

Scientific comparative analysis of Professional Self-Development of future social pedagogue in Kazakhstan and abroad

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Abstract

The paper deals with the scientific analysis in the sphere of social and pedagogical education and with the professional self-development of future teachers. In the paper the structure of the professional development that introduces the interconnection of the four members is presented: self-identification, self-esteem, self-determination, self-government. Attention is focused on the integrity of the system of self-development of a social pedagogue as a competent specialist, who also possesses a set of general culture of personality with professionally significant qualities. The theoretical bases of social and pedagogical support, its essence and content are considered. The role of practice as an integrative component of the professional development of a specialist is emphasized. The necessity of introducing the self-development trajectory in the educational process for successful professional formation of a future social teacher is acknowledged. The paper is intended for researchers and educators involved in the training of future social pedagogues.

Keywords: professional self-development, social pedagogue, self-development trajectory;

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1. Introduction

Improving the quality of human capacity and provision of future Kazakhstan with highly skilled workforce is possible only under the condition of modernizing higher education in the Republic and its integration in the global educational space (Tandogan, 2018). The field of higher education is the first priority for present day economic development of the country, since the quality of higher education predetermines sustainable competitiveness of the country in the context of globalization (Bandura, 1989; Sergeev & Serikov, 2013; Tehdit, 2020). As the importance of intellectual and creative activity, science, equipment and social interaction and humanistic and creative orientation of science and technical progress grows, the demand for training specialists to help shaping the new social and economic conditions of Kazakhstan becomes higher. The people need proper guidance and leadership to adapt to living conditions in swiftly changing times marked by a never-ending flow of information and its ensuing problems, although its benefits cannot be denied (Berger, 1952; Senashenko, 2011).

The training of social pedagogues at higher educational institutions is one of the most important components of pedagogical education that results in the acquisition of special knowledge and skills by a prospective pedagogue, development of a social way of thinking, and increasing social awareness that permits these pedagogues to perform constructively their duties in accordance with the job requirements. In the conditions of modernizing Kazakstani education the most important thing is the problem of professional training specialists, who are competitive in the labor market, competent, being at home with their profession (Seferoglu & Celen, 2020).

At the present time the sufficient experience of training specialists in sociocultural sphere has been accumulated. Progressive development of the personality of a future professional in the social activity is reflected in the works of Axmerova (as cited in Karipbaev, 2017), Bocharova (1994), Kulichenko (2017), Fatykhova, and others. The problems of developing the most important components of the social pedagogy are discussed in the works by Vasilkova (2010), Kelasyev and Platonova (2014) and others. In the studies of Musina (1999), Pushkaryova et al. (2018), and others there are revealed the features of training social pedagogues for work with various layers of the population. In the works of the researchers the problems of the prospective training of future social pedagogues in present day social and economic conditions are reflected. In the totality all the scientific works are of important theoretical and practical significance. However, the authors did not put the objective to deal with the problem of forming the personality trajectory of the professional development of a future social pedagogue.

The analysis of the process of self-development cannot be carried out without using such components, as "the development of a person", "the development of a personality" or "personality development" (Burns, 1987; Masat, Cinarli, Sener, Kavalali Erdogan, Simsit & Koc, 2018). Thus, the process and the result of the person development are conditioned by three factors: heredity, environment, and education.

V.I. Andreyev notes that inborn and inherent natural qualities are those physiological characteristics of a person that determine the inner program of the person development, make people unlike, heirloom. Well-known psychologist Eysenck (1993) who studied the features of the person's individual abilities believes that in developing individual abilities up to 70—80 % are determined by natural, inherited factors, and the rest is conditioned by the environmental peculiarities, the training and education quality.

Professional self-development of a person is a dominating professionally relevant quality of a present-day social teacher providing his professional becoming, professional development and, as consequence, competitive advantage in the labor market (da Costa & Domingos, 2019). The problem of professional self-development was studied by many scrupulous scientists and scholars. Analysing these works allows establishing the fact that the majority of the authors have the opinion that the professional self-development is a process of developing and realizing their opportunities in the sphere of professional activity. So, Bailuk (2016) believes that professional self-development can be, on the one hand, productive, positive, but the other hand, negative or it can combine in itself a positive and negative development. Under the productive professional self-development Bailuk (2016) recognizes the activity that "is determined by the true values of the community, the true needs and abilities of a person that is, on the positive value-conscious basis, and therefore meets the requirements of this type of the society's activity, and the desires of its subject (Canfield and Wells, 1976).

