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THE PECULIARITIES OF WOULD-BE TEACHERS' PROFESSIONAL IDENTITY FORMATION

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Abstract. *There have been first determined and theoretically grounded the peculiarities of would-be teachers professional identity formation. The new paradigm of education certainly places new demands on teachers, who must not only be a highly qualified professional, the master of his craft, but also a creative person, configured for continuous improvement, but also be able to “charge” the students with it. All these qualities are formed while studying at high schools and are inextricably linked with the problem of future teachers' professional identity formation.*

There has been specified the concept of identification: analysis of the problem of identification allows to distinguish three aspects of research: how personal development by structuring its identity in the process of socialization; as the process of identifying the individual as a person with the personality of another person or other persons, elected as a benchmark, standard for imitation; as a tool for activation of motivational and emotional-volitional spheres, which determine the identification process through empathy and "self-concept" personality.

The processes of formation of positive 'self-concept' of the future teachers and professional identity formation are associated with the processes of professional self-formation and professional sustainability.

Keywords: *professional identity, would-be teachers, formation.*

The formulation of the problem is related to the integration of Ukraine into the global and European educational space that requires the transformation of social processes, social relations in all spheres of life, and particularly in education. This integration does not imply the “blind” copying of foreign experience, although it does not avoid it. K. D. Ushynsky emphasized that the creation of people's (national) schools and the disclosure of relevant educational ideas must be combined with an enrichment of their achievements and the achievements of the world pedagogy.

The new paradigm of education certainly places new demands on teachers, who must not only be a highly qualified professional, the master

of his craft, but also a creative person, configured for continuous improvement, but also be able to “charge” the students with it. All these qualities are formed while studying at high schools and are inextricably linked with the problem of future teachers’ professional identity formation.

The analysis of recent research and publications, in which a solution of the problem is concerned proves close relationship of identification as a mechanism of socialization, with the issues of identification as a social formation that is produced by the previous process.

The researches related to identification of a personality were initiated in the works of E. Erickson, S. Freud, T. Shybutani, G. Kostyuk, O. Leont'yev, S. Rubinshteyn etc. A more specific look on the problem of the formation of professional identity of a teacher is provided in the researchers of S. Maksymenko, N. Pov'yakil, N. Chepelev, T. Potapchuk etc.

Employing O. Leont'yev’s statement concerning interconnection of the processes of identification and resistance of a human personality [3], we assume that there are certain relationships between the professional identity of future teachers and their professional stability. Therefore, the goal of the article is to clarify the nature of these relationships.

The main material starts by clarifying the concepts identification and identity.

Significant contribution to research of the concept of “identity” made E. Erickson, who emphasized that the identity is associated with a sense of ownership to other people and at the same time, with a human’s self-identity thus the identity development is considered the leading mechanism of its formation, linked it with the phenomenon of identification that is caused due to the socialization of the individual in small and large communities [5, p.328].

Analysis of the problem of identification allows to distinguish three aspects of research: how personal development by structuring its identity in the process of socialization; as the process of identifying the individual as a person with the personality of another person or other persons, elected as a benchmark, standard for imitation; as a tool for activation of motivational and emotional-volitional spheres, which, according to V. Vilyunasa [2], determine the identification process through empathy and "self-concept" personality.

Identification and identity are closely related to each other. As pointed by T. Potapchuk, identification should be considered as a process of formation, functioning and development of identity, while identity is a

social product that arises from the dialectical relationship of the individual and society. The author notes that identification is associated with both the processes of the individual in the system of social relations, and with his self-realization [4, p.46]. According to this, in the context of professional identity formation of future teachers, which is in the process of professionalization, this identity should be considered as a part of his “self-concept”, in particular in the scope of “I am a professional”.

A teacher with a positive “self-concept” demonstrates dignity and worth, self-confidence as a master of teaching, the need for constant self-improvement and etc.

