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Self-education as a basis for professional training of a teacher of a higher education institution

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Abstract

Self-education is an integral part of the professional training of a future specialist, and important criteria for a good teacher are a high level of knowledge, a broad outlook, rich life experience in solving pedagogical problems, and the skills that allow them to present complex material in an accessible way. The article reveals the essence of the concepts of «self-education» and «professional self-education», shows the versatility of the teacher's activity, and considers the modern requirements for professional training of teachers. The current situation of professional training of a specialist in a higher education institution can be characterized as a restructuring of consciousness and personal self-knowledge, the formation of a focus on successful professional activity, the search for new ways of self-realization and self-affirmation. In such conditions, the problem of teacher self-education as the basis of professional training becomes relevant, since it allows to form the traits and qualities that determine the implementation of successful professional activity, ensures the processes of socialization and professional development. The article describes the methods of self-education of a teacher, since a positive self-assessment, the ability to see and appreciate their advantages generally create the prospect of further professional and personal growth. It is noted that personal and professional growth directly depends on the processes of self-education and self-improvement, which allows the future teacher to be most effectively realized in their activities, ensuring their development and self-development, and promoting a creative approach to work. It is proved that the process of self-education in the process of professional training of a teacher of a higher education institution is extremely individual. Self-education begins with a person's self-awareness of themselves as individuals and their place in social activities, with an understanding of the norms and requirements of society, their own needs and capabilities, and a correct assessment of their actions.

Keywords: self-education, professional self-education of a teacher, professional training, methods of self-education of a teacher, higher education institution

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Самовиховання як основа професійної підготовки педагога закладу вищої освіти

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Анотація

Самовиховання є невід'ємною складовою у професійній підготовці майбутнього фахівця, при цьому важливими критеріями хорошого педагога є високий рівень знань, широкий кругозір, багатий життєвий досвід вирішення педагогічних завдань та наявність навичок, що дозволяють доступно подавати складний матеріал. У статті розкрито сутність поняття «самовиховання», «професійне самовиховання», показано багатогранність діяльності педагога, розглянуто сучасні вимоги до професійної підготовки педагога. Сучасну ситуацію професійної підготовки фахівця у закладі вищої освіти можна охарактеризувати як перебудову свідомості й особистісного самопізнання, формування спрямованості на успішну професійну діяльність, пошук нових шляхів самореалізації та самоствердження. У таких умовах актуальною стає проблема самовиховання педагога як основи професійної підготовки, оскільки саме воно дозволяє формувати риси та якості, що зумовлюють здійснення успішної професійної діяльності, забезпечує процеси соціалізації та професійного становлення. Описано прийоми самовиховання педагога, адже позитивне оцінювання себе, здатність бачити і цінувати свої переваги загалом створюють перспективу подальшого професійного та особистісного зростання. Зазначено, що особистісне та професійне зростання безпосередньо залежить від процесів самоосвіти та самовдосконалення, це дозволяє найбільш ефективно реалізуватися майбутньому педагогові у своїй діяльності, забезпечуючи його розвиток та саморозвиток, сприяючи творчому підходу до справи. Доведено, що процес самовиховання у процесі професійної підготовки педагога закладу вищої освіти надзвичайно індивідуальний. Самовиховання починається із самоусвідомлення людиною себе як особистості і свого місця в суспільній діяльності, із розумінням норм та вимог суспільства, власних потреб і можливостей, правильного оцінювання своїх вчинків.

Ключові слова: самовиховання, професійне самовиховання педагога, професійна підготовка, прийоми самовиховання педагога, заклад вищої освіти

Problem statement. According to the Laws of Ukraine "On Education", in accordance with the National Doctrine of Education Development, the Concept of Civic Education of the Individual in the Development of Ukrainian Statehood, the problem of educating a highly spiritual, creative personality capable of ensuring the progress of the nation, the entry of our state to the level of civilized countries of the world is a priority at the present stage [5, p. 128].

Many researches show that teachers develop professional stereotypes, show signs of professional maladjustment and professional deformations, unwillingness to adapt to a new educational situation, and lack of desire for professional self-improvement and self-development. Therefore, the problem of self-education is becoming relevant, as it allows to form the traits and qualities that determine the successful professional activity, ensures the processes of socialization and professional development.

Analysis of the latest research and publications. In the scientific literature, the problem of self-education attracts the attention of many researchers. The foundations of the theory of general self-education are revealed in the works of O. Hlavatska, S. Karpenchuk, S. Kyrylenko, V. Orzhekhovska, V. Sukhomlynskyi, T. Khilko, and others. The problems of teachers' self-education and professional self-education are raised in the studies of V. Ishchenko, O. Kobenko, N. Nosovets, T. Stritievych, N. Tymoshenko, and others. The formation of professional and pedagogical communication is revealed in the works of: M. Boryshevskyi, V. Haluziak, M. Zabrotskyi, T. Yatsenko, the formation of professional readiness for pedagogical activity by V. Kaplinskyi, H. Nagorna, H. Trotsko and others.

