

FORMATION OF FUTURE TEACHERS' READINESS FOR PROFESSIONAL AND MORAL SELF-DEVELOPMENT

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Abstract: The article is devoted to the problem of forming the readiness of a modern teacher for his professional and moral self-development. Its relevance is connected with the change of traditional social values, and the development of democratization processes, which determined the freedom of choice of spiritual and moral self-determination of young generation. This circumstance increased the degree of social responsibility of modern teachers, and raised the level of requirements for their moral qualities. In this regard, the problem of finding the most effective means of forming the readiness of future teachers for professional and moral self-development at the stage of training at the university is actualized. According to the authors, the disciplines of the module "Pedagogy" have a significant potential in this respect. The paper outlines theoretical provisions, concerning the concept of readiness for self-development, its structural components and criteria. The methods of the research were the following: theoretical analysis of scientific literature and program-methodological documentation, systematization, generalization. The result of the study was the revealing of extensive potential of pedagogical disciplines in the formation of knowledge and skills of professional and moral self-development, as well as the organization of training, based on the resolution of situations of moral choice. The use of the obtained data will help in solving the problem of creation of favorable conditions for the spiritual, moral and personal development and self-improvement of students during the university studies. The article can be recommended to university teachers for the development of curriculum programs, as well as to the future teachers themselves, in order to plan personal growth and professional development.

Keywords: professional and moral self-development, readiness, potential of pedagogical disciplines, situations of moral choice, moral dilemmas.

1 Introduction

The processes of changing traditional social values, observed in modern society, led to an acute need for the education system to promote spiritual and moral self-identification, personal growth of the younger generation. This circumstance determined the increase in the degree of social responsibility of modern teachers, raised the level of requirements for the professional and personal component of pedagogical activity: readiness to pursue their professional and moral self-development.

At the same time, among teachers there is a weak concern in this type of activity, its level of quality does not meet the requirements of society. This, in turn, affects the creation of favorable conditions for the spiritual, moral and personal development of students.

In this regard, the need for preparing of teacher for moral self-development at the stage of vocational training at the university has particular urgency. In Federal State Educational Standard 3++ in the field of study "Pedagogical Education" (Bachelor's programme), this task is reflected in the formation of such competencies as: the ability to carry out the spiritual and moral education of students in class and extracurricular activities; to build and implement the trajectory of self-development.

In the opinion of researchers, the process of forming the readiness for professional and moral self-development is hampered by the insufficient level of formation of relevant knowledge; low efficiency of technologies, used in the formation of this readiness; insufficient use of the possibilities of pedagogical education as a whole for this process (Villalobos Antúnez, 2016).

We believe that the problems of forming the readiness for professional and moral self-development can be resolved using the potential of disciplines of pedagogical cycle.

The purpose of this study is to reveal the potential of pedagogical disciplines for forming the readiness for

professional and moral self-development of the future teacher (Yusupov & Demyanov, 2017).

2 Methodology

The methodological basis of the study is the theories of professional development and self-determination; professional and moral development of teacher research on motivation for professional development through interdisciplinary integration (Vasileva et al, 2017; Cole, 1992; Fakhurtdinova & Konopatskaya, 2015; Auhadeeva et al, 2017; Velea & Farca, 2013).

The methods of the research were the following: theoretical analysis of scientific literature and program-methodological documentation, systematization, generalization (Socket, 1993; Goodlad, 1992; Fahrutdinova et al, 2014; Fahrutdinov et al, 2017).

Self-development refers to the main categories of pedagogy, and is defined as the continuous process of setting and achieving specific goals by the person, through the change of own activity, behavior, oneself, based on the internally significant motivations and external influences. The essence of self-development is a qualitative change in the vision of the world, of the person himself, his role in this world, reorganization of the individual not only in relation to the world as a whole, in communication with others and oneself, but also the actions, which are actively practiced by the subject (Markova, 2004).

