

research activities, participation in the life of the group and the course, psychological state, behavior, passion for the chosen profession.

Ways and methods of assessing the acceleration and effectiveness of professional adaptation of military students (combatants) are identified.

The formation of the mechanism of adjustment of professional adaptation of servicemen (participants of hostilities), taking into account responses of employers, graduates, entrants, parents, and also, positive dynamics of quality of professional adaptation of servicemen (participants of hostilities) for 4 years is shown.

A set of organizational and pedagogical conditions for professional adaptation of military students has been created, the specifics of the set of measures for professional adaptation is that the adaptation period can take place at different times in higher education, depending on the conditions of its passage.

Attention was paid to the optimization of the content of educational material: the use of modern interactive technologies; professional orientation of academic disciplines; implementation of interdisciplinary links in order to provide high-quality professional training of students to modern requirements of employers.

The author emphasizes that the methodological prerequisite for the full formation and adjustment of professional adaptation of servicemen (participants in hostilities) is a dialectical unity of reproductive and productive professional activities in a comprehensive system of education, upbringing, social life and communication.

It is noted that the experience of the Nikopol Regional Center for Monitoring Education and Social Partnership of NMetAU demonstrates the effectiveness of the implementation of professional adaptation of military students (combatants) to productive activities and modern effective approaches to solving this organizational and pedagogical problem.

Key words: *professional adaptation, individual trajectory, productive activity, labor market, social partnership, professional training.*

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PROFESSIONAL IDENTITY OF THE FUTURE TEACHER IN FOREIGN DISCOURSE

The article is devoted to the issue of the future teacher's professional identity, which is revealed by foreign scientists. The leading approaches, from the standpoint of which the professional identity of future teachers is considered by foreign scholars, are determined, namely: psychological, sociological and postmodern. The structure of the future teachers' professional identity is characterized, which includes self-efficacy, self-esteem, dedication to the profession, job satisfaction, task orientation, motivation to work and prospects for the future. The prospects for further research are seen in comparing the structure of teacher's professional identity outlined by foreign and domestic scientists.

Key words: *professional identity, future teacher, psychological, sociological and postmodern approaches, structure of the future teacher's professional identity.*

Introduction. The issue of professional identity of the individual is an important subject of research in various fields of humanities. The professional identity of the future specialist is a system-forming property of the individual

and provides self-acceptance as a professional, motivation for professional development, rapid adaptation to new conditions of professional activity, becomes an internal source of professional and personal growth.

In order to get a holistic view of the studied phenomenon, we consider it expedient to study the scientific works of the foreign researchers on the issue of future teacher's professional identity.

Analysis of relevant research. Future teacher's professional identity in recent decades has become the subject of increased attention of such foreign scientists as S. Akkerman D. Beijaard, C. Beauchamp, C. Day, C. Frade, I. Gómez-Chacón, G. Kelchtermans, S. Lasky, P. Meijer, P. Sleegers, L. Thomas, K. Van Veen and others.

The aim of the present study is to systematize foreign scientists' views on the essence and structure of the phenomenon of future teachers' professional identity.

Research methods. To achieve the aim of the article a number of research methods was used: theoretical – analysis, comparison, generalization, systematization - to characterize the problem of future teachers' professional identity in the theory and practice of foreign education, clarification of the conceptual and terminological apparatus of the researched problem; systems, structural-logical analysis – in order to determine structural components of the future teachers' professional identity.

Research results. In recent decades, the concept of teachers' professional identity has become the subject of increased attention of foreign scholars (Akkerman & Meijer, 2011; Beauchamp & Thomas, 2009). Foreign scholars view a teacher's professional identity as a key factor in understanding his/her professional life, career decisions, motivation, efficiency, professional development, and attitude toward educational change (Lasky, 2005). However, despite the growing number of scientific studies on the problem of professional identity of teachers, according to D. Bayard, P. Meyer and N. Verlup (2004), in the foreign scientific space continue to appear different meanings and definitions of professional identity. In particular, researchers who deal with the problems of professional identity of teachers not only invest different meanings in the definition of the concept under study, but also apply different approaches to its study. However, as a rule, scholars agree that professional identity is both a product and a process. Considering professional identity as a product, researchers rely on psychological theory, from the standpoint of which the studied phenomenon is characterized by the meanings that the teacher attaches to himself as a person and a professional at a given time.

