

3. Бочкарева Г.Г. Психологическая характеристика мотивационной среды подростков-правонарушителей / Г.Г. Бочкарева // Изучение мотивации детей и подростков. – М.: Педагогика, 1972. – С. 239-250.
4. Ворона О.І. Прояви девіантної поведінки у школярів та методи її корекції / О.І. Ворона. – Таврійський вісник освіти. – 2009. – №4. – С. 205-210.
5. Данченко І.О. Профілактика девіантної поведінки молодших школярів у процесі формування та розвитку емоційно-ціннісної сфери їх особистості / І.О. Данченко // Збірник наукових праць (Психологічні науки). – Бердянськ: БДПУ, 2005. – С. 81 – 89.
6. Захаров А.И. Как предупредить отклонения в поведении ребенка / А.И.Захаров. – М.: Просвещение, 1986. – 127 с.
7. Козубовська І.В. Соціальна профілактика девіантної поведінки: корекція відхилень у поведінці важковиховуваних дітей у процесі професійного педагогічного спілкування / І.В. Козубовська, Г.В. Товканець. – Ужгород: Патент, 1998. – 195 с.
8. Личко А.Е. Психопатии и акцентуации характера у подростков / А.Е.Личко. – Л.: Медицина, 1983. – 182 с.
9. Максимова Н.Ю. Воспитательная работа с социально дезадаптированными школьниками / Н.Ю. Максимова. – К., 1997. – 137 с.
10. Оржеховська В.М. Превентивна педагогіка: навч. посіб. / В.М. Оржеховська, О. І. Пилипенко. – О.: ТОВ “Інтерпрінт”, 2006. – 284 с.

### References

1. Alekseenko T.F. Umovi suchasnego simejnogo vihovannja: Naukovo-metodichnij posibnik / T.F. Alekseenko. – K., 2000. – 223 s.
2. Almazov B.N. Psihicheskaja sredovaja dezadaptacija nesovershennoletnih / B.N.Almazov. – Sverdlovsk: UrGU, 1986. – 150 s.
3. Bochkareva G.G. Psihologicheskaja harakteristika motivacionnoj sredy podrostkov-pravonarushitelej / G.G. Bochkareva // Izuchenie motivacii detej i podrostkov. – M.: Pedagogika, 1972. – S. 239-250.
4. Vorona O.I. Projavi deviantnoї povedinki u shkoljariv ta metodi її korekcii / O.I. Vorona. – Tavrijs'kij visnik osviti. – 2009. – №4. – S. 205-210.
5. Danchenko I.O. Profilaktika deviantnoї povedinki molodshih shkoljariv u procesi formuvannja ta rozvitku emocijno-cinnisnoї sferi їх osobistosti / I.O. Danchenko // Zbirnik naukovih prac' (Psihologichni nauki.). – Berdjans'k: BDPNU, 2005. – S. 81 – 89.
6. Zaharov A.I. Kak predupredit' otklonenija v povedenii rebenka / A.I.Zaharov. – M.: Prosveshhenie, 1986. – 127 s.
7. Kozubov'ska I.V. Social'na profilaktika deviantnoї povedinki: korekcija vidhilen' u povedinci vazhkovihovuvanih ditej u procesi profesijnogo pedagogichnogo spilkuvannja / I.V. Kozubov'ska, G.V. Tovkanec'. – Uzhgorod: Patent, 1998. – 195 s.
8. Lichko A.E. Psihopatii i akcentuacii haraktera u podrostkov / A.E.Lichko. – L.: Medicina, 1983. – 182 s.
9. Maksimova N.Ju. Vospitatel'naja rabota s social'no dezadaptirovannymi shkol'nikami / N.Ju. Maksimova. – K., 1997. – 137 s.
10. Orzhehov'ska V.M. Preventivna pedagogika: navch. posib. / V.M. Orzhehov'ska, O. I. Pilipenko. – O.: TOV “Interprint”, 2006. – 284 s.

