

TRANSCENDENTAL-REFLEXIVE VECTOR OF THE PROFESSIONAL DEVELOPMENT OF A HIGH SCHOOL TEACHER



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Abstract. The research is devoted to the pressing issue of the professional development of a high teacher. The essence and content of the transcendental-reflexive criterion of the teacher's professional development are determined. The reflexive stage of self-improvement technology that included pedagogical self-examination, diagnostics of successes, disadvantages, faculty trained methods of facilitation and achievement of professional success by means of pedagogical training is revealed. It has been proved that the increase in the level of formation of the transcendental-reflexive criterion of the teachers` professional self-improvement is determined by a change in the level of self-control reflexivity, self-regulation, identification of yourself as a successful teacher who can remove barriers to the professional self-improvement drawing on his/her experience and skills.

Keywords: *transcendental-reflexive criterion, professional development, high school teacher, reflexive stage of self-improvement technology.*

Introduction

The general definition of the issue and its connection with important scientific or practical tasks. For today's Ukraine, the qualitative national higher education that has to educate an innovative personality, a person with critical thinking, capable of constant value-added professional growth, elevation of routine, reflexive analysis of professional pedagogical activity and spiritual transformation of reality is particularly important. Such a strategic task can be performed by a professional teacher as a subject who realized actively, qualitatively and creatively in pedagogical work, has an adequate self-esteem, a confident, positive and constructive life position; who is able to project objectively his/her own self-improvement; who is able to find effective methods and techniques of personal self-development on a reflexive-transcendental basis.

The urgency of this problem has been reflected in the provisions of the international documents on the issues of education development in the conditions of globalization and European integration (Forum of European Ministers "European School of the 21st Century: Kyiv Initiatives" (2011), Pedagogical Constitution of Europe, adopted at the 2nd Forum of Rectors of European Pedagogical Universities space (2013), etc.), as well as in the national documents constituting the normative-legal base of higher education (Ukrainian Laws "On professional development of workers" (2012), "On Higher Education" (2014), National Education Development Doctrine (2002), National Program "Education. Ukraine of the 21st Century" (1996), National Strategy for the Development of Education in Ukraine for 2012 - 2021, Concept of Adult Education in Ukraine (2011)).

Analysis of basic research and publications. The philosophical aspects of the concept of "professional self-improvement" are presented in the works by V. Andrushchenko, O. Bazuluk, V. Beh, I. Bondarevich, B. Hershunskyi, E. Gusinskyi, I. Zyazyun, V. Kremen, V. Tertychyna and others.

The ideas of the representatives of humanistic psychology (A. Adler, A. Maslow, H. Allport, C. Rogers, V. Frankl); classical psychoanalysis (E. Erickson, S. Freud, C. Jung) are fundamental to the study of professional self-improvement. The theoretical and practical solution of the problem of the development of self-determination processes

(self-determination, self-suppression, self-actualization, self-improvement, self-regulation, self-development, self-reflection) is presented in the works by H. Ball, I. Bech, O. Vishnevskiy, O. Kucheriovogo, V. Rybalko, L. Rybalko, V. Semichenko). The psychological, axiological, and aesthetic aspects of pedagogical skills are analyzed in the scientific research by S. Honcharenko, O. Dubaseniuk, I. Zyazyun, O. Lavrinenko, N. Nychkalo, O. Otych, V. Rybalko, V. Slastonin, T. Usatenko, L. Khomych and others.

The purpose of the article is to reveal the essence of the transcendental-reflexive criterion of the professional development of a high school teacher, to investigate the influence of the reflexive stage of the professional self-improvement technology on the high school teachers.

Presentation of the main research material. To objectively represent the professional development of the high school teachers, the reproduction of a complete and valid model of this phenomenon, it is necessary to determine the grounds for choosing and formulating criteria (indicators) for its effectiveness.

We emphasize that "criterion" (from Gr. criterion) is a feature on the basis of which the assessment of the phenomenon, process, result, classification, measure of anything is going on [9]. And this is also a mean of checking a certain statement, hypothesis, etc.

In pedagogical science and practice, there is no clear distinction between "criteria" and "indicators". We support the position of V. Dokuchaevoi, who believes that "... both categories are relative in view of a certain methodological level of division of the scope of the concept. Hence, the only thing in which their difference may lie is a degree of generalization, which, of course, in the criterion is much higher" [4, p. 326].

