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SOCIAL AND PERSONAL IDENTITY OF A FUTURE TEACHER

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Abstract. *In the article the author discloses scientific approaches to forming professional readiness of future teachers to pedagogical activity as well as the meaning of identity as a notion. It is stated that scientists use a synergetic approach enabling the study of various types of identity which form its integral structure. The article contains an example of students' work performed during their practical pedagogical activity where they combined two types of identity while working with school children: social identity and personal one – which helps them gain professional experience.*

Keywords: *identity, personal identity, social identity, professional readiness, synergetic approach, pedagogical activity.*

Introduction. In the young age every person experiences a crisis related with the necessity of self determination which happens in the form of a number of social and personal choices and identifications. Incorporation of a person into a certain kind of professional activity is possible in case the person is in such a subjective state when they consider themselves able and well prepared to perform the activity and is willing to self-actualize professionally. But according to K. Platonov, a subjective understanding of a teacher their state of readiness to the activity not always coincides with the objective professional readiness to the practical performance [4, p. 105].

In K. Platonov's opinion, the main notions in the problem of professional preparation of future teachers to their pedagogical activity are 'readiness', 'preparedness' and 'preparation'. Modelling a structure of readiness as an integrated formation of a person, clarifying methods of its investigation and mechanisms of creation are subjects of psychological studies, pedagogy of higher educational establishments and its applied fields. Their result is to determine modern approaches to the goal, tasks, content of education in a higher educational establishment, its structuring and developing technologies of forming professional readiness. In the broader sense readiness is treated as a result of labour education. Another meaning comprehends a need of labour which is specified by a certain profession and is understood as a result of professional education and training; in this aspect readiness is treated as a level of professional development and social matureness achieved by a person. The most exact definition includes a readiness to the activity which has to be performed in predetermined or probable conditions; readiness is understood as a result of psychological preparation and work of mobilizing mechanisms [4, p. 28].

As it is stated in the Law of Ukraine "On Education" the result of a teacher's activity depends on the professionalism which is expressed in the level of development of the school children, their ability to self-determination and self-actualization. The latter depends on the quality of educational services

which has to be ‘adequate to the world level of general and professional culture of the society’.

Aim of the article is to disclose scientific approaches to the problem of professional identity of a future teacher and the factors which influence its development; to analyze the connection between the personal and the social in the identity development.

The problem of readiness to pedagogical activity is not a new one. Being based on the researches of Y.Dvornikova, A.Zubenko, L.Kondrashova, Z.Kurliand, A.Linenko, S.Nikolaienko, N.Regush and others, today it is gaining even more development.

There are two types of readiness: long-term and situational ones. According to Z.Kurliand, a long-term readiness is formed beforehand as a result of specially organized influences. It is the most important condition of a successful pedagogical activity [2, p. 227].

In our opinion, readiness of a future teacher to pedagogical activity is characterized by forming their professional awareness and professional identity.

In philosophical systems of J. Locke, J. Hume, G. Leibniz, I. Kant and G. Hegel the notion of identity is given a role of guarantee of personal responsibility for their actions based on the integrity of their life.

The international and Ukrainian scientific schools have elaborated general and specific traditions of investigating identity as an individual and social phenomenon. Most commonly there determine two aspects of identity: a personal aspect and a social one. Identity is a changing structure which develops during the whole life going through crises and may change in a progressive and a regressive direction, that is to be “successful” (effective) or “negative” (the person rejects any interactions). In this aspect identity appears as a primary and essential condition to personal development. Detecting of various types of identity is preceded by the following parameters: presence and absence of aims, crises, an ability to form life policy, openness to choice, strength and presence of decisions regarding the formation of the self, purposefulness, an ability to master the current experience and knowledge. Changes of identity are a result of social changes. A. Zubenko in the research work “Interaction of personal and social identity (social and philosophical analyses)” aims at social and philosophical analyses of identity as an integrated social phenomenon through the interaction of personal and social identity in terms of civilization changes in the world and transformative and modernizing tendencies in Ukraine [1, p. 5].

In her opinion, a characteristic indicator of identities system development is presence of competition mechanisms among identities, selection of the most steady ones, arising of new identities which ruin the settled programmes of development. The mechanism of identities system development is connected with the provision of their highest possible variety.

As major subjective and objective factors of personal identity, being detected on various age stages, the researcher has determined the following ones: subjective factors – feeling and awareness of your own body, identifying yourself with someone else (a close, an important, a needed person), with groups, values; separating yourself from the whole world; integrity and temporal duration of your own life; and ability to perform self-evaluation, to have your own view of life, an ability to create contents, an ability to distance yourself from a certain activity and enter a conditional reality of symbols and signs; objective factors – appreciation of others, everyday world, science and art, cultural and social standards and stereotypes, integrity of world structure; factors being in between of the subjective and the objective – games, self-determination through acquiring competences, professional activity [1].

Basic mechanisms of social identification reside in comparing (or contrasting) interests, views, values, models of behavior of their group (community) with interests of another group, building a border line between “the outer” and “the inner”, “us” and “them”, a simultaneous formation of the image of “us” and “them”; creating ideal and situational self-identifications. It is argued that to form a social identity a critical factor is a historical experience, values of a certain society in the process of its historical development and the degree of their acceptance by every given individual [1].

In addition, the researcher states that the interaction of personal and social identities is different for every individual, as it depends on the type of identity the person chooses: an independent or an interdependent one. In those having “the interdependent self” the social identity prevails as they tend to describe themselves in terms of social roles. In those having “the independent self” the personal identity prevails, as they tend to describe themselves in terms of psychological traits and the foundation of their attitude to the self is an ability to express their personal traits.