The specificity of moral self-development is in its functional peculiarity, connected with the self-regulation of behavior, on the basis of a change in the value system. In turn, according to V.V. Markova, the professional and moral self-development is a constant, purposeful and conscious self-cultivation of teacher, in order to improve the level of professional and moral self-awareness and behavior. The nature and content of the moral activity and relations of teacher in a professional environment is determined by the pedagogical ethics. It is a set of rules of communication and behavior, conditioned by a specific teaching and educational environment. The meaningfulness of the moral attitude of the teacher is expressed by the concept of "unindifference" - as the ability for compassion, sympathy, understanding, support, communication. The moral pedagogue plans his professional activity, guided by the principles: orientation to the Student, priority of the Student's interests, absolute responsibility, the Student as the goal (Maralov, 2004).

Professional and moral self-development involves the sequential passage of the following stages: the identification of the problems of this process in own activity through self-knowledge; the definition of the goal of self-improvement and creation of the program of professional and moral self-development; implementation of the program in the course of practical activities; reflection and determination of the moral position in professional activity.

Readiness for professional self-development is regarded by researchers as an integrative quality of the personality, characterized by its positive attitude to pedagogical activity; the presence of a critical attitude to the personal result of educational activities, providing an understanding of own pedagogical capabilities; the ability to self-development in the process, on the basis of self-education (Rumyantsev, 2009).

Romanova L.Yu. offers a level dynamics of the complex of appropriate capabilities and skills as the indicator of the formation of readiness for professional and moral self-development. They are reflected in the content of the value-self-actualizing, value-cognitive and value-activity operational components (Romanova, 2012). According to Rybina I.S., the criteria for assessment the level of readiness of future teacher for professional and moral self-development are cognitive, moral-

personal and reflexive-activity (Rybina, 2015). Akhmetova A.I. defines the following criteria of readiness: the desire for moral growth (motivational-value component of readiness), the development of axiological knowledge (cognitive), the development of professionally important capabilities (professional-personal), the formation of reflexive skills and the ability to spiritual and moral development (reflexive component) (Akhmetova et al, 2016).

3 Results and Discussion

According to the stated goal, we conducted a comprehensive analysis of the programs of educational disciplines, belonging to the module "Pedagogy", in the field of study "Pedagogical Education" (Bachelor's programme).

We used the research of Vlasova E.A (Vlasova, 2008), who distinguished the following criteria of readiness of the future teacher for professional self-development:

- based on the motivational and objective component - professional orientation of the individual (indicator: motivation of professional activity, the need for professional self-development);
- based on the content-operational component - the ability to professional self-development (indicators: the content of knowledge and skills in the field of professional self-

development, the need for professional knowledge and skills, the ability to plan and implement their own professional self-development);

- based on the reflective component - the development of reflective skills (indicators: the ability to evaluate own actions in the process of purposeful professional self-development, the ability to correct professional self-development).

The potential of pedagogical disciplines was evaluated from the position of their ability to ensure the formation of all components of readiness. Also the thesis, that development and self-development are two parallel and closely interrelated processes, has been used as the basis of the study. In this context, the contentive potential of the module "Pedagogy" was considered in two aspects:

- as the formation of knowledge about the essence of self-development, its mechanisms, factors and abilities to plan self-development, and to evaluate it individually;
- as the mastering of knowledge about the moral foundations of pedagogical activity and the possibility of own professional and moral development.

Table 1 gives the examples of didactic elements of the content of pedagogical disciplines, which are effective for forming the readiness of future teachers for moral self-development.

Table 1. Didactic elements of the content of pedagogical disciplines and formed components of readiness for professional and moral development and self-development

