

УДК 371.134:378.637.026

DOI: <http://dx.doi.org/10.30970/vpe.2019.34.10582>

## **FORMATION OF READINESS OF THE PRIMARY SCHOOL TEACHER FOR PROFESSIONAL DEVELOPMENT IN THE CONTEXT OF VOCATIONAL TRAINING**

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The peculiarities of formation of primary school teacher's readiness for professional development in the context of vocational training are described. The definitions of concepts that reveal the essence of the identified research issues are highlighted: professional competence, professional readiness, a teacher, mobility, professional self-development.

Based on the analysis of theoretical and practical research results, the article presents a typology of educators with different levels of readiness to accept changes both to self-education and lifelong learning. Namely: “passive ones can, but do not want”, “inert ones do not want, and cannot”, “active ones want, but sometimes cannot”, “successful ones can, and want”. The characteristics of the groups mentioned above are offered.

The necessity of forming the student's readiness for professional growth as an integrative quality and a significant factor of the future effective pedagogical activity is noted; the focus is made on professional mobility – an indicator of the effectiveness of the student's professional readiness.

It is shown that the student's professional readiness is a complex psychological entity that includes the following components: motivational, orientation, operational, volitional and evaluative. The pedagogical conditions, which are necessary for forming the primary school teacher's readiness for professional development in the context of vocational training (formation of motivational basis of professional self-development; realization of professional preparation of future elementary school teachers on the basis of competency approach, realization of practical training on the basis of principle of lifelong learning) are determined.

*Key words:* professional readiness, professional mobility, professional competence, professional self-development.

*Introduction.* Implementation of the leading principles of the Concept of the New Ukrainian School and the achievement of the goal of modern education both require the transition of the national pedagogical system of education to a new concept of education of children and youth, aimed at realization of the personal potential of each person, capable of independent scientific knowledge, mastering and implementing innovational technologies, grounding of the professionalism,

formation of general and professional culture, development of professional competence in the future.

In order to solve these tasks, a primary school teacher is required, who not only has received adequate vocational training in various types of pedagogical educational institutions, but who is also ready for professional growth and professional development throughout life.

The ability to learn throughout life is one of the 10 key competences of the New Ukrainian School. This competence implies the ability to seek and assimilate new knowledge, acquire new skills, organize the learning process (own and group one), in particular through effective management of resources and information flows, the ability to determine learning goals and ways to achieve them, to build their educational and professional trajectory, to evaluate their own learning outcomes and to learn lifelong [2].

Readiness for professional growth is an important structural component of the professional competence of a primary school teacher, that determines the ability of the teacher to manage his mental state, the ability to maintain mental balance, to have the skills of self-regulation, to be characterized by high emotional stability in the context of perception of new tasks, that are given by society, seeking and implementing appropriate forms and teaching methods that can meet the demands of parents and their children in education.

*Analysis of recent research and publications.* A significant feature of pedagogical work is that this activity is based on a continuous lifelong process of interaction between different categories of people. This enhances the role of personal relationships in pedagogical activity and emphasizes the importance of moral aspects. Its result is also specific – a person who has mastered a certain part of social culture, is capable of social self-development and fulfillment of certain social roles in society.

The professional competence of a teacher is a complex, integrative unit, which reveals all his knowledge, skills, experience, motivation and personal qualities. Readiness for active performance of pedagogical activity is formed. The content of each of its components includes key competences: informational, regulatory, communicative, operational and intellectual-pedagogical [4, p. 8–9].

The teacher is a specialist who has special training and professionally carries out educational work in different educational systems. Pedagogical activity is a professional activity aimed at forming and developing the personality of students.