The scientists argues that during the time of the industrial society’s existence the society, the state and other social institutions have attempted to restrict the possibility of individuals to identify themselves, trying to make them perform strictly defined roles at the very time when such opportunities are increasing due to the existence of numerous real and virtual communities and new identification programmes are emerging. The personality itself, because of the underdevelopment of inner potential, very often appear to be incapable of detecting their own activeness in choosing the opportunities given. Thus, a necessity in self-development and self-education arise [1].

It has to be mentioned that in current conditions identity is impossible as a final result and only reveals itself as a continuous process of identification, as a constant search for the self.

With the help of the synergetic approach, the scientist has studied the structure of identity not only in its integrity, but also in its dynamics and development, in the interaction of the inner and the outer, rational and irrational

aspects. Personal and social identities appear to be co-existing and interconnected ones influencing each other.

Applying a synergetic approach to the study of identity has enabled A. Zubenko to generalize different views on the process of identification and describe it as the one that is subject to transformations in the process of human life as a result of a person's interaction with the social environment leading to changes in the inner structure of a personality. In this case the kinds of identities could be treated as different aspects or subidentities which form an integrated structure of identity and are irregularly actualized in various periods of a human life depending on individual characteristics and social context [1].

N. Regush while studying the professional identity of a teacher has also determined its types in the structure of consciousness which are social identity (family role Self, communicative Self, professional Self); personal identity (physical Self, spacial and temporal Self, communicative Self, professional Self). In her research, the scientist uses two approaches to detecting types of identities in the integrated structure of consciousness: imaginative and verbal presentations of Self-images. The researcher has found that the place of professional identity in the structure of consciousness is preserved given various work experience. However there are discrepancies between the real Self and the ideal Self. Teachers would like to intensify their authoritative style of work realizing, nevertheless, that an authoritative teacher could not fit the personally oriented pedagogy [5, p. 135].

Considering that the profession of a teacher is the most important one in the world, it's hard to disagree with A. Lukiianchuk that identification is impossible without comparison and without communication; only as a result of interaction, direct and indirect ones, with a different group a certain community discovers its "special" characteristics. It could be concluded that identity is a symbolic means of connecting with one group of people and distinction from others [3, p. 35].

While studying professional identity of a fifth-year student at the end of a school year we suggested a group of students to write a composition "I am a Teacher". Unlike the first-year students the students graduating from the university have defined a bigger number of professionally important qualities having a deeper understanding of various components of professional activity.

Identifying yourself as a future teacher in different periods of university studies is also characterized by the change of perception of certain qualities as professionally important which include friendliness, authoritativeness, democratic character and insistence on high standards.

However, last-year students like teachers with different work experience are also more inclined to intensify their authoritative characteristics, though understanding that such trait of a teacher does not correspond to the humanistic pedagogy and is in contrast to the present time demands. Being aware of this fact the students as future teachers in their work with children choose different

personal qualities as important ones, which they try to be identified with, that include an ability to cooperation, tolerance, independence, interaction based on friendliness etc.

Let us draw an example of our work with students graduating from the university during their practical pedagogical experience. Students need to demonstrate the knowledge of the methods of teaching English as well as skills to use in practice professionally important qualities of a teacher, which helps children master the knowledge with ease.

Thus, working as a teacher of English a student considers different level of skills that school children in their class possess. Use of a differentiated approach to the level of difficulty of the tasks given to the children is a demonstration of the student's knowledge of methods of teaching English. At the same time the student demonstrates the social identity planning the tasks in such a way that weaker children could successfully cope with the tasks given, getting rid of the feeling of their incapability to master the language and, as a result, changing their attitude to the process of studies making it more positive and open to the new knowledge.

Another example of applying social identity in the process of practical pedagogical work at school could be using project type of work with children. Developing their own project in English which may be dedicated to such interesting for the school age topics as «My Favourite Music Band», «The Most Beautiful Places in my City» or «My Hobbies and Future Career», children become more submerged in the culture of their land and their contemporary time thinking about their social role in the society. During such type of project work a student trying the role of a teacher encourages children to do a creative research and find their place in the world.

Students can realize the personal identity while having practical experience of teaching English at school by holding to themselves their own tendency to being too authoritative and avoiding excessive psychological pressure over the school children when they unsuccessfully cope the tasks given or don't demonstrate the expected interest to them. In this case a student avoids using imperative phrases such as «Don't look around, look at the whiteboard! Describe the picture with the girl that you can see there» or «Do the task once again – there are a lot of mistakes!» Instead of them the student uses motivational phrases aimed at finding out the personal opinion of the children. Moreover, the teacher suggests to do the task together with them demonstrating this way that the process of learning a language is a mutual creative work of a teacher and a child. Instead of the sentences given above a teacher could use the following ones: «Have a look at the picture hanging on the whiteboard. Why do you think the girl is happy? Let's try to make a story about what happened to her», «Why don't you revise the task again, your neighbor would like to check it with you».

Conclusions. The choice of interdependent identity in the process of interaction with school children during the school year enables future teachers to combine social and personal identities enriching their professional experience for the independent pedagogical activity.

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**COGNITIVE STYLE APPROACH TO PSYCHOLOGICAL
SUPPORT OF INTELLECTUALLY GIFTED STUDENTS**

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Abstract. *Modern approaches to the problem of intellectual giftedness and creative abilities are examined. The author sustains individuality-based specificity of the phenomena of intellectual giftedness and creativity, the effectiveness of cognitive style approach to testing them is substantiated.*

Keywords: *intellectual giftedness, IQ, creativity, cognitive styles, psychometric approach, individuality.*

The topicality of the issue under consideration is determined by the fact that the development of intellectual giftedness of children, their psychological and pedagogical support are mandatory tasks for the modern system of education. Systematization, synthesis and interpretation of empirical data on the subject