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THE SUBSTANTIAL CHARACTERISTICS OF ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS OF FUTURE PRIMARY SCHOOL TEACHERS' PROFESSIONAL SELF-DEVELOPMENT

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Abstract. The article presents reasonably organizational and pedagogical conditions of professional self-development of primary school teachers, namely: support of positive motivation of achievement as meeting internal needs of the individual in professional self-development; the use of cognitive and informative opportunities of the content psychological and pedagogical and methodical disciplines for the formation of didactic complex and technological knowledge and skills, abilities to integrate spatial and substantive, informative and motivational, psychological, social and communication components of the educational environment of teachers' training college; creating rich social and communicative space in the course of interactive cooperation of learning subjects to create students' "success situations" and demonstrating positive experience of the professional success. The result of these organizational and pedagogical conditions of the professional self-development of primary school teachers have reflexive-value treatment to the personality as a future teacher and professional considering his or her strengths and weaknesses, formed a high level of readiness for professional self-development in his or her chosen profession.

Keywords: organizational and pedagogical conditions of professional self-development, primary school teachers, positive motivation.

1. INTRODUCTION

The personality-oriented character of the new model of professional training in our country is directed to self-actualization, self-determination and self-identity of the future specialist's personality. According to V. Kremen, the purpose of education is "... not even form and educate, but find, support, develop a human within a human, lay a mechanism of self-identity in himself" [10]. For this reason the interest of both theorists and practitioners of professional education to the problem of future specialist's professional self-development, in particular to organizational and pedagogical conditions of the specified process remains almost evidence-based.

The aim of the article is to single out the characteristics of the organizational and pedagogical conditions of primary school teachers' professional self-development.

The process of primary school teachers' professional self-development is not possible without specially organized organizational and pedagogical conditions. To understand the concept "pedagogical condition" let's refer to the interpretation of the content of the phenomenon. The concept

“pedagogical conditions” concerns various aspects of training, education and development: goals, principles, contents, methods, forms, means, etc. [4; 5]. The term can be used for describing both complete teaching and educational process of the characteristic and its separate parts or elements. By analyzing the content of this concept, we can note that despite its coverage by such researchers as Y. Babanskii A. Verbytskii, I. Pidlasii, V. Slaktionin, I. Frolov and others, the concept is highlighted not enough and sometimes in the scientific literature can be of different meaning. The term organizational and pedagogical conditions means important factors that take effect on the appearance of any phenomenon [9].

The psychological interpretation of the term “condition” as set of the phenomena of external and internal environment which authentically influences development of the concrete phenomenon which is mediated by activity of the personality or group of people important for our research [12; 14]. Psychologists consider as significant conditions of professional formation of the personality motives, an orientation of the personality, tendency, interests, the general and special abilities, circumstances of education and training, the organization of professional and educational environment, access to cultural values, the condition of social environment, etc. [11; 12; 13]. Significant in this context is a combination of both external and internal influences, and namely external influences are able to act only through indirect human perception. Great contribution to understanding of this problem was made by Rubenstein who noted differentiation of both internal, and external conditions. We support the scientist's position that external conditions define the final result not directly, and "refracting" through action of internal conditions, own nature of a certain object or the phenomenon. Internal conditions act as the reasons, and external as circumstances [15, p. 289-290]. Close to the specified S. Rubenstein's position there is an understanding of provisions of researchers that professional self-development is dialectic process which as was emphasized by I. Kharlamov caused by external and internal incentives allows to track dynamics of professional self-development of the identity of future elementary school teacher and to allocate organizational and pedagogical conditions of his stimulation. Professional self-development is stimulated in external aspect with purposeful inclusion of students in different types of activity, first of all, in informative and research work, their attraction to the solution of creative tasks, use of opportunities of the creative developing environment of teachers' training college. From that how close and fruitful interaction of the environment of teacher training college and personal opportunities of the student is, professional self-development of future elementary school teachers is more successful. In internal aspect professional self-development reveals on professional self-knowledge of the personality of the future professional and people around, conscious ability to design of own professional way, the critical relation to the professional achievements and the fellow students. The student internally seeks for professional self-development, that is at the level of the personality certain high-quality changes to professional self-improvement, development of a certain style of professional activity are observed. Such dynamics of professional self-development is realized by the personality at the different levels from bigger professional competence, ease of the course of social and professional adaptation during the work practice to feeling psychological comfort and pleasure from the conducted lesson, from interaction with children etc.

Pedagogical studies are based on a philosophical interpretation of the category “condition” as an expression of the subject attitude to surrounding phenomena, without which it cannot exist, as well as psychological understanding of the conditions as reasons, factors, under the influence of which the professional development of the individual is going on. The researcher M. Danilov considers that a subject of methodology of pedagogics is: pedagogical knowledge itself, ways of its getting, the conditions of its implementation in practice and definition of the subject of pedagogy [6]. A. Khutorskii who claims that a subject of didactics is not only the process of training, but also a condition necessary for its current (contents, means, methods of training, communication between the teacher and pupils, etc.) and also got results, their diagnostics and an assessment, holds the similar opinion.