What qualities should a primary school teacher have in order to be called a tutor? What is behind the words “teacher’s pedagogical skill”? Undoubtedly, any skill, including pedagogical, is revealed in the activity, mainly in the effective one. Moreover such an understanding of a skill is accepted in pedagogy. The effectiveness of the upbringing process largely depends on the actions of the teacher who is an active subject of the educational process, that is, the educator,

who directly and multifaceted affects each of its components. It is the primary school teacher who should make the pupil the central figure of this process, its active, conscious, full-fledged and independent participant. The task of the tutor is to form in the pupil the motivation, skills and abilities of self-improvement, to teach to possess effective methods of independent work, to instill a sense of subjectivity in the pedagogical process. Only a true master of his trait can handle this very difficult task.

The problems of professional self-improvement and self-development are presented in the scientific works of V. Bondar, P. Husak, I. Zyazyun, V. Kremen and others; the question of the relationship between professionalism and the development of the personality of the teacher is revealed in the works of S. Goncharenko, O. Dubasenyuk, I. Zyazyun, N. Kuzmina, S. Maksymenko, N. Nychkalo, L. Palamarchuk, I. Pidlasyi, O. Suhomlynska, M. Sheremet etc.; Some other aspects of the teacher's lifelong professional self-development are considered by R. Gurevych, N. Protasova, V. Frytsyuk.

Readiness as a criterion of formation of the personality to perform certain activities is the subject of research of both psychologists and educators. Thus, the psychological phenomenon of readiness was investigated by M. Dyachenko, V. Molyako, N. Levitov, D. Uznadze, V. Myasyshev and others. In the pedagogical aspect, the formation of readiness, aimed at personal and professional improvement of future teachers, was the subject of scientific research by L. Kondrashova and T. Shestakova; the teacher's readiness for innovative professional activity was studied by I. Havrysh and L. Shevchenko. Despite the sufficient work of scientific research, the problem of forming students' readiness for professional development during their lifetime in terms of gradual vocational training in higher education institutions remains relevant today.

The *aim* of our study is to analyze the peculiarities of the formation of readiness for professional growth of future specialists, for instance, primary school teachers in the context of vocational training.

Presenting *main material*. Pedagogical mastery is a complex integrated phenomenon that results from a well-defined period of study at a higher education institution and long continuous professional activity. Teaching skills are closely related to the professionalism of the teacher. We are convinced that the formation of the future teacher's readiness for professional self-development as an important factor of successful pedagogical activity depends largely on the teacher-mentor, who himself must possess the formed readiness and demonstrate it to students in the course of various types of classes.

Bernardes in the scientific work *Pedagogical Activity in the Training of Teachers: Contributions from the Cultural-Historical Theory*. Creative Education, explains that in that sense, the importance of school education and pedagogical activity stands out, and it is understood as a dialectical unit between the learning

and the study activities. They are considered essential in order to potentialize the development of subjects. In contemporary society, school education takes over the task to create ways for the knowledge that was historically produced by mankind to be mediated and internalized by subjects in an activity and to develop mental abilities that are exclusive to the human race. While Brumlik argues that pedagogic activity should be determined both by the principals of integrity and the encouragement of the educant.

Basing on the theoretical analysis of psychological and pedagogical research in the field of formation of personality readiness for professional and pedagogical activity, we have identified several types of specialists.

The first type, “passive ones can, but do not want”. In this category, it is advisable to refer educators who can apply new technologies in their activities, but it depends on the means which are used to stimulate them. All innovations, content updates or forms of work are perceived by them as a complicated necessity.

Another type – “inert ones do not want, and can not”. This category of teachers, using the old methods and forms of organizing the educational process, only imitates the process of introducing a new one. They do not have the motivational component of a readiness to accept changes, they tend to act only under the “pressure” of management.

The third type of teachers – “active ones who want, but sometimes can not” – positively is characterized by the reaction to changes, innovation for them is a personal value. Such teachers in their activities imitate new approaches without considering them creatively.

And one more type – “successful ones who can, and want”. Such experts are positively motivated, the innovative approach in their activity is caused by high level of readiness and by an indicator of personal desire. They are characterized by a deep understanding of theory and real practice.

