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Auto-psychological competence of future teacher as a component of professional training and development

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This article discusses auto-psychological competence as a system of characteristics that provide a high level of professional competence. Determination of the auto-psychological competence is connected with the fact that a person involved in professional activities should know his / her individual characteristics, abilities and inclinations and use them as means of realizing this activity. In addition, the auto-psychological competence acts as a factor contributing to the professional development of a person, where decisive importance is acquired to: need for self-organization in professional activities, independence and self-responsibility of the future teacher.

The auto-psychological competence as a component of professional competence contributes to the conscious perception of the future teacher of their activities and, accordingly, allows them to manage the processes of self-development and self-education in professional activities, as well as provides a concentration of individual experience for solving professional problems.

Keywords: future teacher; professional training; professional development; components; content; auto-psychological competence.

Introduction

Today in the world occur intensive transformation processes that increasingly affecting the economic, social and education processes in Ukraine. First of all, it is globalization (expansion and deepening of international relations in the industrial sphere and in the field of investments), liberalization of economic activity (national economies become open, accessible for the international movement of finances, goods and services), regionalization (formation of interstate associations - zones free trade, common markets, etc.) and informatization (widespread use of ICT, the Internet in modern science, culture, education, economics, etc.).

These transformational processes cause cardinal changes in the education system of Ukraine. In particular, the future teacher's training should not only take into account the current level of development of educational technologies, but also be based on the principles of forward-looking education. In addition, future teachers should to master the competences declared by modern educational standards, due to the cognitive capabilities formed in their own educational activities. And, which is no less important, to continue to acquire the latest professional knowledge, innovative technologies, techniques, methods, and means for further professional activities.

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Goals of article are to consider the essence and content of auto-psychological competence of future teacher and define its role in professional training and development.

The results and discussion

The teacher's profession belongs to the "person-to-person" class of activities, which actualizes necessitate to form personal qualities that will allow him to interact and manage the "human component" of the educational process.

In modern conditions such training is expressed by forming and development of the psychological competence of the future teacher.

Psychological competence as a phenomenon embodies a system of ideas about a person in all its manifestations, considered in the framework of individual or joint activities and in the process of professional interaction (Holubeva, 2016).

Among the types of psychological competence can be identified:

- *socio-perceptual competence*, which is associated with the process of perception, cognition and understanding of people (observation and insight) (Bodrov, 2001);

- *socio-psychological competence* - appear when a person, performing a particular activity, is included in professional groups and collectives (knowledge of the patterns of behavior and relationships of a person within these groups) (Karpov & Ponomareva, 2000);

- *auto-psychological competence* - allows a person to be self-efficient, because it is associated with the processes of self-knowledge, self-esteem, self-control and self-regulation of behavior, state (knowledge of methods of influence) (Rean, 2000).

Thus, auto-psychological competence is the basis of the professional competence of the future teacher, due to the fact that a person involved in professional activities must know his/her individual characteristics, abilities and inclinations and use them as means of realization of this activity. Moreover, this competence is universal and necessary for any kind of professional activity.

Auto-psychological competence also has great importance in teacher professional development. This is due to the fact that in the process of professionalization of the future teacher, auto-psychological competence reduces the level of anxiety, contributes to increase of its activity, self-confidence and its strength. The teacher gradually has a need to reflect on his actions and behavior, which expands the boundaries of his own ideas about himself, eventually, this leads to various kinds of professional changes of a positive nature (Ponomareva, 2007).

The importance of the auto-psychological competence in training of future teacher is also enhanced by the fact that in case of its failure is possible formation of *auto-psychological incompetence*, which is characterized by: overestimating self-esteem, excessive self-assurance, absolute confidence in the correctness of their own actions, overestimation of their own abilities, unwillingness to self-actualize and self-development, excessive vulnerability to criticism, etc. (Paevskaia, 2009).

Further let us define the essence and structure of the auto-psychological competence.

In general, auto-psychological competence is considered as a personal property that can stimulate self-development, self-education, stimulation of professional activity of the individual and provides the opportunity to correctly use psychological knowledge, experience, to realize and develop their own personality traits, to preserve self-control and rebuild their activities depending on changing conditions (Bondarchuk, Karamushka & Briukhovetska, 2012).