УДК 378.14

## ОСОБИСТІСНА ЗРІЛІСТЬ УЧИТЕЛЯ ЯК ЧИННИК ЕФЕКТИВНОСТІ ПЕДАГОГІЧНОЇ ДІЯЛЬНОСТІ

В.М. Галузяк

*В статті розглядається феномен особистісної зрілості вчителя як ключовий чинник ефективності педагогічної діяльності. На підставі аналізу психологічних підходів до розуміння сутності розвитку особистості визначено критерії особистісної зрілості вчителя: проактивність (самодетермінація, автономія, ініціативність); рефлексивність, здатність до рефлексивних виходів за межі виконуваної діяльності; спонтанність, автентичність, відсутність страху перед саморозкриттям; реалістичність сприйняття себе і оточення, здатність бачити речі та інших людей такими, якими вони є насправді; внутрішній локус контролю, прийняття відповідальності за свої дії на себе; толерантність, гнучкість, терпиме ставлення до суперечностей, несхожості, розуміння відносності речей, відкритість до всього нового; позитивна Я-концепція, довіра до себе; креативність, захопленість, схильність до ризику, творчого перетворення дійсності; наявність власної життєвої філософії і особистісно-професійної позиції. Гуманізація школи і організація освітнього процесу на принципах особистісного підходу потребує вчителя з високим рівнем особистісної зрілості, здатного виступати перед учнями не безособовим функціонером, виконавцем професійних обов'язків, а оригінальною особистістю, яка має свою позицію, відкрита у вираженні власних почуттів, емоцій і ставлень, налаштована на конструктивну міжособистісну взаємодію. Підготовка таких учителів вимагає реалізації комплексу педагогічних умов в освітньому середовищі вищих навчальних закладів, пов'язаних із забезпеченням суб'єктної позиції студентів, розвитком їх рефлексивного потенціалу, діалогізацією, проблематизацією і персоналізацією педагогічного спілкування.*

**Ключові слова:** зрілість, особистісна зрілість, критерії особистісної зрілості вчителя, розвиток особистісної зрілості майбутніх учителів.

## ЛИЧНОСТНАЯ ЗРЕЛОСТЬ УЧИТЕЛЯ КАК ФАКТОР ЭФФЕКТИВНОСТИ ПЕДАГОГИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ

В.М. Галузяк

*В статье рассматривается феномен личностной зрелости учителя как ключевой фактор эффективности педагогической деятельности. На основании анализа психологических подходов к пониманию сущности развития личности определены критерии личностной зрелости учителя: проактивность (самодетерминация, автономия, инициативность); рефлексивность, способность к рефлексивным выходам за пределы выполняемой деятельности; спонтанность, подлинность, отсутствие страха перед самораскрытием; реалистичность восприятия себя и окружения, способность видеть вещи и других людей такими, какими они являются в действительности; внутренний локус контроля, принятие ответственности за свои действия на себя; толерантность, гибкость, терпимое отношение к противоречиям, непохожести, понимание относительности вещей, открытость ко всему новому; позитивная Я-концепция, доверие к себе; креативность, увлеченность, склонность к риску, творческому преобразованию действительности; наличие собственной жизненной философии и личностно-профессиональной позиции. Гуманизация школы и организация педагогического процесса на принципах личностного подхода требует учителя с высоким уровнем личностной зрелости, способного выступать перед учениками не безличным функционером, исполнителем профессиональных обязанностей, а оригинальной личностью, имеющей свою позицию, открытой в выражении собственных чувств, эмоций и отношений, настроенной на конструктивное межличностное взаимодействие. Подготовка таких учителей требует реализации в образовательной среде высших учебных заведений комплекса педагогических условий, связанных с обеспечением субъектной позиции студентов, развитием их рефлексивного потенциала, диалогизацией, проблематизацией и персонализацией педагогического общения.*

**Ключевые слова:** зрелость, личностная зрелость, критерии личностной зрелости учителя, развитие личностной зрелости будущих учителей.

## PERSONAL MATURITY OF THE TEACHER'S AS A FACTOR OF THE EFFICIENCY OF PEDAGOGIC ACTIVITY

V.M. Haluziak

*The article contains a consideration of the phenomenon of the teacher's personal maturity as the key factor of the efficiency of pedagogic activity. On the basis of an analysis of psychological and pedagogical approaches to interpret the essence of the personal development we define the following criteria of the teacher's personal maturity: self-determination, ability for self-consciousness, spontaneity, authenticity, readiness for emotionally close relations, adequacy of self-perception and the perception of the surroundings, the internal control, tolerance, flexibility, tolerant treatment of contradictions, understanding of relativity of things, positive self-image, inclination for creativity, the existence of individual life philosophy and professional position. The humanization of school and organization of the educational process on the principles of the personal approach requires a teacher with high level of personal maturity who can present himself to pupils not as an impersonal functionary, a performer of professional duties, but as an original personality who has his own position, who is open in the expression of his feelings, emotions and attitudes. Training of such teachers requires the realization of a complex of pedagogic conditions in the educational environment of higher educational institutions connected with securing a subjective position of students, activation of their reflexive processes, dialoguization, problematization and personalization of pedagogical intercourse.*

**Key words:** maturity, personal maturity, criteria of the teacher's personal maturity, development of a personal maturity of the future teachers.

The personality of the teacher was always considered as a decisive factor in the efficiency of upbringing. The outstanding teachers of the past constantly stressed that the success of upbringing depends not only on the subject competence and a teacher's skill in teaching methods but above all on his personal qualities. This dependence becomes even more evident in terms of changing the education system to the personal approach in the context of which the stress is put on the development of the personal characteristics of students: subjectivity, autonomy, reflexivity, creativity, inner freedom, responsibility and so on. The methodology of the personal approach requires a transition to such a style of educational relationships that ensures the formation of subjectiveness as the pupils' ability to consciously, creatively and independently to determine their own life, to take responsibilities for their actions. The personal development of students, in its turn, is possible only on condition that there is the appropriate level of personal ripeness of the teacher: «for the child's correct personal development, it is necessary that first of all, the teachers themselves possess the adequate personal organization» [1, c. 350].

