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Formation of autopsychological competency of future teachers in the process of the study of psychological and pedagogical disciplines

Nowadays, the school needs a competitive, creative, competent teacher capable of personal and professional growth that can maintain a «professional form» and reach the peaks of professionalism. The question of the formation of a competent specialist is prior in higher pedagogical educational institutions. An important component of vocational and pedagogical competency is autopsychological competency, which correlates with the development of teacher's self-awareness and consists of understanding the strengths and weaknesses of their own personality, knowledge of ways and means of professional self-improvement.

The formation of autopsychological competency of future teachers involves: understanding of oneself, an adequate self-assessment of their personal and professional qualities and actions, awareness of oneself in the context of relationships with oneself, the students, their parents,

colleagues at work, other people; conformity, convergence of the I-real and I-ideal, the attempt to be as though I would like to see myself; acceptance of a real, faith in their possibilities; meaningfulness of life and professional activity; the formation of a flexible I-concept, which automatically leads to a change in behavior as a result of rearranging the perceptions of oneself; the desire to self-change and self-development.

A systematic approach is required for the effective formation of autopsychological competency, in activities aimed at self-knowledge, self-disclosure, self-development of the personality of a specialist and the movement to "acme". Therefore, in the context of the problem under investigation, the search for ways and means of forming the autopsychological competency of future teachers is relevant. The solution of this issue should be laid in the content of psychological and pedagogical disciplines.

The purpose of the article is to reveal the essence of the autopsychological competency of the future teacher, a description of the practice of its formation in the process of studying psychology and pedagogical disciplines.

Different concepts related to self-knowledge, self-development and self-development of the personality of a specialist are used in the scientific literature: psychological competency as an integral entity, which involves the ability to solve the problem of professional and personal character (E. Klimov, N. Yakovlev); personal competency as possession of the skills of personal self-expression and self-development and individual competency covering methods and techniques of self-realization and development of individuality within the profession (A. Markova); competency of self-improvement as a unity of autopsychological competency and competency of self-development (L. Zenya); reflexive competency (I. Ulyanich, I. Yelina, S. Stepanov); autocompetency (O. Bodalev, I. Semenov, A. Stepanov), autopsychological competency (A. Derkach, O. Dubaseniuk, G. Egorova, N. Kuzmina, V. Kazantsev, E. Makarova, K. Pilyugina, V. Sidorenko, L. Stepanova, O. Shiyan).

Among the components of vocational and pedagogical competency, N. Kuzmina [3] distinguishes autopsychological competency, which involves the teacher's competency in the strengths and weaknesses of his personality and his own activities, ways of self-improvement. Autopsychological competency consists of: the ability to realize the goals, meaning, content and results of their own activities, their abilities; knowledge of the ways of professional self-improvement; ability to see

the causes of shortcomings in their work, in themselves; desire for self-improvement. According to N. Kuzmina, autopsychological competency is based on social intelligence [3, p. 105].

In modern psychology, autopsychological competency is studied as a specific willingness and at the same time the ability of the subject to continuously focus activity on the change of personality traits and behavioral characteristics, development and optimal use of their own mental resources. Autopsychological competency correlates with the notions of professional self-awareness, self-knowledge and self-development. Psychologists (O. Bodalov, V. Kazantsev, A. Sukhov) believe that autopsychological competency consists of skills aimed at self-diagnosis, self-correction, self-development, self-motivation, characterized by adequate self-esteem and aspirations for professional growth.

Autopsychological competency also covers: the ability to effectively acquire, consolidate and control new knowledge, skills and abilities, high subjective control, independent formation of a volitional unit to achieve meaningful results. Consequently, autopsychological competency is considered as a personal formation at certain stages of personal and professional development, which is responsible for the success of the development and functioning of a person as a subject of activity of different kinds. Researchers of the problem of forming the «I» and understanding of myself as a personality and subject of activity (I. Bekh, L. Borozdina, I. Bulakh, N. Wegerchuk, S. Ryabikina, Z. Lukianova, S. Maksimenko, N. Nakoshna, B. Pnevak, N. Chepileva, etc.) claim that the content of autopsychological competency varies with the transition from one age group to another, it differs from representatives of various social and professional groups.