The driving force for the development of a person leading to transformations, is defined by the needs (Gruber & Bailey, 2021). A need in a broad sense is a need for something, or, in a narrower sense, a condition in which the person depends on the state of being. In this respect, the humanistic theory of personality developed by Maslow, B.G. Ananyev, V.S. Merlin, and others is very attractive. Maslow, in the conception and hierarchy of human beings, defined the following: physiological needs, the need for security, the need for love and affection, the need for the general status (respect); the need for self-realization and individual development. The hierarchy proposed by Maslow reflects the age needs, starting with physiological and ending with self-confidence of a person through development.

One of the recognized authorities of humanistic psychology, an American scientist K. Rogers notes that people have an unlimited potential not for comprehensive development of abilities and inclinations that sometimes a person doesn't have, but for self-improvement. K. Rogers's merit is that he reveals certain forms of the development promoting a tendency of a person to self-improvement of the inborn potential. He puts forward a hypothesis of the fact that the behavior is inspired and regulated by the motive that has been called a tendency to updating. In such a way, the major motive in the person's life is to stabilize, i.e., to keep oneself, as much as possible to reveal the best qualities of the personality put in it from the nature (Vitulyova, 2020).

As a person is a social being, it is accepted to consider that self-development of a personality happens in the process of its socialization and education. Socialization cannot be carried out without inclusion of the subject in the active activity process that plays a great role in the development. Only thanks to active activity a personality can achieve success in the professional sphere (Crane, 1974).

2. Methods

On the basis of studying philosophical and psychological-and-pedagogical literature on the problem of professional self-development of a personality, we have revealed the following provisions that are significant for our research:

- each professional activity has specifics requiring a certain set of important professional qualities of self-development.
- professional self-development and formation last for a long time (since the children's years) and sometimes continues throughout a person's entire life.
- professional self-development requires personal acceptance of the future sphere of activity.
- social conditions have a significant effect on this process.

- the process of professional self-development of a personality can be governed both from the outside and by means of self-development of a future social teacher.

In this connection it has been defined that the leading professionally important qualities are connected with requirements of the activity, the basic ones are a cornerstone for forming all the systems of professionally important qualities, around them all other qualities of the subject needed for ensuring the activity and its main actions are united and structured. As professionally important qualities are formed on the basis of personal qualities, it is possible to assume that professional self-development is inseparable from personal self-development. We find such a situation in the work by (Hansford and Hattie, 1982).

We also note their influence on acquisition of professional competence and professional self-development of a future social teacher. Proceeding from scientific analyses we divide external and internal sources of the activity of self-development. External sources (requirements and expectations of the society) act as the key and define the direction and the depth of the needed self-development. The need of the teacher for self-education caused from the outside is maintained by a personal source of activity (beliefs, feeling of a debt, responsibility, professional honour, healthy vanity, etc.). This requirement stimulates the system of actions for self-improvement which nature is in much predetermined by the maintenance of a professional ideal. In other words, when pedagogical activity gets personal, deeply conscious value in the teacher's eyes, then the need for self-improvement is manifested, and the self-development process begins (Valickas & Valickiene, 2017).

The level of forming self-assessment is of great importance for expanding the processes of self-development. Psychologists note two methods of forming correct self-assessment. The first one consists in correlating the level of claims to the achieved result, the second one in comparing them with opinions of people around. If claims are low, then it can lead to forming the overestimated self-assessment. Studying the nature of difficulties in the activity of teachers has shown that only those who put before themselves high tasks have difficulties. As a rule, these are creatively working teachers. Those who have no high claims are usually satisfied with the results of their work, they highly appreciate them, while opinions regarding their work are far from desirable. That is why it is so important for each person who has chosen the pedagogical profession to create an ideal image of the teacher in mind (Konst & Kairisto-Mertanen, 2019).

If to treat self-development as a purposeful activity, then self-analyzing is to be its obligatory component. Pedagogical activity shows special requirements to the development of informative mental processes: thinking, imagination, memory, and others. Not accidentally, many psychologists and teachers in a number of professionally significant qualities of a social teacher call the ability to distribute attention, professional memory of faces, names, mental states, pedagogical imagination, observation, etc.

A compound part of professional self-development is self-educational work of a social teacher.

Mastering the abilities and skills of independent work begins with establishing a sanitarily and pedagogically reasonable mode of day. It is necessary to plan the educational and extra-curricular activity so that there is time for self-educational works and for cultural rest.

In the activity of a social teacher of whom the culture of intellectual work is characteristic, the following components are shown:

1) the culture of thinking as a set of abilities to analyze and synthesize, compare, and classify, to abstraction and generalization, "transferring" the acquired knowledge and methods of intellectual activity into new conditions.

2) a steady informative process, abilities, and skills for the creative solution of informative tasks, abilities to focus on the problems that are main, most important now.

3) rational methods and ways of independent work for acquiring knowledge, perfect possession of the oral and written speech.

4) hygiene of intellectual work and its pedagogically expedient organization, the ability to use reasonably the time, to spend physical and spiritual forces.