The period of training in pedagogical universities creates favorable conditions for the formation of positive “self-concept” of the future teachers. This is due to the special study of psychological and pedagogical disciplines that provide the ability to create in students an idea of the qualities necessary for becoming an ideal teacher to lay the groundwork for the formation of his professional “I am the image”. However, alongside starts up the process of interiorization by him of the acquired knowledge that are not only understood, but also go through emotional and volitional spheres, become future teachers own property.

Attracting students to an entirely new activity aimed at mastering future profession during teaching practice contributes to the development of pedagogical skills and pedagogical orientation (in terms of conscious focus of these processes), and participation in various forms of pedagogical practice allows future teachers to evaluate objectively their professional skills, to form professional values, motives, etc. Moreover, we note that a clear educational direction of educational process in pedagogical universities produce favorable conditions for the development of socio-value motives of students, becoming their professional and motivational sphere, characterized by a hierarchy of motives, among which the leading role is played by the motivation to succeed. As you know (according to the theory of motivation for success by D.Mak-Klellandom), the behavior of people motivated to succeed, is characterized by a clear statement of positive goals in a specific activity, the achievement of which they regard as a success, and therefore actively involved in such activity, choosing tools and ways of action to achieve this goal. However, they believe that necessarily achieve the goal. This work evokes their positive emotions because they focus attention on it, mobilizing for this all their internal and external resources.

Individuals with such motivation are able to evaluate objectively their capabilities and are opting for a profession that matches their skills, available knowledge and skills. A person who seeks success in the chosen activities does not succumb to the difficulties, his or her interest in the complex problems that could not be immediately resolved, grows up returning to this problem again and again by mobilizing his or her knowledge and abilities, therefore usually achieves the best results.

In summary, it can be argued that the above motivation plays a crucial role in the formation of positive “self-concept” of the future teachers. However, researchers [2; 3; 4] distinguish personal and social identity as two subsystems, “self-concept” governing identity and social behavior. These subsystems reflect the dynamics of identity through sustainability, so it can be argued that the formation of professional identity of future teachers is closely connected with the formation of his professional sustainability.

Professional sustainability of a teacher is a synthesis of the properties and qualities of his personality that allows him to perform within educational activities for a long time, to work confidently on his own, without the emotional stress in different, often unpredictable conditions with minimal errors. This feature is not innate; it begins to take shape gradually, while studying of a future teacher in high school. The structure of the teacher’s sustainability has motivational, emotional and volitional, personal and professional pedagogical components. Therefore, we note that the structure of professional sustainability as teachers and future teachers is invariant concerning the components, while the signs of each component, its “fullness” are varied.

For example, a professional motivational component of a student’s sustainability requires characteristics such as confidence in choosing a future profession, satisfaction by the educational process in the pedagogical university, willingness to succeed in the teaching practice etc. Instead, the featured motivational components of a teacher’s professional sustainability are: self-confidence, pleasure from activities, and the availability of educational focus.

Uneven features of professional sustainability is closely associated with the formation of professional identity, which depends on the development of social groups, values and norms of behavior which correspond to internal positions, values of a young individual. According to I. Beh, identity is internal subjective state of the individual in which its self-

awareness as a kind of stability, self-identity, experience of constantly available “I” and its preserving are expressed [1].

Thus, it can be argued that the age characteristics of identity formation is closely related to the knowledge of various aspects of own “I”, especially in a professional context. Conscious choice of profession is one of the most important tasks of adolescence, because this choice of profession largely determines the fate of a young man and affects the formation of the image “I” as a future professional. Certainly there can be traced the close contact with professional self-determination, as it is not due to a past experience (note small) of a young man, but also takes part in the formation of “self-image” of future teachers.