An important role in the formation of the content of autopsychological competency is played by self-perception and the nature of the settings in relation to itself as the object of knowledge. At the level of self-perception, a person is fixed on those characteristics of appearance and mental qualities that are considered approved by the reference group for her. Understanding itself is influenced by the value orientations and the level of human claims, its subjective image of achievements. The great gap between human harassment on the high score from the surrounding and the content of the received feedback can cause the state of psychological discomfort or even neurosis.

T. Egorova [2] considers autopsychological competency to be an independent structure and at the same time a complementary construct in

relation to psychological competency. The presence of autopsychological competency demonstrates the potential of psychological knowledge for self-change at different stages of life. Academician offers a model of autopsychological competency, covering five blocks: psychological knowledge; I-concept; activity aimed at the organization of optimal matching of individual characteristics and resources with the actual tasks of professional activity; self-realization, which consists of the achievement of «cognitive-active synthesis», aimed at overcoming obstacles and solving the set of goals; professional self-consciousness, which contains the cognitive component of "I-understanding", affective – "I-attitude", estimated-volitional – "I-behavior", which makes it possible to understand the image of their professional "I" in all these systems.

T. Egorova [2] notes that autopsychological competency implies the optimal and effective functioning of the system of psychological self-regulation, which is based on a high level of self-awareness, that provides the subject with the success of social adaptation, self-realization in the profession and the ability to meet their spiritual interests and needs.

In the interpretation of A. Derkach [1] autopsychological competency – is the readiness and ability of the individual to purposefully fulfil psychological work on the change of personality traits and behavioral characteristics. It is an important condition for the enhancement of personal potential, since its availability ensures the formation and implementation of optimal models of self-organization of professional activity and life in general.

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It should be noted that autopsychological competency is important for the development of other types of psychological competency of the subject, thereby acting as metakompetentist. It accumulates specific autopsychological abilities of self-regulation, self-control, self-management in its development.

In the context of our research, it is important to notice that autopsychological competency development takes place in the context of «acmeological self-changing activity» with a certain algorithm of implementation [1]. In the acmeology there is an algorithm described about

the formation of autopsychological competency: actualization of personal and professional problems → forming of the subject self-changing activity
→ determination of the orientational basis of self-transformative activity
→ forming of the tool range → organization of the shift from external to internal psychological actions.

At the stage of social-psychological adaptation to the conditions of study at the high school, the formation of socially significant motivation of students, formation of attitude towards the future profession, formation and identification of the image "I am a teacher" take place. Therefore, studying the course "Introduction to the pedagogical profession" [4], we aim at the knowledge of the scientific foundations of pedagogical activity and communication, professional self-education and self-development; mastering the technology of self-education of students; forming with them the first principle of professional culture and competency. Among the tasks of the course important in the studied perspective is the formation of students in the need for systematic self-education and self-improvement, readiness for personal and professional changes, self-development of own personality.

We explain the features and specifics of the pedagogical profession to the first year students, describe things they can expect in their professional activities, characterize both the positive and the negative aspects of the profession, which will enable future teachers to objectively and realistically treat their work. The course «Introduction to the pedagogical profession» provides a detailed acquaintance of future teachers with the main professional difficulties, aimed at understanding and knowledge of future teachers themselves, the correction of personality traits, which will interfere with the effective implementation of professional tasks, the development of personal resources that will promote personal and professional growth, the formation of a positive «I-concept».

During the practical lessons of the course «Introduction to the pedagogical profession» on the basis of self-observation, self-examination and the use of the results of psychodiagnostic techniques and tests (the method "Motives of the choice of the profession", "Professional orientation of the teacher's personality", "Pedagogical situations" to determine the level of formation of pedagogical abilities, Detection of communicative and organizational skills (KOZ-2)", Jenningson's method for determining predisposition to stress, a method of studying volitional self-regulation, the test "Are you communicative?", "the value of your own behavior in a conflict situation", "What is your adaptability", "Readiness for self-

development", "How you manage to own yourself", etc.) [5] the first-year students determine the level of formation of their professionally significant features and qualities of their personality, outline ways to improve them, create a "professional relief" of their own personality.