The most effective way of professional self-education of a social teacher is his participation in creative search of the pedagogical collective, in the development of innovative projects of the educational establishment development, author's courses and pedagogical technologies, etc.

Self-development has a double pedagogical result. From the one hand, it presents the changes that happen in the personal development and professional growth, and on the other hand, it is mastering the ability to be engaged in self-development. To judge whether a future social teacher has seized this ability is possible, based on whether he has learned to carry out the following actions (Table 1).

Table 1. Relevant skills of self-development

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1	Defining the objectives	to set ahead all the most important goals and objectives of the development
2	Planning	to select means and ways, actions, and stages of the development
3	Self-checking	to provide comparing the course and the results of the development with what was planned
4	Correcting	to bring necessary corrections in the result of working at oneself

Mastering such actions requires time and certain abilities. Therefore, leaning on the aforesaid studies, we allocate 3 stages of professional self-development:

At the initial stage of mastering professional self-development its objectives and tasks are non-concrete, their content is insufficiently determined. They exist in the form of uncertain desire to become better in general that appears under the influence of external incentives. Means and ways of self-education are not quite mastered. The process of self-education proceeds as an educational procedure, therefore a student needs the help of another person (a teacher).

At the second stage of mastering self-development, goal setting becomes more certain and concrete. At this the objectives and tasks that are set by a student concern concrete quality of his personality. A lot of things in the procedures of self-development depend on external circumstances. However, in the course of accumulating experience the procedures of self-development realization are reduced. Judiciousness, self-instruction, self-criticism are essential manifestations of self-development at this stage.

At the third stage of self-development a social teacher independently and reasonably formulates his objectives and tasks. At this the content of self-development rises from private qualities to global or general professionally significant qualities of an individual. Planning work by individual trajectories of professional self-development of students themselves, selecting means of self-self-action are carried out easily. All the key factors of self-development: defining the objectives, planning, self-checking, self-correcting, are carried out automatically, easily (Table 2).

