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**FORMING OF PROFESSIONAL IDENTITY OF FUTURE
TEACHER**

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Abstract. *The article is devoted to the role of the professional identity of the would-be teacher in the framework of contemporary education paradigm. Ukraine in the conditions of unfolding reforms and modernization of the country considers the domestic education as a mechanism of this modernization, as a way of updating and development. The essence of the contemporary paradigm of education lies in setting and realizing new goals of the educational process, which are aimed at self-realization of the student through mastering the system of human values, correlated with personal needs of the subjects of educational process; the system of student-centered methods and forms of education, introduction of a democratic style of pedagogical and professional communication, taking into account the individual characteristics of the students. The sense of the pedagogical process becomes the development of a student, turning to his inner world, his personality. The topicality of the problem of forming professional identity consists in the fact that it enables the students adequately to their abilities, capabilities, interests to self-determine in their profession, to understand their strong and weak point, build purposefully and consciously their life and professional career.*

The article outlines various scientific approaches to the definition of the phenomenon of "professional identity" from philosophical, psychological and pedagogical perspectives. Its importance and functional role in the formation of the future teacher is revealed. Pedagogical university enables the future teachers to realize the social significance of the profession of teacher and their responsibility to the society for the results of their teaching activity, to form a highly professional competence, professional self-realization, a stable reflexive position, expressed in constant need for self-esteem, self-analysis, educational activities and the availability and self-correction of personal and professionally important qualities necessary for full creative pedagogical activity. It has been established that the basis of the professional identity of the future teacher is the process of self-comparison with educational ideal and appears to be the stimulus leading him to the comprehension of the profession, through self-development, self-education, self-improvement. The concepts of "identity" and "identification" are differentiated. It can be concluded that the basis of the process of forming professional identity serves professional self-actualization, which is focused on the reflection and constructive-creative transformation of pedagogical reality by a subject, and suggests a generalized, evaluative and focused reflection and constructive-creative transformation of pedagogical reality in the previously mental constructing actions and the anticipation of

their results, reasonable regulation and self-controlling his own behavior, as well as a holistic self-estimation as a teacher and his place in the pedagogical process.

Keywords: *educational ideal, modern paradigm of education, identity, professional identity.*

Discovering the problem of modern education it's necessary to notice that nowadays there are two of its types: formulating or traditional and personality-oriented. The last one is based on humanistic principles. In first case educational ideal correlate with such way of personal development which is primarily associated with the accumulation of knowledge and skills. In second case, the educational ideal is not only available ZUN, but also in the development of humanistic principle in human, a wide range of personal qualities of the students. One might add that a modern educational ideal is associated with the generated willingness of the individual to the continuous accumulation of ZUN, independent and self-renewal of their personal qualities and the desire for self-development, self-improvement.

Thus, the paradigm of modern education includes new objectives aimed at self-realization of a student and teacher through the assimilation of human values; correlated with the personal needs of the subjects of the educational process; system of student-centered methods and forms of education, the introduction of a democratic style of pedagogical and professional communication, taking into account individual characteristics of students. Sense of the pedagogical process is the development of the student, turning to his inner world, his personality.

Touching upon the issue of the educational ideal, it should be noted that according to V.B. Novichkova, it is most often associated with "generalized ideal way of personal development, which is associated with socio-economic, political and spiritual living conditions of the people, with the picture of world view that appears in a certain ethnic or multi-ethnic community and develops socialized view of the world and man's place in it in a multicultural space of life of a particular era". [4, p.54]

The process of knowledge objectified experience made inseparable from the individual student. Therefore it is necessary to solve the problem of the transfer of student learning object into a subject of creative self-study, which is possible when a certain level of professional identity of the future teacher.

Urgency of the problem of formation of professional identity is that it allows the student to adequately their abilities, capabilities, interests, self-determination in the profession, to understand their strengths and

weaknesses, purposefully and consciously build my life and professional career.

The term "identity" is entered in the dictionaries of the humanities in the second half of the twentieth century. This problem involved philosophers, sociologists, psychologists and teachers.

