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REVIEW OF THE MAIN STRUCTURAL COMPONENTS OF FUTURE TEACHERS' FEELINGS CULTURE

The article presents the review of the following structural components of future teachers' feelings culture: individually incentive, cognitively active and reflexively variative one. It has been proved that the feelings culture is conditioned by both personal characteristics and abilities of teachers, as well as by the conditions of its formation in the process of personal and professional development. All the singled out components of future teachers' feelings culture are closely interconnected, they are interrelated and interdependent.

Keywords: *feelings, culture, structure, components, conditions.*

The article is aimed at revealing and describing the main structural components of future teachers' feelings culture.

Summarizing various studies [3] regarding the structure of future teachers' feelings culture it is possible to distinguish the following components in its structure: individually incentive, cognitively active and reflexively variative one.

An important part of the first component, in our opinion, is a valueable attitude to professional and educational activities, which, according to some researches [9, p. 400], is a special type of adults' socially useful activity, deliberately aimed at preparing the younger generation for life according to economic, political, moral, ethical objectives that allows us to consider it as organic, purposeful part of the educational process aimed at developing child's personality. In some works [10, p. 24] it is also considered as a special kind of social activity aimed at transferring culture and experience accumulated by mankind from older generations to the younger ones, creating conditions for their personal development and preparation to perform social roles defined in the society.

Professional activity, as noted by V. Kurok, requires a teacher's awareness of the importance of his/her role in the society, profound knowledge and positive motivation to be engaged in it, because without inspiration and creativity, the ability to adequately observe the cognitive activity of students it is impossible to stimulate their mental development, as well as the development of their cognitive interests, abilities and independence in learning. Basing on the abovementioned, we can note that in the process of studying at a higher pedagogical educational institution it is necessary to form valuable attitude to prospective professional activity in future teachers.

According to some studies [13, p. 125-126], a teacher should perceive professional activity as a part of his/her own lifestyle, to make his/her own attitude to it positive through individual experience, enriched by innovative pedagogy. These data give us a reason to assume that the valuable attitude to professional and educational activity causes a feeling of satisfaction with it, which helps to

carry out the educational process in a professional manner. Satisfaction with the chosen profession, conscious professional position, the constant confirmation of one's own effectiveness, necessity and usefulness give rise to a special emotional state that is professional optimism promoting self-assertion, self-realization in the profession [11, p. 16]. We would add that without a sense of satisfaction with pedagogical activity a teacher would not be able to form students' sense of satisfaction with learning, develop their cognitive interests, create and educate their feelings culture, etc. In view of the above mentioned, it may be noted that the valuable attitude to professional and educational activities is a necessary part of individually incentive component in the structure of future teachers' feelings culture.

Another part of the given component can act through teacher's empathy. The content of this peculiarity describes the understanding of relations, feelings and mental states of another person in the form of empathy. Empathy is associated with the acceptance of another person usually the way he or she is. Some experts also call it emotional resonance to the experience of another person.

In the studies dedicated to the issue of empathy two main areas have been singled out: cognitive and emotive. Thus, the representatives of the first direction [8; 9] understand empathy as a process of person's cognition aimed at analyzing personal qualities and define it as the awareness of another person's inner world. At the same time, experts of emotive direction consider empathy as the emotional state that arises as a response to the individual feelings of another person, as the ability to worry about his/her emotional state. In this case researchers note that the development of empathy can be characterized as follows: from perceiving partner's negative emotions to comparing them with one's own experience; from compassion based on the identification with another person to empathy, wishing this person to feel well; from compassion to another person to consideration in one's own behavior the states, feelings and wishes of others.

In some other studies a wide range of empathy manifestations is considered. In one case a person gets totally immersed into the inner world of his/her communication partner (namely experiencing his/her feelings, compassion). In this case a person is called affective or emotional. In another case a person understands his/her partner's feelings without getting emotionally involved into the partner's inner world. Such approaches make it possible to distinguish different levels of empathy: compassion (when a person experiences emotions completely identical to the partner's), sympathy (emotional response, encouraging, helping somebody), affection (warm, friendly attitude to other people).