Accordingly, the process marks changes in this perception through the influences and meanings attributed by “others” through social practice.

Note that the most common approaches, from the standpoint of which the professional identity of future teachers is considered by foreign scholars, are psychological, sociological and postmodern. However, in modern conditions, conceptualization of a teacher’s professional identity increasingly tends to sociological and postmodernist views. The sociological approach emphasizes sociological processes as the primary influence on the teacher’s professional identity, while the postmodern approach emphasizes the notion of multiple identities that are constantly reconstructed and associated with human activities. In a more balanced approach, the theory of the dialogic “I” represents the professional identity of the teacher “both singular and plural, both continuous and uninterrupted, both individual and social phenomenon” (Akkerman & Meijer, 2011, p. 308). This dialogical position between the individual and social dimensions is crucial for the formation of the professional identity of the future teacher, because, as researchers H. Krzywacki and M. Hannula emphasize, no professional identity exists without both dimensions (Krzywacki & Hannula, 2010).

It should be noted that the sociological approach in the study of the teachers’ professional identity has both its supporters and opponents among foreign scholars. In particular, opponents of the sociological approach draw attention to the fact that, despite the significant influence of social relations and context on the professional identity of the future teacher, the main contribution to its formation and reconstruction is made by the individual through interpretation, self-reflection and freedom of choice. If proponents of the sociological approach argue that teachers’ professional identities are socially conditioned, the question arises as to how they can act as “unique” individuals and professionals, exercising free will in a variety of contexts. Moreover, even if teachers may have a number of sub-identities related to specific situations, as the postmodernist approach shows, a fully decentralized characterization of teachers’ PI raises the question of how a teacher can maintain any sense of professional self over time or how he or she may be recognized as the same person he/she was yesterday. Therefore, a completely decentralized idea of identity is impossible in order to understand how PI evolves and how individuals are able to maintain a sense of self over time (Akkerman & Meijer, 2011).

In turn, A. Karaolis and G. Philippou (2019) insist on the importance of a psychological approach, recognizing the dynamic nature of the professional

identity of the teacher, in which both individual and social dimensions are key elements. According to these authors, the teacher's PI is a process focused on the individual and his/her self-reflection in the mirror of human nature.

A number of scholars have found that professional identity is associated with the self-image. In pedagogical activity, the idea of oneself as a person is intertwined with how he behaves like a professional. According to J. Loughran, a person cannot be separated from the profession: "it seems unlikely that the core of the personality will not affect the core of the professional" (Loughran, 2006, p. 112). J. Nias takes a similar view, emphasizing that IPR is closely linked to personal and professional values and is adjusted only according to circumstances. The researcher considers the professional identity of a teacher as part of a deeply protected core of self-determining beliefs and values, which gradually become part of the individual "self". The author also notes that most teachers are overly concerned about maintaining a stable sense of their own PI (Nias, 1989). In turn, S. Ball separates the essential (stable) from the random identity, i.e. the perception of self, which varies depending on the specific situations for evaluation. Essential identity is the basic presentation of a person's general perception of himself (Ball, 1972). According to J. Guy, postmodern ideas should not deny that each person has a "core identity", which more uniformly characterizes ourselves and others in different contexts. Scientists D. Beijaard, P. C. Meijer & N. Verloop argue that basic (or essential) identity stems from a person's natural desire to maintain a consistent and coherent sense of self that separates and stigmatizes each person, and proposes a definition of TPI as teachers' perceptions of themselves at present (Beijaard et al., 2004). This current image consists of a conscious understanding of one's own professional "self".