It is difficult to imagine, how the teacher can promote harmonization of the personality of students if he himself is not deprived of psychological complexes and internal contradictions. In R. Burns' opinion, teachers with the negative I-concept «experience social and emotional difficulties which cause uneasiness, generate stress and finally should for sure be reflected in their teaching work» [1, c. 302]. N. Osuhova fairly notices that «by means of intimidated and conformed teacher who does not accept himself and others, it is impossible to solve a problem of a school humanization» [9, c. 30]. Psychology and pedagogical researches testify that «together with cognitive development of the teacher the important requirement, which is necessary to consider in the course of vocational training, is his general psychological tone and adequacy of personal regulation» [1, c. 314]. Whatever pedagogical techniques, methods and modes the teacher did not own; he should show to the students, first of all, the sample of psychological health and a personal maturity.

Numerous researches testify the importance of personality maturity of the teacher as preconditions of efficiency of pedagogical activity and in these researches the existence of indissoluble connection between personal characteristics of the tutor and personal formation of students is proved (R. Burns, U. Glasser, I. Dubrovina, A. Markova, L. Mitina, A. Orlov, C. Rogers and others). The personal maturity of the teacher defines a humanistic orientation of his actions and deeds, ability to creative self-realization and self-development in professional work space. Therefore in the course of vocational training of the future teachers, the character and an orientation of personal development of students has not smaller importance, than the academic achievements. In this connection, the development of a personal maturity of the future teachers should become one of priority tasks of their vocational training.

The analysis of psychological and pedagogical researches testifies that despite interest of scientists to studying of various aspects of the teacher's person, the problem of personal maturity formation as a complex attribute of the teacher meanwhile has not got appropriate interpretation. Much attention is demanded, in particular, by such questions, as criteria and structure of a personal maturity of the teacher, laws of its formation, psychological mechanisms, pedagogical conditions and ways of purposeful influence on personal formation of the future teachers, dynamics of personal development of the teacher in the course of vocational training.

The concept «maturity» is widely enough used recently in psychology, pedagogics and other sciences. In particular, such versions of a maturity, as biological, cognitive, intellectual, academic, emotional, psychological,

social, civil, professional, spiritual, etc. are investigated. The term «a personal maturity» is used in papers of L. Antsiferova, Yu. Gil'buh, V. Morgun, N. Tkacheva, V. Petrowskiy, D. Leont'ev, O. Stepa and others.

V. Morgun and N. Tkacheva define the mature person as the conscious and self-regulated individual who has carried out transition from object of education to the subject of education, realizes himself as the integrity which is included in a society system, in an activity system. The mature person during its development more and more independently selects or changes, improves its own leading activity and a social situation of its development and, thanks to it, itself. Hence, the basic criterion of a personal maturity V. Morgun and N. Tkacheva consider independence, ability of the person to self-determination and self-control [6, c. 109].

I. Kon uses concept a social maturity of the person, considering it as a stable condition of the person which is characterized by integrity, predictability, a social orientation of behaviour in all spheres of vital activity, ability to adequate perception of itself and surrounding people. «The mature person is a person who actively owns it's environment, owns stable unity of personal traits and value orientations and is capable to perceive correctly people and oneself» [3, c. 177].

L. Bozhovich defines the person as the human who has reached highly enough level of development, when he starts to perceive and understand himself as a single whole, different from other people, that is expressed by concept «I am». According to the researcher, an indicator of development of the person as personality is socially comprehensible and optimum parity for it of such qualities as: responsibility and feeling of internal freedom, feeling of self-respect (self-esteem) and respect for other people, honesty and conscientiousness, readiness and aspiration to socially necessary work, criticality and conviction, presence of stable ideals, kindness and severity, initiative and discipline, desire and ability to understand others, insistence to oneself and to another, will, ability to argue, readiness to operate, boldness, readiness to run risks and care [2].

Key indicator of a mental maturity, according to G. Suhobskaya, is reflexivity, ability to a reflexion, as all new growths and specificity of person's displays at adult age are connected with this quality [11, c. 17-20]. The researcher considers as attributes of a psychological maturity of the person: ability to independent forecasting of one's behaviour in any reality situations on the basis of the generated ability to extract the necessary information and to analyze it for the purpose of the decision of concrete and non-standard life situations; ability to mobilize oneself on performance of own decision contrary to different circumstances and internal socially not motivated unwillingness (I «was tired», I «do not want», «It is difficult», etc.); ability to trace independently a course of performance of own actions and their results (that provides readiness of the person for «normal imaginary bifurcation» on «I am an executor» and «I am a controller»); ability to an estimated reflexion on the basis of the generated consciousness and an objective unbiased estimation of one's opinions, actions, deeds; ability to do conclusions from own behaviour in different situations, raising quality of forecasting, performance of planned and objectivity of estimations; ability to react emotionally adequately to various situations of own behaviour.

