

## PEDAGOGICAL PRACTICE AS A FACTOR OF SELF-DEVELOPMENT AND SELF-IMPROVEMENT OF THE FUTURE PEDAGOGUE

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The article deals with topical issues of professional training of future teachers. The influence of pedagogical practice on the ability of students to self-development was investigated. The essence of the concepts of «self-development» and «self-improvement» was revealed, the significance of pedagogical practice as a factor of professional self-development and self-improvement of the future teacher was substantiated. To achieve the research goal, a set of theoretical and empirical methods was used. Empirically, students' ability to self-development was revealed. It was revealed that effective preparation of participants in the educational process in educational institutions is possible due to the strengthening of the practical orientation of students' training. According to the results of our research, it has been established that before the pedagogical practice the students' focus on development was significantly dependent on the conditions, and after the practice – the students had a formed active development. It is established that proper organization of pedagogical practice contributes to professional growth of the future teachers, development of abilities, allows to create external and internal conditions for self-development of the student. Thus, continuous self-education and self-improvement are the only way that allows a modern educator to become a real professional, to develop professional competence.

**Keywords:** professional competence, self-development, self-improvement, pedagogue, practical training, pedagogical practice, educational process.

**Introduction.** The transformational processes that take place nowadays demands on the quality of work and the level of qualification of the teaching staff of vocational education [1].

Modern developments in technology and socio-economic changes together with intensive information flows stimulate pedagogical theory and practice to greater efforts in looking for effective ways to develop intellectual abilities and personal qualities of an student engineering [2].

The essence of the training of a future specialist is the formation of a system of knowledge and personal qualities necessary to perform various functions of professional activity. Professional development (including self-development) is closely linked to personal development. In this context, the issue of creating conditions for the professional development of future specialists is urgent [3].

A competent specialist is competitive in the labor market only if he is fluent in his profession and is guided in related fields of activity, professionally mobile, capable of self-development, self-realization, is a socially responsible, creative person that meets the priority and perspective demands of the state's economy [4].

There is always a need in educated, competent, creative workers for a society who are able to respond quickly and promptly to changes in the professional environment and to study for life throughout their lives.

N. Uisimbaeva notes that society now needs qualified specialists able to active perceive the new, to continuous personal and professional self-improvement. Therefore, a modern high school, along with high-quality professional training, provides the comprehensive development of the individual of every student capable to personal development. Pedagogical activity is a special kind of activity, which combines organizational, research and creative activity. Consequently, in modern conditions, the teacher should be able to perceive the new, to continuous personal and professional self-improvement [5].

The self-development of the future teacher and professional self-improvement is the subject of the study of many Ukrainian scholars: L. Sushchenko, A. Derkach, M. Kostenko, I. Skliarenko, A. Prokopova, G. Seleukov, M. Bakhtin, V. Bibler, M. Berdiaev, I. Dontsova, T. Shestakova. N. Uisimbaeva. However, the problem of professional self-development and self-improvement of future specialists during their practical training remains little investigated and acquires a special urgency in our time.

**Research objectives and methodology.** The purpose of the study is to study the influence of pedagogical practice on the ability of students to self-development.

Objectives of the study: 1) to reveal the essence of the concepts of «self-development» and «self-improvement»; 2) to substantiate the significance of pedagogical practice as a factor of professional self-development and self-improvement of the future teacher of vocational training; 3) Empirically to identify the ability of students to self-development.

To achieve the goal, a set of theoretical and empirical methods was used: theoretical analysis of scientific and pedagogical literature, the study of educational, methodological, program and normative materials, the analysis of periodicals in order to determine the essence of the main concepts, to identify the current state of the problem under study and opportunities to solve it; study and generalization of pedagogical experience, direct and indirect monitoring of the educational process, questionnaires for identifying students' ability to self-development [6; 7] the results of scientific research were processed by the method of variation statistics and the package of applications Microsoft Office Excel 2003 (group media –  $Me$ , arithmetic mean –  $M$ , standard deviation –  $\sigma$ , difference –  $d$ , deviation from the average –  $(d - \bar{d})$ , mean value of the difference pairs –  $\bar{d}$ ).

The study was organized to study the future teacher's ability to self-development. The psycho-

pedagogical experiment was conducted on the basis of the Pereiaslav-Khmelnytskyi Hryhorii Skovoroda State Pedagogical University in Pereiaslav-Khmelnytskyi town, Kyiv region. In the individual questionnaire, at the various stages of the research (before and after the pedagogical practice of the same procedure and the same persons), 10 students of the fourth year of the natural-technological faculty of the specialty (6.010104 Professional Education (Labor Protection)) were involved.