There is no doubt about the necessity of developing empathy in the process of teachers' work. The importance of teachers' empathy was also emphasized by V. Sukhomlinsky, who considered it as a professionally important teacher's quality. In particular, he pointed out that "teachers should begin with elementary, but at the same time the most difficult things, namely with the formation of the ability to feel another person's state of mind, to be able put themselves in others' shoes in different situations". Also the author argues that "the deaf" to others are "deaf" to themselves: emotional evaluation of their own actions as the most important task of self-education is not available for them [15].

So, summing up the results of these and other studies, we can say that empathy as the ability to feel the emotional states of other people, including students, understanding their feelings, needs and values and providing them with assistance and support is a necessary part of future teachers' feelings culture.

The important thing of teachers' professional activity, which we consider as a part of individually incentive component, is the ability to take responsibility in relations with other people. In different studies such indication is described at the level of social responsibility and expressed in such terms as: accuracy, punctuality, loyalty of an individual in the performance of duties, willingness to be responsible for the consequences of one's own actions, honesty, and justice. It also can be characterized by the following specific emotional and volitional features as the ability to empathize, sensitivity to others' pain and joy; volitional qualities: perseverance, stability, boldness, endurance and others.

In other studies [7] responsibility is considered in close connection with self-control as well as internal (where an individual takes responsibility for his/her own actions, deeds) and external locus of control (where a person already believes that his/her actions depend on external factors, other people or a case). The characteristic features of people of the first type, according to the author, is recognition of such moral values as kindness, tolerance as well as perseverance and diligence in study and work, initiative, self-criticism, a tendency to analyze one's own behavior, confidence, the ability to push the matter through, explain the failure and others. Persons of the second type have the inherent qualities such as brutali-

ty, proneness to conflicts, lack of initiative, selfishness, hostility, envy and expressed irresponsibility, etc.

In this respect, it should be noted that V. Sukhomlinsky constantly drawn teachers' attention to the fact that their work was characterized by high social importance and responsibility. Thus, in his "Hundred pieces of advice to a teacher" he writes that "one of the most important features of teacher's creativity is that the object of his/her work is a child, who always changes, he/she is always new, and today is not like he/she was the day before. Our work forms and develops individuals, and this imposes a special responsibility on us that is incomparable with anything" [15, p. 421].

Even more detailed this issue is considered in the work of I. Bekh [2], who states that the sense of responsibility in teacher's activity combines his/her professional efforts with a common intellectual and sensual state of a student. Age-old educational standards, directing the focus of teachers' professional liability simultaneously determine its measure based on their achievements or non-achievements. This is the traditional professional guidance on this important formation in the structure of teacher's mastery. Further it is highlighted that the professional activities of a teacher should be consistent with his/her ability to predict moral formation and development of pupils. If the actions of a teacher find students' positive responses and ensure the achievement of the planned objectives, then his/her predictions about pupils' moral developmental become a sufficient mobilizing force [2].

Another view in the study of this issue is expressed in the number of other scientific works. According to the set out positions the activities of an individual are crucially influenced by soul that combines intelligent and unintelligent elements, the interaction of which stimulates responsibility. According to the author, responsibility arises when properly directed mind is consistent with the movement of feelings, and movement of feelings in consistent with intelligence.

Summarizing the given data, we can state that responsibility is a necessary professional quality that is clearly represented in the culture of teachers' feelings, and it should be present in the process of teaching and professional training of students.

Another important component of teachers' feelings culture is considered as justice. Without the latter, they will not be able to build positive relationships with students. Justice is a synthetic scientific category that organically combines cognitive and axiological aspects. Basing on the number of studies, we can mark that it represents the possibility to judge fairly basing on person's behavior as well as his/her intelligence, i.e. the ability not only to formulate the ultimate goals, but also to provide substantiation to their wishes, decisions as well as soberly judge events in which they are involved.