Characterizing the mature person, researchers focus attention on such indicator, as autonomy, self-determination. So, for example, D. Leont'ev considers personal potential as an integral characteristic of the mature person, which is shown in the form of self-determination, – ability to operate rather independently both from external, and from internal conditions (biological factors, requirements, character and other mental structures) [4, c. 5-11]. Self-determination indicator is possibility of the individual as in cognitive, and in the practical level to deviate from a stream of everyday vital activity, to fall outside the limits of habitual and standard, to overcome the set circumstances and finally to overcome oneself. In such transcendental relation to own life, first of all, the personal maturity is shown.

In human psychology a mature person is mainly considered as a perfect person, characterized by mental health, the fullest development of inclinations, productivity and inclination to creativity. G. Allport used the concept of maturity, describing a mentally healthy person. A mature person, in his opinion, differs by the following main features: wide limits of «Myself», the ability to see yourself from the side; ability to warm, sensitive, social relationships that are expressed in friendly intimacy (the ability to show a deep love for your family and friends, not stained by proprietarily feelings and jealousies) and sympathy (tolerance to differences between themselves and others and a deep respect for people and recognition of their position); self-acceptance, a positive self-image and a composed attitude to their own deficiencies; realistic perception – the ability to see things as they are, without distorting the facts to suit their fantasies and needs, the adequacy of the level of demands; the self-knowledge ability; sense of humor; the ability to proactive conduct – conscious influence on their surroundings in new ways; holistic life philosophy – the system leading values, which give meaning to everything that a man does [7].

A. Maslow considers the personal development of man in connection with the concept of self-actualization, which means the maximum full disclosure of the inherent innate potencies [5]. He pointed to the characteristics that distinguish self-actualized personalities: the highest degree of perception of reality; the developed ability to perceive yourself, others and the world at large as they really are; the increased spontaneity; the developed ability to focus on a problem; a more expressed desire for solitude; autonomy, opposition to any involvement of another

culture; perception of freshness and richness of emotional reactions; frequent breaks in peak experiences; identifying itself with the whole human race; capacity for constructive interpersonal relationships; democratic structure of one's character; developed creative abilities.

To describe the phenomenon of personal maturity C. Rogers used the term «fully functioning person» [10]. The main characteristics of a fully functioning individual he considered: openness to experience, lack of fear of your own feelings, whatever they may be – negative or positive; living in the present with full awareness of each moment, the being ready to rebuild their own behavior to the extent that the experience provides new opportunities, flexibility and ability to adapt to changing conditions of life; belief in yourself, your inner motivation and intuition, ever-growing confidence in their own ability to make decisions.

It should be emphasized that according to most scholars between the chronological age and personal maturity of the individual there is no direct dependence. Responding intellectually and socially to his age, the individual may be characterized by a low level of personal maturity (S. Kovi, G. Allport, E. Fromm, P. Hersey et al.)

The majority of researchers, considering a phenomenon of a personal maturity, focuses attention on such characteristics of the person, as self-determination, self-control in a counterbalance of external determination; creativity in a counterbalance to reproduction; individuality, authenticity in a counterbalance to standardization, banality; initiative in a counterbalance to passivity; self-esteem in a counterbalance to a negative self-estimation; a personal openness in a counterbalance to an estrangement and closeness; reflexivity in a counterbalance to an impulsiveness; flexibility, understanding of a relativity of things in a counterbalance to rigidity, dichotomizing («black-and-white») thinking; realness of perception of the reality in a counterbalance to stereotype and bias. It is obvious that the personal maturity has not one-dimensional, but multidimensional structure, i.e. it integrates the complex of interconnected traits. Generalization of various approaches gives the grounds to allocate some bipolar parameters which have great value in a context of pedagogical activity and characterize the level of a personal maturity or, accordingly, immaturity of the teacher.

*Proactivity (self-determination, autonomy, initiativeness) – activity (passiveness, dependence, orientation to authorities).* One of the main features is the maturity of the individual autonomy, inner freedom – the ability to distance him/herself from both impact of the environment and the principles on which behavior based up to the present moment. A matured person is able to switch from one to the other activity determinants, to choose between alternatives, to resist the temptations and distractive factors, to change arbitrarily leading principles of behavior. The self-determination ability becomes particularly important in the context of the personality-oriented approach, which requires the teacher to show willingness over situational activity, to resist generally-accepted patterns and pedagogical routine, defend own creative freedom and uniqueness, critical treatment of widely-known truths.

