Conceptual basis of categorical structure of professional consciousness of teachers of higher educational institutions

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The paper considers theoretical substantiation of the concept of professional consciousness of high school teachers’ categorical structure. On the bases of theoretical studies of different approaches we offer basic principles for the study of the personality of a high school teacher as the subject of categorization. Summarizing the conceptual basis for describing and understanding the categorical consciousness, the following of its features can be allocated: psychophysiological unity of a personality which combines physical and social; the system of stable features and characteristics that are manifested in the inner dialogue of the subject with himself; a system of individual ways of regulating internal and external impressions and inner feelings; a certain personality type, with characteristic patterns of his behavior; the system of the constructs of the individual.

Peculiarities of categorical structure of teachers’ professional consciousness, namely, the system of constructs of professional consciousness of self-referral of teachers; Structural and semantic distribution of personal constructs; criteria, indicators and levels of formation of teachers’ professional consciousness have been investigated.

Key words: professional consciousness; categorical structure; the system of the constructs of the individual; the subject of categorization; principles of studying teachers’ personality.

Introduction

The need to improve the training of specialists at higher educational institutions is due to socio-economic changes in society, modernization of education in Ukraine, aimed at improving the quality of preparation of graduates who are ready for the competent exercise of their professional activities. The professional consciousness of the teacher is considered as a special form of consciousness, which, in connection with the influence of a number of objective (social) and subjective (psychological) factors, acquires a specific structure consisting of a set of basic concepts - categories that fill the contents of the components professional consciousness of the teacher: motivational-value, emotional-volitional, cognitive, psychological and communicative culture, reflection and innovative reflection.

Goals

On the basis of the proposed psychosemantic models of analysis and evaluation of the categorical structure of professional consciousness of teachers of higher education in the context of determining the factors of their independent activity in professional activity, to identify the features of the categorical structure of the teacher's professional consciousness, namely: the system of constructs of professional consciousness of self-referral of teachers; Structural and content distribution of personal constructs of teachers; Criteria, indicators and levels of formation of professional consciousness of teachers.

Analysis of recent researches

Having analyzed theoretical and methodological principles, scientific and applied directions of research of professional consciousness of the teacher’s personality as a subject of categorization, we consider that the principle of integration of knowledge about a person needs to be implemented in the corresponding concepts. We offer our
conception of the categorical structure of professional consciousness of teachers of higher education, aimed at improving the quality of not only training future teachers, but also the professional activities of working teachers.

In modern methodology, some general systematic laws served as the basic principles: the law of necessary diversity, the law of techno-humanitarian balance, the law of hierarchical compensations, the principles of non-linearity of the interaction of tendencies towards preservation and change as a condition for the development of systems, the synthesis of object and subjective methodology and paradigms of causative and Target determination. We used the provisions on systemic determination of the human psyche (Lomov, 1984), the idea of the cultural-historical concept of the development of higher mental functions (Vygotsky, 1956), the activity approach (Leontiev, 1999) and the modern historical-evolutionary approach in (Asmolov, 2002); The position on the role of nonadaptive activity in the historical and evolutionary process and the development of personality: An idea of the multilevel structure of individual consciousness, of the personality that develops and embodies itself in the dynamic subjective structure of experience and system of senses (Leontiev, 1999), about the person as the integration authority of the psyche; About a person as an active subject of the transformation of external and internal reality (Abulkhanova, 1999), about the role of relationships and values of the individual in the perception and evaluation of objects of reality (Myasishchev, 1966).

In the model of building a general psychological theory of personality, proposed by AV Petrovskii, the concept of semantic formations of personality is given a central unifying place. Describing the logical connection between the proposed concepts, the scientist notes that the first among them - the concept of semantic formations personality. Its central link forms the notion of personal significance as a reflection of the actual attitude of individualization of personality to those objects for which it unfolds, "value for me," reflected in the object of human needs. Personality values are integrated in the form of a coherent system of "semantic personality entities", which includes motives that motivate a person to work, defining its value orientations. I-image or I-concept of man - a system of representations of the individual about himself, on the basis of which he builds his interaction with other people and relates to himself as to another (Petrovsky, 1992).