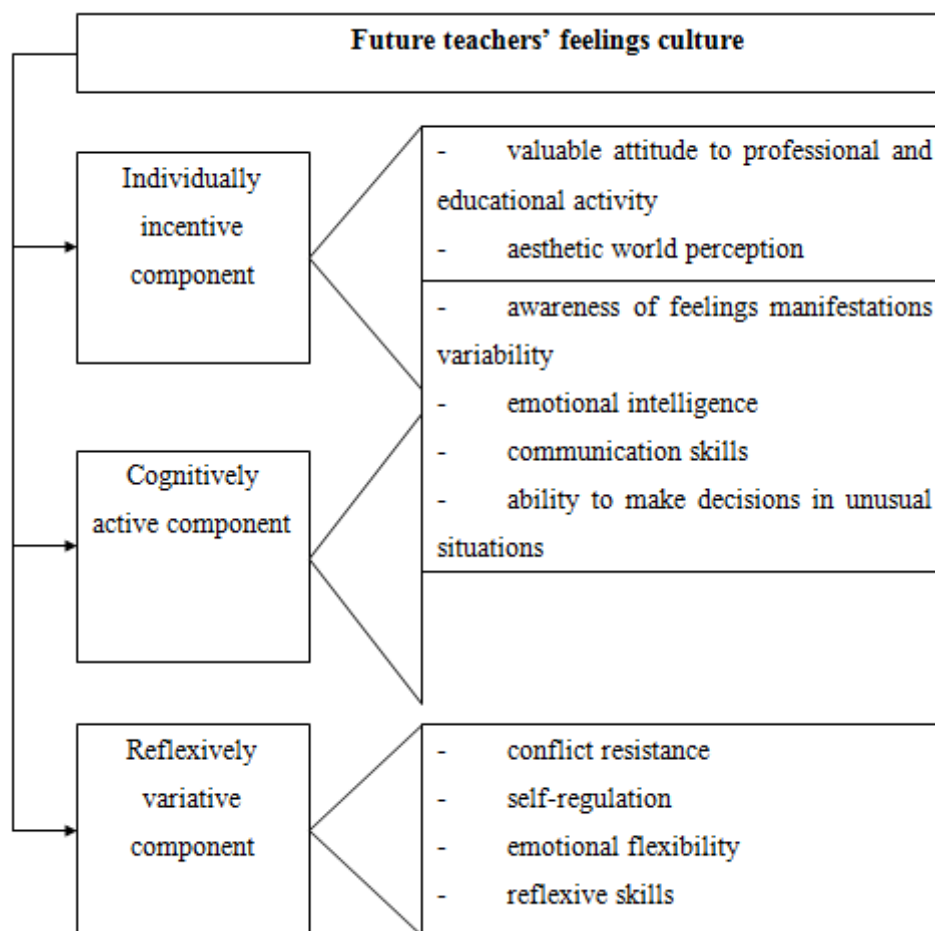
The requirements of justice raise the question of respect for the society, and therefore people's respect for each other. In this approach justice is an important quality which must characterize every teacher, because it reflects

the value attitude towards a child. It is known that justice is the highest level of simple, natural morality, developed by centuries-long human activity.

Humanistic ideas about the organization of interaction with students from a position of accepting social and moral standards of society by students' individuality were the subject of Lawrence Kolberg's researches, who considered democratic governance at school as an important educational tool. He is the author of the idea of creating a "fair society", which influenced the practice of education and in the basis of which the cooperation of teachers and students in American universities and schools was organized. Humanistic heritage of L. Kolberg is associated with the organization of the system of justice-based education at school. He called the latter not a character trait, but a "reason for the action". The important results of his research also include the point which states that the edu-

cation based on the promotion of an individual from the lower to a higher degree of moral development is considered as "education fairness" in the universal and general cultural senses. In our opinion, it is impossible to over-emphasize L. Kolberg's ideas about the role of justice in the professional activity of teachers, who have to implement it in the interaction with students and bring up this moral sense in them. Summarizing these and other studies, we can say that justice is an important part of individually incentive component in the structure of teachers' feelings culture.

A necessary part of cognitively active component, in our opinion is understanding feelings and their manifestations in everyday life of an individual, because without them it is impossible to carry out any activity, and especially to form feelings culture of students.