The structure of a teacher's professional identity covers a number of components. However, it should be noted that the views of foreign scientists on their quantitative and qualitative characteristics differ significantly. In particular, C. Frade & I. M. Gómez-Chacón include beliefs, emotions, orientations, motivations and attitudes in the structure of TPI (Frade & Gómez-Chacón, 2009). Some basic psychological concepts have emerged as factors or dimensions of TPI from past research. For example, G. Kelchtermans (2009) identifies five interrelated components of TPI: self-image, self-esteem, motivation to work, perception of tasks, and future prospects. According to S. Day (2002), TPI includes job satisfaction, professional commitment, self-efficacy, and motivation to work.

K. Van Veen and P. Sleegers (2009) characterize professional identity of a teacher through such concepts as self-efficacy, self-esteem, dedication to the

profession, job satisfaction, task orientation, motivation to work and prospects for the future. According to the authors, these concepts act as a prism through which teachers reflect on their practice and in general on themselves as an employees. Even if these concepts can constantly interact, complement each other, their separation will provide teachers with a deeper understanding of themselves and the feelings associated with their professional activities (Van Veen & Slegers, 2009).

The existence of the above components (or dimensions) of professional identity is also emphasized by other foreign scientists with their scientific research. Let's characterize these dimensions in more detail.

Self-assessment means a general descriptive assessment of a teacher's own professional activity; it also concerns the teacher's assessment of himself on the basis of his own expectations compared to the expectations of others. This fact indicates that there is a connection between the actual image of the self and the ideal image of the self. An extremely important source of self-esteem is feedback from significant "others", which is constantly filtered and interpreted by the individual. For most teachers, students are the most important source of feedback. Students have the opportunity to strengthen or destroy teachers' self-esteem, as the latter spend most of their working lives with students, and interaction with them determines their professional reality. Positive self-esteem, however, may depend on changes over time and must be constantly maintained. Self-esteem is positively associated with job satisfaction (Bullough, 2009).

Self-efficacy means the ability of an individual to succeed in a particular task and an important driving force. In education, beliefs about effectiveness are defined as a person's belief in his ability to succeed in a particular learning task (Charalambous et al., 2008). Self-efficacy is positively associated with motivation, especially internal. Researchers also point to a significant positive correlation between self-efficacy and dedication to the profession, as well as between self-efficacy and job satisfaction (Chan et al., 2008). Self-efficacy is interpreted by researchers as an assessment focused on the perception of future competence, which is influenced by previous successful experience, indirect experience, persuasion of others and emotional feedback. Teacher's self-efficacy plays an important role in students' learning outcomes, as the quality of learning and effective classroom management are directly related to teachers' confidence in their abilities, which in turn affects their enthusiasm and professional commitment.

Dedication to the profession is manifested in the presence of psychological connections between the individual and his professional activity.

A. Tyree (1996) distinguishes a number of dimensions of devotion to the profession: devotion as care, devotion as a professional ability, devotion as an identity and devotion as a profession. According to J. Nias, after 20 years of relevant research, the word "devotion" appeared in almost every interview. It was a term that distinguished those teachers who were concerned and serious about their profession from those who initially cared for their own interests. In addition, when teachers take professional pleasure in their dedication, they evoke a sense of pride in their professionalism.

Job satisfaction is a positive or negative judgment that people make about the value of their work. Satisfaction with a teacher's work can be defined as an emotional reaction to his work and his teaching role (Skaalvik & Skaalvik, 2010). Among the factors that contribute to teachers' job satisfaction are researchers' relationships with children, the psychological challenge of teaching, autonomy and independence, opportunities to test new ideas, participation in decision-making and reform efforts, social relationships with colleagues and opportunities for professional development. Instead, the sources of teachers' dissatisfaction are the monotony of everyday life, lack of motivation, undisciplined students, lack of support and gratitude from colleagues and the head of the institution, excessive workload, low salary and negative public attitude (Zembylas & Papanastasiou, 2006). These factors can cause teachers to have a variety of negative feelings, including frustration and vulnerability. An analysis of scientific sources has shown that job satisfaction is associated with dedication to the profession and a change in the teacher's motives.