But when compared criteria with indicators, the first have to perform integrable, aggregating function, while the indicators have to extend, complement, specify the criteria, giving them quality-evaluation characteristics.

Modern psychological and pedagogical science sets the certain requirements on which we should focus on during selection, substantiation and meaningful definition of the criteria.

Well-known scholars V. Slastonin and L. Podimov singled out the general requirements

for the criteria developed in the educational space:

1. Criteria have to reflect the basic laws of personality development.
2. Criteria have to serve as a mean of establishing links between all components of the investigated system.
3. Qualitative indicators have to be presented in unity with quantitative indicators [8, p. 108]).

When developing the criteria and indicators of professional self-improvement of the high school teachers, we take into account the opinion of V. Slastonin, who as a criterion for professional self-development of a teacher distinguishes:

- the self-organization of qualitative changes in personality and activity;
- the dominance of the pedagogical activities of a teacher, aimed at professional self-renewal, change of methods and means of pedagogical activity in the structure of pedagogical activity;
- the formulation and solution of the pedagogical, psychological, organizational and objective tasks concerning yourself and your activity;
- the teacher's ability to perceive various manifestations of the environment as a prerequisite for his/her professional self-development [7].

To identify the efficiency improvement of pedagogical process, validity, dynamic conceptual and theoretical models of the professional development of the high school teachers, the criterion that reflects the level of the transcendental-reflective preparedness of a high school teacher to professional self-improvement is determined. Personal and professional self-improvement is impossible without the development of reflection. According to S. Rubinstein, understanding yourself, a person creates his/her life, realizes in the activity, in being that more fully reflects his/her essence [6]. The personality that develops and is constantly in a state of self-reflection and reflection that helps him/her go beyond the immediate situations, move the focus from situational on significant, indirect, move from the development of individual mental properties to the synthesis and development of the integrity of who I am [1].

I. Bech notes that the deployment of reflection (thinking aimed at motivating the act) and the will of the subject reveal the progressive changes in the moral and spiritual

acts of the individual, as a result of which he/she acts freely and morally responsible [2]. Transcendence determines the focus on the search of the meaning of life, the promotion of the development of other people, spiritual, creative self-actualization, and others.

The indicators of the analyzed criterion are, first of all, the ability to reflect, namely: the ability to analyze his/her own personality and activities from an objective position, from the standpoint of new knowledge; to correct self-improvement methods, to analyze changes during this process. The presented criterion reflects the ability: to self-knowledge and self-evaluation of professional activity and personality; to reflexive analysis of the process of creative self-realization; to self-control the effectiveness of personal actions; to self-identify himself/herself as a teacher who tends constantly for self-improvement. The transcendence of the criterion reflects the level of ability on the basis of reflection, to rise above the routine, to consider yourself from the point of view of improvement, awareness of the experience of realizing the ideals of Truth, Beauty, Goodness; the ability to multiply spiritual knowledge and wisdom. The indicators of the transcendental-reflexive criterion of professional self-improvement of high school teachers are:

1. Ability to professional reflection.
2. Ability to self-knowledge, self-control, self-identification.
3. Ability to uplift the routine.
4. Ability to detect and eliminate self-improvement barriers.

The experiment was attended by 750 high school teachers. The respondents were

divided into groups depending on age, length of teaching activities, while the percentage of the groups responded to both the logic of professional self-improvement and representation in the general population in accordance with the realities of the present. All studied teachers in accordance with the length of work were divided into 2 groups. Group I (age up to 35 years old, work experience up to 10 years) included 48.8% of the studied subjects, Group II (age over 35 years old, with experience more than 10 years) included 51.2% of the high school teachers. Subsequently, during the analysis of the empirical data, the identified groups will be named as Group I and Group II.

According to the transcendental-reflexive criterion, it was found the following picture: the initial level is typical for 33.4% of respondents of Group I and 23% of the teachers of Group II; the intuitive-situational level among respondents of Group I is 40.5% and of Group II is 40%; the optimal level is characteristic of 17.9% of Group I and 30% of Group II; the reference level corresponds to 8.2% of respondents in Group I and 7% in Group II.