**Results and discussions.** The essence of the concepts of «self-education» and «self-development» is laid in the roots of these words: a person teaches herself, develops herself. Self-education and self-development – the most effective ways to self-improvement of the individual.

Self-development is a conscious and person-driven process, which results in the improvement of the physical, mental and moral capabilities of man, revealing his individuality. The most important factor of self-development of personality is self-cognition, on the basis of which a person has the opportunity to improve himself in his activities, to pursue his own self-improvement and to realize their personal capabilities in practice.

Self-improvement, as an activity and the highest form of personality activity, is a peculiar social experience. According to N. Uisimbaieva, self-improvement has a social nature, since, in the process of socialization, the individual assimilates values, cultural images, forms the qualities that they consider acceptable for their social environment. Self-improvement arises as a result of active interaction with the environment and provides a new stage in the development of personality. Self-improvement as a social process is based on the requirements of society and profession to the personality of a specialist [8].

The specificity of the teacher's work requires constant self-development and creative inspiration. A modern teacher must know new approaches to the organization of the learning process, use innovative technologies in teaching practice [9]. Constant self-education and self-improvement is the only way that a modern educator can become a real professional, develop professional competence.

Self-education is a systematic and conscious activity of a person, aimed at self-development and the formation of his basic culture. Self-education is intended to strengthen and develop the ability to fulfill obligations voluntarily, both personal and based on the requirements of the team, to form moral feelings, necessary habits of behavior, willful qualities. Self-education – an integral part and the result of education and the entire process of personality development.

The self-development of a future teacher is a process of conscious, purposeful development of oneself as a teacher, which includes self-improvement of their knowledge, abilities, personal and professional qualities that provide personal growth and the effectiveness of professional activity [5].

Personal development planning is a process driven by students in which they participate in order to improve their abilities, to make a reasoned, clear, fair and honest assessment of their own learning experience. The learning process should

gradually encourage and allow students to take responsibility for planning and assessing learning opportunities in order to develop strengths and overcome the current weaknesses – the development of critical self-awareness. This should be part of an integrated approach to learning throughout the course of higher education [10].

Teaching young people in high school is a time of personal self-improvement [11].

C. Scott [12, p. 2] notes that modern students are active pupils, not viewers. They consider themselves part of the creation of information and new ideas [13]. Accordingly, learning in the twenty-first century is based on three pedagogical principles – personalization, participation and productivity [14]. This framework allows learning through authentic real-world contexts, carrying out projects from beginning to end, and solving problems as they arise, all of which constitute powerful learning strategies [12].

V. Trilling & S. Fadel emphasize that, at the stages of society's evolution, education has four universal roles. It gives work to the society, and develops personal talents, helps us fulfill our civic responsibilities, and keep our traditions and values. These are the «great expectations» on the big returns which we want from our investments in education. These four roles remains constant throughout all time [15, p. 48].

One of the main tasks of higher education is to create the ability of future specialists to transform the acquired theoretical knowledge into professional functions. The theoretical and practical training of students is a resource for the formation of professional competence and career development of future specialists [16].

Accordingly, effective training of participants in the educational process in higher education institutions is possible due to the strengthening of the practical orientation of student training. Pedagogical practice is the initial stage in the system of professional training, the first part of the practical mastering of the pedagogical profession. It promotes the deepening and systematization of knowledge gained by students in the process of studying specialized disciplines, as well as the development of information competence of future professionals. Pedagogical practice provides a combination of theoretical training of students with their practical pedagogical activity in the conditions of educational institutions of different types and promotes the formation of a creative attitude towards future professional activities, to deepen and systematization the knowledge gained by students in the process of theoretical training; to self-development and self-improvement, of future teachers. In this period, the foundations of professional activity of future specialists are laid, professional qualities are formed, the ability to self-development, self-realization and interest in the future profession are revealed.

For the fourth-year students of the specialty «Professional training (Occupational Safety)», the pedagogical practice is organized in order to: theoretically and practically to prepare a competent specialist capable of organizing a high-level educational process in educational institutions; acquisition of practical experience by students and readiness for use of modern pedagogical technologies

and new information tools of teaching, experience in applying theoretical knowledge in practical activity, independence of decision-making during professional activity; deepening and systematization of knowledge, self-development and self-improvement of future teachers; formation of a creative attitude towards pedagogical activity.

