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PREPARATION OF FUTURE HIGHER EDUCATION SPECIALISTS FOR PROFESSIONAL SELF-IMPROVEMENT

The scientific review considers the process of developing the readiness of future higher education specialists for professional self-improvement. The analysis and reflections on the contemporary scientific research presented in the article made it possible to present professional self-improvement as a complex phenomenon due to a range of psychological, socio-economic, cultural, professional and personal factors.

Theoretical analysis of researches by domestic and foreign scientists, as well as our results, confirm the key positions of S. Rubinstein, O. Leontiev and others that the development of personality is carried out through activities. Accordingly, it is the activity approach that is defined by us as the leading one in the methodology of forming the readiness of future teachers for self-improvement and led to understanding the dynamics of this process from the standpoint of phasing changes in such types of personally significant activities as self-actualization and self-realization. realization of self-knowledge, perception of "self-image", self-organization, self-control and self-correction.

In the course of our study it was found that the process of professional self-improvement of future higher education specialists depends on their personal characteristics, methodological competence and "image of professional self", ability to reflect, as well as depth and intensity of self-knowledge.

Key words: *readiness for professional self-improvement, personal self-improvement, self-knowledge, self-development, self-management, self-realization, self-correction, self-creation, self-organization.*

Introduction. The process of transforming higher education into a global factor in human development has become an urgent need today. It should be said that the mission of higher education is to serve man and society. With this in mind, the main purpose of education is creating conditions for the development of personality, being able not only to practically assess the situation and adapt to social changes, but also to think originally, generalize and implement ideas, produce their own, identify ways of positive changes, show initiative and creativity. The basic strategic priorities in higher education in Ukraine, as a natural response to the challenges of European integration, was the reform of the university education system, which aims are to increase the level of training of future professionals, where representatives of pedagogical and psychological science are looking for such models of educational process that would approve qualitatively new strategies for the formation of a person's readiness for professional self-improvement throughout life.

In addition, in the context of distance and blended learning, whose implementation of in higher education institutions today is intensified by global conditions related to the pandemic of COVID, as well as the unprecedented development of IT technologies, socio-psychological difficulties faced by future teachers high school come to the fore. That is why among the most demanded features is the formation in students majoring in 011 "Educational, Pedagogical Sciences" ("Pedagogy of Higher Education") of willingness to self-improvement of their professional development, as well as the development of didactic, scientific, methodological and informational support of this process.

The need to study the formation of readiness for professional self-improvement of future specialists in higher education pedagogy in higher education institutions stems from the need for theoretical research of this process, the relevance of solving applied issues of teacher training and improving their efficiency. Readiness for professional and pedagogical activity is understood by us as a complex of socio-pedagogical phenomenon, which includes a reflection of a set of individual psychological qualities of personality, system of professional and pedagogical knowledge, skills and abilities, which ensure the success of professional and pedagogical functions.

Scholars are mostly united around the statement that the main task that is solved in the process of training is the awareness of the individual and the other person as the main social value, the development of professional self-awareness and professional interests of future professionals (Kobernyk, 2002; Lozowoy&Erakhtoryna, 2007). The training of Masters in the system of higher education is aimed at making conditions for the creative development of gifted individuals and training in one of the functional areas of activity: research (creative), scientific and pedagogical, management. The graduate with this degree must have in-depth scientific knowledge in the chosen specialty, innovative skills, skills of research (creative), scientific and pedagogical or management activities, gain some experience in using the acquired knowledge and be able to produce elements of new knowledge to solve problems. relevant to the field of professional activity (Guzii, 2015).

M. Boryshevsky(2012) and T. Yablonska (2015) laid the theoretical and methodological basis of the raised problem in their fundamental works. The sphere of active study of the problem of professional self-improvement of future specialists of higher school pedagogy includes: formation of professional competence in the process of teacher-practitioner training; use of dialog-oriented approach in the system of training specialists in higher school pedagogy, use of active and interactive teaching methods (N. Guzii,

2015; O. Plakhotnik, 2016; L. Sushchenko, 2009). The researches of T. Vainilenko (2005) and others are devoted to contemporary problems of professional self-improvement of future specialists of higher school. Understanding of the abovementioned spheres in the context of global challenges to the modern higher education system revealed a public demand for further development of theoretical and empirical research, in particular, on the formation of readiness of future specialists in higher education pedagogy for professional self-improvement in the process of studying in the educational-scientific program "Educational, pedagogical sciences" (Higher school pedagogy), which is determined as the **purpose** of this study.

