influence, the respondents of the experimental group had a significant decrease in the percentages of internal conflict, self-blame, self-contempt, and as a result, the numerical values of their self-esteem, autosympathy have increased, which is explained by the peculiarities of the training work, some efforts of which were aimed at solving internal contradictions of future specialists (mostly related to the difficulties of choosing a professional future, the degree of conformity of one's own potential with the requirements of pedagogical activity), at optimization of their attitude both to the individual sides of their professional "I" (self-confidence, self-acceptance, etc.) and to themselves as a whole (autosympathy, self-esteem), transformation of negative emotions towards oneself into positive ones.

Similar changes are characteristic of the control group too, however, compared to the experimental one, where a special system of measures to optimize the attitude of future specialists to themselves as a personality and professional was put into effect, they are not as pronounced and visible.

Finally, in order to investigate the nature of the changes that occurred during the formative experiment in the development of the behavioral component of professional self-awareness of future primary school teachers, we used the "Style of behavior self-regulation – 98" technique, developed by Morosanova and Konož.

Tracking the dynamics of changes in the development of self-regulation of future educators' behavior, we must note that due to the formative influence of the program we developed, the overall level of this formation has improved in the experimental group. Low and medium levels of self-regulation decreased respectively from 16.7% to 6.7% and from 83.3% to 73.3%.

Thus, the positive changes that result from developmental work are indicated by the fact

of appearance in the experimental group of individuals with a high level (20.0%) of behavior self-regulation, characterized by a more or less even formation of all its components, the vast majority of which are at a high level of their development. This applies primarily to regulatory processes such as planning, modeling, programming, which in the course of a formative experiment, focused on the development of internal self-control, and on teaching students of rational ways of self-regulation in specific situations of pedagogical interaction, have undergone cardinal shifts, allowing future specialists to quickly navigate the changing environment, to timely and correctly set goals, to choose an appropriate program of action, tactics of behavior, etc.

Significant changes in the development of self-regulation of the experimental group subjects occurred in such its regulatory and personal property, as independence, whose high level increased by 20.0% and the medium and low decreased respectively by 10.0% each. In our opinion, it is explained by the content of the training work, which, by updating the students' ideas about the meaning of their lives, its main goals, ways and means of achieving them, has developed the ability of future specialists to plan independently, organize activities to achieve their goal, monitor the progress of their implementation, evaluate the results of their work.

In contrast to the experimental group, the expected results of the control one, remained almost unchanged. This is especially true of the regulatory-personal properties of self-regulation of this group members' behavior – their flexibility and independence, which, being by their very nature complex personal entities, require focused and sustained development.

Conclusions. Summarizing the results of the comparative analysis of indicators of structural and functional units of professional self-awareness of future primary school teachers in the control and experimental groups, we should note that the most significant progressive changes are observed in the development of all the components of the professional "I" of the experimental group subjects. Moreover, referring to the numerical values of the Student's t-criterion, which reveal the nature of changes in these for-

mations, we should note that the cognitive and affective substructures of self-awareness of future specialists underwent the greatest influence in the process of forming experiment, and its behavioral component – the smallest.

The significance of changes that occurred in the experimental group is also confirmed by indicators of statistical reliability, which recorded differences ($t = 4.82$) in the outlined sample of respondents before and after the experi-

ment at the level $p \leq 0.001$; in the control group $t = 2.69$ at $p \leq 0.01$.

All of the above is a testament to the efficiency of the implementation of the program we developed, “The Path to Professional Success” which, through the development of individual components of the basic structural components of the professional “I” of student youth, contributed to increasing the overall level of professional self-awareness of future teachers.

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