Future teachers prepare abstract messages on the topics: "Pseudo-stylistic pedagogical activity and self-efficacy of the teacher's personality", "Negative features of the temperament and character of the teacher, which hinder his successful activity", "Akme as an integral formula of professional health of the teacher", etc. Students carry out such creative tasks: to form a model of an ideal teacher; to create "Code of professional activity of the teacher", "The oath of the teacher»; to make a memo "How to become a self-efficient person", etc.

Diagnostics of personal and professional qualities, resources and life positions is the first step in the formation of autopsychological competency of future teachers. The map of the personality of the future teacher is supplemented when studying the course of psychology in the course of the student's execution of the educational-research task (INDS). The purpose of the implementation of the INDS is to form the psychological culture of students, to activate the processes of self-knowledge, self-analysis and self-development, to promote the practical application of psychological knowledge in personal and professional development [6].

The tasks consist of drawing up a psychological card of self-knowledge and creating a psychological self-portrait and a psychological self-development program of the individual on its basis. The map of self-knowledge is filled in during the course study based on the analysis of the results of the performed laboratory tasks. It helps future teachers understand better their positive personality traits and to identify gaps, minuses, and creates an image of "I am real".

The next step is the ratio of images "I am real" and "I'm perfect" (this may be a scheme, a verbal portrait (mini-essay), a psychopicture, etc.). Yes, students perform the psycho-pictures on the topics: "I am real (I) - I'm perfect(a)", "I am a real student - an ideal teacher". Future teachers compare themselves with animals, plants, geometric figures, and other images: (real - sunflower seeds, ideal - sunflower; real - unripe malicious apple; ideal - ripe red-and-white apple; real - a cold star that only shines, but not warms, ideal - the sun, the real - the bluetooth penetrating through the stones, the perfect - blossomed lush rose, the real - the moonbread that matured in the sun, the perfect - sintered bread, the real - a lone boat that can not flow to the shore, the perfect - fire, torch; real - caterpillar,

ideal – butterfly, etc.).

Future teachers develop their own trajectory of personal and professional development in perspective, choose a conceptual model of development. At the same time, it is imperative to take into account the factors that will promote or hinder their full disclosure, self-realization in professional activities, in the process of moving to the heights of professionalism. Students plot schematically (in the form of a graph) the trajectory of motion to "acme".

The course of general psychology is aimed at the formation of students' ability to manage their own mental states, the ability to develop in their memory, attention, educate the will and character, etc., that is all that contributes to their personal and professional growth.

The aim of the course "Age and Pedagogical Psychology" – assimilation of the key problems of personality development in ontogenesis, patterns of mental development of people (children) of different age groups, teaching students the ability to observe and see the child in the pedagogical process, the ability to analyze their own pedagogical activity and to identify effective ways and methods for optimizing the education and upbringing of children. Important in the aspect we are studying is the study of the topic "Psychology of pedagogical activity and the teacher's personality", which involves disclosing the psychological foundations of the teacher's work and covers the issue of the requirements for the teacher, criteria for assessing the effectiveness of the teacher, professional-significant qualities of the teacher's personality, psychological and pedagogical problems the interaction of teachers and students in the organization of various forms of educational activities, the specifics of self-education activities of teachers, etc. The task of this course includes the formation of skills to analyze pedagogical situations, their own livelihoods and pedagogical activities, which is especially relevant in the context we are investigating.

The course "Pedagogy" takes the leading place in the overall system of psychological and pedagogical training of future teachers. It facilitates the mastery of students with the basics of modern pedagogical science, the formation of their skills in planning, organizing and implementing a holistic pedagogical process, modeling the various forms of its organization, developing the ability to scientific and pedagogical analysis and prediction of pedagogical phenomena, and the ability to carry out their pedagogical correction; the development of pedagogical thinking, humanistic orientation, the formation of a creative approach to pedagogical activity; the formation of skills to use productive learning

and education technologies.

Solving the problems of forming the autopsychological competency of future teachers contributes to the consideration of many issues that include the program of the course of pedagogy. In particular, pedagogical anthropology as a philosophical base of education, a person as a subject of self-development and self-improvement, the law of positive and negative assimilation (theme "Development, formation, socialization, education of the person"). Students – future teachers should be aware of the fact that only the specialist who is capable of personal and professional growth is able to form a cheerful personality capable of self-creation, self-realization, creative self-realization can be.