*Reflexivity, a reflexive ability to go beyond the accomplished activities – activity absorption, inability to go beyond its boundaries and look at him/herself and own actions from the perspective of an observer.* The most important feature of reflection is that it allows the individual to go beyond the accomplished activities and look at him/herself as if from another side, from the position «over» and «behind» to control his/her own activity based on awareness of him/herself and own actions. Through reflection a person becomes an object of control by him/herself. Reflection allows the teacher to be a full author that constructs his/her present day and future, allows to understand and evaluate the difficulties and contradictions of educational process, resolve them independently and constructively according to his/her own orientations on values, to consider the problem as a stimulus for further development, overcoming own limitations. The teacher's awareness of his/her own potential, prospects for personal and professional growth prompts him to constant experimentation, creativity. Hence reflection can be seen as an important means of professional self-development, a condition and factor of the personal development. Self-observations and analysis of the own actions in different situations as if through the eyes of another person helps the teacher to understand the peculiarities of professional and role behavior and thus allows to correct it. Only thanks to reflection the teacher becomes a real participant in the sense that he or she can consciously and deliberately transform him/herself, to question and change those principles, which are based on his/her actions.

*Spontaneity, authenticity, no fear of self-disclosure, the ability to emotionally close relationships – being closed, hiding behind various social masks and facades, fear of emotionally close relationships.* C. Rogers states that the personal development of pupils is determined by the ability of the teacher to form when communicating with them a special type of interpersonal relationships that he calls «helping ones». One of the conditions of such relationships is the congruence of experiences and behavior of the teacher. This means a sincere, frank, direct and conscious manifestation of own feelings by the teacher, his attitudes towards his pupils. «The facial», alienated, formal communication is the opposition to the congruent, when the teacher hides his true feelings under a role professionally impersonal mask. A. Orlov notes: «If a teacher behaves insincerely, tends to hide behind the guise of various kinds («facades», «stripes») if he shows disrespect or cold ... he adversely affects the personal development of the pupils» [8, c. 182]. The reason for the teacher's avoiding close, open relationships with his pupils may be his low level of personal maturity, manifested in anxiety, deep concern, doubt about the ability to

cause the sympathy and respect. The spontaneous teachers build their communication with pupils on the basis of personal feelings, rather than social-role expectations, openly show their qualities and emotions, come to the students individually pay attention not only and not so much to their competencies and academic achievements, but to the personal traits, extracurricular interests and inclinations.

*The realistic perception of themselves and the environment, the ability to see things and other people as they really are – is a distorted perception of reality due to the impact of different kinds of unconscious attitudes, stereotypes and psychological defense mechanisms.* Personally mature teachers are distinguished by a more adequate perception of reality; know themselves better and easier perceive themselves as they are. They are characterized by a less dependence on the mechanisms of psychological defense; in particular they are not characterized by the distorted perception of themselves and the pupils, which often reduces the teachers' activity with a less psychological harmonious type. Often teachers with low level of personal maturity perceive themselves limited – only as performers of respective social role. This makes the teacher's activity poorer, dehumanizes his activity, because the personality is always broader and richer than any role. For example, it is important for teachers not only teach but also learn, that is to go beyond their role. Taking into mind only what corresponds to the social role, and discarding the rest, the teacher limits his personality, turning it into a kind of mask, behind which it is impossible to make out a living person. Another, also negative consequence of inadequate self-image psychology explains the known pattern: the more difficult for a person to perceive oneself, the more difficult it to take the others. The teacher is not able to perceive pupils as they are, denying their right to be themselves, which causes communication barriers psychological conflicts and brings to nothing the educational effort.

*The internal locus of control, taking responsibility for their actions themselves is the external locus of control, attribution of responsibility to the environment.* The results of the research indicate that teachers with an internal locus of control tend to take responsibility for the consequences of their actions, have a higher level of personal maturity than the teachers with an external locus of control that shift responsibility to others: colleagues, pupils or their parents. Teachers from the internal locus of control are characterized by kindness, tolerance, altruism, perseverance, self-criticism, a tendency to critically analyze their own actions.

*Tolerance, flexibility, tolerance of contradictions, dissimilarities, understanding of the relativity of things, openness to everything new – intolerance, being categorical, dichotomous («black-and-white») thinking, rejection of alternative views.* The personal development of pupils is largely dependent on the ability of teachers tolerantly accept different points of view, to recognize children's' right to their own position. Tolerance is the result of the teacher's conscious choice of this position in the relationships with the pupils, resulting from the understanding, acceptance and respect for plurality and diversity of life, recognizing the inevitability of individual differences, and – preparedness to build their own world so strong and flexible, to be open to interaction with the others. The teacher should have sufficient intellectual flexibility, not to be dogmatic, not state that there is only one way to solve the problem, the one and only correct view. Unfortunately, in daily teaching practice frequently observed manifestations of the teachers' intolerance – from indifference to the child's own opinion to frank and hard impaired and even the humiliation of the pupil for the «wrong views». This behavior shows primarily the low level of personal maturity teacher.