Thus, we state that the readiness for professional development of a teacher, his or her personal self-improvement is provided with rather specific actions and requires mastering by them all the necessary psychological means of self-help and self-development, effective ways and means of promotion towards the goals of self-change.

It is identified that in this context a significant role belongs to the teacher-mentor, who provides the proper professional and pedagogical training of the future specialist. Having in the actions and consciousness of the teacher of the most productive ways, techniques, psycho-techniques of self-improvement provides the formation of appropriate skills of students – future primary school teachers. These skills will determine the level of formation of the pedagogical skills and the level of formation of the readiness to improve, personal development and self-education throughout life.

Readiness, as an independent field of psychological and pedagogical research, arose in the context of the theory of activity in general and professional activity in particular, and the prerequisites for its origin date from the end of the nineteenth century. For the first time, the readiness category was used in the research in experimental psychology.

According to L. Matsuk, the readiness for professional and pedagogical self-improvement is a holistic relatively stable personal unit, which contains a set of closely interrelated personal motivational values, cognitively-intellectual and operationally-active determinants of lifelong professional growth of the future specialist, which provide optimal self-education, self-actualization and self-management of the teacher [3, p. 96].

Student's professional readiness is an integrative personal quality and essential prerequisite for effective activity after graduation. The student's professional readiness helps the young specialist to fulfill successfully his/her duties, to properly use knowledge, experience, to maintain self-control and to adjust in case of unforeseen obstacles [5, p. 284].

The definition of the learning readiness states: it is the physical, motor, socio-emotional, behavioral, linguistic and cognitive skills indicating preparedness to receive formal educational instructions [9].

Humanistic way – as an integral component of pedagogical skill and an indicator of the formation of professional readiness is a manifestation of the specialist's ability to see big tasks in small matters. This makes it possible to evaluate own professional and pedagogical activity in terms of not only immediate but also indirect results. It means those positive individual changes in the life and structure of the personality of the pupils, when teacher becomes an organizer of those changes and takes the responsibility for the quality of the organization of the educational process.

As a professionally important quality of personality the student's readiness is a complex psychological entity and includes the following components: motivational, orientation, operational, volitional and evaluative. An adequate level of development and expression of these components, their holistic unity serve as an indicator of high level of professional readiness of the graduate of higher education institution for professional activity and professional growth.

N. Chorna defines professional self-development as a basic component of the future teacher's professional competence, as a continuous, purposeful process of personal and professional growth, aimed at enhancing the level of one's own professional competence by improving professionally important qualities and skills. It provides to fulfillment of social skills according to the social requirements with the goal of achieving significant results in future professional activity [7, p. 7].

One of the criteria for the effectiveness of a student's professional readiness is professional mobility, which depends on the student's readiness not for one

activity, but for different ones; on understanding the principles of functioning of not one social community, but of different ones; on coordination of different types of activities in different social communities, with the obligatory preservation of one's self and more. Occupational mobility should be the result of mastery of not one type of readiness for professional activity, but of historically formed generalized forms and modes of activity. In order to perform this, in the process of learning, it is necessary to implement a dialogue of different cultures, to create a cultural and historical type of school, institution of higher education.

An important feature of professional pedagogical knowledge, which provides the formation of mobility of future teachers in higher education, is their complexity, which requires from the teacher to synthesize material for solving pedagogical tasks, analyzing pedagogical situations that cause the need for understanding psychological situations, choosing means of interaction. The solution of each pedagogical task actualizes the whole system of pedagogical knowledge of the teacher, which is revealed as one. Formation of a whole set of practical skills for solving invariant pedagogical tasks and situations is ensured by diversification of the content of educational disciplines, which are envisaged by the curricula of future primary school teachers in higher education [6].

The knowledge of the teacher is not the sum of the learned disciplines, but a personally colored conscious system, where there is a place for one's own assessment, critical views. "The main thing in life is not knowledge itself, but the harmony that manifests itself when knowledge is well placed in the soul. It can be so called philosophy that defines a person, his or her outlook" [1].