In the process of studying pedagogy, our activity is aimed at forming a positive attitude of the future teachers to the pupils, professional activity, themselves, to help students in their knowledge of the properties of their own personality, to create motives for their professional and personal development. In practical classes, great attention is paid to modeling pedagogical situations and solving pedagogical problems. Mastering future teachers' ability to analyze specific pedagogical situations raises interest in pedagogical activity, optimizes the development of professional self-awareness, promotes the formation of professional thinking, activates their creative potential.

The educational discipline "Educational Technologies" promotes the formation of a technological pedagogical culture, introduces students to educational, social and educational technologies, management technologies, and the technology of organizing successful activities. Important in the investigated aspect is the consideration of questions about the biological and social factors of success in professional activity, the main structural components of the technology of organization of successful activities. The course is aimed at mastering the future teachers' technology for professional pedagogical self-development.

The passage of pedagogical practice at the school promotes direct acquaintance of students with the specifics of pedagogical activity, the difficulties that accompany it, the recognition of oneself in the profession, the need for constant self-improvement, in general, the formation of autopsychological competency of future teachers. Future teachers carry out tasks aimed at developing self-monitoring and self-examination skills, creating a realistic idea of their own self, the ability to adequately assess their communication style, the strategy of behavior in a conflict situation, the ability to assess professional difficulties, the level of self-regulation,

and the level of stress tolerance.

During the course of pedagogical practice, students test the effectiveness of composite programs of professional self-education, in particular, the ways of regulating the emotional state, weakening emotional stress, removing fatigue, achieving mental equilibrium, etc. The concentration of students' attention on the problem of self-improvement gives them the opportunity to collect sufficiently reliable information in order to analyze the causes of their own failures, difficulties arising during interaction with students, teachers, causes of deterioration of emotional well-being, decrease of work capacity, violations of emotional stability, etc.

After completing the practice, students write a mini-essay "Practice at school – a test for professional suitability or exam for the soul and body?", which details themselves as teachers, note their pluses and minuses, describe the state of health in the classroom, the reasons for its deterioration. In the writing of a work the future teacher "helps" the heading "My state of health in school" in the psychological and pedagogical practice diary. In the process of reporting, future teachers outline ways to further work on them.

Taking into account the multidimensionality, density and intensity of the process of training future teachers, we involved students in self-knowledge activities during the extracurricular time. In our opinion, one of the most expedient and effective forms of such work is the organization of the activity of the student problem group as a form of psychological and pedagogical assistance to future specialists in this aspect.

The sense of cohesion, the adoption of each other, favorable psychological climate in the problem group stimulates constructive personality changes, creativity and independence of the behavior of its members. The problem group differs from other forms of work with students with high mobility, the possibility of organizing a casual, informal work, the interest of its members in the problem of self-knowledge and self-creation.

The psycho-pedagogical training developed by us represents a coherent dynamic system of training exercises and is based on the principles of active social and psychological training. The methodological basis for creating a training program was the teaching of humanistic psychology (A. Maslow, C. Rogers, etc.) about self-perception and self-actualization of the individual, its adequate personal growth. The program of psycho-pedagogical training is designed for 10 group sessions with a

total volume of 40-50 hours. In developing the training program, we used principles, technologies and exercises from other methods of active social and psychological training (Yu. Yemelyanov, S. Kratochvil, L. Markovets, H. Mikkin, N. Nazaruk, L. Petrovska, A. Prutchenkov, K. Rudestam, T. Yatsenko, etc.).

During the training through the interpersonal interaction there is disclosure of the personal issues of the members of the group and its psychocorrection. We focus on psychological and pedagogical training not only on solving personal psychological problems, the development of professional qualities, but also on the disclosure of the internal potential of the individual, the formation of the properties and qualities that are necessary to achieve a high level of professionalism.

The activities of the training group are aimed at forming the ability to recognize their own emotional state, motives of behavior, consequences of actions; development of adequate self-esteem; positive perception of oneself and accepting oneself, their merits and disadvantages, awareness of their own values and uniqueness, their abilities and abilities; the formation of a positive I-concept; activation of psychological mechanisms of self-regulation; development of readiness for self-change, self-development.