The reflexive stage of self-improvement technology involves pedagogical self-examination, diagnostics of successes, disadvantages (analytical-reflexive exercises, simulation games, reflexively analytical conversations) [3].

The high school teachers with the purpose of revealing their vital professional position, self-examination, influencing success in the pedagogical profession, were invited to prepare an essay "Has a high school teacher the right to be an unhappy person?"

In order to reveal the reflexive potential, the self-actualization of the teacher used the cinquain method (the form of free creativity, which requires the author's ability to find the most relevant elements in the information material, draw conclusions and briefly formulate them). Cinquain is a verse consisting of five lines and is constructed according to certain rules. Cinquain teaches the meaningful use of the concept and determines the attitude to the problem that is considered (it is especially important in the context of professional self-development). Here are examples of Cinquains. Analyzing the essence and content of professional self-improvement of the teachers, formulated their attitude to this problem through the writing of such cinquains:

Self-improvement is
Controversial, disputed.
It moves, contradicts, wins.
It provides man`s professional life updates
It`s the vector of progressive changes.
Deformation is

Faded, conservative.
It brakes, it mistakes,
it agrees.
It does not give the hope for a better future.
It`s a stagnation in development.

The reflexive stage of the self-improvement technology was characterized by exercises such as "Self-analysis", "My black and white portrait", "My portrait by the eyes of the group", "Personal coat of arms and motto", the creation and development of flashmob projects (from English flashmob - the instant crowd), aimed at professional self-improvement.

The method of stalking (from English Stalking - to sneak) (J. Grinder) is effective at this stage in the self-improvement technology and is aimed at tracking own reactions and states that arise out of external influence. The use of such a method is due to the fact that the process of self-development of the individual is an internal, intimate process, and any form of external pressure (guidance, recommendation, prescriptions) causes the internal resistance in order to preserve their own personality, can cause a negative reaction, aggressive behavior, even at the experienced teachers. That is why we deliberately created problem situations, situations of doubt, conscious choice of our own variant of analysis and solving the problem, finding meaning, goals, values of our professional pedagogical activity. When using this method, the teacher's self-determination is deepened, the perspectives of transforming the teacher's reflection character through the ability to select and design their own internal changes are revealed. The interpretation of pedagogical problematic situations, pedagogical texts using stalking ideas significantly reduces the risks of 'blind' subjugation of the authority of the idea, personality, theory, expands the teacher's critical thinking.

At this stage of the technology the questionnaires, reflexive and analytical conversations with teachers were used. The answers to the questions of the English psychologist R. Burns [1] influence effectively the teacher's self-knowledge. When answering a question, the teacher deepens and realizes his/her "Self-concept". Here are examples:

1. Do I consider myself a complete, fully formed person, or have I a reserve of internal growth and development?
2. Am I sure of myself?
3. Can I take patience with different views? I have enough intellectual flexibility to prevent dogmatism and not to argue that there is only one method of problem-solving; only one textbook, where this particular topic is set out correctly; only one only way to learn something?
4. Can I, or not, accept the criticism I need for my personal and professional development? Can I openly discuss my

personal and professional issues with others?

5. Do I know or not how my students perceive the world? What am I a teacher for them? Can I look at myself with their eyes?
6. Do I like close emotional connections with students or do I choose non-personal, alienated communication with them? What matters to me is the content of the subject or the needs and peculiarities of students' perceptions, the possibilities for their self-development?

The technology of self-improvement involves a specific form of feedback with the audience – the rating. A teacher rating is an assessment of the quality of the high school teacher's work by students. Students fill out a questionnaire and ask anonymously to answer the following plan questions: Do you believe that your teacher knows his/her subject well? How do you assess the ability of your teacher to self-development? In the next questionnaire, the students are asked to assess the pedagogical orientation, the enthusiasm of their business, erudition, etc., regarding their teachers. After processing, the questionnaires are summarized, non-personalized results are reported only to the teacher himself/herself. This feedback helps maintain and motivate the processes of professional self-improvement [10].

The reflexive stage of self-improvement technology allows getting the idea of the completeness, versatility and depth of representations about yourself, your teaching abilities, pedagogical orientation, critical pedagogical thinking, and the professional concept in general.

