

THE STAGES OF THE PRE-SERVICE TEACHER'S PROFESSIONAL DEVELOPMENT

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In the context of reforming education in Ukraine as a "source of the dynamic development of a personality throughout life", a social order for a new generation of teachers, the orientation of the educational process towards the pre-service teacher's professional development becomes of particular importance, since it is professionalism that ensures the success of not only the educational sector, but also the society as a whole, readiness for dynamic civilizational changes and creative self-realization in the society of the 21st century.

The regulatory and legal support for training pre-service teachers is regulated by the Constitution of Ukraine, the Laws of Ukraine "On Education" [7], "On Higher Education" [8], "On Professional Pre-Higher Education" [5], the Professional Standard "Teacher of a General Secondary Education Institution [6], the Concept of the Development of Pedagogical Education and the Concept of the Implementation of State Policy in the Field of Reforming General Secondary Education "New Ukrainian School" for the Period Until 2029 [1] and other documents.

The pre-service specialist's professional development is a long-term, complex process that has its own patterns and encompasses several stages, starting with choosing a profession and ending with achieving a high level of proficiency.

The problem of the pre-service specialists' professional development was given attention by both foreign (V. Bodrov, S. Vershlovskiy, E. Zeier, E. Klimov, T. Kudriavtsev, N. Kuzmina, A. Markova, A. Maslou, K. Rodzhers, J.-P. Sartr, V. Slastonin, V. Shadrykov, etc.) and domestic scientists (T. Berezha, I. Bekh, M. Boryshevskiy, O. Honcharuk, O. Dubaseniuk, N. Zubalii, V. Kaplinskyi, I. Kniazheva, O. Kokun, S. Maksymenko, I. Melnyk, V. Orlov, T. Prykhodko, O. Radzimovska, V. Semychenko, T. Tytarenko, N. Chepelieva, T. Shcherban, etc.).

The professional development of a specialist as a whole is called the process of professionalization of the personality – the specialist's professional development, the personality's genesis in the space and time of the professional work.

In turn, the concept of "the pre-service teacher's professional development" is understood as a step-by-step dynamic continuous progressive process and the result of the formation, development, self-development and self-improvement of the personality, which allows him/her to meet the constantly changing requirements of professional and pedagogical work and ensures its successful implementation [2, p. 111].

The term “the professional development of a teacher” in psychology and pedagogy is used quite widely. E. Zeier, K. Levitan understand the professional development of the teacher’s personality as the solution of professionally significant, more complex tasks – cognitive, moral-ethical and communicative, in the process of which the teacher masters the necessary complex of business and moral qualities associated with his profession. The development of the teacher’s personality is not only the accumulation of knowledge, but also the constant improvement of the personality himself/herself, his/her moral-ethical and professional-pedagogical qualities [3, p. 203].

Thus, E. Zeier identified such *stages of the personality’s professional development*:

- professional self-determination (occurs in senior school age);
- professional self-identification (direct acquisition of vocational education);
- deobjectification of the professional work (period of acquiring the professional experience);
- objectification of the professional work (period of direct work within the chosen profession [2, p. 111]).

However, the most widespread is the concept of professionalization of E. Klimov, who identifies seven components of its stages, which characterize the peculiarities of the development of the specialist’s personality. Thus, according to E. Klimov, a person in the process of his professional development and formation goes through the following *stages*:

- 1) *optant (optant phase, optation)* – the stage of choosing a profession;
- 2) *adept (adept phase)* – the stage of commitment to the profession, its mastery (studying in a specialized educational institution: a higher education institution, a college, etc.);
- 3) *adaptant (adaptation phase)* – the stage of a young specialist’s “getting used to” work;
- 4) *internal (internal phase)* – at this stage, the individual is already an experienced employee who can independently and successfully cope with the main professional functions;
- 5) *master (mastery phase)* – the employee is distinguished by certain special qualities, skills, or universalism, broad orientation in the professional field, or both; he has found his individual, unique style of work, his results are consistently good, he has reason to consider himself an indispensable employee;
- 6) *authority (authority phase)* – at this stage, a specialist is a master of his craft, widely known in his circle or beyond (in the industry, at the inter-industry level, in the country); he successfully solves professional and production tasks due to extensive experience, the ability to organize his work, and surround himself with assistants;
- 7) *mentor (mentoring phase)* – at this stage, the specialist is an authoritative master of his craft; he has like-minded people, followers, students, he shares his experience with them, monitors their growth [9].