Group learning focuses on reflexive knowledge that passes through the experience of each student. It is also important not to «tailor» the personality of the training participant to a particular template or standard, but to achieve individually meaningful results. Therefore, it can be argued that the activities of the training group were aimed at the implementation of four «es»: self-knowledge → self-acceptance → self-disclosure → self-development (self-improvement).

The basic method of training is a group discussion, since it is in one or other modification almost always included in all other methods. Auxiliary methods of work in the training group are: psychomatics, playing role situations, psychodrama, psychological games and exercises, psychogymnastics (methods of verbal interaction), meditative psycho techniques and exercises-relaxation, as well as the use of parables.

Psychology-pedagogical training is directed, on the one hand, to the mobilization of the personal and neuro-psychological resources of future teachers, and on the other hand, – the mastery of them by psychotechnicians of subjective emotion. During the work of the training groups, we strive to use the energy of anxiety, aggressiveness, and ambition of its members as a springboard for the transition to a qualitatively new level – assertive behavior, sanogenic thinking, productive style of interaction,

stress resistance. The means of self-control for personal and group development in the process of training are self-reports of participants in the psychological and pedagogical training.

Consequently, 'autopsychological competency is a profound knowledge of oneself as a personality. At the same time, autopsychological competency can be considered as a condition of acmeological development of a professional teacher. Formation of autopsychological competency of future teachers involves purposeful activity, focused on self-knowledge, self-acceptance, self-disclosure, self-development and movement to "acme". Prospects for further research, we see in the development of a system for forming the autopsychological competency of future teachers, identifying opportunities and ways of its development in the coordinates of postgraduate pedagogical education.

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Abstracts

MESZKO H., MESZKO O. **Kształtowanie kwalifikacji autopsychologicznych przyszłych nauczycieli w procesie uczenia się dyscyplin psychologiczno-pedagogicznych.** W artykule ujawniono rolę dyscyplin psychologiczno-pedagogicznych w rozwiązywaniu zadań kształtowania kwalifikacji autopsychologicznych studentów – przyszłych nauczycieli. Na podstawie badania źródeł naukowych określono istotę kompetencji autopsychologicznych, przeanalizowano podejścia do ich interpretacji, elementy strukturalne kompetencji autopsychologicznych przyszłych nauczycieli. Opisano merytoryczną i technologiczną treść kursów „Wprowadzenie do zawodu pedagoga”, „Psychologia ogólna”, „Psychologia wiekowa i pedagogiczna”, „Pedagogika”, „Technologie kształcenia”, ukierunkowaną na rozwiązanie zadań kształtowania kompetencji autopsychologicznych przyszłych nauczycieli, mająca na celu ich poznanie siebie, odkrycie

siebie, samorozwój, ruch do szczytu profesjonalizmu. Scharakteryzowano rolę praktyki pedagogicznej studentów w ogólnokształcących instytucjach edukacyjnych w badanym aspekcie, opisano grupę specjalnie opracowanych zadań dla studentów odbywających praktyki. Przedstawiono opracowane szkolenie psychologiczno-pedagogiczne jako narzędzie do kształtowania kompetencji autopsychologicznych przyszłych nauczycieli, opisano specyfikę jego funkcjonowania, merytoryczne i proceduralne aspekty działalności. Stwierdzono konieczność opracowania systemu kształtowania kompetencji autopsychologicznych przyszłych nauczycieli na etapie przygotowania zawodowego, identyfikacji możliwości i sposobów jego rozwoju w systemie pedagogicznych studiów podyplomowych.

Słowa kluczowe: kompetencje autopsychologiczne, przyszli nauczyciele, dyscypliny psychologiczne, dyscypliny pedagogiczne, przygotowanie zawodowe, kształtowanie kompetencji autopsychologicznych.