Research methods. In the process of working on the article the following methods were used: systemic analysis of scientific and methodological publications, bibliographic analysis of scientific works –in order to clarify the development of the problem; comparative analysis and generalization –in order to clarify the meaning of the concepts "professional self-improvement", "self-knowledge", "self-management", "self-creation", "self-control", "self-organization".

1. The essence of the phenomenon of professional self-improvement. Stages and conditions of its implementation. Researchers who study certain aspects of Master's training of future specialists, trying to create a model idea of the professional profile of such a specialist, argue that it is advisable to be guided by Dublin Descriptors which require the acquisition of a number of competencies, including internships results, competencies of self-improvement, self-education and self-regulation. Professional training can be considered as having a system of professional knowledge, skills and competencies that are clearly defined by the standard of higher education in the specialty 011 Educational, Pedagogical Sciences for the second (Master's) level of higher education (Order of the Ministry of Education № 520 of 11.05.21) and becomes the basis for professional readiness.

The study of the phenomenon of professional self-improvement process is characterized by the versatility and ambiguity of its terminological design and has a number of synonymous definitions in science. Given that the concept of "self-improvement" focuses on the conscious and exclusively positive nature of personal changes that ensure the achievement of peaks of human development, the term "self-improvement" emphasizes the internal determinism of the process; the term "self-development" focuses on achieving qualitative change, on one's own development. The concept of "self-organization" indicates the essence of changes that ensure the harmonization of all areas and complicate the structure, improvement of internal organization; "self-education" implies the need for purposeful formative influences on individual substructures of personality; and "self-actualization" requires the manifestation and development of personal potential forces and abilities (Turner, 1985).

An important clarification to the understanding of the concept of the process of *self-development* is the interpretation of the category "self-", which is present in all its components. The mechanism of "self-", which determines a person's personality, is manifested in three aspects: as a subject of the process (the one who organizes and directs); as the object of the process (material in relation to which this process takes place); as a means of organizing the implementation and maintenance of this process.

The closest to the concept of "*self-improvement*" are "*self-realization*" and "*self-education*". The term "self-improvement" is used in relation to adults: teachers, educators, parents, psychologists, managers, social workers, and "self-education" - in relation to adolescents, in terms of personality formation, "self-realization" - the process of self-realization in life and daily activities, assertion of their special way in this world, their own values and the content of their existence at a particular time in life. *Self-improvement* is a creative attitude of an individual to himself, his creation of himself in the process of active influence on the external and internal world in order to transform them (Turner, 1985).

To clarify the essence and features of this pedagogical category, we trace the logical connection between the concepts of "self-improvement" and "professional self-improvement" of the individual. The peculiarity of the process of professional self-improvement of a specialist is its orientation, which is set not only by the system of requirements that exist in professional training, but also through the forecasting by the specialist of those requirements that may be set by the future profession. The efficiency of the process of professional self-improvement depends on person's individual characteristics, methodological competence, his/her attitude to his inner world, the degree of development of the need for reflection, the depth and the intensity of the process of self-knowledge, etc. (Serdiukat ol., 2015). By realizing their achievements and shortcomings, the individual shows a desire for self-improvement, self-education,

creating new values, he personally grows, becomes a subject of personal development (G. Kostyuk, 1989; W. Ortynsky, 2009).

Analyzing the process of professional self-improvement, we can distinguish two main approaches: a) general philosophical (V. Lozovy&O. Erakhtoryna, 2007); b) psychological and pedagogical (M. Boryshevsky, 2012; L. Kalashnikova, 2013; L. Serdiuk, 2015 etc.).

We consider the process of professional self-improvement within the general philosophical approach as a process of movement based on the inner aspirations of man to higher levels of personal development, which is based on value orientations and ideals. According to this approach the essential features of self-improvement are morality as its leading aspect, value-humanistic nature, focus on the integrity of the individual, empirical manifestations in key areas of activity, openness, continuity and prolongation (Lozovoi&Yerakhtorina, 2007). The analysis of the process of professional self-improvement from the angle of this approach allows us to define it as the highest form of conscious self-development of the individual, which consists in constant internal work on oneself in order to bring its development to a possible goal in accordance with universal spiritual values. In addition to that, the process of professional self-improvement cannot be imagined outside the subjectivity of the individual as the ability of the active subject to create oneself and, at the same time, cause positive changes in everything around and thus experience the value of life manifestations of his/her individuality, his/her own uniqueness.

