

DEVELOPMENTAL PSYCHOLOGY AND PERSONALITY SELF DEVELOPMENT: IMPROVING EDUCATIONAL SYSTEMS QUALITY

Personal maturity of the teacher in the conditions of CAE implementation

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The article is devoted to topical problems of reforming higher pedagogical education. Targeting educational process on the development of personal maturity and competitiveness; the success of a professional is conditioned by several reasons, among which the most significant should be considered: readiness of the teacher for professional activity in the new economic socio-cultural conditions, the competitive environment; the orientation of training activities on professional and innovative searches; the encouragement of interest in self-development and self-realization. The article proposes a view of the construction of a coherent educational system for the development of personal maturity and competitiveness of a teacher. The structure of personal maturity of the teacher as a component of competitiveness is characterized by the following components: motivational and value component which includes meaningful high motivation of teachers to professional activities, values, cognitive interests, focused on various kinds of social activities, and contributes to self-development, self-actualization, self-assertion, which is an important party for competitive teachers. Reflexive-evaluative component provides the awareness of teachers and evaluation of their potential, the real level of competitiveness, allows carrying out forecasting and designing further professional growth. The activity component consists in the implementation of pedagogical activities, in the implementation of abilities and skills of cognitive, communicative, regulatory and other measures. For the study of motivational-value component of the personally maturity of a teacher, we used verbal frustration test by L. N. Sobchik (2002). The proposed method allows identifying the most important values in a situation of frustration.

To evaluate reflexive-evaluative component we used E. E. Rukavishnikova's technique aimed at determining the level of reflexivity of teachers which provides stabilization of their emotional peace, mobilization of volitive potential, flexible management. To study self-actualization of a teacher we used the test developed by E. Shostr. To identify the level of development of the components, we used psychopedagogical techniques, tests and observation.

The dependence of teacher's competitiveness from the level of his/her personal development was proved. The interrelation between decrease of teacher's professional success and the level of development of the components of personal maturity of the teacher was also shown. A detailed analysis of underdevelopment of personal qualities of the teacher, which prevent professional self-improvement and success was described.

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It is believed that the formation of personal maturity of a teacher provides not only a desire for a teacher's self-education, but also contributes to the development of his competitiveness, creation of a professional competitive environment.

On the basis of the study the authors draw conclusions on the development of personal maturity as a component of teacher's competitiveness.

Keywords: competitiveness, quality of education, the cultural and educational environment, personal maturity, reflexivity, the need for self-actualization, creativity.

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