Pic. 1. Structure of future teachers' feelings culture

O. Yakovleva notes that the perception of one's feelings is a precondition for awareness of one's identity. M. Kuznetsov has the same opinion. He emphasizes that advantage of positive or negative character traits, which in turn stand on individual typological characteristics of personality and educational influences, depend on emotions and feelings of an individual. In the view of this, the scientist emphasizes that the learning process should pro-

vide conditions for a harmonious formation of the basis for future teachers' feelings culture, which results in the increase of their competence on the formation of necessary skills in children to manage their feelings (anger, anxiety, fear, guilt, shame, compassion, empathy, pride, generosity, love, etc.); teach them to understand their emotional state and reasons of its origination. Instead, in order to carry out such activities, a teacher should have

special knowledge about feelings, their role in establishing a harmonious relationship with the surrounding people, be prepared to show his/her feelings under socially accepted and approved methods. Considering the abovementioned, the education of future teachers faces the task to give them the specific knowledge about their feelings, teach them to understand their emotional states and surrounding people; give them the idea of the way of manifesting their feelings and improve the ability to manage them.

In this regard, different studies ([1] and others) emphasize that knowledge and understanding of the behavior standards supplemented by emotional attitude towards them, turn into beliefs and become “internal motivation” to activity and behavior. Summarizing the ideas of the research of I. Bech [2], we note that a child must learn “emotions alphabet” with the help of a teacher (in our case “feelings alphabet”), which involves learning to recognize feelings and emotions and associate them with the appropriate facial expressions, pantomimicry, words, developing the skills to use them for responding to various life events and expressing emotional sensitivity to the state of others.

However, without having sufficient knowledge about feelings and their role in human life, future teachers will not be able to form their feelings culture and create a culture of feelings in their future students. Considering the mentioned above it is possible again to state that the knowledge about feelings is an important part of future teachers’ culture.

Equally important for the future teachers’ feelings culture is emotional intelligence. The latter, according to the concept of J. Meyer, P. Selovey [19], describes the capabilities that promote awareness and understanding of one’s emotions and the emotions of surrounding people. Other researchers consider emotional intelligence as a form of positive detection of man’s attitude towards the world (its evaluation as such in which a person can make a successful livelihood); others (as worthy favorable attitude); to him/herself (as capable independently determine one’s life goals and actively work towards their achievement and worthy self-respect).

Emotional intelligence is considered by some scientists [18] as substructure of social intelligence that involves the ability to observe one’s emotions and the emotions of others, to distinguish them and use to control the thinking and actions. The author points out that emotional intelligence is not the opposite to intelligence, not a triumph of mind over the senses, it is a unique intersection of both processes.

The final product of emotional intelligence is a decision based on reflection and understanding of emotions, performing differentiated assessment of the events that have personal meaning. Emotional intelligence, according I. Bech [2], produces non-obvious ways of activity to achieve goals and meet needs. Unlike the abstract and specific intelligence that reproduces patterns of the outside world, the emotional one reflects the inner world and

its relationship with individual behavior and interaction with reality.

A mixed model of emotional intelligence, according to D. Goleman [4], describes the combination of cognitive abilities and five personality traits: identification of emotional states, understanding the relationship between emotions and actions; control of emotional states, control of emotions and the replacement of undesirable emotional states by the adequate ones; ability to enter emotional states that contribute to the success; the ability to understand the emotions of others, to be sensitive to them and manage the emotions of others; ability to enter suitable interpersonal relationships with others and support them. According to D. Lyusina, emotional intelligence is the ability to understand one’s own and others’ emotions and to control them. This means that a person can recognize the emotion, identify it and find its verbal expression; understand the reasons which have caused this emotion, and predict its consequences.

As we can see, various scientists express similar opinions regarding emotional intelligence. Based on their statements we can also talk about the need for the formation of emotional intelligence in future teachers, which is an integral part of their feelings culture.

Considering the fact that a profession of teacher is full of different emotions, students should learn to control their feelings, which means the ability to control the intensity of their emotions, as their strong manifestation may lead to the negative consequences in relations with students. Thus, emotional intelligence can be singled out as a significant part of cognitively active component in the structure of future teachers’ feelings culture.

Another important part of the feelings culture is the presence of the communication skills in students-teachers, which by the definition of Ye. Rapatsevych [14], are individual psychological personality characteristics that ensure the effectiveness of communication and coexistence with others. The author distinguishes the following properties of communicative skills: openness to initiate the contacts, the response to the initiative of others; manifestation of one’s willingness to communicate by means of words and facial expressions; the ability to share information; listening without interrupting, establishing joint cooperation, etc.