It is worth emphasizing that the process of professional self-improvement is based on the psychological mechanism of constant overcoming of internal contradictions between the existing level of professionalism ("Myself as a real professional") and its imaginary state ("My self as an ideal professional"). The humanization of the process of professional self-improvement of a specialist should provide and create conditions under which the future specialist will be able to build their own image of professional self and, analyzing the contradictions between "real self" and "professional self", program and implement professional self-development and self-improvement.

Today there are many ambiguous approaches to the interpretation of the phenomenon of "professional self-improvement". Thus, L. Sushchenko (2009) defines "professional self-improvement" as an internal process of qualitative self-change, which occurs due to awareness of the need for self-improvement, competent self-analysis, self-reflection and comparison of the person's activities with the activities of other professionals who are recognized as exemplary; motivated, purposeful and well-organized self-movement to the best in oneself. T. Vainilenko(2005) defined that "professional self-improvement" is a process and result of creative purposeful independent self-determined movement of a specialist from real self to ideal self, from potential self to actual self, which is carried out in the form of professional self-education and self-actualization, positive personal changes and is a prerequisite for successful creative self-realization in the profession. Professional self-improvement is a specific process of professional activity, an integral part of professional training and the result of conscious interaction of future specialists in higher education pedagogy with a specific social environment, where they realize their own needs to develop personal qualities that ensure success in professional life and life in general. Therefore, *professional self-improvement* can be considered as a purposeful, systematic, highly organized and creative activity of a future higher education teacher, which consists in self-deepening and expanding professional knowledge, development of skills, abilities and professionally significant personality qualities, and aiming at continuous growth of professional skills.

The main activities in the context of the tasks of the process of professional self-improvement is self-education, in the process of which there happens acquisition of new knowledge, skills, development of certain qualities, using specially defined techniques and methods of working on yourself (Kalashnykova, 2013).

An important place in the scientific literature is given to the structuring of stages of the process of professional self-improvement, where scientists identify such stages as diagnosis, goal setting, planning, implementation, control and correction (Serdiuk, 2015). A somewhat broader periodization of the main interdependent stages of the process of professional self-improvement is proposed by T. Prykhodko (2016):

1. Self-knowledge and decision-making to engage in self-improvement. Self-knowledge, as a complex process of determining the specialist's own abilities and capabilities, the level of development of

professional qualities occurs in the following areas: a) self-knowledge in the system of socio-psychological relations, in terms of professional activity and requirements of professional activity; b) study of the level of professional competence, which occurs through self-observation, self-analysis of one's own actions, behavior, results of activities, self-examination in certain conditions of professional activity; c) self-assessment, which arises on the basis of comparing the acquired professional knowledge, skills, abilities and professional qualities with the requirements of professional activity.

On the basis of self-knowledge, as a result of deep experience of intra-personal conflict, specialists decide to engage in self-improvement, create a model of future work on themselves.

2. Planning and definition of the program of self-improvement is a multifaceted process which is connected with defining the purpose and tasks of professional self-improvement both for the prospect, and for certain stages of professional activity of the expert; and with defining the basics that organize activities for self-improvement (development of personal rules of conduct, choice of forms and methods of work on yourself).

3. Direct practical activity on realization of the set tasks connected with work on oneself. This stage requires highly developed strong-willed qualities, because the basic condition for successful professional self-improvement of a specialist is systematic and purposeful work.

4. Self-control and self-correction of this activity. The essence of the specialist's activity at this stage is that he/she controls the work on oneself, constantly reflects and, on this basis, timely corrects possible deviations of the implemented program and makes certain adjustments to the plan of further work.

A necessary condition for the training of future specialists in higher school pedagogy in obtaining appropriate education in universities is professional self-improvement, which is social and personal. This involves a combination of interconnected and interdependent processes: professional self-education as a purposeful activity focused on the formation and improvement of positive and elimination of negative qualities in accordance with the requirements of higher education and professional self-education, as purposeful work to expand and deepen their professional knowledge, improvement and acquisition of relevant skills and abilities during training, ability to be a competitive specialist in the modern labor market (Didenko, 2015; Plakhotnik, 2016).