*A positive self-concept, self-confidence – a negative self-concept, self-diffidence.* R. Burns on the basis of summarizing several researches makes conclusion that authoritarian tendencies in communication is often inherent to diffident teachers with negative self-rating, who feeling their own personal inadequacy, anxiety and insecurity, are identified with authoritarian roles, which are manifested both with the excessive cruelty and authoritativeness and as well the desire to establish himself for any price in the eyes of students. And vice versa, a teacher with a positive self-rating, «feeling confident in the classroom, does not feel the need of psychological defense ... accepts easily some limitations of his opportunities and capabilities of students ... will be able to be friendly and at the same time, in the right case to turn to justified criticism» [1, c. 310]. Self-confidence helps the teacher to overcome fear and anxiety, to enjoy the progress and not to despair, facing difficulties to remain emotionally balanced and flexible enough to interact with students for a long time.

*Creativity, enthusiasm, inclination for risk, the creative transformation of reality – a reproductive orientation, stereotyping, fear of risk, a tendency of keeping to established standards.* Practice shows that those teachers who have an expressed belief, passionate about something (their subject, ideas) deeply and truly believe in something (truth, beauty, goodness, justice, freedom and self-worth of each person) help to the personal development of students. Typically, children recognize easily the spiritual emptiness, distrust and false in teacher's actions and internally try to suspend from him. Only those teachers who are characterized by bright personality and creativity can be not just sources and transmitters of information, not just good people, but also to be the catalyst for personal growth of students.

*The presence of the own life philosophy and personal and professional position – an amorphous idea about their life and professional priorities, passive perception of externally imposed values and principles.* Unlike those

who passively and uncritically accepts the goals and values which are imposed by the environment, the personality matured teachers have a clear idea of their life, professional aspirations and beliefs, know what they want, and accordingly structure their lives and organize the professional activities. They are characterized by a sense of confidence, stability and optimism for the future. Temporary life and professional difficulties do not reduce their desire to follow the chosen strategy. His goals, values and beliefs as they experience personally meaningful, such as providing a sense of direction and meaningfulness of life, professional activities.

The allocated parameters can be considered as criterion of a personal maturity of the teacher and, at the same time, as reference points of its personal-professional development.

Development of a personal maturity of the future teachers demands reconsideration of traditional problems of their preparation which are usually seen in formation of various aspects of professional competence, perfection of methodical skills, equipment of students by an arsenal of means of pedagogical influence, etc. As A. Orlov fairly marks, it is necessary to refuse such ideas about pedagogical skill as about set of non-personal professional knowledge, skills and habits which are transferred in the course of training and are defined by the experience of pedagogical activity. Pedagogical skill should be considered as a result of personal growth of the teacher in the profession, as consequence of improvement of its complete creative and personal potential inseparably linked with specificity of a personal position in a socially-psychological context of teaching and educational process [8, c. 153]. It is necessary not habitual «improvement of sphere of professional knowledge, skills and habits», but working out of a complex model of pedagogical accompaniment and support of personal formation of the future teachers.

For stimulation of development of a personal maturity of the future teachers it is necessary to create conditions for transformation of students from objects of pedagogical influence into subjects of personal-professional formation. Pedagogical support of personal development of students assumes creation in a higher educational institution of educational space which stimulates subject forms of students activity in determination, of which the leading part is played by the person itself: initiative, shown in initiation and expansion of this or that activity without external prompting; creative, shown in the decision of tasks for which neither the way of the decision, nor possible results are not known in advance; super-situational, that is an activity exiting for frameworks of a situation which is set by sociocultural norm or answers the previous experience of the individual; the self-management, shown in conscious management by one's possibilities, construction and realization of vital strategy, the organization of one's way of life and professional work, professional self-improvement; reflective – comprehension, critical analysis and correction of one's actions as a subject of activity, definition of own advantages and lacks, prospects of the further personal and professional growth.

The analysis of domestic and foreign psychology and pedagogical concepts of the personally-focused educational interaction gives the grounds to allocate some pedagogical conditions necessary for stimulation of subject activity and, accordingly, of development of a personal maturity of pedagogical high schools students. The first of them consists in transition from monologue to dialogical strategy of pedagogical interaction. At monologue strategy the teacher operates thus as if only he is the full subject and the carrier of the real true. Unlike it, dialogical strategy is based on a recognition of subjective full value and basic equality of co-operating partners and in this sense abstracts from possible differences in the social status of the teacher and students.

Researchers consider as base characteristics of dialogical pedagogical interaction: mutual trust, an openness, goodwill, the common vision of situations by the teacher and students, a mutual orientation on the problems solving, equality of psychological positions, mutual understanding (L. Petrovskaya, A. Spivakovskaya); equality, mutual trust, mutual understanding, mutual sympathy (R. Karneev); orientation to equality in communication, aspiration to mutual understanding, co-creation and mutual development (S. Bratchenko); personal orientation, equality of psychological positions, mutual penetration into the world of feelings and experiences, readiness to accept the partner's point of view, a withdrawal from especially role position (N. Ostroverhova). Despite of certain differences, the majority of researchers recognize the most effective from the point of view of creation of favorable conditions for personal development of pedagogical process subjects the dialogical, the subject-subject strategy of interaction which assumes: perception of students as partners psychologically equal in rights; certainly positive relation to them and belief in their potential creative possibilities; a personal openness and trust; disposing to mutual understanding and creative cooperation; granting to students of a freedom in choosing, the right to personal-professional self-determination.