Considering the pedagogical activity as a creative process, B. Kan Kalik [16] argues that in order to implement the educational process it is necessary to perform the following tasks: to communicate in public; to organize purposeful communication and manage it; to orient quickly, efficiently and correctly in terms of changing conditions of communication; quickly and accurately find communicative tools that are adequate for both the creative personality of a teacher and a communication situation, as well as individual features of a pupil; to support the feedback in communication.

Other researchers point out that communication skills of a teacher provide the ability to set pedagogically appropriate relationships with every student, student

groups, their parents, and other teachers; find contact, a common language and the right tone with different people in different circumstances and so on. They singled out three interrelated groups of the mentioned skills: perceptive skills, proper communication skills (verbal), competencies and skills for teaching techniques. According to the authors, perceptual skills include the ability to perceive and adequately interpret information about signals from the communication partner; to understand the personal nature of other people, see their individual characteristics and differences from others, etc. The ability of pedagogical communication, in their view, is the skills that are closely related to memory and attention (the ability to restore the features of the previous communication with the student audience in memory, to predict students' behavior; to perform communicative attack, create the atmosphere of collective search, etc.). All these features are considered by some experts in the aspect of pedagogical technology. The latter is understood as a set of skills and abilities necessary for pedagogical stimulation of every student in particular and student collective's activity in general: the ability to choose the right style and tone of communication, have a sense of pace, control own body, clearly transmit information and so on.

In a somewhat different aspect M. Vasilieva characterizes communication skills, considering them as a component of pedagogical culture of teachers. She distinguishes the following skills: planning communication; determining behavioral strategy; entering a situation and coming out of it; orienting in communicants; taking into account the age and individual characteristics of students; choosing the means of communication for different situations; using verbal and nonverbal (gestures, facial expressions, pantomimicry) means of communication; implementing paralinguistic (voice, tone, range) and extralinguistic (speech tempo, logical stress, pause) systems of signs; listening to the interlocutor; using personal space ("space area") in communication; acting adequately in unusual and conflict situations.

The need for the purposeful formation of communicative skills is also emphasized by other researchers, who point out that techniques of establishing contacts, the ability to see, feel, perceive, understand a speech partner, knowledge of the laws of social interaction between people, possession ways and means of verbal and nonverbal communication, etc. requires serious system training. The authors singled out two conditional groups of these skills: perceptive and productive. To the perceptual communicative skills of a teacher, according to their classification, we can refer the ability to identify and understand the mental state of every student and the mood of the class (group); distribute attention between different components of the educational process; predict a student's behaviour as of a speech partner; hear and see the mistakes in students' communication behaviour; determine the approximate level of speech skills without specific testing, etc. Among productive communicative skills of teachers the authors distinguish the ability to create a

communicative atmosphere, set verbal contact with students and maintain an atmosphere of communication in a group, complete verbal contact, regulate student's behavior as of a speech partner, modify the functional state of a student in the right direction.

Summarizing these and other studies, we can say that communication skills are essential elements of cognitively active component in the structure of future teachers' feelings culture.

Another important part of this component should be considered as the ability to make decisions in unusual situations. We know that a teacher constantly has to make various decisions, quickly respond to situations that arise in the course of interaction with students. According to V. Chernobrovkin, decision-making is an inalienable phenomenon in the professional activities of a teacher. Traditionally such situations are defined as problematic. They can be seen as correlation of terms and conditions for the activity deployment of an individual or a group containing contradiction and no ready solutions, fixed in the past experience. In this aspect, the ability to make the right decisions is directly reflected in the culture of teachers' feelings.

Other studies indicate that the decision-making is the basis of any purposeful activity and is a part of its psychological structure as a necessary and integral component. The author argues that the capacity for decision-making is an essential part of personality that determines the nature of social activity, the ability to develop new strategies to life, to adapt to rapid social and economic changes in the society. According to B. Lomovyi, decision-making includes actions such as identifying the problem situation, imaginary nomination of different solution options (hypotheses); assessment of nominated options; choice of the one that ensures the achievement of the desired result.