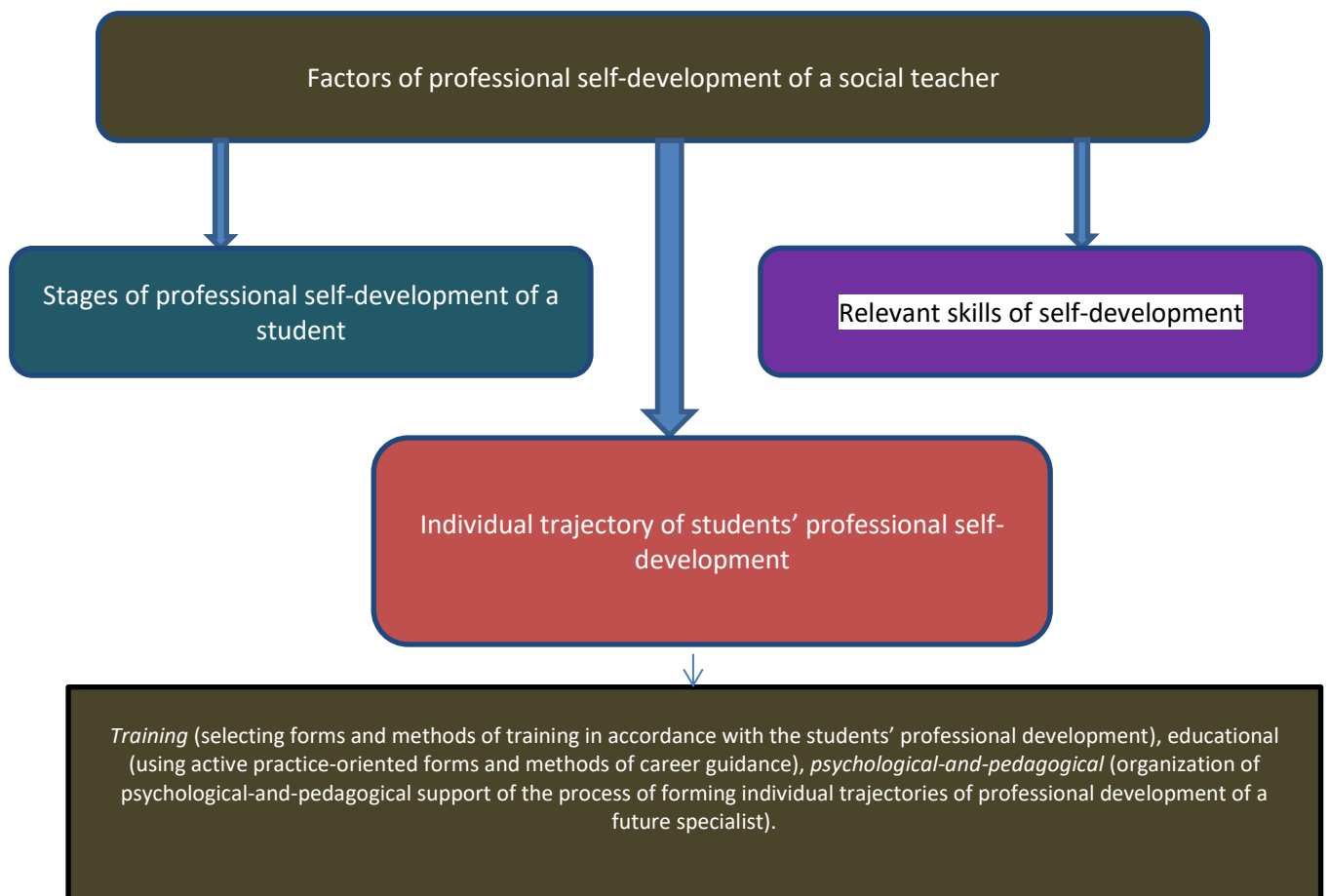


Figure 1. Key factors of self-development of a future social teacher

3. Results

The analysis of practice at higher education institutions in training social teachers demonstrates the fact that in the basic educational activity it is focused on increasing competence of a future professional, at this individual originality of professional development of a student during the whole period of his training is insufficiently considered. The prevalence of the unified methods and ways of the teachers' work directed to forming stereotypic professional abilities and skills at future social teachers is noted.

In the comparative analysis of organizing the teaching and educational process at some higher education institutions of Kazakhstan and identifying educational aspects in the systems of training social teachers in the USA, Switzerland and Great Britain we have paid attention that the problem of individualization and differentiation of training of future experts in social-pedagogical activity was relevant and was considered in dependence on an educational institution from the point of view of forming a special professional field. In the course of the study, it has been defined that the professional field of higher education institution is an adequately organized teaching and educational process that

becomes the regulator in relation to each student, and its efficiency depends on external and internal subjective positions of a personality that develop in the training period (Agha & ELDaou, 2018).

Revealing the features of the teaching and educational process at higher education institution that are needed for forming an individual trajectory of professional self-development of students as future social teachers, we have defined the following opportunities: educational (selecting forms and methods of training, according to professional development of students), educational (using active practice-oriented forms and methods of professional orientation activity), psychological-and-pedagogical (organization of psychological-and-pedagogical support of the process of forming an individual trajectory of professional development of a future expert).

The analysis of social-pedagogical activity has influenced determination of the criteria of assessing the condition of individual professional self-development of students. We find a set of examples of developing these criteria in scientific literature (I.N. Gornostayeva, D.A. Danilov, A.A. Zvorykin, P.M. Kulichenko, V.N. Koziyev, E.S. Nikitina and others). In the turn, we used the students' activity and their relation to future professional activity as the criteria. In this connection four estimated spheres have been defined: motivational (the indicator has been the motivation level to social-pedagogical activity), communicative (developing the interpersonal relations and personal qualities, such as: empathy, emotionality, extrovertly), organizational-willing (strong-willed qualities and inclination to organization and self-organization: endurance, independence, commitment), personal-professional (self-development of the subject by means of reflection).

4. Discussion

In this connection forming the professional environment for personal-oriented training at higher education institutions assumes strengthening social-pedagogical orientation in personal-professional formation of each student by means of creating an individual trajectory of professional self-development (Matei, Rotaru & Cristache, 2019). Owing to it, in the teaching and educational process it is necessary to apply active practice-oriented forms, methods of professional training experts that assume organizing the group and individual work with students (Shendrik, 2006).

K.D. Ushinsky's statement of the fact that the teacher lives while he studies, gains a special value in modern conditions. Life has put in the agenda of the day the problem of continuous pedagogical education. A. Disterveg wrote meaning the teacher: "He is only till that time capable to bring up and to train while he himself works at the own education and training (Hobson, 1983; Jourard, 1971; Modern vocabulary in pedagogy, 2001).

The ability to "create oneself" is in compliance with social-moral ideals in which professional self-development, rich spiritual life and responsibility would become natural conditions of human life, the sharpest requirement of day.

5. Conclusion

Having summed up the results, professional self-development as any other activity has quite a complicated system of motives and sources of activity in the basis. Usually, the driving force and the source of self-education of a teacher the need for self-improvement is called.

Our own scientific analysis carried out has allowed making a conclusion that professional self-development of a teacher is the process of high-quality, purposeful conscious change of his identity providing self-development of the identity of students and being an integral condition of forming the subjectivity of the pedagogical interaction participants. The structure of professional self-development represents interrelation of four components: self-identification, self-esteem, self-determination, self-government.

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