The main tasks of the practice are:

Methodical:

- formation in the students:
  - the desire and ability to form methodically correctly the process of theoretical and practical training;
  - development of skills of practical and creative application of the acquired knowledge;
  - general cultural, technological, communicative and social competencies on the basis of mastering the system of knowledge about the basis of labor protection in the education system, people, society, production, mastery the means of cognitive and practical activities;
  - provision of conditions for their life and professional self-determination;
  - readiness for conscious choice and mastery of the future profession;
  - moral responsibility with a developed aesthetic and ethical attitude to the outside world and to himself.

Cognitive:

- studying the direction of the educational institution, its tasks and functions;
- studying the work of the vocational and educational institution of education, its special departments;
- familiarization with modern methods, forms and means of study in the field of the future profession, with the experience of specialists by the specialty;
- familiarization with the work of educational (methodological) offices, specialized laboratories.

Practical:

- consolidation in the production conditions of theoretical knowledge obtained during the study of special disciplines in the learning process;
- deepening and expanding theoretical knowledge on special and psychological and pedagogical disciplines on the basis of practical skills;
- mastering modern learning technologies;
- acquiring practical skills and mastering advanced pedagogical experience;
- acquiring the skills of planning the main types of academic work of the teacher of practical

training; experience in organizing and conducting educational and extracurricular work;

- consolidation the ability to conduct educational work with a group and individual students, taking into account their age and individual characteristics;
- formation of vocational pedagogical erudition, communicative culture of future masters of industrial training in the field of labor protection;
- formation of moral and ethical qualities of the master of industrial training in the field of labor protection of the educational institution, individual creative style of pedagogical activity, need in self-education;
- consolidation the ability to analyze the educational and educational process;
- improvement of skills to conduct methodical work on the professional training of students;
- consolidating the vocation to the pedagogical profession through self-development and self-improvement.

**Results of empirical research.** For empirical research, we used the method of questioning [6], in order to identify the future teacher's ability to self-development.

Pedagogical practice forms the professional skills of the applicants of education, teaches to make independent decisions in the performance of concrete work in the conditions of vocational schools, prompting self-development. In the future teacher a need replenish to independently their knowledge and apply them creatively in their professional activities arises.

According to the results of the questionnaire (Figure 1), it was established that before passing the pedagogical practice ( $X_1$ ) the number points scored by student was characterized by average and high rates in the range of 65,3-82,0%, and after passing the practice ( $X_2$ ) – high indicators – 78,6-98,6% ( $P < 0,05$ ) (see Table 1, 2).

The average difference value of pairs

$$\bar{d} = \frac{\sum d}{n} = \frac{\sum (x_1 - x_2)}{n}$$

$$\bar{d} = \frac{118}{10} = 11.8$$

Our studies have shown that in the pedagogical practice of students, the focus on development depends considerably on conditions, and after the practice – an active development is formed. Pedagogical practice increases professional and general cultural level and pedagogical skills of the future teacher, promotes development of abilities, allows to create external and internal conditions for self-development of the student.

**Conclusions.** The upbringing in future teachers the desire for constant personal self-development and self-improvement is one of the conditions for the formation of a competent specialist. The educational process, thanks to theoretical and practical training, allows us to create external and internal conditions for self-development and self-improvement of the student.

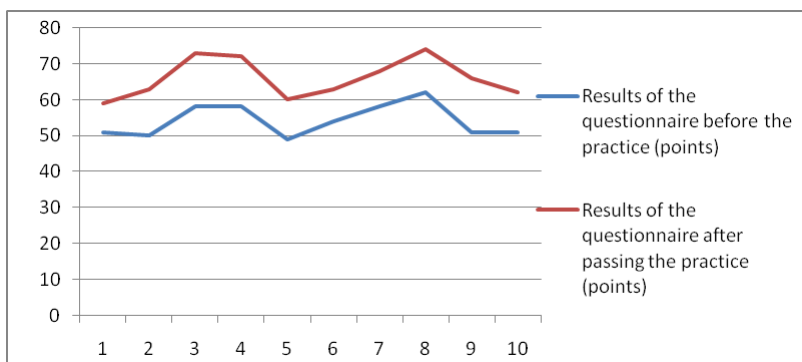


Figure 1. Results of the student survey



Table 1

**The reliability of the differences between the average related samples  
before and after the pedagogical practice (n = 10)**