If we examine this phenomenon in terms of identity, human uniqueness, the formation of personality, consciousness and self-consciousness, it is necessary to turn to philosophy and to these thinkers and scientists, as Socrates, Plato, Kant, G.Gegel, Heidegger, P. Ricoeur, P. Florensky, V.Bibler, Bakhtin, M. Mamardashvili etc.

In psychology, the emergence of the term "identity" is associated with E.Eriksonom who understands it as the internal continuity and identity of the individual. According to his ideas, identity is a structure consisting of certain elements experienced by both subjective sense of identity and continuity of the self in the perception of others who recognize this identity and continuity. Sense of identity is accompanied by a sense of focus and meaning of his own life and confidence in the external approval [7]. E. Erikson considered psychosocial identity as a necessary condition for the health of the individual, its internal consistency, stability, as an important personal need.

A.Vaterman convinced that identity is connected with the presence of a human of clear self-determination, which includes the choice of goals, values and beliefs which a person is guided in life, and that part of the structure of the phenomenon. According to the scientist, identity has both procedural and substantive side. The first includes the goals, values and beliefs, and to the second: the choice of profession and career path, and the adoption of the revaluation of religious and moral beliefs, the choice of political opinion, the adoption of a set of social roles. [1]

I.V.Antonova, summarizing the results of studies on the phenomenon of identity that distinguishes it from the trend. Here are some of them: identity is structured to informative and evaluative elements; there are two aspects of identity: personal and social, the latter is the primary and formed by the interaction of the individual with others; identity is a dynamic structure, develops throughout a person's life, and it is the development of non-linear and irregular, can occur in both progressive and regressive in the directions. At the behavioral level, identity is seen as vitally important process of solving problems about yourself and your life, which is associated with self-determination. [1]

I.D. Bekh defines identity as "inner, subjective state of the individual, which expresses its self-awareness as a kind of stability, self-identity, I experience a constant, its preservation" [2, p.45]. Further, the author separates the notion of identity and identification, the last determines the mechanism and process that shape the identity.

On a similar position is Sh.Nadirashvili, noting that the subject observes the object, copies the outward forms of his behavior and actions, as well as his inner feelings and personal meanings. [8]

A. Bandura sees in the identification process of copying the subject of thoughts, feelings and actions of another person who plays a role of a model.

Thus, identification is the process of formation, functioning and development of identity, while the latter it is more a social product that arises from the dialectical relationship of the individual and society.

It should be noted that there are two points of view of scientists on the nature of professional identity. So, Yermolayeva E. P. believes that professional identity is the product of a long professional development that occurs at high levels of comprehension of the teaching profession and is inherent already experienced teachers who have a solid professional basis. Others, such as U. Rodygina, B. Shneyder, etc., on the contrary, believe that professional identity can develop in students in the learning process at the university and vocational training is the source of its formation. We share the latter view and we believe that it is teaching high school gives you the opportunity of the future teachers to recognize the social importance of the teaching profession and its responsibility to society for the results of their teaching activities, a highly professional competence, professional identity, a stable reflexive position, expressed in constant need for self-esteem, introspection, pedagogical activities, the availability and self-correction personal and professionally important qualities necessary for full creative teaching. At the heart of the future teacher professional identity is the process self-comparison with educational ideal and is the stimulus that leads him to comprehend the profession through self-development, self-education, self-improvement.

Professional identity of students L. B. Schneider structures as follows: knowledge about the extent of its compliance with professional standards and its recognition in the professional group; understanding of themselves and their work in the future; correlation of professional activity and the image of "I". [6]

Pedagogical point of view on the issue of professional identity expresses E. F. Zeer who sees in this phenomenon the professional self-image, which is composed of stereotypes and the uniqueness of his own "I"; awareness of its identity with the professional way "I" [3].

It can be concluded that the basis of the formation of professional identity serves professional identity.

In our opinion, teacher self-reflection is focused on the transformation of the subject of pedagogical reality, and suggests a generalized, evaluative and focused reflection and constructive and creative transformation of pedagogical activity in the pre-construction activities and mental anticipation of the results, in a reasonable regulation and self-comparison of own behavior, and also complete a self-evaluation as a teacher and his place in the pedagogical process.

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