МЕШКО Г.М., МЕШКО О.І. Формування аутопсихологічної компетентності майбутніх учителів у процесі вивчення психолого-педагогічних дисциплін. У статті розкрито роль психолого-педагогічних дисциплін у вирішенні завдань формування аутопсихологічної компетентності студентів – майбутніх учителів. На основі вивчення наукових джерел з'ясовано сутність аутопсихологічної компетентності, проаналізовано підходи до її тлумачення, структурні компоненти аутопсихологічної компетентності майбутніх учителів. Описано змістове й технологічне наповнення курсів «Вступ до педагогічної професії», «Загальна психологія», «Вікова і педагогічна психологія», «Педагогіка», «Освітні технології», що спрямоване на вирішення завдань формування аутопсихологічної компетентності майбутніх учителів, орієнтоване на їх самопізнання, саморозкриття, саморозвиток, рух до вершин професіоналізму. Схарактеризовано роль педагогічної практики студентів у загальноосвітніх навчальних закладах у досліджуваному аспекті, описано комплекс спеціально розроблених завдань студентам-практикантам. Представлено розроблений психолого-педагогічний тренінг як засіб формування аутопсихологічної компетентності майбутніх учителів, описано особливості його функціонування, змістові і процедурні аспекти діяльності. Визначено необхідність розроблення системи формування аутопсихологічної компетентності майбутніх учителів на етапі професійної підготовки, виявлення можливостей і шляхів її розвитку в координатах післядипломної педагогічної освіти.

Ключові слова: аутопсихологічна компетентність, майбутні вчителі, психологічні дисципліни, педагогічні дисципліни, професійна підготовка, формування аутопсихологічної компетентності.

МЕШКО Г.М., МЕШКО А.И. Формирование аутопсихологической компетентности будущих учителей в процессе изучения психолого-педагогических дисциплин. В статье раскрыта роль психолого-педагогических дисциплин в решении задач формирования аутопсихологической компетентности студентов – будущих учителей. На основе изучения научных источников выяснена сущность аутопсихологической компетентности, проанализированы подходы к ее толкованию, структурные компоненты аутопсихологической компетентности будущих учителей. Описаны содержательное и технологическое наполнение курсов «Введение в педагогическую профессию», «Общая психология», «Возрастная и педагогическая психология», «Педагогика», «Образовательные технологии», направленное на решение задач формирования аутопсихологической компетентности будущих учителей, ориентированное на их самопознание, самораскрытие, саморазвитие, движение к вершинам профессионализма. Охарактеризована роль педагогической практики студентов в общеобразовательных учебных заведениях в исследуемом аспекте, описан комплекс специально разработанных заданий студентам-практикантам. Представлен разработанный психолого-педагогический тренинг как средство формирования аутопсихологической компетентности будущих учителей, описаны особенности его функционирования, содержание и процедурные аспекты деятельности. Определена необходимость разработки системы формирования аутопсихологической компетентности будущих учителей на этапе профессиональной подготовки, выявления возможностей и путей ее развития в координатах последипломного педагогического образования.

Ключевые слова: аутопсихологическая компетентность, будущие учителя, психологические дисциплины, педагогические дисциплины, профессиональная подготовка, формирование аутопсихологической компетентности.

MESHKO H.M., MESHKO O. I. Formation of autopsychological competency of future teachers in the process of the study of psychological and pedagogical disciplines. The article reveals the role of psychological and pedagogical disciplines in solving problems of formation

of autopsychological competency of students – future teachers. The essence of autopsychological competency based on the study of scientific sources, was analyzed, approaches to its interpretation, structural components of autopsychological competency of future teachers were analyzed. The content and technological content of the courses "Introduction to the pedagogical profession", "General psychology", "The age and pedagogical psychology", "Pedagogics", "Educational technologies" was described, which is directed to the salvation of future teachers' autopsychological competency problems formation, focused on their self-knowledge, self-disclosure, self-development, moving to the heights of professionalism. The role of pedagogical practice of students in general education institutions in the investigated aspect was described, the complex of specially designed tasks for students-practitioners were characterized. The developed psychological and pedagogical training as a means of formation of autopsychological competency of future teachers was presented, features of its functioning, the content and procedural aspects of activity were described. The necessity of developing a system of formation of autopsychological competency of future teachers at the stage of professional training, identification of opportunities and ways of its development in the coordinates of postgraduate pedagogical education was determined.

Key words: *autopsychological competency, future teachers, psychological disciplines, pedagogical disciplines, professional training, formation of autopsychological competency.*