However, when considering the problem of the teacher’s professional development, it is worth noting that all stages of professionalization of the personality within the same profession are universal, that is, each person gradually goes through each of them, at the same time this process is individually unique; all stages of the

professional development are undoubtedly important for the personal and professional development of a specialist, mutually condition and mutually determine the success of the person's professionalization; the transition from one phase to another is determined by changes in the social situation, a change in leading activity, which leads to the formation of professionally determined psychological neoplasms; the dynamics of the specialist's professional development is subject to certain laws: the first phases include the acquaintance with the profession, adaptation to the professional work; the following – the development of the professional competence, professional maturity through the emergence of an individual style of the professional work; the last – the professional stagnation, the decrease in the professional work and the completion of the career.

Therefore, it is advisable to distinguish the following *stages of the pre-service educational institution specialist's professionalization*:

1. The stage of choosing a profession and forming professional intentions

This is a complex process that involves self-knowledge, studying the world of professions, comparing personal qualities with the requirements of professions, choosing and setting goals, as well as planning and implementing a professional path. It is important to take into account interests, abilities, skills, values, as well as the needs of the labor market. At this stage, a pre-service teacher becomes aware of his interests, abilities and values, as well as studying various professions, in particular teaching; motivation and desire to become a teacher are important.

2. The stage of training and acquisition of professional knowledge, skills and abilities

This stage includes training in educational institutions, where pre-service teachers master pedagogical, methodological and psychological knowledge, as well as develop the necessary skills, both hard skills and soft skills [4].

3. The stage of the professional adaptation

This is the process of an employee entering a new working environment, getting acquainted with its peculiarities, establishing interaction with the body and performing job duties. Typically, this stage includes several stages at which the employee gradually integrates into a new job. A young teacher starts working at a school, adapts to working conditions, the specifics of the educational process and interaction with pupils and colleagues; support from more experienced teachers is important.

There are the following *stages of the professional adaptation*:

- **Initial (acute) stage**

is characterized by uncertainty, stress, and anxiety. The employee may experience disorientation, difficulty in doing tasks, and adapting to a new work rhythm.

- **Optimistic stage:**

The employee begins to better navigate the work process, improves the relationships with the colleagues, and increases self-confidence.

• ***Secondary (stabilization) stage:***

The employee feels comfortable at the workplace, effectively performs his duties, and actively participates in the life of the body.

The important aspects of the professional adaptation:

• Getting to know the organization:

Understanding the mission, goals, values of the company, its structure, rules and procedures.

• Understanding the job responsibilities:

Clear definition of tasks, rights and responsibilities.

• Establishing the relationships with the colleagues:

Establishing the contacts, exchanging experiences, integrating into the body.

• Developing the professional skills:

Learning new technologies, techniques, obtaining the necessary knowledge and skills to effectively do the work.

The importance of the professional adaptation:

• For the employee: it provides a comfortable entry into a new working environment, reduces stress levels, increases motivation and productivity.

• For the employer: promotes faster mastery of job responsibilities by the employee, reduces staff turnover, improves the efficiency of the body.

The adaptation process can last from several weeks to several months, depending on the individual characteristics of the employee, the complexity of the work and support from the company.

4. The stage of implementation in the professional work

The teacher applies the acquired knowledge and skills in practical work, realizes his pedagogical potential and develops his own teaching style.

5. The stage of achieving a high level of skill and mentoring

At this stage, the teacher achieves a high level of skill and professionalism, has deep knowledge of his profession, the ability to transfer his knowledge and experience to others, as well as influence the development of his colleagues and wards, has a developed methodological system, can share the experience with others and act as a mentor for young teachers. At this stage, a person goes beyond the boundaries of simply doing the job and becomes a leader, mentor and role model.

In addition, it is worth noting that the necessary for the successful professional development of a teacher, the criterion of which is professional and personal self-preservation, should be considered the constant reflection of oneself, analysis of one's own professional activities, constant professional self-improvement, and awareness that at certain periods of one's professional career one needs the help of a specialist - a psychologist, whose main task is psychological support (support, assistance) for the successful professionalization of the personality.

Thus, the professional development of a teacher is a continuous process that lasts throughout his life and requires constant development of the personal qualities, such as: responsibility, creativity, sociability, empathy, as well as a value-based attitude towards the profession and students. In turn, the successful professional development of a teacher contributes to improving the quality of education and upbringing of the younger generation.

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