Dialogical character of pedagogical interaction is connected, first of all, with transformation of superposition of the teacher and subordinated position of the student in personally equal in rights positions of partners of joint activity. Construction of pedagogical process on dialogue principles as cooperation equal in rights is a necessary condition of realization of the personal approach and, at the same time, the precondition of development of a personal maturity of the future teachers.

Development of a personal maturity of students is possible under condition of personification of relations of pedagogical process subjects. Unpersonified pedagogical interaction is based exclusively on socially-role

expectations: the teacher plays a role of the instructor, the teacher, and the student – a role of the subordinate, the pupil. Everything that is beyond these social roles, is forced out from pedagogical process, disappears behind official masks or facades. It interferes the occurrence between teachers and students of mutual trust, psychological contact therefore the developing potential of educational interaction essentially decreases. Development of a personal maturity of the future teachers demands personification of pedagogical relations, refusal of role masks and the facades, adequate inclusion in interaction of those elements of personal experience (feelings, experiences, emotions) which are beyond role expectations. It is important, that in various situations of pedagogical communication the teacher concerned the student not from a position of a formal role of the instructor, but accepted it as the person, not from a position «over», but from a position of the participant of dialogue equal in rights. Under such condition it is established not inter-role, but interpersonal contact, arises dialogue therefore the psychological basis for positive changes in informative, emotional and behavioural spheres of subjects of pedagogical interaction is created.

Development of subjective character of the person occurs during the creative activity directed on decision of tasks for which neither the way of the decision, nor possible results are not known in advance. Hence, an important condition of stimulation of personal development of the future teachers is making the pedagogical process problematic, wide use of problem, creative tasks which demand search activity. Unproblematic pedagogical interaction is constructed under the reproductive sample: the teacher transfers to students certain norms and the standards of professional work fixed in the form of concepts, principles, methods, modes, technologies, etc. Activity of students is reduced to comprehension and mastering of a material offered to them and the decision of the informative-practical tasks put to them. In unproblematic pedagogical interaction the teacher puts tasks, students carry them out. Problem character of interaction provides change of roles and positions of pedagogical process subjects. The basic function of the teacher should consist not so much in translation of norms and professional standards, but in stimulation of students' aspiration to personal development, the organization of research activity, creation of conditions for independent revealing and the decision of problems which arise in personal-professional formation.

Making pedagogical interaction problematic can promote usage of a method of a problem statement in which the teacher creates professionally focused problem situations which stimulate comprehension by students of personal sense of one or another theoretical-pedagogical positions in a context of the future professional work. The teacher offers the various points of view concerning this or that problem, setting thereby certain space of internal dialogue and professional self-determination of each student. For example, it is possible to acquaint students with two concepts of education (technocratic, «forming» according to which the student is an object of pedagogical influences, and naturalistic, assuming support of development of the potential abilities put by the nature and qualities of the individual) and suggest to define one's own relation to them. Thanks to it process of personal-professional development of the future teachers gets variation character, conditions for a choice by students of an individual approach to the decision of one or another pedagogical problems are created. Any pedagogical problem can be differently apprehended and interpreted by students who analyze and estimate it from the personal positions. It is necessary to underline that in the conditions of the latent dialogue which occurs during lectures, students independently carry out a personal choice and define own relation (meanwhile substantially contemplate) to those or other problem aspects of the future professional work.

The future teachers receive broad opportunities for a substantiation and detailed representation of own point of view during the active form of professional-semantic dialogue, characteristic for practical, out-of-class activities, and also free dialogue with teachers. In this case there is a joint with teacher choice of actual professional-semantic problems, their discussion is organized which comes to the end with a dialogue reflexion. Such form of dialogical interaction assumes creative participation of the teacher in the process of choice of one or another approaches, interpretations, his sincere enthusiasm for a subject, personal experience of discussed problems, his right to express and defend actively own point of view, to convince students in its justice. The result of collision of various, at times even opposite, positions should become an atmosphere of common creative search of answers to personal and professional problems exciting students. The organization of such dialogue assuming a moral and aesthetic estimation of the various pedagogical facts, phenomena and processes, promotes deeper understanding, emotional experience, reflexion by students of valuable-semantic contradictions and problems of pedagogical activity, and also substantially stimulates their personal-professional development.