According to A.V. Petrovsky, the central characteristic of personal values is the dependence on the place of man in the system of social relations, "social situation of development", that is, from its social position. Relying on the principles of activity mediation, the researcher points out that in order to explore and transform semantic formations, it is necessary to go beyond these formations and change the system of activity that generates them. V.A. Petrovsky's conception of supersonic activity of the individual makes it possible to establish that in the course of its activity there are transitions from the state of temporary stability to the supersituative activity of the subject of activity, which breaks this stability, which brings the person to new levels of solution of his life's tasks.

The conception of the semantic regulation of human forms of behavior is confirmed by the concept of "sense formation" proposed by L.S. Vygotsky. The scientist points out the regulatory function of the process of thinking in arbitrary behavior, in the processes of choice, decision-making, as well as on the connection of semantic entities with higher human mental functions (Vygotsky, 1956).

Of great importance for the study of the professional consciousness of the teacher is the general psychological development of the problem of meaning, carried out by A.M. Leontiev. The scientist transferred it from the sphere of consciousness into the sphere of real life relations of the subject and his activities in which consciousness is generated. Personal meaning is generated in the activity and mediates reflection of the world in consciousness. The concept of O.M. Leontiev initiated the study of "a coherent system of personal senses" and interpersonal relationships as the basis of personal forms of behavior.

Emphasizing the regulating function of systems of personal senses, O.M. Leontiev noted that consciousness does not produce, but only mediates the process of personal self-regulation. In this sense, semantic regulation is a special activity, "internal movement of mental forces", aimed at consolidating the systems of personal sense (Leontiev, 1999).

F.Yu. Vasiliyuk proposed to call such production a sense of experience. This is a special internal activity on the transformation of the psychological world in critical situations, the purpose of which is to increase the consciousness of activity, adding new senses, establishing the correspondence between the internal and external development of subjectivity (Vasiliyuk, 1984).

The psychological semantic approach focused on the reconstruction of subjective systems of meanings, categories of consciousness and personal experience of a person through the prism of which the subject sees the world, and, in particular, the position on the possibility of changing the semantic space of a person depending on the motivational Orientation.

As a working model, which defines the structure of personality, the model B. S. Bratus used. Significant role played by the situation and conclusions that reveal various aspects and personal factors of the effectiveness of communication and knowledge of man by man, the condition of interpersonal perception of the implicit theory of the subject's personality system of personal constructs, the relationship of cognitive structures and cognitive styles with that traditionally studied as personal Features (Stolin, 1983).

**Presenting the main content**

The analysis of works allowed to generalize the results of psychosemantic studies of social, including interpersonal, cognition and implicit theories of personality. The researchers have discovered the notion of subjective significance, category, considered the problems of the structure of the semantic space of the subject of knowledge, the differences in the analysis of individual and group matrices, the differentiation of factors of semantic space. Categorization is considered by us as a basic, personally-oriented process, primary in relation to stereotyping, which is sometimes interpreted as the main mechanism of
interpersonal cognition. In psychosemantic studies of categories of interpersonal cognition it is noted that the specificity of the worldview of a particular person or group is studied through its inherent ways of categorizing reality. Categories in everyday consciousness, in contrast to the scientific and philosophical categories, are syncretic, vague generalizations, and as their carrier can be concepts, images, symbols, poetic metaphors (Petrenko, 1988). Most of the categorical systems in the experience of communication is formed and functions is not realized, but they are available for reconstruction and reflection.

Categorization can occur with varying degrees of awareness and activity of the subject. Activity is determined by the significance of the situation for the subject, its characteristics, including temperament (for example, general activity, emotionality) and personal regulation itself (motivational orientation, acceptance or rejection of the subject position) (Shmelev, 1985).