Disciplines of the module "Pedagogy"	Subjects, questions of disciplines	Formed components and indicators of readiness (knowledge, skills, interests, the needs of professional and moral development and self-development)
History and philosophy of education	"Domostroy" is about the education of morality. Moral education in the writings of K. Ushinsky and L. Tolstoy. Tolstoy's advices on the right life. The life of YA Korchak as an example of the moral position of the teacher.	<i>Motivational:</i> - interest in the process and result of the professional and moral development and self-development of the teacher, the need for self-knowledge. <i>Substantive-operational:</i> - an understanding of the essence of self-programming and the possibilities of self-development
General principles of pedagogy	Axiological component of the professional culture of the teacher. Pedagogical values. Pedagogical ethics, pedagogical tact. Professionalism and self-development of the teacher's personality. Personal growth and career of the teacher.	<i>Substantive-operational:</i> - knowledge of personal and professional requirements for the teacher, his moral qualities; - knowledge of the essence, mechanisms and conditions of self-development; - knowledge of the essence of professional self-awareness and reflection. <i>Reflexive:</i> - the ability to design the program of self-education and self-learning.
Theory and methodology of upbringing	Types of pedagogical interaction. Styles of leadership, styles and positions of the teacher in communication. Pedagogy of cooperation and technology of pedagogical support. The ratio of upbringing, development and self-development. Self-education of personality.	<i>Motivational:</i> - the need for professional knowledge, skills and skills in self-education and self-development. <i>Substantive-operational:</i> - knowledge of the moral foundations of professional interaction and communication; - Knowledge of the characteristics of self-education: self-regulation, self-control, self-instruction, self-report; - Ability to develop self-upbringing programs.
Didactics	Didactogeny and its consequences. The educational environment and health of pupils. Psychological climate of the school.	<i>Substantive-operational:</i> - knowledge of the influence of the teacher's attitudes on the results of educational activity. <i>Reflexive:</i> - the ability to assess the consequences of their actions from the moral point of view as a manifestation of responsibility for the result of their work.

The potential of pedagogical disciplines was also considered through the possibility of training organization, based on the solution of pedagogical situations, grounded on the need for moral choice (moral dilemmas).

In the conditions of education democratization and freedom of choice, the requirements to the individual responsibility of the teacher for the consequences of pedagogical decisions increase. This responsibility increases in the situations, containing moral

dilemmas. The criterion of responsibility is morality. The studies have shown that the development of moral position of personality occurs mainly due to the situations of moral choice, which require a person to abandon his own desires and interests, to make conscious efforts for the sake of others (Beituganova, 2016). Only the ability to self-development allows the teacher to make the right decision and with a free moral choice to reach a higher level of responsibility in professional activities.

Table 2 gives the examples of situations, containing moral dilemmas, which can be used when studying the module "Pedagogy".

Table 2. Situations of the moral choice

The choice between different kind of moral behavior	Short description of situation
the choice between professional values	Should you, for motivation purposes, to slightly overestimate an assessment for a weak student who actually performed the work at the limit of his abilities, tried very hard, but did not reach the required criteria.
the choice between your interests and others' interests	The control work, which you prepared children for a whole week, is broken because of the need to prepare a responsible for school event called "Meeting with War Veterans". How to be?
the choice between personal beliefs and public opinion	The teacher of history who gave the pupil an assessment of "satisfactory" is asked to be more loyal to him and not "spoil the certificate," because he has an excellent mark on mathematics, the Russian language and other complex subjects, and the history teacher simply could not find an approach to him.
paternalism or self-determination of a child	When pupils choose the profile of education in the upper grades, should the teacher reorient the pupil if he sees that his interests and inclinations do not correspond in any way to his abilities.
personal values or professional values	The pupil asks to study with him on the eve of the control work, but the teacher promised to help his elderly parents this day.

4 Summary

The results of the research show that the disciplines of the module "Pedagogy" effectively contribute to the formation of all components of students' readiness for professional and moral self-development: motivational and objective, content-operational and reflective. It is expedient to form the components of readiness on the basis of acquisition of theoretical knowledge about the essence of the processes of self-development and reflection, understanding of the moral foundations of pedagogical activity, development of cognitive interests and needs. The content also provides the opportunity to organize training by using situations, containing moral dilemmas, the resolution of which will contribute to the formation of skills for the professional and moral behavior of future teachers.

5 Conclusions

The necessity of forming the readiness for professional and moral self-development is due to the fact, that its achievement is the main condition for the effective professional and pedagogical activity.

The strategy of forming the moral readiness of the future teacher presupposes the enrichment of the traditional education with humanitarian ideas about the self-awareness, moral feelings, attitudes, norms of behavior; the inclusion in the educational process of activities, stimulating the search for appropriate professional and moral forms of communication. The results of the research prove that pedagogical disciplines have a great contentive potential for implementing this strategy.

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