N. Proskurka describes auto-psychological competence as the ability of a future specialist to professional and personal development through the intensification of personal resources, reflection of their own capabilities and their development (Proskurka, 2012). According to the author, the auto-psychological competence acts as the basic professional characteristic of the individual not only a teacher, psychologist or specialist in the psychological and pedagogical profile, but also any other (Proskurka, 2013).

Auto-psychological competence is also defined as the willingness and ability of an individual to self-knowledge, self-education, self-development and self-realization, due to the fact that a person has a complete understanding of his or her characteristics, and based on this can know and understand how to act in certain life situations (Karpov & Ponomareva, 2000).

In this context, auto-psychological competence can also be viewed as a special ability of the teacher to work on itself, otherwise, the ability to change his personality and behavior. In fact, it is a matter of the teacher having a reserve or potential of mental resources that he can effectively use, developing and improving them, thereby creating a productive ground for further professional activities.

Also, it should be noted that auto-psychological competence implements the following basic functions:

- *self-diagnostic* (self-examination, self-evaluation, self-determination, self-awareness and self-control);

- *self-correction* (removal of stresses, complexes, getting rid of bad habits, self-regulation, pain relief and methods for controlling the functions of the body, self-belief, self-hypnosis);

- *self-development* (change of personality traits, self-programming);

- *self-motivation* (formation and acceptance of achievement images, statement of tasks, resource reinforcement of own actions) (Derkach & Stepnova, 2003).

N. Proskurka to the structure of auto-psychological competence includes such characteristics as:

- awareness of their own strengths and weaknesses of the individual and their significance for future professional activities;

- awareness of the ways of their own changes, which will ensure the improvement of the quality of professional activity and the successful self-realization of personal potential;

- a set of knowledge about the content and indicators of autopsychological competence and its impact on the effectiveness of future professional activities;

- a set of self-diagnostic skills, personal self-regulation, and self-improvement that provide effective personal and professional development;

- a set of motives that direct the future specialist to a conscious active knowledge of their own inner world and the peculiarities of psychological processes and phenomena;

- the desire for self-regulation, self-control and self-improvement, to the knowledge of their own personal professional qualities and their importance in professional activities;

- desire to get psychological knowledge to ensure their implementation of their creative potential, self-actualization and self-realization in professional activities, etc. (Proskurka, 2014).

In acmeological studies, the structure of auto-psychological activity is represented by such components as: the subject of this activity, which is the "I" developing; an object to which an individual peculiarity can be attributed, a personal property that prevents effective professional activity; a subject that becomes a specific psychological education, to which self-transforming activity will be directed. In this case, a subject-activity approach to this phenomenon is presented, from the standpoint of which auto-psychological competence acts as a mechanism (it can be designated as an intrapsychic mechanism) of an individual, ensuring its self-organization and transformation, followed by the organization of interaction with other people and the world around (Rean, 2000).

Thus, we can define the components of the auto-psychological competence of the future teacher that important in professional training and development. There are:

- awareness of the essence of auto-psychological competence and its impact on the effectiveness of future professional activities;

- the desire of the future teacher to get psychological knowledge to ensure their implementation of their creative potential, self-actualization and self-realization in professional activities;

- the future teacher's desire for self-regulation, self-control and self-improvement, to the knowledge of their own personal professional qualities and their importance in professional activities;

- adequate self-esteem of the future teacher;

- high level of self-acceptance and self-esteem of the future teacher.

Conclusions and prospects for further research

In general, summarizing the above, we can conclude that considering auto-psychological competence as a component of professional training and development it is one of the factor that helps to successfully solve the tasks that confront him in his professional activity by activating the individual experience of a person. A person is a subject of professional training; therefore, knowledge of his own characteristics allows a person to successfully implement himself in his profession.

Being a personal property, auto-psychological competence has a connection with the processes of self-awareness and self-regulation, giving information to a person about himself; providing an objective assessment of their abilities and capabilities; including a person in the process of self-observation and reflection; developing its ability to effectively interact with the environment in the presence of internal locus control; satisfying the human need for self-knowledge and self-development.

The important components of the auto-psychological competence of a future teacher include: awareness of the content and indicators of auto-psychological competence and its impact on the effectiveness of future professional activities; the desire for self-regulation, self-control and self-improvement, to the knowledge of their own personal professional qualities and their importance in professional activities; adequate self-esteem and a high level of self-acceptance and self-esteem.

Prospects for further research include defining a principle of development of the auto-psychological competence of future teacher.

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