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RECENT SCIENTIFIC FINDINGS ON THE PROFESSIONAL FORMATION OF TECHNOLOGY TEACHER

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Summary

The article reviews the latest scientific findings on the professional formation of technology teacher. It analyzes major approaches towards the models of major proficiency levels and defines the notion of “professional identity of technology teacher”.

Keywords: professional formation, professional development, personality, proficiency, competence, specialist, profession.

Formulation of the problem in general. In the twenty-first century the education system is exposed to various socio-cultural processes. The development of national school is related to the methodological reflection of cultural values and determination of modern educational frameworks. As a result, the professional and personal identity of a teacher has become a topical issue. It is primarily manifested in changing the education related stereotypes and cultural crisis of professional and cultural identity. The ambition to excel which is inherent in man as a potential capability facilitates the professional and personal growth of a prospective teacher and can be realized through formal, non-formal and informal education.

Engaging a prospective technology teacher in professionally oriented activities basing on his/her educational values helps him/her to become a personality.

Creative development of personality as the goal of higher pedagogical education involves professional development of a specialist. Therefore, in order to promote professionalism over the course of study at university, we need to determine the nature and structure of the category under investigation. The issue of technology teacher professional development is of both, theoretical and practical significance. At the time, a prominent psychologist A. Bodalev noted that unprofessionalism always leads to huge losses in all the activities of the nation state and lives of its people [2, p.6].

Analysis of recent research and publications putting forward a solution of the given problem and providing the theoretical foundation for the author's assumptions. Psychology and pedagogy deal with the problem of professional formation (professionalization) within the framework of professional growth and identity of a person (B. Ananiev, G. Ball, B. Lomov, E. Zeer, Y. Klimov, N. Priazhnikov, O. Safin et al.), acmeological factors of professional development are considered (A. Bodalev, T. Buiakas, A. Derkach, H. Kostiuk, N. Kudykina, S. Maksymenko, V. Osodlo et al.), as well as the psychological studies of professionalism and a professional (A. Volobueva, S. Druzhylov, A. Yermolaeva, A. Markova, V. Rybalko, et al.).

The aim of the article is to provide an insight into the latest scientific studies of the professional development of a specialist.

The main body of the research. In most cases, the study of professional development is limited to the survey of personal traits and characteristics relevant to the given profession, their formation and evaluation. However, the significance of a person as a professional and a subject of professional activity remains unclear. Most often the concepts of professionalism, professional competency or proficiency and professional career, including a teacher's career are considered identical and used interchangeably.

In psychology it has long been recognized a paramount importance of a leading activity essential to the formation of personality [3; 12; 15]. As E. Zeer points out, determination of "personality-forming" function of leading activity inevitably leads to the stage singled out in a continuous process of personal identity which implies the choice of one's future career, the preparation period and doing the activity itself. By this we mean a kind of activity characteristic of an adult, a professional career. For a professional activity to become a leading one depends on the social and economic relations, current social situation, the status and the outlook of the individual. This stage takes up a greater part of human life. A

person's destiny, his/her happiness, well-being, life satisfaction, physical and mental health, are largely determined by his/her job satisfaction, social attitudes towards it and the level of professional achievements. We can say that for most people the dominant professional activity forms the basis of personal development in adulthood [4, p. 30].

To describe personality changes that take place in the course of professional activity and which are determined by the nature and scope of this very activity, researchers increasingly use the term "professional genesis", which is regarded as a natural continuous process of professional development beginning with the choice of future profession and ending with retirement. Two ways of professional genesis are generally distinguished in scientific works, namely, the formation of internal means of professional activity comprising specific expertise, abilities and skills, motivational aspects of professional activity, professional traits of one's character, professional communication skills, self-analysis and reflection, intellectual and creative abilities, adequate individual style of professional activity; formation and adoption of external (social) means of professional activity, accompanied by the introduction and application of certain social regulations in the given professional community, becoming familiar with social environment of one's profession, its information resources and all the related records and data. The result or product of such a "professional genesis" is the level of professionalism a person achieves, i.e. professional competence of that individual. This characteristic feature plays an integral part and, according to a number of scholars, incorporates personal, social and professional competence of a specialist [17; 18].

Professional formation of a specialist is considered as a continuous process involving progressive changes within one's personality triggered by social factors, professional activities and individual efforts aimed at self-improvement and self-realization. Such a kind of development necessarily implies the need for development and self-development, all the preconditions and possibilities to meet this need, as well as the need for maintaining the commitment to professionalism. Hence, *professional formation* may be defined as a formation of professional orientation, competence or proficiency, socially relevant and professionally significant traits and qualities and their integration, striving for lifelong professional development, the search for the most appropriate and effective ways of qualitative and creative performance of one's duties in accord with his/her individual features of character and psychological personality type [6; 7; 19].

Most authors regard the term "professional development" as synonymous with the notion of "professional formation". We are inclined to believe, though, that the scope

of the concept of “professional development” is broader than that of the “professional development”, which is to be considered as the main one but not the only component part of professional formation of a specialist.

Major approaches towards the essence of the notion of professional formation (development) distinguished by E. Zeer [4] are worth mentioning. Western and Ukrainian scholars consider professional development as quite a complex process cyclical or periodic in nature. By this we mean that people do not just tend to improve their knowledge and skills, develop professional skills, but may also be exposed to the negative effects of professional activity, which bring about different types of distortions and cause specific conditions that ruin not only their professional achievements, but also have an adverse influence on their personal lives. In this respect, we may speak of rising (progressive) and downward (regressive) stages of professional development [5; 7].

