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COGNITIVE AND EMOTIONALLY-VOLITIONAL COMPONENTS IN THE STRUCTURE OF PROFESSIONAL CONSCIOUSNESS OF TEACHERS OF HIGHER EDUCATIONAL INSTITUTIONS

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The main feature of modern society is its orientation to modernization of different spheres of vital functions of a personality which is related to the improvement of professional training of specialists. In Ukraine the noted problem has been already outlined and finds a scientific decision in relation to many types of professional consciousness – pedagogical (S.I. Podmazin, O.A. Gulbs), psychological (N.F. Shevchenko) etc. Psycho-semantic methods of the description of profession are substantiated in psychology of subjective semantics (E.Yu. Artem'eva, Yu.G. Vyatkin); the aspects of professional consciousness as dynamics of professional semantics are investigated in the structure of the image of the world of profession (I.B. Khanina), in psychology of consciousness - its structure and functions (Yu.M. Shvalb).

Systemic approach allows to consider professional consciousness as a complex of interactive components. The application of the integral systemic approach to the study of professional consciousness of a personality contributes to reveal: 1. structures of consciousness; 2. Substructures of consciousness in their mutual relations; 3. elements of consciousness (image of the profession, image of the subjects of professional activity, image «I – professional); 4. genesis of values as constituents of consciousness; 5. mechanisms of changes and transformations [3, 29].

The cognitive component of consciousness is the process of the reflection of professionally pedagogical realities and cognition of the profession, awareness of oneself in the profession and the development of professional qualities necessary for realization of professionally pedagogical activities. The basis of the cognitive sphere

of professional consciousness is professional knowledge which extend the scopes of teacher's individual experience, open possibilities for its perfection and development.

The cognitive constituent of teacher's professional consciousness includes a certain level of professional development of the cognitive sphere of a personality: professional perception, memory, thought, imagination, attention that in total makes up intellectually cognitive constituent of specialist's professional consciousness. It is revealed not only in the accumulation of information about the structural components of teacher's professional activity and high-quality mastering of methods of the activity but also in the increase of a number of descriptive categories, in the increase of the level of selectivity, complication and integration of information, in the growth of the ability to analyze and solve different professional tasks properly.

The important characteristics of the development of the cognitive constituent of professional consciousness is a measure of the awareness professionally meaningful qualities of a personality by the teacher, awareness of correlation between «I-real professional» and «I-ideal professional» on different stages of professional training. The cognitive component includes knowledge of theoretical (declarative) and technological (procedural) character: methodological knowledge – knowledge of general approaches, principles, regularities of the development, studies and education of students; theoretical knowledge of professional scientific discipline; a system of knowledge necessary for teachers of higher educational institutions for realization of their position requirements; knowledge which make up the basis of teacher's pedagogical activity; knowledge of information technologies, their possibilities for solving tasks of the subject field and educational process; creativity, flexibility, criticism, systemic approach, mobility, operational way of thinking [2, 89].

The cognitive constituent of teacher's professional consciousness includes the process of professional self-knowledge which is the semantic basis of professional self-evaluation. Professional self-evaluation, in its turn, sets a modus of self-relation and contributes to the increase of the new professional knowledge. The outcome of the work of professional consciousness in a temporal continuum is the professional image of «I» teacher which is the result of the objective cognition of oneself. The «I» image is the generalized system of ideas about oneself, awareness of one's belonging to the pedagogical profession, teacher's professional abilities. These are professional intentions that determines the teacher's professional conduct. The content of the cognitive constituent of teacher's professional consciousness is skipped through the emotional components of man's consciousness. A teacher tests and finds out certain feelings and emotions mastering professional knowledge, pedagogical norms and values.

Teacher's professional consciousness is the subject of study taking into account an integral type of a systemic approach where the following issues must be investigated: the structure of consciousness; substructures of consciousness in their mutual relations; elements of consciousness as its product (image of the profession) that is analyzed in the specificity of specialist's professional conscious. The problem of teacher's professional consciousness was examined in the researches of the such scientists as L.I. Buchek, T.S.Kirilenko etc. The review of researches testifies that

emotions, on the one hand, come forward as internal motives to activity and, on the other hand, – express the state of the subject and his attitude toward the object. Thus, emotions have evaluative character. Emotionally-volitional component of professional consciousness reflects the relation of the subject to teacher's professional activity, to oneself as a specialist or to certain professionally meaningful qualities of a personality and his activity in connection with his needs and motives [1].