Basing on our previous research, we consider the concept of "readiness" as a holistic integrated quality of personality, which characterizes their emotional-cognitive and volitional-selective predictive mobilization at the time of inclusion in teaching, and we understand readiness for professional activity as a mental state: it is a pre-start activation of a person, which includes his/her awareness of his/her goals, assessment of the existing pedagogical conditions, determination of the most probable ways of action; forecasting motivational, intellectual and realization of creative efforts.

2. Components of the process of forming the future teachers' readiness for self-improvement

2.1. Self-actualization and self-realization. Important for understanding the formation process of the readiness of future teachers of higher education for self-improvement is the characterization of the concepts "*self-actualization*" and "*self-realization*", which most researchers associate with self-improvement. It should be noted that self-actualization awakens the potential that stimulates the individual to develop at different levels - from mastering motor skills to creativity. However, the attempts to structure the process of professional self-improvement covered in the scientific literature do not fully reflect its integrity. The need for a detailed analysis of the structure of the process of professional self-improvement of future teachers of higher education remains relevant.

Foreign and domestic scientists pay a lot of attention to the problem of self-improvement of personality, but theoretical analysis of research on this topic, and the results obtained so far allow us to conclude that the development of personality is carried out through its activities. Activity self-management takes place in a system of regulatory cycles: 1) motivational - as the emergence of the need to create something; 2) the programming cycle - as the development of an action plan; 3) the cycle of implementation - as the embodiment of the idea; 4) control cycle - as a comparison with a certain norm (for example, with an aesthetic or ethical ideal) (Serdiuk, 2015; Turner, 1985).

2.2. Self-knowledge. Analyzing a number of scientific interpretations of the structural components of the process of professional self-improvement of future professionals in higher education, we come to the

conclusion that its provision is facilitated by the implementation of program competencies laid down in the educational and scientific training program for Masters of educational and pedagogical sciences. In particular, this is the ability to perform cognitive activities, deeply rethink existing and produce new holistic knowledge and also conduct their own research.

Therefore, the process of professional self-improvement begins with self-knowledge, in the course of which, the future teacher learns more deeply his true "self", his abilities, features of cognitive processes, life intentions, leading motives and motivations, learns to analyze opportunities to improve their own, outline the peaks of future achievements, thus taking a step towards self-development, personal and professional self-improvement. The complexity of self-knowledge is due to the fact that According to our observations, applicants for higher education often do not have the necessary and sufficient means to perform all the aforementioned activities.

For this purpose, in the modern educational system there are no proper new methods of teaching in the process of profession training which would be an effective way to reproduce the contexts of professional activity. However, future specialists can gain knowledge about themselves through self-observation (subjective observation of individuals on the phenomena of their consciousness: their own states, mental processes, feelings, actions), as well as from external sources: objective results, attitudes, etc. Auxiliary techniques that can be used for self-observation are self-examination, recollection, self-testing, self-comparison, self-reflection, and so on.

2.3. Self-perception based on "self-image".The system of personal ideas about themselves, their qualities, characteristics, habits, knowledge, skills and abilities is formed on the basis of self-perception. This concept refers to the construction of "self-image" through systematic observation of their own behavior, introspective data on physiological, perceptual and intellectual processes (Sushchenko, 2009). Based on subjective knowledge, self-perception leads to the formation of beliefs, attitudes, evaluative characteristics and is an important component of professionalization, as it mediates the development of personality in the professional sphere (Prykhodko, 2016). Structuring of self-awareness happens through self-perception, and this is the basis for the formation of identity. Foreign researchers such as H. Teifel&J. Turner (2009), J. Turner (1985) single out the personal and social (professional) self-perception of a psychologist. They note that his/her role in professional self-improvement is that when changing the perception of himself in the early stages of higher education, it automatically changes the life of the psychologist in the future, his/her interaction with other people, releases creative and mental potential, and these are prerequisites for self-change. Taking into account the close interdisciplinary connection between pedagogy and psychology, their similar tasks in the training of higher school teachers, it should be emphasized that these features lie in the sphere of professional self-improvement of the teacher, in particular, the future high school teacher. Since the teacher in professional activity is presented not only as he/she is, but also as he/she is perceived, the process of self-preparation of future teachers to implement professional activities, in turn, is based on the processes of self-knowledge and self-development.

