

ISCKMC 2020**International Scientific Congress «KNOWLEDGE, MAN AND CIVILIZATION»****FORMATION OF FUTURE TEACHERS' PROFESSIONALISM AS
A CONDITION OF CAREER DEVELOPMENT**

Nataliia Vladimirovna Gorbunova (a)*, Nelya Anatolyevna Gluzman (b),
Irina Viktorovna Osadchaya (c), Igor Olegovich Petrishchev (d),
Elmira Asanovna Ramazanova (e)

*Corresponding author

- (a) V.I. Vernadsky Crimean Federal University, 4, Vernadskij ave., Simferopol, Russia, natalya-gor2008@yandex.ru,
(b) V.I. Vernadsky Crimean Federal University, 4, Vernadskij ave., Simferopol, Russia, gluzman_n@mail.ru,
(c) V.I. Vernadsky Crimean Federal University, 4, Vernadskij ave., Simferopol, Russia, rina.blakky@gmail.com,
(d) Ulyanovsk State Pedagogical University named after I. N. Ulyanova, 4/5, V.I. Lenina sq., Ulyanovsk, Russia,
pi3@mail.ru,
(e) Crimean Engineering and Pedagogical University named after Fevzi Yakubov, Uchebny lane 8, Simferopol,
Russia, ramazanova-elmira@mail.ua

Abstract

In modern society the requirements for the teacher as a successful person and a professional have significantly increased. It means a qualitatively different level of formation of the motivational sphere and value orientations, professional and pedagogical thinking, technological culture, creative potential and ability for constant self-improvement, adequate career development. Alongside with the positive social attitude towards individual professional career aspirations, some negative trends are observed, such as unrealistically high career ambitions of graduates, employers' skepticism towards unexperienced young teachers. Thus, the professional education is supposed to have the potential to form correct perceptions of professionalism as a prerequisite for the development of young teachers' professional career. It leads to the need for theoretical reflection of modern problems of pedagogical activity and training, based on updated conceptual and methodological foundation with the involvement of the modern conceptual and categorical apparatus, in which such phenomena as "professionalism", "professional success" and "professional career" have recently been approved. These key concepts accurately reflect the peculiarities of the modern stage of human and social development, caused by the transition to a personal and activity-based educational paradigm, changes in the structure of the labour market, the strengthening of personal responsibility for professional integration into society, the complexity of its long-term planning. The article justifies methodological approaches to the process of formation of future teachers' professionalism. The essence and structure of the concept of "teacher's professionalism" and its associated categorical and conceptual apparatus are disclosed. The model of formation of future teachers' professionalism is presented.

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1. Introduction

The current state of the development of Russian society is characterized by fundamental changes in the social and economic sphere. The global integration into the world educational space, substantial modernization of the education system, an increasing role of ethnic cultural factors and national identity have an important influence on raising requirements for professional competence of specialists and their professionalism. The affirmation of social and personal values such as "person", "creativity", "spirituality", "professionalism" is determined by the nature of modern civilizational processes and contributes to the intensive dissemination of humanistic approaches and technologies aimed at the holistic personality development of all participants in the pedagogical process, the activation of their creative, subject-based opportunities, the growth of erudition and common culture. Accordingly, the requirements for the teacher as a successful person and a professional are significantly increased that provides for a qualitatively different level of formation of the motivational sphere and value orientations, professional and pedagogical thinking and technological culture, creative potential and ability for constant self-improvement, personal development, adequate career development.

2. Problem Statement

The relevance of research issues makes it necessary to find a model and methodological tools aimed at building future teachers' professionalism, professional success and a career development.

3. Research Questions

The teacher's professionalism is considered as an integrative characteristic of the personality. This is a system of professional subject-based, professional and technological and personal competences, which reflect the high level of teacher's professional competence, pedagogical excellence, teacher's professionally significant qualities, a creative approach to the organization of pedagogical activity, the ability to reflect, readiness for the constant personal development and self-improvement.

3.1. Literature review

The fundamentals of the renewal of higher pedagogical education, the development of the theoretical and methodological foundations of professional-pedagogical training of students are revealed in the works by Gluzman et al. (2018), Perevoschikova (2015), Perminov (2013), Privalov et al. (2017), Sarantsev (2016) and Fedorov and Davyidova (2014). In the works of these authors, didactic problems that existed in certain periods of the country's development have been analyzed in detail, specific proposals and recommendations have been made to improve the professional training of future and practicing teachers.