The content of emotionally-volitional component of teacher's professional consciousness is presented as professional interest, professional self-relation, professional self-evaluation. Interest motivates studies, the development of skills and abilities, intellect and creative aspirations. Being the interlink of a subject with his chosen activity, it influences on his results which, in its turn, influence on his development. Self-relation comes forward as a powerful stimulus of professional and personal self-development and his self-perfection. Depending on the character of attitudes toward different objects of social reality teachers reveal moral, intellectual and aesthetical feelings.

We also include empathy and emotional firmness as professionally meaningful personal qualities and experiencing to the content of emotionally- volitional component of teacher's professional consciousness. Valued-semantic transformation of teacher's consciousness is the basis of experiencing. The result of the «performance» of emotionally-volitional component of professional consciousness is experiencing by the subject of his achievements as successful or unsuccessful, aspiration to achieve the aims of different degrees of complication.

Motivational valued component of professional consciousness carries out adjusting of the teacher's conduct and activity in accordance with pedagogical norms, determines the possibility of self-regulation of his conduct, ability to accept independent decisions, to manage and control his conduct. Productive solving of professionally pedagogical tasks assists in the appearance of new aims, estimations, reasons, settings, senses of teacher's professional activity. Realization of the conscious adjusting of the conduct and activity depends on the level of the development of the subject's will. The volitional adjusting foresees transformation of the set action on his personal, connection of the necessary conduct with professional motives and aims. Subjective teacher's activity is connected with such personal qualities as will power, purposefulness, energy, self-control. The level of the development of volitional qualities is predetermined by the possibility of conscious self-regulation of the teacher's personality. In regulation of teacher's professional activity and his conduct a special role belongs to self-evaluation which comes forward as a mechanism and component of psychical activity.

Together with self-evaluation in the system of self-regulation as a form of the display of teacher's professional consciousness such psychical components of a personality as a type of localization of control, values, reasons, the level of intellectual, emotional and ethics development take part. The important mechanism of the process of self-regulation is professional reflection. It fixes the process of teacher's activity, personal sense of the conduct (activity) in the professional situation and makes possible conscious acting in this process.

Semantic components of professional consciousness in the real vital space are inter-connected and inter-determined and form an integral personal integrity. Components when included in the whole (professional consciousness), on the one hand, lose certain characteristics, properties, and on the other hand – acquire new properties. Professional values and valued orientations of a personality come forward as the basic component of professional consciousness.

They form the foundation of the semantic side of professional consciousness of the subject and express an internal basis of his attitude toward reality. Valued orientations, being the component of the structure of teacher's professional consciousness, carry out regulative and sending functions, stimulate the activity of the subject and his relationships with the surrounding people. The structure of teacher's professional consciousness includes the nuclear part – «I-concept» and two substructures: the substructure of characteristics and properties of professional consciousness creating its content, and the substructure of functions in which their properties are revealed.

«I-concept» is the idea of an individual about himself as a professional. The important elements of «I-concept» are: cognitive, connected with the awareness of the purpose of his professional activity and himself as a specialist; emotionally-volitional which represents the attitude toward the object of the activity and motivational-valued, connected with feelings of professional capability. Emotional estimation of conceptions can be of different intensity and is connected with perception of oneself or conviction. Foundation of «I-concept» are values and valued orientations as basic structural elements. The content of the first substructure together with the nuclear part includes professional knowledge and abilities, professional qualities of a personality, pedagogical capabilities, needs, motives which carry out all-together and each separately the role of the inducer of actions and deeds of the subject.

In addition, the content of consciousness includes emotionality, emotional mood at professionally pedagogical activity, the expression of which is the feeling of professional success and vital satisfaction; a system of verbal and nonverbal characters due to which pedagogical intercourse, transmission and exchange of knowledge is carried out; volitional properties of a personality; reflection as «an integrative psychical property of the subject» which underlines self-perception of the content of his psyche and its analysis, his activity and understanding of psyche of other people. Thus, we consider that «I-concept» activates all other components and the content of professional consciousness which, being based on the basis of the nuclear part, is closely intertwines with it but any of the mentioned properties, arising up, does not lose its main characteristics.

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