The task of the presented technology is the mastery of faculty methods of facilitation and the achievement of professional success by means of pedagogical training. It should be based on the principle of activity determination that involves the organic connection of the entire set of socio-psychological characteristics of the group, the means of psychological influence with the real reality (according to L. Petrovskaya) [5]. Pedagogical training influences the development of the teacher's personality at

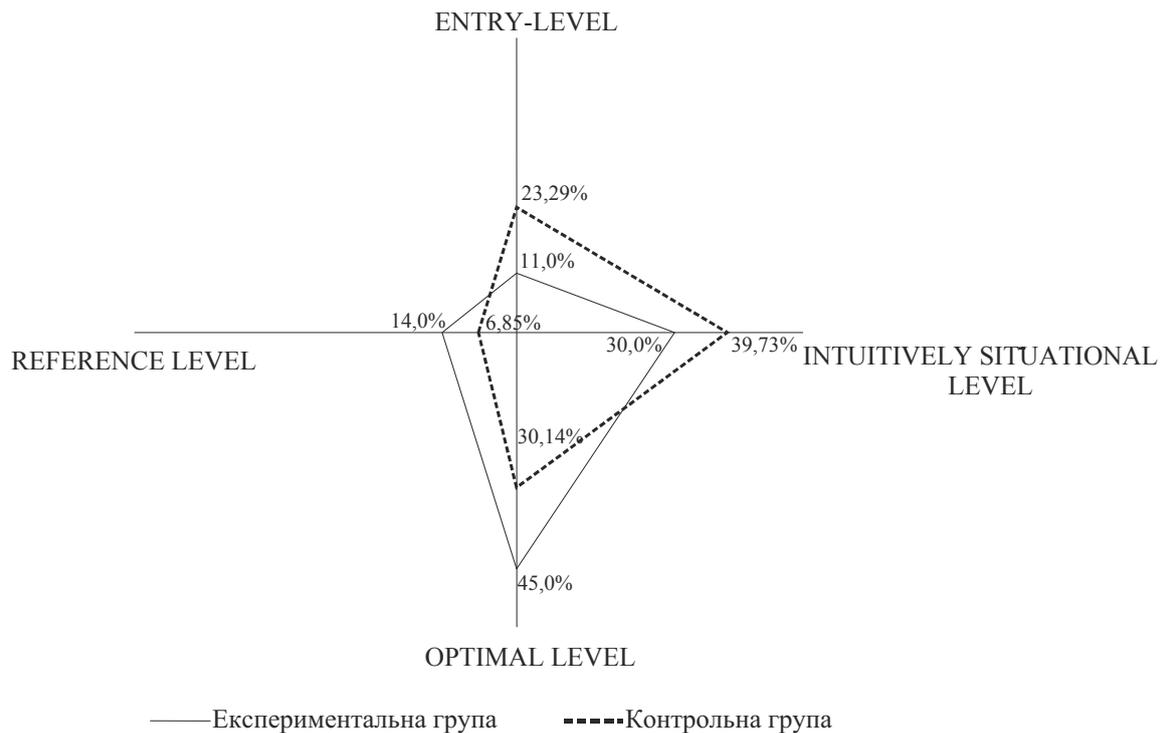
the following levels: cognitive (receiving of new information takes place by means of setting and solving research tasks aimed at self-knowledge, mastering methods and means of self-development); moral-emotional (all new information is interpreted through personal significance and morality); conative (it involves expanding behavioral repertory due to awareness of ineffective teaching methods, communication with the student audience).

During the training the teacher has to master: effective communicative actions in real communication conditions [5]; skills of emotional regulation at all stages of the training; the skills of "self", which guide and determine the nature of further person's professional self-development; reflection processes that create the orientation of a person in a situation of communication and self-determination.

