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RESEARCH ACTIVITIES IN PROFESSIONAL AND PERSONAL
DEVELOPMENT OF A TEACHER

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Abstract

The article discusses the actual problem of the research activity development of teachers caused by modern trends of social development and justified in scientific research, which is a condition for increasing the competitiveness of representatives of all professions. It is proved that only a teacher who has a high level of research activity can teach a person to independently formulate problems, search for new ideas and solutions, and instill self-education skills. The structural-functional analysis of professional and teaching activities allowed us to identify the scientific-research component in its composition, which assumes that pedagogical activity is of a research nature, if it is aimed at improving this activity, improving the quality of the results obtained. The process of professional and personal development of a teacher is a sequence of interrelated and successive time stages that begin with the emergence of professional intentions in the individual and end with the teacher's self-realization in professional work. Based on the theoretical research analysis, the development process correlation of research activities with the stages of professional and personal development of the teacher is carried out. The generalization of the existing experience made it possible for each of the seven identified stages of professional and personal development of the teacher to formulate the tasks and orientation of the teacher's research activities. The presented characteristics reveal the tendency of complication, improvement of research activity from stage to stage and prove its development in correlation with the stages of professional and personal development of the teacher.

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Keywords: Research activity, professional development, teachers, personal development



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1. Introduction

Modern radical transformations in society, changes in socio-cultural priorities lead to changes in the competitive factors in an ever-changing world. In the conditions of the modern job market, the priority professionally significant values of the individual are recognized not so much as the static possession of specific professional competencies, but rather the ability to acquire new knowledge, creative activity in decision-making, broad prognostic orientation, the ability to develop, etc. The condition that ensures the solution of this problem is the research activities development of teachers, the result of whose professional activity is the graduate's personality of all educational organizations (schools, colleges, universities) of all professions representatives. The need for research activities in the work of a teacher is justified in the research of several domestic and international scientists (Kuzmina, 1985; Liu et al., 2020; Rybaleva et al., 2013; Sviderskaya, 2016).

2. Problem Statement

The existing scientific research and personal experience analysis at the higher educational institution convincingly substantiate the role of the teacher in the formation of students' skills and research activities. The ability to organize search and research activities of students depends not only on the general pedagogical skills of the teacher but also, to a greater extent, on the level of development of his own research activities. The research activities development is a component of the professional and pedagogical activity, is in relationship with the process of professional and personal development of the teacher. A significant number of studies in pedagogical psychology, devoted to the peculiarities of the teacher's activity, his personality, pedagogical abilities, skills, reveal the essence of the process of professional formation of a teacher in the works of A.A. Bodalev, I.A. Zimnaya, E.F. Zeer, V.A. Kan-Kalika, A.K. Markova, V.A. Slastenin et al. (Klimov, 2004; Mitina, 2010; Sancar et al., 2021). However, the existing research does not fully reveal the aspect of changing, complicating the goals, orientation, and content of the research activity of the teacher in the process of his gradual professional and personal development.

3. Research Questions

The consideration of the features of the research activity of the teacher in connection with the formation of his personality and professionalism allowed us to identify the subject of this scientific research – the change in the research activity of the teacher in the process of his stagewise professional and personal development.

4. Purpose of the Study

This article is brought up for discussion the tasks and focus of the teacher's research activities at each stage of his professional and personal development.

5. Research Methods

The most significant method of our research was the theoretical and methodological analysis of psychological and pedagogical literature, the use of which helped to clarify the main categories of research, identify the stages of professional and personal development of the teacher, formulate the tasks and focus of research activities on each of them. The professional and personal development of a teacher is considered as a process and a result that is possible only in the unity of the development of both professionalism and personality (Sergeeva, 2015). Structural and functional analysis of the component composition of professional and pedagogical activity (Shcherbakov & Kuzmin, 1985) allowed us to identify one of its essential components – research. Improving professional activity in the process of professional and personal development of a teacher from stage to stage involves improving and research activities that are part of it, expanding the range of tasks and directions it solves, complicating its content and forms.

6. Findings

The professional and personal development of a teacher is interpreted in pedagogical psychology as a sequence of interrelated and successive time stages that begin with the emergence of professional intentions in the individual and end with the teacher's self-realization in professional work (Mitina, 2010; Sergeeva, 2015). In the most general form, the process of the teacher-professional becoming consists of three main stages: adaptation, formation, and stagnation. The most effective factor of professional improvement is the individual's own internal desire – self-development. But the process of professional development of a teacher, especially at its early stages, can also be influenced externally, in particular through vocational education. The stage of mastering the future profession, obtaining pedagogical education in the vocational education system is systemically important for the formation of the foundations of research activities, the formation of research abilities of a teacher (Rybaleva et al., 2013): the ability to see a pedagogical problem, translate it into a research problem; the ability to put forward a hypothesis and generate the maximum possible number of ideas for solving a problem situation; the ability to define concepts, classify them; the ability to analyze, draw conclusions and inferences; the ability to convincingly state, prove, defend their ideas, etc. The quality of the scientific research experience gained during the period of vocational education will largely determine the success of the process of further development of both scientific research and professional and pedagogical activities in general (Koldina, 2014; Salavatulina et al., 2020), and, consequently, the process of professional and personal development of the teacher.