2. DESCRIPTION AND ANALYSIS

Generally, having opened methodological positions of researchers concerning category “pedagogical conditions”, we can generalize the following. First, a number of researchers (V. Belikov, A. Nain, O. Fedorova, E. Yakovlev, N. Yakovleva, etc.) who understand pedagogical conditions as a set of objective opportunities of the solution of educational tasks. Secondly, they understand conditions as pedagogical requirements (O. Berezhnova), circumstances (K. Biktahirova) under which components of educational process are presented in the best to interrelation; set of external and internal influences (V. Manko, V. Polonskii). A bit different is a position of researchers (Yu. Babanskii, M. Zvereva, I. Ziaziun, N. Ipolitova, O. Pekhota, Yu. Yutsevich, etc.) who connect pedagogical conditions with designing of educational system in which they act as one of the components (factors, circumstances). Scientists who support the third position (B. Kupriianov, S. Dynina, etc.) understand pedagogical conditions as one of the parts of regularities of training process.

Thus, having carried out the theoretical and methodological analysis of the problem, we can state that “organizational and pedagogical conditions of professional self-development” is a component of pedagogical system (complete pedagogical process); reflect set of opportunities of the educational environment of teachers’ training college (corrective actions of interaction of subjects of education are purposefully designed: contents, methods, receptions and forms of education and education, program and methodical ensuring educational process) and material and spatial environment (the educational and technical equipment, natural and spatial environment of educational institution, etc.) influencing functioning of educational system; their structure is present as internal elements which influence development of the personal sphere of subjects of educational process, and external circumstances of teaching and educational process; their realization is properly proved provides effective functioning and development of pedagogical system, stimulates readiness for professional self-development.

In the context of our research we understand specially designed factors of influence on external and internal circumstances of vocational training of future elementary school teachers which promote their professional self-development, readiness for development of both professional and personal abilities, to formation of steady professional competences under the conditions of the educational environment of teachers’ training college. In our understanding the use of opportunities of the educational environment assumes realization of set of objective subject and spatial conditions, social objects and educational factors and influences, external on the student (content of education, the form of the organization of teaching and educational process, methods, technologies, etc.) necessary for effective self-development of the identity of future primary school teacher in the course of getting primary education of the its degree.

Besides, the allocation of organizational and pedagogical conditions of professional self-development of future elementary school teachers cannot be carried out without psychological and pedagogical features of student's age. For our research it is important to understand specifics of psychophysiological age features of students of teacher training college (15–18 years) who, in our opinion, have certain differences from students of higher education institution for the fact that most of students enter the college after the 9th form (15–16 years).

Therefore the student of teachers’ training college perceives a social situation of development more keenly, which realizes through system of his experience, attitudes, awareness of the inner world, the psychological qualities and opportunities from the point of view of prospects of further independent life that is shown in communication and relationship with seniors and peers, perception of reference group, in the relation to study and separate subjects. Conscious professional self-development begins just in this age period as most of domestic psychologists consider the most important factors of a social situation of development at young age - the beginning of maturity, entry into the welfare world of adults as the independent personality, completion of socialization of the personality through an education system, the beginning of economic activity, professional and vital self-determination, intensive self-knowledge and “opening I”, outlook formation as systems of beliefs, psychological

tendency in future, purposeful mastering professionally significant knowledge, skills, assimilation of new social roles (public, professional and labor). Psychological orientation of young people to the future independent life is connected with essential feature of this age period – the leading kind of activity which influences process of psychological development and formation of the identity of the student. In the period of mature youth young people who begin training treat the leading kind of activity to be educational and professional. Educational professional activity considerably changes the nature of educational motivation at mature youthful age: knowledge is perceived by students as a necessary condition of future professional activity. But, educational and professional activity becomes the leading kind of activity only for those young men and girls who consider for themselves necessary continuation of training for the purpose of acquiring of knowledge, skills for future profession (but not for reasons of finding of the soulmate, execution of desire of parents, the fact of obtaining the diploma about the higher education, evasion from army, etc.). Motives of the entering educational institution in many respects define also motivation of educational activity of students, and success through it.

So, the motivation to cognitive activity and personal interest is one of the main factors of the developing influence of training on the identity of the student. One more factor on which efficiency and success of training depends- taking into account psychological (cognitive) the parts of the characteristic of the identity of the student represents unity of mental processes (feeling, perception, speeches, imagination, memory, thinking), attention, mental states (attentiveness, indifferences, tranquility, agitations, rise, interest, etc.) and properties of the personality (strong-willed qualities, orientation, temperament, character, abilities). In modern domestic psychological literature it is possible to meet various points of view on development of the cognitive sphere of the person in the period of early maturity. Variety of views on this problem is connected with features of this age period which are defined, according to A. Rean [15] inner personal (talent level, character and form of mental ability, formation of cogitative operations, experience, etc.) and external (social and economic, cultural, educational) factors. But most of domestic researchers of the period of early maturity claim that the period of mature youth in the course of vocational training is sensitive to development of the informative sphere, mental, creative and special abilities, formation and stabilization of properties and conditions of the personality [1; 2].