A significant amount of research is devoted to the problem of innovations in education of future teachers. Various tasks of developing and implementing a model for the training of highly qualified research and teaching personnel based on the integration of educational programs of the academic master's programs and postgraduate studies were addressed (Bednyi et al., 2017). There were those of

ICT applications as a means of developing innovative educational technologies (Gluhova & Bazhanova, 2013), and possibilities of integration processes in the field of higher education for their subsequent use in the formation of the innovative environment of higher school (Kokkos, 2015).

Ways of solving the problem of the formation of pedagogical professionalism are indicated in the publications of foreign authors. In particular, the analysis of the links between general educational pedagogical knowledge, self-realization, professional burnout of teachers and the level of formation of their professional competency and professionalism has been carried out (Lauermaun & König, 2016). We have investigated the influence of emotional tension and social support of teachers on the development of burnout syndrome among professional teachers in Italy and Switzerland (Fiorilli et al., 2015). We have also substantiated the dependence of the effectiveness of co-education, the level of educational achievements of future teachers on the type of personality (Emerson et al., 2016), and genetically determined character traits, not just the students' intellect (Krapohl, 2014). In addition, there has been the analysis of the problems of adult education in the modern world, including that of schoolteachers (Kokkos, 2015). The role of social maturity in the development of schoolteachers' professionalism has been revealed (Nagra & Kaur, 2013). The support of mixed learning through the development of pedagogical knowledge by means of technological support has been investigated (Alayyar et al., 2012).

3.2. A model for the formation of teacher professionalism

The model identifies scientific approaches (systemic, competence-based, synergistic, axiological, activity-oriented, personality-oriented, culturological, acmeological) and principles (scientificity, innovativeness, humanization, informatization, variability, individualization, pedagogical co-creation) of the modernization of the professional training of high school teachers.

In accordance with the objectives of the diagnostic-motivational stage, the following tasks were carried out. The identification of the organizers of the educational process and a clear distribution of functions between them imply the development and adoption of an updated regulatory documentation of the educational process, introduction of systemic innovations within the educational institution aimed at modernizing the educational process. These ensure the preparedness of faculty members to use innovative training technologies, organizing the educational process on the updated basis of the student-centered paradigm, implementing measures to provide information and electronic support of the educational process). In accordance with the objectives of the educational-adaptive stage the attention was focused on the formation of the innovation-cognitive component of the future high school teachers' professionalism. During this period, the specialized course "Innovative pedagogical technologies" was developed and introduced into the process of master's program studies. The choice of teaching methods was based on the level of previous education and pedagogical experience of master students. The priority was given to methods of simulative modeling of the professional activity of a higher schoolteacher, designing, solving problem situations. Teaching-learning interaction was organized; classes were conducted employing interactive methods, information and multimedia technologies. There was a realized joint activity of teachers and masters in the design of educational and methodological complexes in the disciplines of the curriculum, in the design and conduct of classes.

The implementation of the training quasi-professional stage of the model was aimed at the formation of the professional activity-based component of the professionalism of future university teachers through the involvement of master students in quasi-professional activities. This stage presupposed the design of an informational educational-professional environment of a higher educational institution, whose integral part is a support system of master programs created on the basis of the Moodle software package. Introductory classes with master students on the formation of habits or working in the system of support of master programs within the framework of the university's virtual audience were conducted. Master students were consulted on modeling their individual educational trajectories and the use of information-communication technologies and network electronic resources in the process of working on a research theme (when writing course papers, master's thesis). An additional special course "Methods of conducting academic classes using ICT" was introduced into the curriculum of future teachers of higher education.

The professional-creative stage set a goal to expand the boundaries of the independent creative-cognitive activity of master students with a projection on personal and professional self-improvement. The purpose was to organize educational independent activities of future teachers (assignments on the master program support website, development of innovative projects), scientific research work in the course and diploma projects (consultations with the scientific supervisor, participation in the development of the scientific work of the department). It was necessary to conduct a series of scientific-methodological seminars for master students ("Modernization of professional training of a future higher school teacher in the conditions of master program studies", "Specific features of the organizational-pedagogical activity of a higher school teacher in the distance learning system", "Organization of students' work on the educational program support website"). The programs of the scientific circle "Pedagogical innovations in education" were developed and tested. Creative meetings with teachers-innovators of higher education under the program of the Club of pedagogical innovation were organized. Future higher schoolteachers were motivated for professional self-development (creating a modern higher schoolteacher's portfolio of their own, participating in trainings, seminars, scientific conferences, pedagogical forums, master classes, creative discussions). Within the framework of this stage, it was established that the effective preparation of future higher schoolteachers for innovative pedagogical activity is facilitated by the professionally directed organization of extracurricular work of master students, in particular: scientific research; conducting master classes "Professionalism and pedagogical skill of the modern teacher of higher education".

