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THEORETICAL ANALYSIS OF THE CONCEPT "PROFESSIONAL DEVELOPMENT OF THE FUTURE TEACHER"

In the conditions of the introduction of multi-level education in higher pedagogical educational institutions the problem of personal and professional formation of future teachers who can combine a high level of professional development with the personal qualities necessary for the work with the youth, to be the bearer of spiritual culture, morality and aesthetic taste becomes a special problem.

Pedagogical researches of I. Bech, S. Vershlovsky, E. Zeyer, V. Kravtsov, V. Radul, V. Slastonina and others are the basis for the substantiation of the problem of professional formation of the future teacher. Pedagogical science has in its arsenal dissertations devoted to the problems of the professional formation of teachers of various fields of training, in particular, the theoretical and methodological basis of professional training of music teacher (Y. Sverlyuk), professional formation of teachers of art disciplines (V. Orlov), professional and personal formation of the future teacher of music (A. Petelin).

The analysis of studies of foreign and domestic scientists has revealed ambiguity in the defining the content of the concept of "professional formation", due to the complexity of the object of research. The authors of modern philosophical and psychology-pedagogical dictionaries consider the category of formation from different sides, in particular, as a category of dialectics, which

means the process of formation of any material or ideal object, which involves transforming the possibility in reality in the process of development; as a process of transition from one degree of development to another; as the acquisition of the new features and forms in the process of development, the approximation to the predicted state of character, personality, thinking; as a process of development in which the individual assumes responsibility for maximizing the full realization of his potential; as "the emergence of social maturity."

"Formation" as a philosophical and psychology-pedagogical category reflects the process of the dialectical transition from one degree of development to another, the mutual transformation of opposing and at the same time interrelated moments of development.

The analysis of philosophical and psychology-pedagogical literature allows us to interpret the concept of "professional development of the individual" as a multifaceted process of professional and personal development of a specialist, determined by the requirements of modern education, which takes place throughout life and characterized by qualitative changes: acquiring important professional and personal qualities necessary for chosen specialty.

Recent researches and publications in which the solution to this problem began evidence about the multi-vector search of scientists in this direction: the search for psychological conditions for the professional formation of university students (P. Lotov); ways to optimize the professional formation of a teacher (V. Orlov); factors contributing to the personal and professional growth of a person (A. Derkach, V. Andronov); features of pedagogical support for the development of personality (O. Gazman), etc. At the same time, the problem of professional formation of the future teacher remains poorly understood. First of all, it concerns the identification of methodological sources of support for the future teacher in his professional development, based on the requirements of the present.

The professional formation of a future teacher is a process of gradual entry into professional activity during a period of study at a higher education institution. The origins of this process are related to the conscious choice of the future

profession. Then there is a complex and multi-vector process, aimed at transforming the individual in the direction of professional-oriented growth. It provides the provision of a motivational basis, a pedagogical orientation for the future activity, the acquisition of professionally relevant knowledge, skills and activities. This process unfolds in stages: starting from adapting to the conditions of studying in the pedagogical higher educational institutions, it gradually passes into the stage of self-determination, which is inextricably linked with the realization of oneself in the future profession and is determined by the internal conditions, consciousness and individual position. With the time, this stage will be transformed into the next stage of self-actualization, characterized by the emergence of the need for self-development in future activities. Changes that occur in this case, above all, are related to the axiological sphere of the future teacher. In the process of studying in pedagogical institution future teachers form a well-defined vocational and pedagogical orientation, which acts as a "locomotive", which promotes the purposeful development of pedagogical abilities, strengthens motivation for the future profession, influences the success of the training, the formation of personally significant and professionally determined qualities and so on.

The term "professional formation of a teacher" in psychology and pedagogics is used quite widely. E. Zeyer, K. Levitan understand the professional formation of the teacher's personality as a solution to professionally important tasks of cognitive, moral, ethical and communicative character, in which the teacher acquires the necessary complex of business and moral qualities associated with the future profession. The formation of a teacher's personality is not only the accumulation of knowledge, but the constant improvement of the personality itself, its moral and ethical and professional-pedagogical qualities.

Modern pedagogical science investigates the category of "professional formation of a teacher" and defines its stages. I. Bech observes that the professional formation in modern social conditions should begin with the formation of students' value attitude to future professional activities. He highlights

the following stages: 1) familiarity with future professional activities and creating an idea of it; 2) formation of a real idea of a professional in the chosen specialty; 3) the formation of value representations; 4) modeling "the image of yourself as a professional" [1]. E. Zeyer interprets the professional formation as a "life path" of a professional, which includes five stages of professionalization: 1) an option (from the Latin "optatio" - desire, choice) - the choice of a profession, taking into account individual and personality and situational features; 2) professional training - acquisition of professional knowledge, skills and abilities; 3) professional adaptation - entering into a profession, professional self-determination and formation of qualities and experience; 4) professionalization - the formation of positions, the integration of personal and professional qualities, readiness to perform duties; 5) professional skills - the realization of personality in professional activity [2]. V. Radul considers the professional formation of the teacher's personality as a process due to the interaction of the space of pedagogical activity, cultural space and space of personal self-realization; as well as the development of personal, professionally necessary qualities and characteristics, professional culture and competence of the future teacher as a process of mastering the means of solving professional-pedagogical tasks and models of their solution. The scientist highlights the following stages of professional development of the teacher: 1) the emergence and formation of professional intentions; 2) professional training as the basis of the chosen specialty; 3) entering the profession; 4) partial or full realization in independent professional activity. The results of each stage, in the opinion of the researcher, are professional self-determination, professional (pedagogical) skill, professional competence [5].

Considering the professional formation in the context of individual specialties, we emphasize the understanding of the essence of this concept A. Petelin and V. Orlov. In the opinion of the first, professional formation is a continuous process of acquiring the subject of education personal experience in pedagogical musical and creative activity by transforming potential musical and pedagogical abilities, their self-actualization to full self-realization in the

profession [7]. V. Orlov defines the professional formation of a teacher of artistic disciplines as a complex and multidimensional phenomenon of personality, which is the process of appearance in the person of those professional qualities which she did not have and which meet the essential requirements of the profession [6].

Consequently, on the basis of analysis of the key features of this concept, allocated by scientists in the philosophical and psychological and pedagogical aspects, we mean the professional formation of the future teacher as a dynamic process of progressive changes in his personality on the basis of social influences and personal activity, aimed at self-perfection and self-realization, as a result which is the development of professional-significant and personal qualities of the future teacher, ensuring the success of his professional and pedagogical activities.

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