On the basis of theoretical studies of different approaches, we propose the basic principles of further studying the personality of a teacher of higher education as a subject of categorization. The principle of design implies that a person predicts events by constructing their copies, that is, in personality constructs, events that are similar to those that have already taken place in the past are expected. The principle of individuality shows that people are different from each other in the way they predict events, because each person makes conclusions about the world from the standpoint of its unique system of personal constructs. Disputes between people and discussion are examples of the situation of discrepancies in personal constructs. It is the individuality of the constructs that opens up opportunities for progressive thinking systems.

The principle of organization implies that the person hierarchically organizes his constructs. Individual differences in structures consist not only in the number and types of constructs, but also in their organization. Personal constructs form a system and are used systematically. Numerous constructs that a person uses is an integral part of a system that enables a person to function and overcome life's difficulties. For a person, one construct can be more prioritized than others. Constructions are organized in the pyramidal structure: one subordinates, others - obey. The leading construct includes other constructs. Hierarchical construct relationships are not permanent. Organization of constructs is not inert and not created once and for all. Constructs can change their positions one by one, the subordinate construct can become a leading in another situation.

The principle of dichotomy indicates that the system of constructs consists of a limited number of dichotomous structures. The peculiarity of the constructs is that they have two different poles, the opposites that people distinguish in events. The principle of choice. The person chooses a better construct, which will be more predictive, will help to understand the world. The system of constructs is developed in the direction of determination or in the direction of expansion. The person must constantly choose how to use or change the construct. A person can change the events that occur around her, only after she changes herself, that is, their constructs.

The principle of the range. The construct has the focus of its use, that is, the set of objects with which a person works very well, as well as the range for which the construct is very well suited. The principle of experience. The system of constructs is a personal set of hypotheses about an ever-changing world, which is constantly checked by human experience. Experience is the reorganization of the person's life, which occurred in its constructions under the influence of change of events. If new events are explained and interpreted by the old man, then she does not at all have a new experience. Experience is determined by changes in the system of personal constructs. Personality changes with time as a function of experience. If the constructs do not change, it will lead to the perception of life as being in which nothing happens. To change constructs, their significance means the influences and changes in their personality.

The principle of community. The similarity of people as individuals is determined not by the fact that they are treated equally, not by the fact that they have experienced similar events, but that events have the same content, the same psychological significance for them. This explains the similarities that exist between representatives of one occupation, one professional experience, or one culture. Commonwealth Principle. Social interaction consists of attempts by one person to understand how another person realizes reality. For productive interaction it is necessary for partners to correctly interpret at least part of the constructive system. The originality of this assertion is that it differs from the widespread notions by which social interaction will be successful when people behave in a similar way or similar in their systems of constructs. Successful social interaction does not arise because people communicate with each other or do a common cause. For her, it is necessary that at least one of the participants in the interaction realize how it interprets the events of his partner. Successful interaction is a mutual understanding of the views on life and successful social projections, which are confirmed by other people.

The principle of categorical competition. The categorical system of the mature person is in constant interaction with other ways of structuring the picture of the world, which are asked by the macro and micro-social environment, by some significant people. Collision of different points of view of subjects and groups, understood as the difference between their becoming to one and the same object or problem, often has in the basis of different ways of understanding the reality, the allocation of different aspects that are taken as the key. Competing in this case is not the value content of the category, but the grounds for categorization. Categorical competition on the interpersonal, intergroup and macro-social level occurs unnoticed, only its consequences are noticeable. The consequences are assertions in the individual or public consciousness of a definite bipolar construct, through which energy is accumulated in the form of conflict of opposite positions.

The principle of dynamic balance of values and methods of categorization of the world means recognizing the need for a balance of various societies in society, including opposing values and categorical strategies that are embodied by different people. This is the recognition of the limitations of any subjective or group system of categories.
and the need for its addition from other people, other psychological types, including through categorical competition.