In our opinion, emergence of negative intellectual emotions (discontent, disappointment, anger, depression, feeling of powerlessness) is possible in that case when informative opportunities don't correspond to the content of training. Stressful states which reduce informative intellectual and creative activity of future teacher can turn out to be consequence of it.

Therefore such organization of methods of teaching which causes negative emotions is the most harmful in educational activity of the student. Efficiency of influence of external impacts on behavior of the student depends on his mental state. As M. Diachenko and L. Kandybovych [7] note, mental conditions of the student are the temporary complete conditions of his mentality influencing course of mental processes, creation of practical actions and manifestations of properties of the personality. They include: rise, inspiration, cheerfulness, determination, confidence, uncertainty, melancholy, grief, etc. Mental states (positive or negative) influence the course and achievements of results of activity of students, progress, quality of knowledge, skills, abilities, on the formation of professional - important qualities of the identity of the student. As effectiveness of intellectual and creative work depends on manifestations of mental conditions of participants of educational process, in our opinion, teachers should cause, support and mobilize positive mental conditions of students and warn and neutralize negative, adjusting students for active work, creating the atmosphere of creative rise, mutual understanding, cheerfulness, optimism, support. Knowing the point and origins of mental status, the teacher is more effective to organize intellectual and creative activities of students. A directivity of students as social group, according to words of I. Zymnia [8], the formation of the steady relation to future profession, a directivity of the personality on self-realization and self-development in the course of education is characterized. That is, the professional informative orientation directed to the solution of the specific professional focused objectives is inherent in students.

Thus, new growths of age of mature youth is characterized by achievement of good results of biological, psychological and social development: transformation of motivation and all system of valuable orientations according to the leading kind of activity (educational and professional), change of character of social roles, purposeful acquisition of professional ZUN, intensive formation of special abilities in connection with development of a profession, development of a reflection, improvement of intelligence, formation of the cognitive sphere, disclosure potential opportunities.

On the basis of the specifics of the primary school teacher's activity, research results and empirical experience, singled out components of the professional self-development of primary school teachers we have defined organizational and pedagogical conditions of professional self-development of primary school teachers, namely:

- support of positive motivation of achievement as meeting internal needs of the individual in professional self-development;

- the use of cognitive and informative opportunities of the content psychological and pedagogical and methodical disciplines for the formation of complex didactic and technological knowledge and skills, abilities to integration of spatial and substantive, informative and motivational, psychological and didactic and social and communication components of the educational environment of teachers' training college;

- creating rich social and communicative space in the course of interactive cooperation of subjects of learning to create in students' "success situations" and demonstrating positive experience of the professional success.

The result of these organizational and pedagogical conditions of the professional self-development of primary school teachers have reflexive-value treatment to the personality as a future teacher and professional considering his or her strengths and weaknesses, formed a high level of readiness for professional self-development in his or her chosen profession.

3. CONCLUSIONS

Thus, the detection of the essential characteristics of organizational and pedagogical conditions allows us to claim that in scientific and pedagogical researches of a condition are features of the organization of teaching and educational process, determining results of education, training and development of the personality, objectively provide a possibility of their improvement by realization of a new paradigm of education, application of the advanced educational techniques, modern and innovative technologies, introduction of the best pedagogical experience. So, on the basis of the research of scientific literature, and also practice of teaching work, we consider organizational and pedagogical conditions a basic factor of professional self-development of future primary school teachers. They influence substantial and procedural aspects of teaching and educational process, promote appropriate realization of didactic regularities and principles of training, effective functioning and development of educational system, guarantee high quality of training and all-round development of personal qualities of subjects of training.

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Смолюк Артем. Змістові характеристики організаційно-педагогічних умов професійного саморозвитку майбутніх учителів початкової школи. *Журнал Прикарпатського університету імені Василя Стефаника*, 4 (1) (2017), 126–132.

У статті визначено організаційно-педагогічні умови професійного саморозвитку майбутніх учителів початкової школи, а саме: підтримка позитивної мотивації досягнення як задоволення внутрішньої потреби особистості у професійному саморозвитку; використання когнітивно-пізнавальних можливостей змісту психолого-педагогічних і методичних дисциплін для формування

комплексу дидактико-технологічних знань і вмінь, здатностей до інтеграції просторово-предметного, пізнавально-мотиваційного, психолого-дидактичного та соціально-комунікаційного компонентів освітнього середовища педагогічного коледжу; створення насиченого соціально-комунікативного простору в процесі інтерактивної взаємодії суб'єктів навчання для створення у студентів "ситуацій успіху" та демонстрації позитивного досвіду професійних успіхів. Результатом реалізації зазначених організаційно-педагогічних умов професійного саморозвитку майбутніх учителів початкової школи є рефлексивно-ціннісне ставлення до власної особистості як майбутнього педагога-професіонала з урахуванням своїх сильних і слабких сторін, сформований високий рівень готовності до професійного саморозвитку в обраній професії.

Ключові слова: організаційно-педагогічні умови, професійний саморозвиток, майбутні учителі, позитивна мотивація.