Motivation to work is interpreted by scientists (Latham & Pinder, 2005) as forces that motivate a person to spend time, energy and resources to carry out professional activities. Motives determine the form, direction, intensity and duration of such behavior. The reasons for which teachers choose the teaching profession are divided by foreign scholars into altruistic, internal and external. Altruistic motivation includes learning as a socially important job, intrinsic motivation encompasses personal satisfaction and job satisfaction, while external motivation is related to factors such as public awareness, job security and high wages.

Task orientation is the expectation that, as a good teacher, the teacher will perform a task related to the goals of education, the learning process and/or the teacher-student relationship. Task orientation is mainly concerned with the cognitive aspect of professional identity, as it concerns teachers' perceptions of their work and the key tasks to be performed (Kelchtermans, 2005).

Task orientation includes deep-rooted beliefs about the purpose of education and teaching methods that guide teachers' professional activities and behavior (Akkerman & Meijer, 2011). These beliefs can be seen as a lens through which teachers perceive and filter external information and play an important role in the development of professional identity.

E. Denessen identifies a number of dimensions of task orientation, namely: the relationship between teacher and students; educational goals; didactic approach (Denessen, 1999).

For each of these dimensions, teachers can have either a personality-centered, process-focused approach or a teacher-centered, content-oriented approach. In the case of a student-centered approach, teachers emphasize active participation of students in the moral goals of learning and knowledge building, while the teacher-centered approach places more emphasis on classroom discipline, equipping students with knowledge and skills. However, teachers can use both student and teacher-centered approaches at the same time (Van Driel et al., 2005).

The perspective of the future concerns how the teacher sees himself in the coming years and how he/she feels about it (Keltchermans, 2009). In the foreign scientific literature, this aspect is often ignored, as there are few studies that link this concept with other aspects of a teacher's professional identity. People's dreams about the teachers they want to become and whether they can be realized influence their decisions, feelings, and behavior. Therefore, in addition to significant experience of the past, the self-understanding of the individual is also influenced by expectations of the future (Keltchermans, 2009).

Thus, the outlined by the foreign scientists components of teachers' professional identity allow to understand deeper the essence of this phenomenon.

Conclusions and prospects for further scientific research. In conclusion we'd like to emphasize that the problem of forming professional identity of the future teacher is the subject of close attention of a wide range of scientists from around the world who study this phenomenon through the prism of psychological, sociological and postmodern approaches. In general, the structure of the professional identity of the future teacher includes self-efficacy, self-esteem, dedication to the profession, job satisfaction, task orientation, motivation to work and prospects for the future. A significant number of scientific works of foreign researchers are devoted to the process of forming the professional identity of the future teacher during pedagogical

practice and the factors influencing this process, which include reflection, mentoring, professional socialization, critical thinking and more.

The prospects for further research are seen in comparing the structure of teacher's professional identity outlined by foreign and domestic scientists.

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РЕЗЮМЕ

Коваленко Наталья. Профессиональная идентичность будущего учителя в зарубежном дискурсе.

Статья посвящена проблеме профессиональной идентичности будущего учителя, раскрываемой зарубежными учеными. Определены ведущие подходы, с позиций которых профессиональная идентичность будущих учителей рассматривается зарубежными учеными, а именно: психологический, социологический и постмодернистский. Охарактеризована структура профессиональной идентичности будущих учителей, которая включает в себя самоэффективность, чувство собственного достоинства, преданность профессии, удовлетворенность работой, ориентацию на задачи, мотивацию к работе и перспективы на будущее. Перспективы дальнейших исследований видны при сравнении структуры профессиональной идентичности учителя, обозначенной зарубежными и отечественными учеными.

Ключевые слова: профессиональная идентичность, будущий учитель, психологический, социологический и постмодернистский подходы, структура профессиональной идентичности будущего учителя.

АНОТАЦІЯ

Коваленко Наталія. Професійна ідентичність майбутнього вчителя в закордонному дискурсі.