The classification of the stages of professional and personal development of a teacher (Klimov, 2004) was used as the basis for differentiating the stages of development of a teacher's research activity (Table 01) since it recognizes the fact that the process of becoming a person as a professional begins long before the beginning of the actual professional, labor activity and is carried out only if the teacher is personally interested in self-improvement. Pedagogical activity (in terms of content- the learning activity of training, education, and development of students) is of a scientific research nature if it is aimed at improving this activity, improving the quality of the obtained results.

Table 1. Features of research activities at the stages of professional and personal development of the teacher

Stage name	Stage features (A)	Tasks of research activities (B)	Focus on research activities (C)
1. Optant stage	Choosing and planning your professional and life path	Development of analytical abilities, abilities of learning activity Self-analysis, self-identification	Objectivity, adequacy of self-analysis and self-identification
2. Adept Stage	Getting an education in the chosen profession	Accumulation of the theoretical framework of professional knowledge and skills Mastering of framework methodology and methods of scientific research	Results of learning, research activities
3. The adaptor stage	Starting labor activity, entering a profession	Diagnostics of aspects of the teaching and educational process, the personality of students Reflection of practical activity	Practical activity results Formal and informal attributes of the success of the pedagogical activity
4. Internal stage	Stable successful performance of the main professional duties	Search for ways to improve practical activities Identifying the weaknesses of their activities and their causes Planning, organizing, and conducting pedagogical experiments	Professional and personal qualities of a teacher Personal qualities and results of students ' activities Stability of positive activity results
5. Master Stage	Stand out among colleagues with high results and individual activity style	Implementation of our own scientific achievements in practice Organization of students ' research work	The individual style of teaching activity Universalism in solving diverse professional tasks
6. The Authority stage	Recognition in a wide professional community	Dissemination of scientific achievements in general practice	Accessible pedagogical reality
7. Mentor Stage	The emergence of followers who adopt the accumulated experience	Organization and promotion of research activities of colleagues	The whole surrounding pedagogical reality

The characteristics specified in the table (A, B, C) of each stage are a priority for it, while not canceling the properties of the previous stages, i.e. each stage is characterized not only by the specified significant characteristics but also by the sum of the corresponding characteristics of the previous stages. Signs of stages (A) characterize the externally manifested, formal features of the teacher's personality and his activities at the stages of professional and personal development. The research activity tasks (B) reveal mainly the directions of the teacher's research activity implemented at this stage. Under the direction of research activity (C), we understand those aspects of the learning environment (various qualities of the teacher's personality, his immediate activities, the entire pedagogical reality surrounding

him), which are directed at the transformative efforts that are the goal and result of the process of research activity of the teacher. Consistently, the range of these aspects from stage to stage is constantly expanding and becoming more complex: from the correctness of self-identification and the quality of the immediate results of their practical activities to the desire to improve the entire pedagogical reality (through the results and personal qualities of students – the individuality and universality of the teacher as a professional – the work results of colleagues – the quality of the educational process, accessible to the influence of the teacher, etc.), i.e. from the personally-oriented to the socially-oriented orientation of research pedagogical activity.

In his professional work, a teacher carries out research activities if he performs the subject actions: identifying the need for research to obtain new knowledge, setting research tasks, developing hypotheses, planning and organizing research, performing research actions, analyzing data, evaluating research results, etc. The complexity, content, and level of complexity of these actions of a teacher who is at different stages of professional and personal development will differ. The process of organizing, managing, and stimulating research activities, as a component of the research function of the professional and pedagogical activity, includes in the process of teacher development the stages of its orientation first only on its own activities, then on the activities of students, it extends to the activities of fellow teachers.

The theoretical, methodological, and empirical study of the problem of the teacher's research activity allowed us to substantiate the significance of this activity in the process of professional and personal development of the teacher, to identify significant changes in the content, orientation, tasks of this activity and the stage-by-stage development of this activity.

7. Conclusion

Current trends of community development prove the special importance of research activities in the teacher work as a competitive advantage of labor market entities through the development of their ability to self-development, search for the necessary knowledge, education of the desire for activity, and self-realization. The ability to form these necessary qualities in students depends on the development level of the research activity of the teacher himself, which is in connection with the process of his professional and personal development.

The development process of a teacher's research activity involves its consistent improvement, differentiated by the seven stages of professional and personal development of the teacher, involving an expansion of the range of its tasks, an increase in the possession of skills and methods of research activity, a change in the direction of improvement (as the goal and result of this activity) from personally-oriented to socially-oriented.

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