Results of the questionnaire before passing the practice (X <sub>1</sub> )	Results of the questionnaire after passing the practice (X <sub>2</sub> )	Difference (d)	Deviation from the average ( $d - \bar{d}$ )
51	59	8	-3,8
50	63	13	1,2
58	73	15	3,2
58	72	14	2,2
49	60	11	-0,8
54	63	9	-2,8
58	68	10	-1,8
62	74	12	0,2
51	66	15	3,2
51	62	11	-0,8
x	x	$\Sigma d=118$	x

Table 2

**Descriptive statistics of student survey results  
before and after the pedagogical practice, (n = 10), (points)**

Me		M		σ	
before the practice	after the practice	before the practice	after the practice	before the practice	after the practice
52,5	63,5	54,2	64,1	1,41	1,89

Thanks to vocational and practical training, the practical experience of acquiring higher education is formed to make independent decisions in the performance of specific work in the future profession.

The essence of the concepts of «self-development» and «self-improvement» is revealed, the significance of pedagogical practice as a factor of professional self-development and self-improvement of the future teacher is revealed, the analysis of scientific sources is made, the influence of

pedagogical practice on the ability of future teachers to self-development is determined empirically. According to the results of the questionnaire, we found that after the pedagogical practice, the development of future specialists is active, and before the pedagogical practice of students the focus on development strongly depends on the conditions.

The urgent direction of further research is the study of students' self-development in the process of educational activity from 1 to 4 year.

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## ПЕДАГОГІЧНА ПРАКТИКА ЯК ЧИННИК ПРОФЕСІЙНОГО САМОРОЗВИТКУ ТА САМОВДОСКОНАЛЕННЯ МАЙБУТНЬОГО ПЕДАГОГА

#### Анотація

В статті розглянуто актуальні питання професійної підготовки майбутніх педагогів. Досліджено вплив педагогічної практики на здібність студентів до саморозвитку. Розкрито суть понять «саморозвиток» та «самовдосконалення», обґрунтовано значення педагогічної практики, як чинника професійного саморозвитку та самовдосконалення майбутнього педагога. Для досягнення мети дослідження було використано комплекс теоретичних і емпіричних методів. Емпіричним шляхом виявлено здібність студентів до саморозвитку. З'ясовано, що ефективна підготовка учасників освітнього процесу у закладах освіти можлива за рахунок посилення практичної спрямованості навчання студентів. За результатами наших досліджень встановлено, що до педагогічної практики у студентів орієнтація на розвиток значно залежала від умов, а після практики – у студентів сформований активний розвиток. Встановлено, що правильна організація педагогічної практики сприяє професійному росту майбутніх педагогів, розвитку здібностей, дозволяє створити зовнішні та внутрішні умови для саморозвитку студентів. Таким чином, постійне самовиховання та самовдосконалення – єдиний шлях, який дозволить сучасному педагогу стати справжнім професіоналом, розвинути професійну компетентність.

**Ключові слова:** професійна компетентність, саморозвиток, самовдосконалення, педагог, практична підготовка, педагогічна практика, навчальний процес.

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## ПЕДАГОГИЧЕСКАЯ ПРАКТИКА КАК ФАКТОР ПРОФЕССИОНАЛЬНОГО САМОРАЗВИТИЯ И САМОСОВЕРШЕНСТВОВАНИЯ БУДУЩЕГО ПЕДАГОГА

#### Аннотация

В статье рассмотрены актуальные вопросы профессиональной подготовки будущих педагогов. Исследовано влияние педагогической практики на способность студентов к саморазвитию. Раскрыта суть понятий «саморазвитие» и «самосовершенствования», обосновано значение педагогической практики, как фактора профессионального саморазвития и самосовершенствования будущего педагога. Для достижения цели исследования был использован комплекс теоретических и эмпирических методов. Эмпирическим путем выявлено способность студентов к саморазвитию. Установлено, что эффективная подготовка участников образовательного процесса в учебных заведениях возможна за счет усиленной практической направленности обучения студентов. По результатам наших исследований установлено, что до педагогической практики у студентов ориентация на развитие существенно зависела от условий, а после практики – у студентов сформировано активное развитие. Установлено, что правильная организация педагогической практики способствует профессиональному росту будущих педагогов, развитию способностей, позволяет создать внешние и внутренние условия для саморазвития студентов. Таким образом, постоянное самовоспитание и самосовершенствование – единственный путь, который позволит современному педагогу стать настоящим профессионалом, развить профессиональную компетентность.

**Ключевые слова:** профессиональная компетентность, саморазвитие, самосовершенствование, педагог, практическая подготовка, педагогическая практика, учебный процесс.