An important feature of the training (within the developed technology) is its diagnostic function. We're talking about self-diagnostics as a reflection of the teacher's active professional position. Unfortunately, in practice, it often happens that the teacher has a well-worked position as a "subject teacher" (the main thing - knowledge of his subject), "methodist" (methodical skills and abilities), but he/she did not form as a "diagnostician", "self-diagnostic". The reason for this is that in higher educational institutions the subject-specific skills are given more attention than psychological and pedagogical. Consequently, the training of a lecturer is being carried out, but the person is not formed as a constantly developing professional. In these conditions, the role of training technologies, which effectively influence the formation of pedagogical competence, professional ability, self-improvement is actualized. The situation of communication in the training suggests that diagnostic procedures become an organic component of learning, affecting the creation of an individual self-improvement area of the teacher. The training carries out the following functions: didactic, educational, developmental, and professional (S.Harin) [10] that contribute to the formation of a strategy for self-development, direct the vector of potential professional self-improvement of the teacher. During the training the person acquires knowledge, abilities, skills of interpersonal interaction, a pronounced focus on the formation of certain qualities are realized during the training. The developmental nature of

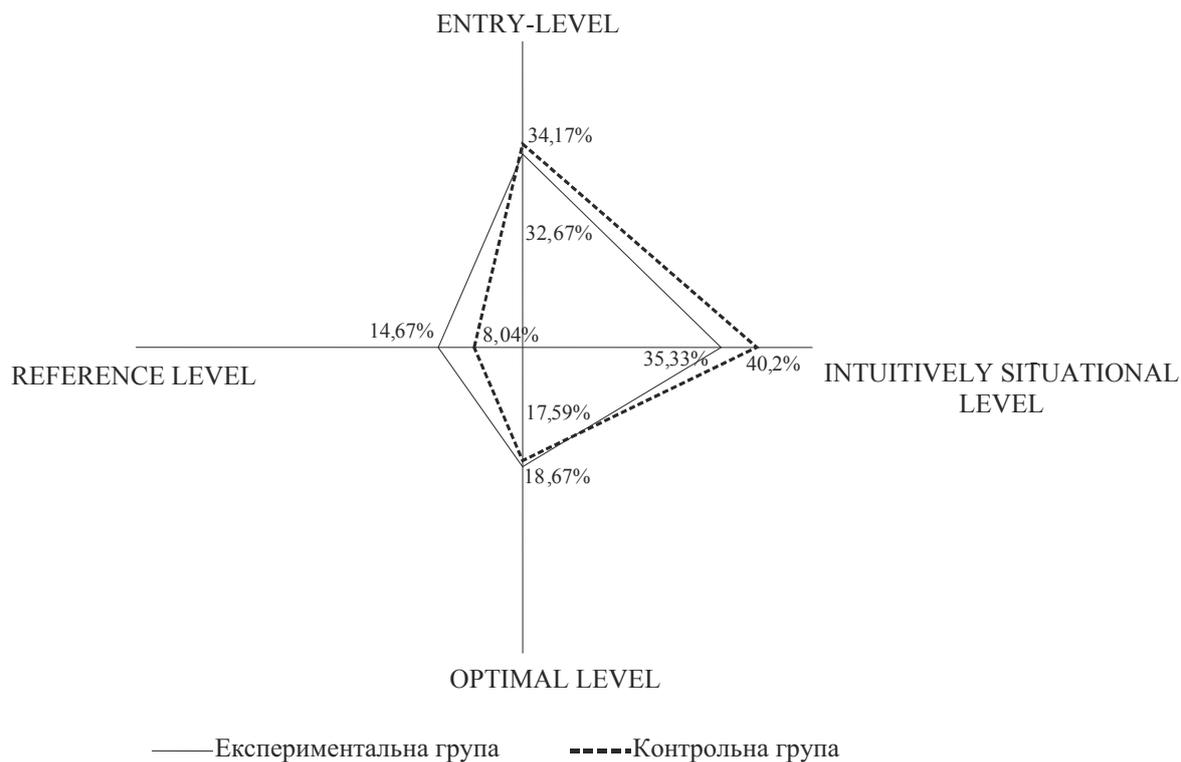
the training is manifested in the qualitative changes in the teacher's personality, creating conditions for the correction and improvement of professional knowledge and skills. Consequently, the training of professional self-improvement enhances the context of learning in three areas: knowledge of the nature of self-improvement, self-knowledge, self-realization and ways of using them; abilities that promote self-improvement, more effective interaction between teacher and student for the mutual enrichment of pedagogical values and views. It should be remembered that the process of learning by means of training is creative because the high school teacher independently looks for a solution to a problem that corresponds to his/her pedagogical views, interests and needs. So, the personal experience of the teacher is used not spontaneously, but reflexively, and that allows to fix, analyze his/her actions and deeds and apply the acquired knowledge to the situation adequately. Thus, training for professional self-improvement is an integral part of the technology of this process, an interactive form of training within the scope of expanding professional competence and the creation of an individual professional self-improvement area.