4. Purpose of the Study

To justify theoretically and develop a model of formation of teachers' professionalism as a condition of their professional success and career development was the purpose of the work.

5. Research Methods

Theoretical methods like analysis, synthesis, modelling have been used to determine the theoretical significance of the problem of the research, review of literature, definition of the key concept

of the research. To identify the effectiveness of the proposed model, the leading method of the research was a pedagogical experiment.

6. Findings

A summary of the results of the formative stage of the experimental study is presented in Table 01.

Table 1. General characteristics of the levels of master students' professionalism at the forming stage of the experiment, %

Criteria	Motivational-axiological		Innovational-cognitive		Professional activity-based		Effective-reflexive		Integrative indicator	
	EG	CG	EG	CG	EG	CG	EG	CG	EG	CG
Level	EG	CG	EG	CG	EG	CG	EG	CG	EG	CG
Initial	1.6	4.8	3.2	8.1	4.8	11.3	3.2	8.1	3.2	8.1
Basic	14.3	30.6	15.9	30.6	19.0	33.9	19.0	38.7	17.1	33.5
Sufficient	47.6	45.2	47.6	45.2	46.0	40.3	42.9	35.5	46.0	41.5
High	36.5	19.4	33.3	16.1	30.2	14.5	34.9	17.7	33.7	16.9
Total:	100	100	100	100	100	100	100	100	100	100
χ^2_{emp}	8.09		8.04		7.91		9.46		33.14	
λ_{emp}	1.06		1.12		1.17		1.40		2.46	

Thus, according to the results of diagnostic activities at the stating and formative stages of the experiment, the level of professionalism of future teachers of higher education for each of the components was detected.

Generalization on the results of the pedagogical experiment took place at the control stage. The relevance and feasibility of a phased introduction of the model of modernized professional training of teachers of higher education in the conditions of master's program studies are confirmed by the results of the research and their statistical processing. It is established that in the experimental group there are significant changes with a trend of growth in terms of the level of professionalism of future university teachers.

The comparative analysis allowed for drawing the conclusion that the formation of professionalism components at the high and sufficient levels in the experimental group increased by 23.4 % and 30.6 % (in the control group – 5.6 % and 16.9 %, respectively). See Table 2 for more information.

Table 2. Dynamics of the indicators of the levels of formation of master students' professionalism in the control and experimental groups (% of the total)

Components	Motivational-axiological		Innovational-cognitive		Professional activity-based		Effective-reflexive		
	Levels								
	EG	CG	EG	CG	EG	CG	EG	CG	
High level									
Ascertaining stage	11.1	12.9	7.9	6.5	9.5	11.3	12.7	14.5	
Formative stage	36.5	19.4	33.3	16.1	30.2	14.5	34.9	17.7	
Growth	25.4	6.5	25.4	9.7	20.6	3.2	22.2	3.2	
Sufficient level									

Ascertaining stage	34.9	32.3	25.4	24.2	19.0	17.7	22.2	24.2
Formative stage	47.6	45.2	47.6	45.2	46.0	40.3	42.9	35.5
Growth	12.7	12.9	22.2	21.0	27.0	22.6	20.6	11.3
Basic level								
Ascertaining stage	38.1	37.1	38.1	38.7	39.7	40.3	38.1	32.3
Formative stage	14.3	30.6	15.9	30.6	19.0	33.9	19.0	38.7
Growth	-23.8	-6.5	-22.2	-8.1	-20.6	-6.5	-19.0	6.5
Initial level								
Ascertaining stage	15.9	17.7	28.6	30.6	31.7	30.6	27.0	29.0
Formative stage	1.6	4.8	3.2	8.1	4.8	11.3	3.2	8.1
Growth	-14.3	-12.9	-25.4	-22.6	-27.0	-19.4	-23.8	-21.0

7. Conclusion

The results of the theoretical and experimental study confirmed the validity of the objective, demonstrated the effectiveness of the study and provided the basis for the formulation of the following general conclusions.

The analysis of scientific literature showed high social value and importance of professionalism of pedagogical activity, as well as the found effective ways of its formation throughout the history of development of advanced social, philosophical, and pedagogical thought. The complexity and multi-faceted phenomenon of the pedagogical professionalism, the presence of diverse, often contradictory views on the interpretation of its essence, content, instrumental foundations and techniques and the corresponding ambiguity of their scientific interpretation have been proved. The issues of professionalism of pedagogical activity are directly related to the career growth and teachers' success.

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