The purpose of the article is to reveal the peculiarities of self-education as the basis of professional training of a teacher in a modern higher education institution.

Summary of the main research material. The problem of becoming a professional teacher who not only has professional competencies but also knows how to optimally solve professional problems in the modern educational space and rationally build their activities is extremely relevant, quickly adapt to changes, overcome difficulties in preparing for classes, relieve emotions and mental overload, manage their emotional state, develop readiness for complex and multifaceted activities, etc. Unfortunately, a significant percentage of teachers bring dissatisfaction, irritation, life's troubles with them to the lesson, are unable to interest in the educational material, correctly apply the latest methods and tools, motivate to educational activities, etc. [5, c. 212]. The problem of self-education occupies a significant place in the scientific and pedagogical heritage of V. Sukhomlynskyi. The scientist defined self-education as the highest stage of the educational process, which is carried out in the purposeful work of a person on their own development and self-improvement [4, p. 212]. In his pedagogical activity, V. Sukhomlynskyi attached great importance to the formation of a young teacher and the organization of his self-educational activities. He viewed this process as

complex and multidimensional, involving the application of theoretical knowledge acquired by a young specialist in an educational institution; the first practical attempts to organize educational work; and the gradual gaining of their own pedagogical experience [4, p. 212].

M. Postoliuk considers self-education as a special type of activity aimed at self-knowledge, which can be systematic and planned, or it can be episodic. However, in defining the concept of «self-education» he abstracts from many of these features and proposes to understand «self-education» as «human activity aimed at changing their personality» [3]. C. Korolenko draws attention to the importance of such features as the development of positive qualities and overcoming negative ones [2, p. 35]. T. Hilko underlines the importance of purposefulness, systematicity and regularity of work on oneself [2, p. 38]. A broader approach to the definition of self-education is found in V. Orzhekhovska, who considers it «as a consciously controlled self-development of a person, in which, according to the needs of society, goals and interests of the person himself, the forces and abilities projected by the person are formed» [2, p. 45].

O. Hlavatska interprets self-education as a conscious, purposeful, creative activity of students aimed at mastering professionally important knowledge, skills, and abilities, development of professional abilities and professionally important qualities, values in accordance with the requirements of pedagogical activity, and ensures their readiness to perform professional functions, to self-realization in pedagogical work [1, p. 16]. The activity of a teacher in modern social conditions includes a number of functions: informational, developing, educational, cognitive, creative, educational, transformative, mobilizing, research, prognostic, counselling, communicational, linguistic, control and evaluation, social and psychological, etc. The function of professional self-education is particularly important. Self-education is a conscious, purposeful activity of a teacher aimed at improving their positive qualities and overcoming negative ones [6, p. 278].

Professional self-education is a conscious activity aimed at improving their personality, in accordance with the requirements of the profession to a person [5, 279].

There are some methods of teacher self-education [5; 6; 7; 8]

Self-esteem. A teacher's knowledge of themselves, their personal and professional qualities, as well as the emotional and value-based attitude that arises from this, are closely related to the desire for self-change. With a low self-esteem, a teacher begins to find insurmountable obstacles in every case, loses self-confidence, finds it harder to work, and finds it more difficult to contact and establish contacts with colleagues. A teacher's low self-esteem directly affects their attitude towards students and colleagues. Such a teacher is often unfair to those whom they consider more successful; they are distrustful and negative towards those who, in their opinion, do not like them, do not respect them, and who are suspicious and distrustful. In their activities, they implement an

authoritarian management style that establishes strict discipline. On the contrary, high self-esteem distances the teacher from students and colleagues, which prevents the establishment of normal business contacts and the creation of a positive psychological climate [6].

A teacher who perceives themselves positively usually has increased self-confidence, satisfaction with their profession, and overall work efficiency. This kind of teacher strives for self-actualization, self-realization, and thus for creative solutions to the problems of teaching and upbringing. A teacher's positive self-concept is closely related to their friendly attitude toward students. Teachers with low self-esteem often experience feelings close to hostility towards the most capable students [6].

Positive self-perception of a teacher has a beneficial effect on the development of students' abilities. A person can become a creative individual only when they feel independent during their years of study. Teachers who have high self-esteem, a positive attitude towards themselves, freedom from excessive anxiety and self-criticism have the most favourable influence on students, allowing them to feel free and express their individuality.

Self-order. This short, fragmentary instruction to yourself, such as «Speak calmly!», «Do not give into provocation!», helps to restrain emotions and follow the requirements of ethics. This technique is used when a teacher has already convinced themselves that they need to behave in a certain way. He is aware of his shortcomings, but he cannot bring himself to follow through on his plan of action. At this point, it becomes necessary to resolutely require the necessary action in the form of an order. The next time you do this, it will be easier to perform, and it will become a habit. If the self-order does not help, you need to repeat it several times. You can do it out loud. Sometimes it takes several weeks or even months to apply the self-imposed order [7].