In this regard, A. Kuzmin [8], investigating the problem, emphasizes that the process of mutual decision-making teaches students to predict the actions and intentions of each other, to interpret similarly the various elements of situations, to master reflexive methods and skills to adjust one's own and partners' activities, that allows to solve objectives and establish closer business contacts. In this case we can talk about the formation of the intellectual and feelings culture.

Thus, the ability to make the right decisions by teachers in unusual situations, which do not harm the students, is an important part of their culture, which is reflected in different feelings.

The final component in the structure of future teachers' feelings culture is a reflexively variative one, which should contain such qualities as resistance to conflicts, emotional self-regulation, emotional flexibility, and reflective skills.

It should be noted that the activity of teachers is full of various conflict situations that arise in the process of communicating with students and their parents. So in the process of training future teachers at higher pedagogical

educational institutions it is very important to develop skills for preventing conflicts in the educational process.

According to G. Lozhkin, any conflict reflects the clash of incompatible views, attitudes, interests, values of two or more people and actions that impede the achievement of the desired result of activity, satisfaction of significant personal needs and goals. On the other hand, it can be still argued that proneness to conflict is an undesirable quality for a teacher, because it destroys the system of relations between a teacher and students, causes the state of deep stress, as well as the sense of dissatisfaction.

Possible conflicts between a teacher and a child, a teacher and parents, a teacher and staff, according to V. Sukhomlinsky, is a serious problem of the educational system. Conflicts are often arisen when a teacher's attitude towards a child is unfairly. The author writes: "Think of a child correctly and there will be no conflicts. The ability to avoid conflicts is one of the components of teacher's pedagogical wisdom. Warning a conflict a teacher not only preserves, but also creates the educational power of the collective" [16].

The perception of a situation as a conflict by a teacher makes him/her and a child to feel negative emotional experiences such as increased anxiety, fear, hostile feelings, the desire to resist, prejudice, aggression, etc., prevents a positive emotional climate in a class and as a consequence worsens the educational process.

These data give us reason to note that teacher's ability to prevent conflicts and successfully overcome them is an important part of his/her feelings culture.

Another element of reflexively variative component in the structure of future teachers' feelings culture can be defined as emotional self-regulation. According to A. Prohorov [12], self-regulation is the control of one's own psycho-emotional state, which is achieved by influencing oneself with words, mental images, and breathing. The basis of the essence of self-regulation is to be aware of what is happening in any given situation, life "here and now". Often unconscious shame, guilt turn into anger, irritation, aggression or depression that seem unjustified or for which illogical reasons are searched and which a person tries to suppress. Such expressions of feelings are especially dangerous for teachers because they negatively affect the emotional atmosphere in a class, affect the relationship between a teacher and students.

Self-regulation of emotional state is an important factor in the professional teaching activity. The need for its manifestation occurs when a teacher faces new, unusual, difficult problems, which have no unambiguous decision or provide several alternatives. Self-regulation is also necessary in a situation when a teacher is in a state of high emotional and physical tension, or if he/she is assessed by children, colleagues and others. Self-regulation of emotional state is the control of both cognitive processes and personality: behavior, feelings, emotions and actions. According to P. Selovey [19], it provides for the implementation of such abilities as: recognition of own feelings and emotions, possession of own feelings

and emotions, understanding the feelings and emotions of others.

Therefore E. Utkin notes that the problem of emotional self-regulation is one of the most important psychological and pedagogical issues facing both personal and professional development of teachers.

The significance of emotional self-regulation as a necessary component of teachers' feelings culture is emphasized by B. Dodonov [5], O. Chebykin [17]. The immaturity of emotional self-regulation or its insufficient level may lead to the reducing of the effectiveness of training and education; increasing conflicts in relations with pupils, their parents and colleagues; it also may negatively affect one's health, etc.

Over the past few decades the issue of emotional "burnout" of a teacher has been urgent for different scientists. It is characterized by sleep disturbance, decreased activity level, manifestation of asthenic reactions, increased irritability and eventually decrease of the professional work efficiency. "Emotional burnout" as a state of physical, emotional and mental exhaustion, according to V. Semychenko, is also accompanied by depersonalization (cynicism, negative attitude towards pedagogical work in general, inhumane attitude to pupils, etc.), emotional changes (feeling of emptiness, fatigue), reduction of professional achievements (feelings of incompetence in the professional sphere, the realization of failure in it). It can be argued that emotional burnout is the reason for the teachers' feelings culture and emotional self-regulation immaturity.