The principle of the context. Any construct-category should be interpreted only in the context of other constructs presented in the consciousness of the individual and its dispositions. The personal meanings are reflected only in the subjective ties between objects, therefore, the reconstruction of integral, constructed constructs is required. The same principle determines the possibility of updating one or another disposition of the individual in connection with this semantic construct.

The principle of the actual feature. Multilateral, complex study of personality in practice is not always possible and necessary. Depending on the task we choose the psychological feature of the categorical structure, which is relevant for the study of a specific problem.

The principle of "pulsation" (categorically) of the system of the subject of knowledge showed the naturalness of not only the development of this system in time, but also periodic, cyclical changes. This is due to the necessity of alternating open and closed states of consciousness, actualization of different levels of categorization - deep (connotative) and superficial (denotative).

Study of the features of the categorical structure of the professional consciousness of the teachers of higher education allowed to determine the professional qualities of the teacher as a creative person. To identify subjective constructs of professional consciousness of high school teachers, we used the method of categorical analysis of professional concepts. The main categories of teacher's professional thinking reflecting his conceptual structure are such as "teacher", "activity", "responsibility", "principledness", "honesty", "norm", "competence", "morality", etc. Each of these categories reflects the subjective approach of the teacher to the objects of his activity, to his own opinion about it.

Moreover, each category is in a certain way a standard that directs the expert’s value approach to the evaluation of professionally important qualities and determines its self-regulation in reflexive self-esteem and evaluation of a professional-teacher in general. The system of these categories creates a complex of personal constructs of the teacher, which determines the categorical structure of the professional consciousness of his personality. In our case, taking into account the principle of homogeneity, only one category of "professional teacher" was chosen, because, violating the homogeneity of the elements, we violate the principle of the range of the use of constructs.

In the study, we relied on the theory of personal constructs J. Kelly, which allows the method repertory lattice to reveal the structure of subjective semantic spaces subject and method of semantic differential, designed by Charles Osgood (1972). These methods in the classical form reveal only features household activities, ie the categories that are used by people in their everyday communication, such as those known as "good-bad", "gay-sad", "favorable-unfavorable" so that Not directed on important aspects of professional activity, in particular professional knowledge of a teacher of higher education.

So we made a modification of these methods to identify personality constructs professional consciousness of the teacher of high school, his conceptual ideas about the ideal image of the teacher professional institutions based on an analysis of their professionally important qualities and content of their activities. We have developed constructs, representations of teachers about the professional in the educational activity of universities. Psychosemantic analysis has found its place in the study of the actual unlike the declarative image of a teacher of higher education.

Investigated persons were offered a list of given constructs - possible ideas (categories) about the quality of the teacher of higher education. This list consisted of a thesaurus of personality traits that can characterize a teacher-professional. Work on the construction of the thesaurus was carried out in two stages. In the first stage as a source of lexical material were used: a set of personality traits obtained during interviews with experts (heads of departments, deans of faculties), reference psychographic dictionaries. These methods in the classical form were modified - possible ideas (categories) about the quality of the teacher of higher education. This list consisted of a thesaurus of personality traits that can characterize a teacher-professional. Work on the construction of the thesaurus was carried out in two stages. In the first stage as a source of lexical material were used: a set of personality traits obtained during interviews with experts (heads of departments, deans of faculties), reference psychographic dictionaries.

To identify the semantic relationships between all the words from the thesaurus experts was proposed experimental procedure. Sorting complementary set of classes (motivational value, emotional and volitional, cognitive, psychological and communicative culture oneself and reflection) have been our allocation in accordance with the developed structural A functional scheme of components of the professional consciousness of university teachers. Each class was designated by the name of one or another personality trait, selected on the basis of the principle of minimal similarity within the class-forming terms. If the expert had difficulties in referring the word to any class of the four predicted, he could write the word to the "empty" class; But the number of such "neutral" answers was limited: no more than four for every five words.