Modern school needs teachers who are inherent in: pedagogical orientation, professional competence, harmony of developed intelligence, high moral and aesthetic maturity, scientific potential and constant self-improvement. Such teacher should be prepared by higher education institution, starting from the first year the work of forming the basics of pedagogical skills, among which the leading place should belong to the formed readiness for professional development of a specialist.

The results of our theoretical and practical analysis make it possible to determine the following pedagogical conditions, which are necessary for the formation of primary school teacher's readiness for professional development in the context of vocational training:

- strengthening the motivational basis of professional self-development of students of the specialty "primary education" on the basis of acmeological positions;
- implementation of a competent approach to professional training of the future primary school teachers based on pedagogical innovation;
- Enriching the creative potential of students in the process of engaging them in practical pedagogical activities on a continuous basis.

*Conclusions.* Thus, it should be noted that the formation and development of the readiness of primary school teachers for professional development originates in higher education institutions and takes place within a systematic approach. The implementation of all components of the developed readiness for professional growth will provide a quality educational process in primary school, a dialogue between those who teach and those who are taught, creative self-development and teacher's self-realization in the process of professional activity and personal formation of each pupil.

Further directions of the research can be seen in the development of motivational trainings and their introduction into the educational process of preparation of future primary school teachers in higher education institutions.

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*Стаття: надійшла до редколегії 02.09.2019  
доопрацьована 15.09.2019  
прийнята до друку 10.10.2019*

### **ФОРМУВАННЯ ГОТОВНОСТІ ВЧИТЕЛЯ ПОЧАТКОВОЇ ШКОЛИ ДО ПРОФЕСІЙНОГО ЗРОСТАННЯ В КОНТЕКСТІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ**

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Охарактеризовано особливості формування готовності вчителя початкової школи до професійного зростання в контексті професійної підготовки. Запропоновано визначення понять, які розкривають сутність означеної проблематики дослідження: професійна компетентність, професійна готовність, педагог, мобільність, професійний саморозвиток.

Показано: професійна готовність студента є складним психологічним утворенням. Вона охоплює такі компоненти: мотиваційний, орієнтаційний, операційний, вольовий, оцінювальний. Доведено, що достатній рівень розвитку та вираженість цих компонентів – показник високого рівня професійної готовності випускника закладу вищої освіти до професійної діяльності та професійного зростання.

Професійна готовність студента – інтегративна особистісна якість і суттєва передумова ефективної діяльності після закінчення вищого навчального закладу.

Професійна готовність визначає здатність педагога керувати своїм психічним станом, уміння зберігати психічну рівновагу, володіти навиками саморегуляції, вирізнятися високою емоційною стійкістю саме у контексті сприйняття нових завдань.

Професійна компетентність учителя – складне, інтегративне утворення, в якому розкривається сукупність його знань, умінь та досвіду.

Проаналізовано поняття педагогічної майстерності, яке визначається як складне інтегроване явище, яке є результатом чітко визначеного періоду навчання у закладі вищої освіти та тривалої неперервної професійної діяльності.

Зазначено на необхідності формування готовності студента до професійного зростання як інтегративної якості та вагомого чинника майбутньої ефективної



педагогічної діяльності; зосереджено увагу на професійній мобільності – показнику ефективності сформованості професійної готовності студента.

Спираючись на теоретичний аналіз психолого-педагогічних досліджень у галузі формування готовності особистості до професійно-педагогічної діяльності, виокремлено декілька типологій фахівців.

За результатами проведеного теоретико-практичного аналізу визначено педагогічні умови, необхідні для формування готовності вчителя початкової школи до професійного зростання в контексті професійної підготовки.

*Ключові слова:* професійна готовність, професійна мобільність, професійна компетентність, професійний саморозвиток.