Professional formation of a person covers a lengthy period of his/her life (35 – 40 years). Throughout this period career prospects, personal objectives and priorities go through various changes, social context and leading activity change too, personality may get restructured as well. Therefore, it has become necessary to subdivide the given process into stages or levels.

Y. Povarenkov considers the process of formation and realization of a specialist as a step-by-step or parallel achievement of goals of professional development as established by the person in the course of cognition, and acceptance of the social situation of professional development, taking into account one’s personal and professional goals [13, 14].

Different authors suggest various approaches to the periodization of formation of professional competence of a specialist which, as the analysis proves, are based on different principles and may complement each other.

According to E. Klimov main stages of personal development (if taken from the very beginning of one’s career) are as follows [5]:

1. “Optant” – at this stage a person gets ready for future life and work, makes conscious and responsible plans and decisions about his/her career and chooses the profession. Optation is not so much a reference to one’s age as to the situation of choice of future occupation (the person who is about to choose one profession from a set of other options is called “optant”, into this situation even an adult, for example an unemployed, may be placed).

2. “Adept” – the stage of training, which the majority of school leavers go through.

3. “Adaptant” – the stage of entering the profession after the vocational training (lasts from several months to 2 – 3 years).

4. “Interning” (integrating) – the stage of entering the profession as a junior colleague capable of performing one’s duties.

5. “Master” – the stage when the employee stands out against the rest of the staff (he/she can be characterized as “better” among the “good”, i.e. above average).

6. “Authority” – the stage, which means that the employee has become “the best among the masters”.

7. “Mentor” – a stage that characterizes the highest level of competence of a specialist; the employee is not just an expert in his/her field, but the instructor or facilitator who is able to share his/her experience with the students and dedicate the whole life to teaching.

V. Orel [16, p. 255] identifies four stages in the formation of professional skills in the course of mastering the profession:

1. Entering the field – a student follows the instructions having no personal experience; the system of professional skills is not developed yet, the leading professionally significant quality (PSF) is a long-term memory and a set of specific PSFs, the number of which is limited.

2. Primary professionalism – the experience-gaining process is accompanied by the development of leading PSFs of the first; in this case the importance of the professional qualities which are involved in the process of information acquisition and rising (their development takes place at the first stage of PSF).

3. Stabilization – professional abilities which are engaged in the process of information accumulation and processing and which become dominant, while some of these professional abilities may cease to exist within the framework of PSF; the given personality values may be well-developed though; at this stage one’s activities become individual in character; a person starts to pay more attention to predicting and planning his/her actions at the stage of implementation.

4. Secondary professionalization – at this stage a change of PSF takes place, a person turns from a system of professional abilities essential for the activity focused on gaining professional experience to the PSFs system which is based on personal experience.

Having analyzed some of the works by A. Markova [8; 9;10; 11], the following levels of professionalism may be distinguished:

1) underprofessionalism (a person is already at work but has no qualities to be considered a proficient worker);

2) professionalism (a person is regarded as a professional, that is performs all the necessary duties, follows the guidelines and meets the requirements);

3) superprofessionalism (creative work, personal development and self-improvement, the peak of one's professional achievements);

4) non-professionalism, pseudoprofessionalism (seemingly quite vigorous activity, but it is either of a very poor quality and full of faults and slips or a person may undergo intellectual decadence);

5) afterprofessionalism (a person may be a former expert, "ex-pro", and maybe serve as a mentor for other professionals).

The above mentioned scholar has also identified the following stages of profession mastering:

1) adaptation to the profession;

2) self-actualization in the profession – personal adaptation to the profession (a person becomes familiar with all the peculiarities of the given trade);

3) harmonization – a person performs all the tasks with no efforts following the acquired technological ways (a person gets immersed in his/her activities and works like "playing");

4) enrichment of one's profession – creative work implies the search for new, up-to-date ways to achieve the desired results;

5) ability to take up multiple occupations;

6) the stage at which a person identifies him/herself as a "Personality" striving to achieve his/her primary aim of life [11].

The ideas of Y. Povarenkov are noteworthy too as he has determined the following five stages with the course of professional mastering:

1) pre-professional development; 2) the search for and choice of one's profession (optation); 3) vocational training; 4) independent professional activity; 5) afterprofessional development.

According to the author, each of the above enumerated stages is further subdivided into three regulatory periods: 1) adaptation and completing the tasks of the previous stage; 2) the period of solving the main task of professional development at the given stage; 3) preparation for the transition to a new stage of development [13, p. 381].

Recently, the attention of foreign psychologists and educators has been drawn to the concept of multivariate career. Its main ideas are:

- professional curriculum vitae of each employee is considered unique;
- the pace of one's personal development is determined by the career cycles, each consisting of mini-stages of professional development;
- a transition from one stage to the other is accompanied by short but intense periods of training (skills upgrade);
- professional success is ensured by the high level of development of meta-skills or the so-called competences [18].

Conclusions. Thus, summarizing everything that has been stated above we may conclude that the process of professional formation as accompanied by increased professionalism results in change of professional identity. It encompasses the image a person has of oneself as being a member of the staff, and a part of professional world.

According to the purpose of our study the notion of “professional formation of a person” may be defined as a process of a person's awareness of his/her place in a particular professional field, making one's professional activities meaningful and personal, developing a positive attitude to the profession, creative potential.

Prospects of our research imply further theoretical and practical grounding of an issue of professional formation of a technology teachers.

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