As a result, the first phase was obtained thesaurus 87 mi words that almost exhausted the vocabulary of free generation of personal characteristic "professional-teacher" except stylistically incorrect or verbose wording (which accounted for only 5% of the total set of identified constructs). At the first stage, it was found that the first "approach" to the thesaurus of personality traits, characteristic for a professional-teacher, revealed the main, most frequent and capacious classes of words. On their basis, class-forming terms were selected for the second stage of experimental work.

At the second stage, the thesaurus was modified - based on expert comments and in-depth study of explanatory and spelling dictionaries.

On the basis of cluster analysis data, expert findings and personal construct test a new set of classifiers was compiled. It included a list of 46 qualities that were expressed in the form of pairs - antagonists, that is, there were 23 such pairs in the list. We have identified constructs, representations of teachers about the category "teacher-professional" in the pedagogical activity of universities. The main methodical method was the reconstruction of the subjective categorical structure of the experience of the attitude towards a teacher of higher education.
meaningful professional environment by constructing a semantic space. For each of these roles, the researcher must pick up a real person from his environment. Those selected for the specified roles of people had to be marked with any different characters, such as initials. The system of evaluation criteria can be identified, given or mixed. The discovered constructs allow to more accurately diagnose individual preferences, but cause difficulties in the process of their verbalization, interpretation.

Psychosemantic analysis has found its place in the study of the actual unlike the declarative image of the teacher in the minds of students of universities. The peculiarities of representation in the minds of students of the notion of "teacher" were studied in samples of representatives of different universities. It is revealed that social representations of students occupy a prominent place in the organization and self-organization of the teacher’s activities. In particular, it turned out that the semantic space of the personality traits of the teacher in the student’s mind allows to expand the content of the constructed tools of the questionnaire.

Thus, the research shows that the professional consciousness of the teacher as a special form of his consciousness forms not only the general meanings of the individual, but also the conceptual-categorical apparatus of the sphere of the personality of the teacher, which characterizes his professional activity, professional meanings, which are embodied in the professional Motives, interests and are manifested in the formulation and implementation of professional goals.

Conclusions
1. The methodological basis of the study is the subject-activity approach from which the subject is understood as continuously developing, regulates its activities, is implemented in a cognitive and ethical attitude towards the world, which allows him to actualize the potential of creative activity and self-development and consciously Refer to professional activities.
2. Analysis of the question of social determination of the categorical structure of the teacher’s professional consciousness in the field of pedagogical activity allows to distinguish the system of such social phenomena as the socio-economic structure of society, the level and categorical structure of social consciousness, norms of morality and law, existing in society, the system of general and Vocational education.
3. C - A high level of requirements for the professional skills of the teacher determines the main determinants of the formation of professional consciousness of specialists: the correspondence of the personal orientation of a specialist chosen profession; Understanding of norms of activity and their transformation in the mind of a specialist in semantic education, which controls, assess and direct its activities; Principles and norms of social trends, in which the practical activity of the teacher is carried out; The specifics of the teacher’s professional problems, which reflect the peculiarities of the socio-cultural situation in society.

4. Achieving the optimal level of professional development of a teacher requires making changes to all of its structural components. In the process of such development, the components, interacting with each other, generate functions - integrating, activating, cognitive, developing, socializing, regulating, and stimulating. In this process, there are various signs - the criteria for the teacher's professionalism, the development of which becomes possible due to the normativity of this phenomenon.

5. Summing up theoretical approaches to the structure of professional consciousness, the content of the components of the professional consciousness of the teacher is analyzed: motivational-value, emotional-volitional, cognitive, psychological and communicative culture, self-respect and reflection, innovative reflection. It is emphasized that each of the constituent elements is characterized by its specific content components, which determine the development and implementation of professional consciousness of the teacher in the activities.

References