2.4. Self-organization.In the process of professional self-improvement of future specialists in higher school pedagogy, *self-management* should be considered as a technique of optimal using time and purposeful regulation of actions and behavior in accordance with the set goals. Today in science the concept "self-management" is often regarded as identical with the concept "self-organization". The study of the theory of self-organization was reflected in the works of Ukrainian scientists (N. Myronchuk, 2020 and others.), who substantiated the essence and principles of understanding various aspects of the world, nature and man.

Self-organization, as a kind of activity, was studied by G. Kostyuk(1989) and others. And only some researches consider methods and means of developing ability of professionals to self-organization (N. Myronchuk, 2020 etc.).

Despite the significant number of works on the problems of self-organization of individuals, the problem of self-organization of higher education teachers and the peculiarities of its development in the system of higher education institutions remains insufficiently developed. The problem of self-organization of individuals arose in the field of general scientific concept of self-organization, which in case of considering

the essence of the ability to professional self-organization of higher education teachers, in our opinion, is mandatory.

V. Kremen (2014) emphasizes that self-organization is the assembly of a whole from parts, the very construction, the very structuring of parts into a single whole. This process stimulates human creative activity and encourages the disclosure of its unlimited properties.

N. Myronchuk (2020) prenets characteristics of the ability to organize the professional space of a teacher as a complex system that operates on the principles of consistency, continuity and creativity. She defines self-organization as an integral-dynamic system characteristic that indicates the ability of the teacher's personality and is aimed at the goals and values of self-management, organization, self-improvement in professional activities and maintaining professional efficiency, carried out by a system of intellectual, predictive-design, motivational, reflective, volitional actions and aimed at solving problems of rational organization of work and effective professional pedagogical tasks.

The study of the psychological essence and determinants of the process of self-creation is analyzed in the works of M. Boryshevsky, L. Serdiuk, J. Turner, etc. Therefore, professional self-organization is a set of two interrelated processes: professional self-training and professional self-realization. Professional self-organization of future higher education teachers, in our opinion, consists in ability to design own strategy of professional development, in an active professional position, and also in aspiration to constant professional self-development, professional self-improvement. The structure of the process of professional self-improvement of future specialists in higher education should focus on the process of self-creation, which can be carried out in the context of a relatively high level of spiritual development of the individual, which ensures its continuity, allowing a person to rise to the highest values, to reach its "acme", its peak (Boryshevsky, 2012; Serdiuk, 2015; Turner, 1985).

2.5. Self-control. *Self-control* is the final link in the activity of self-improvement, when the subject realizes whether the goal of self-improvement has been achieved, outlines new tasks of its development or adjusts the goals and objectives that could not be achieved (Turner, 1985).

2.6. Self-correction. An important role in shaping the readiness of higher education teachers for self-improvement is self-correction, as it consists in choosing another course of action and promotes behavior change by providing reflection. This process is a kind of control, so it is advisable to implement self-correction at all the stages of professional self-improvement for both future professionals of higher education and those who already have some work experience. Thus, the process of professional self-improvement is primarily a movement aimed at achieving life and professional success and attractive professional prospects, in particular, knowledge of professional functions, self-reflection, critical self-esteem, internal mobilization of personal resources, the need to adapt to changing professional environment and positive influence on it for the purpose of improvement and qualitative changes (Vainilenko, 2012; Prykhodko, 2016; Serdiuk, 2015). According to G. Ponomareva, the educational process should form students' independent position on the meaning and dignity of their own lives, convince them of the feasibility, in terms of spirituality, the value system underlying the content of education (Ponomareva, 2019).

Conclusions.

1) The analysis of research by domestic and foreign authors suggests that "professional self-improvement" is a multifaceted complex pedagogical phenomenon due to a range of psychological, socio-economic, cultural, professional and personal factors.;

2) In the scientific field of the problem of self-improvement of individuals we observe a sufficient number of thorough studies that cover a wider range of topics. The results of our scientific reflections have confirmed that the development of personality is carried out through his/h er activities. Accordingly, modeling the process of forming the readiness of future high education teachers for self-improvement should be based on the activity approach and take into account six dynamic components: self-actualization and self-realization, self-knowledge, self-image perception, self-organization, self-control and self-correction.;

3) The process of professional self-improvement of a person depends on his/her personal characteristics, methodological competence, his/herself-perception,

the degree of development of the need for reflection as well as the depth and intensity of the process of self-knowing etc.;

4) Important tasks of Master's training when taking into account the priorities of self-improvement are the following: formation of professional readiness of undergraduates through their scientific and practical training, development of professionally significant qualities and abilities, professional orientation, significant motivation, need for self-education, desire for self-development and self-improvement; skills of self-organization and ability to perform professional tasks and functions in a rapidly changing professional reality; development of communication skills and ability to work in a team.