In the process of professional training of teachers it is important to foster the skills of emotional self-regulation in them. As a result of self-regulation, according to O. Chebykin, three main effects will arise: calming effect (elimination of emotional stress), recovery of mental strength (fatigue weakening), the effect of activation (increase of psychophysiological activity) [17], that, in our opinion, will facilitate the implementation of future teachers' professional activity at high level.

Another possibly distinguished part of the specified component is the emotional flexibility, because teacher's activity is significantly affected by various emotional states, which are expressed in professional and pedagogical skills. The problem of flexibility, including the emotional one, in teacher's activity was the subject of various studies. So, R. Bendler and D. Hrynder, analyzing it, point out that a future teacher should have the behavior flexibility that is reflected in his/her reactions. The latter can indicate a teacher's ability to change his/her behavior depending on emotogenic situations and circumstances.

In other studies (O. Asmakovets, L. Mitina) flexibility is considered as the variety and adequacy of actions that are manifested both in the external and internal (mental) forms of activity. The authors come to the conclusion that the structure of pedagogical flexibility contains the following various kinds: intellectual, emotional, behavioral, which are interrelated in professional activity. Emotional flexibility of a person is an integral characteris-

tic of competitive personality, which is a harmonious combination of three interrelated and interdependent personality traits: emotional, behavioral, and intellectual.

Practical aspects of emotional experiences flexibility are investigated by I. Bech. According to the scientists, the extremely adverse factor in the moral and spiritual development of an individual is emotional rigidity (the lack of flexibility). This is especially observed when a subject has no formed experience of opposite emotional experiences transformation (for example, vindictiveness – patience, anger – amiability). Emotional experiences different by modality are usually associated only with other people's emotional experience, and this, says the author, is the path to moral primitiveness of a personality. If emotional rigidity becomes stable, such a person can detect negative attitude even in those who treat him/her with great respect.

All this gives us a reason to allocate the emotional flexibility as a part of the future teachers' feelings culture that enables them to control their internal states, to cope with changes in the social environment; act and make decisions under conditions of stressful pedagogical situations.

The last component of future teachers' feelings culture can be distinguished as reflexive skills. It should be noted that the theoretical background of reflection research in psychology was laid by S. Rubinstein in 30s-40s of the last century. The scientists determined two main human attitudes towards life. In the first way of being, according to him, a person is completely into life, all his/her attitude is the attitude to certain events, but not to life in general. He also emphasizes that the absence of such an attitude to life in general is related to the fact that a person is involved into the life, is not able to take a position in thoughts beyond it for its reflection. Another way of existence is associated with the appearance of reflection that as though stops, interrupts the continuous process of life and brings the person in thoughts beyond its borders, as though a person takes a position outside it. Thus reflection and its possibilities are caused by the certain level of human consciousness development.

In modern philosophy the essence of reflection is mostly reduced to three processes: reversing; one's self-knowledge of internal mental acts, states, qualities; understanding social realities in the socialization process based on experience.

The significance and necessity of reflexive skills of a teacher are emphasized by A. Biziaieva. At the same time

she examines the reflection in several senses. Thus, in a practical sense, reflection is defined as a person's ability to introspection, reflection and rethinking of his/her own subjective and social relations with the out-side world, which is a necessary component of a developed intellect. In theoretical, conceptual understanding, according to the author, reflection acts as a form of active rethinking by a human the content of intellectual consciousness, activity and communication. However, the development of reflection makes a person free, allows to switch from external regulation of own behavior to self-regulation, a conscious control of own behavior. Formation of regulation is definitely considered as an object of purposeful influence. Reflection allows a person to see himself/herself from other point of view, understand his/her desires, emotions, actions, namely understand himself/herself. We agree with A. Biziaieva that reflective skills are necessary for teachers to apply the general knowledge in specific situations of their professional activities, because they need to organize interaction with students and reveal their personal qualities. That is, any learning situation should be converted into pedagogical one, as in this case there is a condition for the formation of reflection that activates teacher's activity, reveals his/her creative potential, provides an opportunity to master new educational methods and techniques.