Статтю присвячено аналізу поглядів зарубіжних учених на проблему професійної ідентичності майбутнього вчителя. Визначено провідні підходи, з позицій яких професійна ідентичність майбутніх учителів розглядається зарубіжними вченими, а саме: психологічний, соціологічний і постмодерністський. Схарактеризована структура професійної ідентичності майбутніх учителів, яка включає в себе самоефективність, почуття власної гідності, відданість професії, задоволеність роботою, орієнтацію на завдання, мотивацію до роботи і перспективи на майбутнє. Перспективи подальших досліджень вбачаємо в порівнянні структури професійної ідентичності вчителя, виокремленої зарубіжними і вітчизняними вченими.

Виявлено, що зарубіжні вчені розглядають професійну ідентичність учителя як ключовий фактор у розумінні його професійного життя, кар'єрних рішень, мотивації, ефективності, професійного розвитку та ставлення до освітніх змін. З'ясовано, що зарубіжні науковці вважають професійну ідентичність одночасно і продуктом, і процесом. Розглядаючи професійну ідентичність як продукт, дослідники спираються на психологічну теорію, з позицій якої досліджуваний феномен характеризується значеннями, яких учитель надає собі як особистості та професіоналу в певний момент. Відповідно, процес позначає зміни в цьому сприйнятті через впливи та значення, які приписують «інші» через соціальну практику.

Доведено, що в сучасних умовах концептуалізація професійної ідентичності вчителя все більше тяжіє до соціологічних та постмодерністських поглядів. Соціологічний підхід підкреслює соціологічні процеси як первинний вплив на професійну ідентичність учителя,

тоді як постмодерністський – підкреслює уявлення про множинні ідентичності, що постійно реконструюються та пов'язуються з діяльністю людей.

Ключові слова: професійна ідентичність, майбутній учитель, психологічний, соціологічний і постмодерністський підходи, структура професійної ідентичності майбутнього вчителя.

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ІННОВАЦІЙНИЙ ПІДХІД ДО НАВЧАННЯ МАЙБУТНІХ ПЕДАГОГІВ – СТРАТЕГІЯ СУЧАСНОЇ УКРАЇНСЬКОЇ ШКОЛИ

Розглянуто теоретичні засади інноваційного підходу до організації підготовки майбутніх педагогів, до використання інновацій в освітньому процесі. Викладено досвід упровадження моделі підготовки студентів до інноваційної діяльності, конкретизовані концептуальні основи підготовки майбутніх педагогів на основі інноваційного підходу до її організації. Апробовані різноманітні форми й методи інноваційної діяльності в освітньому процесі вищої школи. Виявлена сукупність педагогічних умов реалізації інноваційного підходу до організації підготовки майбутніх педагогів в умовах університету. Подано аналіз ефективності підготовки за інноваційною моделлю підготовки.

Ключові слова: інноваційний підхід, організація підготовки майбутніх педагогів, інноваційна діяльність, інновації, педагогічні умови.

Постановка проблеми. Нові реалії життя в Україні, орієнтація на конкурентоспроможність і професіоналізм суттєво змінюють пріоритети в галузі освіти. Саме тому сучасний етап розвитку системи освіти пов'язується з розповсюдженням нововведень, забезпеченням доступу до них молодим спеціалістам, підтримкою творчого підходу до вирішення професійних проблем. Сутність такої інноваційної освітньої політики полягає, насамперед, у спрямуванні діяльності педагогічних кадрів на шлях перспективних перетворень.

На даний час відбувається інтеграція вітчизняної освітньої системи в європейський освітній простір, у зв'язку з чим актуалізувалося завдання реформування системи освіти, підготовки висококваліфікованих фахівців, здатних до інноваційної діяльності. Фундаментальною основою реформування освіти слугують Закони України «Про освіту» (2017 р.), «Про вищу освіту» (2014 р.), Стратегія сталого розвитку «Україна – 2020» (2015 р.), постанова Кабінету Міністрів України «Про затвердження Національної рамки кваліфікацій» (2011 р.), Національна доповідь про стан