Formation of a subject position of students can be promoted by methods of interactive training which model subject and social aspects of the future activity and realize a problematic character principle: the analysis of pedagogical situations, a case-method, business and role-playing games, dramatizations, a method of projects, etc. One of the effective means of development of a future teachers' personal maturity during their vocational training is the group training, theoretical bases of which are intensively developed nowadays. In psychology and pedagogical researches transition from application of traditional means of preparation of the teachers directed on perfection of their methodical skills and subject competence, to use of various socially-psychological,

psychotechnical and even psychotherapeutic procedures, which create conditions for the general personal development of students, is planned (F. Vasylyuk, Yu. Gippenreyter, L. Petrovskaya, S. Spivakovskaya, R. Burns, T. Gordon, C. Rogers, T. Yatsenko and others).

The developed programs of socially-psychological training for students of pedagogical high schools have a various orientation: increasing of professional communicative competence, mastering of bases of actor's skill, development of separate communicative qualities (empathy, sensitiveness, dialogical character), activating of motivational potential, development of a professional orientation, consciousness, etc.

In process of training work with the future teachers the basic concepts of the human-centered psychotherapeutic approach are made operative (C. Rogers), concerning a pedagogical context. The basic postulate, on which such training is based, consists in that quality of pedagogical process is defined by quality of interpersonal dialogue of the teacher and students which, in turn, depends on level of a personal maturity of the teacher, its relation to himself. Hence, the primary goal of training – to promote development and harmonization of the teacher's person, and, thanks to it, to increase the efficiency of pedagogical process as a whole.

Group training can be an effective mean of pedagogical support of personal-professional formation of the future teachers, expansion of their personal experience, correction of professional settings, positions, professional identity. Specially organized interpersonal interaction in groups of socially-psychological training gives the chance to students to feel themselves psychologically more protected, self-assured, capable to cooperation, raises their readiness to accept themselves and pupils. All of it considerably facilitates to the future teachers the decision of uneasy problems of dialogue with schoolchildren, does less intense collision with realities of school life. Participation in group training also promotes to correction of inadequate professional stereotypes, formation of students' ability to more objective, unbiased and deep understanding of themselves and surrounding people. Typical effects of socially-psychological training of the future teachers are: a tendency to give to relations with pupils as much attention and value, as to the subject maintenance; the aspiration to accept innovative, creative ideas of pupils instead of to react to them as on threat to own authority; propensity to resolve interpersonal problems together with pupils, instead of traditional disciplinary means; the general harmonization of the person. Training approaches pedagogical dialogue to therapeutic one, promote personal growth of the future teachers, harmonizing system of their intrapersonal relations.

Thus, a major factor of education which finally defines its efficiency, the person of the teacher is. As by means of a curve ruler it is impossible to spend a straight line, so by means of immature, intimidated and conformed teacher who does not accept himself and pupils, it is impossible to bring up the mature person. For a school humanization and the organization of pedagogical process on dialogue principles the teacher is necessary, who is characterized by high level of a personal maturity and can appear before pupils not as the faceless functionary, the executor of a professional role, but as the original person having own position, opened in expression of the feelings, emotions and relations. Preparation of such teachers demands realization in educational space of a higher educational institution of a complex of the pedagogical conditions connected with maintenance of a subject position of students, activation of their reflective processes, dialogical character, personification and making problematic of pedagogical interaction, application of technologies of socially-psychological training of a personal maturity.

### Bibliography

1. Бернс Р. Развитие Я-концепции и воспитание / Р. Бернс. – М.: Прогресс, 1986. – 420 с.
2. Божович Л.И. Проблемы формирования личности: Под редакцией Д. И. Фельдштейна / Вступительная статья Д. И. Фельдштейна. 2-е изд. – М.: Издательство «Институт практической психологии», Воронеж: НПО «МОДЭК», 1997. – 352 с.
3. Кон И. С. Социологическая психология / И.С. Кон. – М.-Воронеж, 1999. – 289 с.
4. Личностный потенциал: структура и диагностика / Под ред. Д.А. Леонтьева. – М.: Смысл, 2011.– 675 с.
5. Маслоу А. Мотивация и личность / А.Маслоу. – Спб., 1999. – 350 с.
6. Моргун В.Ф. Проблема периодизации развития личности в психологии / Моргун В.Ф., Ткачева Н.Ю. – М.: Изд-во Моск. ун-та, 1981.- 80 с.
7. Олпорт Г. Становление личности: Избранные труды / Г.Олпорт. – М.: Смысл, 2002. – 462 с.
8. Орлов А.Б. Психология личности и сущности человека: Парадигмы, проекции, практики / А.Б. Орлов. – М.: Издательский центр «Академия», 2002. – 272 с.
9. Осухова Н. Гуманистические ориентации учителя: пересмотр целей и поиск технологий / Н. Осухова // Вестник высшей школы. – 1991. – №12. – С.30-36.
10. Роджерс К. Взгляд на психотерапию. Становление человека / К.Роджерс. – М.: Прогресс, 1994. – 388 с.
11. Сухобская Г.С. Понятие «зрелость социально-психологического развития человека» в контексте андрагогики / Г.С. Сухобская // Новые знания. – 2002. – №4. – С. 17-20.