Self-suggestion. This technique helps you to behave within the rules of cultural behaviour accepted in this society and to control yourself in difficult situations. Self-suggestion can be used in the process of self-education of personality qualities. Thus, for several weeks, and sometimes months, in order to change behaviour, it is necessary to repeatedly say a pre-prepared phrase: «I will behave correctly», «I will not raise my voice under any circumstances!», «I will listen to the interlocutor without interrupting!», «I will not be angered by any remarks of other people!».

Self-encouragement. When we are faced with a life problem that seems difficult and sometimes insoluble, it is advisable to «look back» and remember our achievements. Previous successes tell a person about his or her capabilities, about hidden reserves in the mental, intellectual, and strong-willed spheres, and give them confidence in their abilities. Encouraging words can help with this problem, for example: «Today I will not be afraid of life, I will love and believe» etc. The use of associations with unique objects, natural phenomena, etc. will help enrich consciousness with positive, emotionally coloured images related to all aspects of the personality [7].

Self-regulation. This technique makes it possible to regulate emotions in difficult situations. For this purpose, you can use the necessary attitude, for example, «I can conduct a dialogue in a calm and confident voice, showing a model of endurance and self-control! There is no reason to get upset!»

Self-control. Self-control serves as the ability to treat other people with restraint, to tolerate their shortcomings, weaknesses, and mistakes. Constant self-control develops the ability not to get irritated in critical situations. Self-regulation and self-control involve learning to monitor external expressions of emotional states. By changing the external expression of emotion, you can adjust your internal mental condition. For example, trembling fingers cause indecision and self-doubt; warning intonations increase anxiety. Conversely, by training oneself not to wave hands in a conversation, not to hunch over, but to stand with shoulders back, stomach tight, demonstrating good posture, smiling in moments of confusion, looking confident and strict in a conflict situation, a teacher gains self-confidence, not getting lost in a moment of strong anxiety or in the event of an unexpected situation. If you still fail to control your emotions and have a breakdown, you need to calm down, pull yourself together, and you can do the following: walk silently and thoughtfully around the classroom, taking two breaths in and three breaths out, counting the steps unnoticed by the students, in your mind. Movement, breathing, and counting steps quickly take the teacher away from the situation and calm them down [8].

Reflection plays an important role in self-regulation. Awareness of the incompatibility of your principles, thoughts, and actions will help you to outline ways to consolidate new elements of behaviour. It is important to keep in mind that the higher the person's intelligence, the more efficiently self-regulation functions. At the same time, it is necessary to take into account the fact that the experience of troubles depends not so much on objective as on subjective reasons (the teacher's characteristics, self-confidence, and assessment of the situation). In other words, the experience of a situation depends not so much on what happens as on how we react to what has happened.

Self-correction. It is the ability to control one's actions and exercise self-managed behaviour. This method of self-education allows you to correct your actions, teaches you to be emotionally stable and quickly calm down in difficult situations. Self-correction allows you to transform negative thoughts and feelings that destroy your life potential into a harmonious structure. If such a transformation occurs consciously, it leads to a more effective use of the personality's life potentials. Self-correction is one of the most effective ways of self-education for teachers.

Self-stimulation. The methods of self-encouragement and self-punishment can be of great help in the self-education of a teacher of a higher education institution. In the case of even minor successes, it is reasonable to praise yourself, mentally saying: «Great!», «Well done!», «You have done well». It is recommended to use self-reward

and self-punishment reactions to regulate the behaviour on a regular basis. At the same time, it is obvious that it is necessary to use them depending on the situation. Often, people do not receive a positive assessment of their behaviour and actions from others. This becomes one of the reasons for increased nervousness, dissatisfaction with themselves, and lower self-esteem. In such a situation, self-reinforcement of the results of activities is necessary. You can reward and punish yourself not only verbally. For example, you can reward a well-done job by spending a night out with friends, going to the theatre. Depriving yourself of pleasure will be an effective means of self-punishment. reading a fascinating book, etc.

Conclusions and perspectives. Therefore, the process of self-education as the basis for the professional training of a teacher of a higher education institution is extremely

individual. To achieve the desired result and bring your real image closer to the ideal, you need to systematically study yourself, know your strengths and weaknesses, be able to manage your own development and take personal responsibility for your own life without shifting it to others, and constantly form the inner core on which not only professional but also personal growth will be based. In pedagogical work, personal growth is a prerequisite for achieving professionalism. It is necessary to build a professional and educational strategy that considers specific features and needs, as well as an educational trajectory to achieve the desired goal. The solution of the problem of self-education of teachers is conditioned by the need to find and justify ways to humanize and improve the quality of education, as well as to ensure reflective self-organization of professional activity.

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