In our opinion, the results of the control experiment for the transcendental-reflexive criterion of self-improvement were very interesting. It should be noted that significant changes were observed in the studied Group II. At all levels of the expression of this criterion, the changes were recorded in favor of high results. The presentation of the baseline indicators decreased almost from 23.29% to 11.0%, and the number of indicators of the optimal and reference levels increased (pic. 1.1). The identified differences corresponded to a statistically significant level (respectively, $p \leq 0.001$ and $p \leq 0.01$). Consequently, this is due to the meaningful changes and acquiring the experience of innovative pedagogical activity through the interactive learning within the established situations, designing changes of the teacher in his/her professional activities and in himself/herself (open lessons, self-development training seminars), special courses, the schools of professional self-improvement for the high school teacher and in general the technology of professional self-improvement that stimulates the processes of self-development.



Pic. 1.1. Indicators of the development of the transcendental-reflexive self-improvement criterion of teachers from Group II before and after the formation experiment

In the group of teachers who had little teaching experience, the differences between the indicators before and after the experiment was recorded only at the reference level – there was an increase in percentage representation from 8.04% to 14.67% ($p \leq 0.05$) (pic. 1.2) The latter fact can be explained by a more intensive process of formation of professional values, gaining experience of reflexive activity that is the basis for the teachers' professional self-improvement from Group I, the sensitivity of the identified age category for all innovative processes that leads to an increase in the level of self-regulatory processes in the teacher's personal field; a deep awareness of the significance of teaching activity, a successful self-identification with a teacher who seeks perfection. The indicators of the development of the reflexive-transcendental criterion of self-improvement of the humanitarian teachers from Group I before and after the formation experiment are presented on pic.1.2.



Pic. 1.2. Indicators of the development of the reflexive-transcendental criterion of self-improvement of the humanitarian teachers from Group I before and after the formation experiment

Conclusions and perspectives of further research in this area

The increase in the level of the formation of the transcendental-reflexive criterion of the teachers' professional self-improvement was determined by a change in the level of self-control reflectivity, self-regulation; identification of yourself as a successful teacher who using the experience can uplift the routine and using the skills can remove barriers to professional self-improvement. These results became possible due to analytical-reflexive exercises, simulation games, reflexively analytical conversations that were part of the professional self-improvement technology.

The results of the study recorded the stable, repetitive, objectively existing relationships (regularities) that contributed to effective professional self-improvement of the teachers. The professional self-improvement of the teachers as a spiritually developed, intellectually hardened, emotionally rich and creative personality who was based on the principles of humanism, led to the expansion of socio-humanistic motives and the generation of humanistic value orientations at the teachers' work, rethinking the sense of personal responsibility for the creation of professional and pedagogical reality, for the quality of the realization of the subject-subject relations that included the activity and consciousness of the participants of the social interaction of higher education in the professional and personal self-development;

The priority of moral and spiritual self-development of the teacher was traced in the constant growth of the teacher's "I'm professional" and "I'm spiritual" that motivates and enrich the process of professional development with higher spiritual and professional values. This pattern manifested itself in the full extent of the spiritual fullness of the professional and personal life of the teacher through the maximum spiritual tension, passion for teaching, affection, intellect, and will.

The more innovative was teachers' activities, the more effective was the processes of professional self-development that were manifested in the problem of reality, the ability to see conflicts, contradictions; critical attitude to the norm; pedagogical reflection, creativity; the embodiment of the professional activities of their professional intentions and way of life; socio-cultural dialogue on the basis of understanding, acceptance and recognition of personality, ability to have dialogue as an intersubjective process in which the interaction of qualitatively different intellectual-value positions took place.

The experimental verification has proved that the developed reflexive stage of the pedagogical technology is effective, innovative, dynamic and provides continuity, variability, efficiency, and proactiveness of professional self-improvement of the high school teachers.

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