Prospects for further research. It is also advisable to focus on the need for further research in the following perspectives: to ensure the effectiveness of professional self-improvement of future professionals in higher education in university education we should consider the use of teaching methods of preparing staff, which would be an effective way to reproduce professional contexts, methods of modeling, solving professionally oriented situations of self-improvement and self-organization, business games, reflective assessment of tasks and internal resources of one's own personality, etc.

In the conditions of distance and blended learning the researched problem requires additional scientific substantiation, search for personality- and context-oriented methods of training future teachers for self-improvement, professional development, as well as the development of appropriate didactic, scientific and methodological support (educational program, training and work programs, syllabi, cases, instructional and methodological materials, educational and methodological manuals, etc.), information and computer support of the process of self-improvement of undergraduates in the specialty 011 "Educational, pedagogical sciences".

The problem described in the article can be perspective for research of pedagogical conditions of readiness formation in future experts of pedagogy of high education for professional self-improvement.

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ПІДГОТОВКА МАЙБУТНІХ ФАХІВЦІВ ВИЩОЇ ШКОЛИ ДО ПРОФЕСІЙНОГО САМОВДОСКОНАЛЕННЯ

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В оглядовій статті йдеться про процес розвитку готовності фахівця вищої школи до професійного самовдосконалення. У процесі нашого дослідження ми спиралися на розуміння професійного самовдосконалення як комплексного особистісно значимого явища, обумовленого дією спектру психологічних, соціально-економічних, культурних, фахових особистісно-орієнтованих чинників.

У науковому полі проблеми самовдосконалення особистості спостерігаємо достатню кількість ґрунтовних досліджень, які охоплюють широкий спектр тем. Презентовані в статті аналіз та рефлексії сучасних наукових досліджень вітчизняних та зарубіжних вчених підтвердили

ключові положення С. Рубінштейна та О. Леонтьєва та інших про те, що розвиток особистості здійснюється через діяльність. Відповідно, саме діяльнісний підхід визначений нами провідним у методології формування готовності майбутніх викладачів до самовдосконалення та зумовив осмислення динаміки цього процесу з позиції етапної зміни таких видів особистісно значимих активностей, як: самоактуалізація та самореалізація суб'єкта, здійснення ним самопізнання, сприйняття «Я-образу», самоорганізація, самоконтроль та самокорекція. Саме цим складовим присвячений основний виклад матеріалу.

У процесі нашого вивчення також з'ясовано, що процес професійного самовдосконалення майбутніх фахівців вищої освіти залежить від їхніх особистісних особливостей, сформованості методичної компетентності та самосприйняття «образу професійного Я», здатності здійснювати рефлексію, а також глибини та інтенсивності процесу самопізнання тощо. Відповідно, з врахуванням пріоритетів самовдосконалення, важливими завданнями магістерської підготовки в сучасному закладі вищої освіти є: формування професійної готовності здобувачів освіти, професійної спрямованості, мотивів саморозвитку професійно значимих якостей і здібностей, потреби в самоосвіті, прагнення до самопізнання та самовдосконалення; розвитку навичок самоорганізації та здатностей до виконання професійних завдань і функцій в умовах професійної дійсності, що динамічно змінюються.

Досліджувана нами проблема в умовах дистанційного та змішаного навчання потребує додаткового наукового обґрунтування, а також уточнення педагогічних умов формування готовності майбутніх фахівців педагогіки вищої школи до професійного самовдосконалення, визначення особистісно та контекстно орієнтованих методик підготовки майбутніх викладачів вищої школи до самовдосконалення та фахового розвитку, а також розроблення належного дидактичного, науково-методичного забезпечення, що і може скласти перспективи подальшого дослідження.

Ключові слова: готовність до професійного самовдосконалення, особистісне самовдосконалення, самопізнання, саморозвиток, самоуправління, самореалізація, самокорекція, самотворення, самоорганізація.

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