These and other studies give reason for the separation of reflexive skills as an element of reflexively variable component in the structure of the future teachers' feelings culture.

Conclusions. The theoretical review of the issue gives ground to make the following conclusions: firstly, conditionally the structure of feelings culture can be considered through three components (individually incentive, cognitively active, reflectively variable); secondly, it is proved that the feelings culture is conditioned by both personal characteristics and teachers' abilities, as well as by the conditions of its formation in the process of life and profession mastering; thirdly, all the singled out components of future teachers' feelings culture closely interconnected, interrelated and interdependent. Their formation in the process of training students can be promoted by the implementation of appropriate pedagogical conditions, namely: creation of favorable psychological climate in a student group; integration of social and humanitarian and psycho-pedagogical disciplines; modeling of special emotogenic situations in teaching and educational process.

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АНАЛІЗ ОСНОВНИХ СТРУКТУРНИХ КОМПОНЕНТІВ КУЛЬТУРИ ПОЧУТТІВ МАЙБУТНІХ ВЧИТЕЛІВ

У статті представлено результати досліджень, присвячених аналізу культури почуттів майбутніх учителів. При цьому основна увага зосереджена на побудові культури почуттів майбутніх вчителів. Виходячи з узагальнення різних наукових джерел, виділено і систематизовано різні ознаки культури почуттів майбутніх учителів. Характерним особливостям почуттів, які реалізуються в педагогічному процесі, подано детальну характеристику. Загалом отримані дані дали можливість розглядати структуру почуттів вчителя на рівні трьох компонентів: індивідуально-спонукальному, когнітивно-діяльнісному та рефлексивно-варіативному. Розкрито, що культура почуттів учителів може обумовлюватися як особистісними властивостями, їхніми здібностями, так і умовами її формування в процесі життя і освоєння професії. Показано, що виділені складові компоненти культури почуттів майбутніх вчителів тісно переплітаються між собою, є взаємозалежними та взаємообумовленими. Їх формуванню в процесі навчально-професійної підготовки студента-педагога може сприяти впровадження в цей процес спеціальних педагогічних умов. До останніх слід віднести створення сприятливого психологічного клімату в студентських групах, інтеграцію дисциплін соціо-гуманітарного та психолого-педагогічного напрямків, цілеспрямоване моделювання спеціальних емоційних ситуацій у навчально-виховному процесі на заняттях та ін.

Ключові слова: почуття, культура, структура, компоненти, умови.

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АНАЛИЗ ОСНОВНЫХ СТРУКТУРНЫХ КОМПОНЕНТОВ КУЛЬТУРЫ ЧУВСТВ БУДУЩИХ УЧИТЕЛЕЙ

В статье представлены результаты исследований, посвященных анализу культуры чувств будущих учителей. При этом основное внимание сосредоточено именно на построении их культуры чувств. Исходя из обобщения различных научных источников, выделены и систематизированы различные признаки культуры чувств учителей. Характерным особенностям чувств, которые реализуются в педагогическом процессе, дана детальная характеристика. В целом полученные данные дали возможность рассматривать структуру чувств учителя на уровне трех компонентов: индивидуально-побудительном, когнитивно-деятельностном и рефлексивно-вариативном. Раскрыто, что культура чувств учителей может обуславливаться как личностными свойствами, их способностями, так и условиями ее формирования в процессе жизни и освоения профессии. Показано, что выделенные составляющие компонентов культуры чувств будущих учителей тесно переплетаются между собой, являются взаимозависимыми и взаимообусловленными. Их формированию в процессе учебно-профессиональной подготовки студента-педагога может способствовать внедрение в этот процесс специальных педагогических условий. К последним следует отнести создание

благоприятного психологического климата в студенческих группах, интеграцию дисциплин социо-гуманитарного и психолого-педагогического направлений, целенаправленное моделирование специальных эмоциогенных ситуаций в учебно-воспитательном процессе на занятиях и др.

Ключевые слова: чувства, культура, структура, компоненты, условия.

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