Thus, “self-image” of the future teachers as an integral part of their “self-concept” actively influences the formation of the “I” of the future professional. Positive “self-concept” of a teacher determines not only the behavior but also the need for self-actualization associated with future profession. The origins of this process are in professional development, the success of which makes a conscious choice of profession, corresponding inclinations, and personal qualities and at the same time the social needs of society. If these positions are one-way, the future teacher has the opportunity to explore fully his or her ability to meet the needs and interests. Professional self-determination is a two-way process, aiming both at an object of choice, and on its subject. This aspect of professional self-determination is in close relationship with the process of the formation of professional identity. This relationship is explained by the fact that professional self-identity is done by understanding and acceptance of ideas, rules, norms, values, behavior, inherent for people of this profession and help to identify oneself with them. Consequently, the processes of internalization are activated, concerning the above social and personal values and professional requirements that determine the formation of professional identity.

A study conducted at the Department of Pedagogy of K. D. Ushynsky South Ukrainian National Pedagogical University, since 2010, showed a clear tendency of the relationship of professional self-determination and the establishment of positive “self-concept” of a future teacher with professional formation of his/her sustainability and professional identity. It is explained by the fact that future teachers during the training are involved in creative educationally oriented activities aimed at creating their own individual and collective training products related to pedagogical issues, stimulate the imagination in solving teaching situations, and so on.

Because of this pedagogisation of the process of training the influence of most factors that affect these processes is emphasized, and, they are nonlinear.

In summary, we argue that the processes of formation of positive ‘self-concept’ of the future teachers and professional identity formation are associated with the processes of professional self-formation and professional sustainability. Their complex interaction acquire the focus, as reveals properties that are not inherent in each of these processes separately and determine the depth integrative process of forming a master teacher. The interaction of open complex processes is not amenable to direct intervention. As you know, the open system is one of the conditions of self-organization. The direct influence on such a system has to take into account the trends of development, allowing it to be defined in a new quality. If it is a personal system, the effect, or rather such action should take into account the peculiarities of the individual – the future teacher (his motives, interests, inclination, orientation, etc.). Being an instrument of influence there proved to be the most effective integrative technologies of would-be teachers’ personal and professional skills formation (Delton-plan, vitagene technology using the method of holographic projection, etc.).

As a personal system that integrates these processes is not closed, this external influence can contribute to bringing the system into an active creative state – excitement and speeding up the process of a master teacher forming.

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THE APPLICATION OF MEDIAEDUCATION METHODS FOR THE FUTURE HYDROGEOLOGISTS TRAINING

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Abstract. *For long time information was the main wealth of humanity after the 20th century technological revolution. The sharp jump in the information and communication technologies development caused open access and increasing the number of information. Paradoxically, but the informational glut is the one of the significant disadvantages of modern world and causes an overload in the information processing. Besides the quantitative characteristic the importance of "freshness of information" increases. So, it is necessary to form the correct skills of productive mediacontent processing in the preparation of future hydrogeologists. In addition, the development of communication and information technology allows using the technological advances in the students preparation. Such skills are called «medialiteracy» and they are the part of mediaeducation. It could be a successful strategy of innovative development of higher education in Ukraine. The topical investigations analysis revealed that the problem is disclosed insufficiently. Problems of applying the mediaeducation methods in the process of preparation students of unhumanitarian profile most fully covered in the A. Sahnevich dissertation, where the author analyzes the application of mediaeducation technology for preparation of future oil and gas specialists. The purpose of article - is argumentation and creation of prerequisites for further research in this direction. Hydrogeology - the science at the intersection of technical and natural sciences. The complexity of hydrogeological media texts's processing caused by their rarity. Given the specifics of hydrogeological information future specialist should be able to formulate the original question and define criteria for the information selection in such a way as to clearly and accurately transmit the essence of the problem, which interests him, that will allow getting more useful data. Also, mathematical modeling, and above all, graphics editors for the maps construction of different information content are commonly used. Therefore, mediaeducation methods should be used for the student- hydrogeologists' preparation. It allows teaching students to handle and to understand messages and photo-video content properly and efficiently, forms skills of working with computer programs and generally lays the foundations for professional information competence.*

Keywords: *information development, information technology, mediaeducation, medialiteracy, future hydrogeologist's training, preparation of students of unhumanitarian profile.*

The technical level of society determines its values. After the technical revolution (in 20th century) information was the main value of humanity