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ODDÍL 7. PSYCHOLOGIE, PEDAGOGIE, VZDĚLÁVÁNÍ, FILOZOFIE A FILOLOGIE

§7.1 PSYCHOLOGICAL AND PEDAGOGICAL FEATURES OF THE PROFESSIONAL SELF-AWARENESS DEVELOPMENT OF FUTURE SPECIAL TEACHERS

Introduction. The introduction of inclusive education, the approximation of national education to new scientific standards puts forward certain requirements for the training of future specialists in special education, who will be able to apply their general, professional, special-professional competencies in teaching, teaching students with special educational needs. It is important to find those psychological factors that enhance the process of developing professional self-awareness, which ensures the development of future specialists in the field of special education. Today, the training of future special educators requires significant changes and thorough work with the psychological components of professional self-awareness. Today in Ukraine there is an educational reform, the modernization of special education is gaining momentum, which elevates the role of a special teacher, draws attention to the search for new methodological constructs, techniques and technologies of its training in higher education institutions. An integral part of this reform is the inclusive component. It is difficult to disagree that «the direction chosen by our state to create decent learning conditions for children with special educational needs is a step towards the implementation of European principles and living standards» [4]. The processes of reforming higher education in Ukraine are closely related to positive changes in the system of educational values and organization of the educational process, the introduction of





innovative learning technologies, psychologization of the educational sphere, etc. They should serve to form the professional self-awareness of the future specialist. The introduction of inclusive education, the approximation of national education to new scientific standards puts forward certain requirements for the training of future specialists in special education, who will be able to apply their general, professional, special-professional competencies in teaching, teaching students with special educational needs. It is at the structural levels of professional self-awareness (reflexivity, value orientation and meaning making) that the operational measurement of professional self-awareness is intensified, which ensures the development of a set of necessary competencies of the future special teacher (speech therapist, correctional psychopedagogue, etc.). It is important to find those psychological factors that enhance the process of developing professional self-awareness, which ensures the development of future specialists in the field of special education. Today, the training of future special teachers requires significant changes and thorough work with the psychological components of professional self-awareness.

The outlined topic remains almost unexplored in psychological science due to conceptual ambiguity, different understandings of its components, attempts to identify it with the professional self-concept of the specialist. Given the public demand for modernization of all educational areas, including higher education, which prepares future professionals for special education, inclusive education and lack of research in modern science on the factors of professional self-awareness of future special educators, determined the relevance of this study.

Presenting main material. Psychologically, self-awareness is a higher mental function; it allows a person not only to reflect the





outside world, but also to distinguish himself or herself in this world, to know their inner world, to experience it and to relate to themselves in a certain way. Self-awareness as an individual implies inner integrity, stability of the individual, which, regardless of changing situations and is able to remain itself. The problem of self-awareness has always been a topical issue and has been considered in philosophy, psychology, pedagogy, etc. Especially the problem of professional self-awareness is actively developed in times of social change and transformation. Changes in the professional consciousness of a teacher are consistent with changes in public order: a person increases the level of reflection, value knowledge of himself and his professional environment, awareness of his unique pedagogical mission of a special education specialist in teaching and educating people with special educational needs. The formation of a positive attitude to inclusive education must be carried out at all levels – from the system of education of students of pedagogical educational institutions to the system of professional development of teachers-practitioners. At the same time, it is necessary to educate society and establish European educational standards in the field of public opinion on inclusion, but also to overcome stereotypes, the old legacy of understanding and vision of the goals of special education. This is a great psychological work on the attitude, value orientation, meaning making of all components of professional self-awareness.

Self-awareness of students, future special educators is a component of social consciousness, is a complex process of indirect self-knowledge, developed in time, associated with the movement of individual situational images through integration into a holistic education – understanding their own professional «I», their social mission. Many cognitive aspects for the formation of a theoretical model of understanding self-awareness are introduced





by interdisciplinary research of modern foreign analytical philosophers and cognitive psychologists. One of the cognitive concepts is the concept of «difficult problem of consciousness» substantiated by the American researcher C. Caldwell [3]. C. Caldwell's understanding of consciousness allows us to rethink at the methodological level the problem of its formation. He rejects behaviorism, which was the most prominent theory of the first half of the twentieth century, in particular, influenced the content and organization of the educational process of a child with special educational needs. Behaviorists tended to believe that the statement of consciousness is equivalent in meaning to the statement of behavior and attitude (attitude) to behavior. Later, behaviorism became much less popular, and physicalism and functionalism became widespread. These are theories in which consciousness, mind, namely mental states were identified with the states of the brain. During this period, various topics of psychology and philosophy of consciousness were related to such problems of cognitive science as «modular consciousness» and «innate mental abilities».

American cognitivist, Professor G. Ashley, whose research lies in the field of philosophy of consciousness, philosophy of science, philosophy of biology [1], argues that the main operation performed by the brain – is the development, improvement, refinement of our sensitivity to the values we find in everyday life. The result of evolution is the fact that the brain gives the right, in the sense of adequacy, values. The reaction of the brain to any situation is determined by current, local, mechanical circumstances in response to the meaning of concomitant semantic situations [2]. He concludes that consciousness is linguistic, that is, the brain is a syntactic machine that mimics the abilities of the semantic machine. G. Ashley in this sense of consciousness takes a





step forward, combines behaviorist and holistic theory of consciousness [1].

Thus, modern analytical philosophy and cognitive psychology are characterized by serious efforts to solve the problems of self-awareness, which replace the old clichés. A new theoretical and methodological understanding of the problem of consciousness and self-awareness opens the development of new aspects of professionalization of future specialists in special education in the process of inclusive education, their acquisition of knowledge relevant to the content of education reform, the first positive professional experience and professional self-awareness. Historically, special education has undergone a rather difficult scientific path of formation. Within its boundaries, there were changes that reflected the spirit of the era, public consciousness and self-awareness of professionals. The field of special education includes new psychological knowledge that allows providing assistance to persons with special physical needs, specific problems in the sensory, intellectual, motor, emotional spheres, the sphere of social and socio-psychological interaction. To become a qualified specialist in special education, you need high intelligence, intuition, observation, communication skills and emotional stability.

Important for the enrichment of professional self-awareness are general competencies, basic knowledge of philosophy, culturology, history, which contribute to the development of worldview, general culture and socialization of the individual. Knowledge of ethics, systems of moral values, sociology, economics and law, understanding of the cause-and-effect relations of society development and the ability to apply them in professional and social activities, etc. are important for the professional self-awareness of the future special educator. Value-enriched professional consciousness, human-centered individual





moral philosophy (attitude to prosocial worldview values), allows to analyze current issues of public and private life, to correlate their own socio-economic interests and aspirations with the interests and needs of others and society, successfully solve moral and ethical issues related to professional activities, the ability to find optimal solutions, to act in accordance with the principles of ethics, deontology.

Thus, the system of special education is approving a new paradigm of special education, revising the historical facts of theories and concepts that have played a special role in creating and establishing the integration nature, the integrity of special education. These are essential conditions for change and development of professional self-awareness. There is a search for an adequate substitute for the concept of «defectology», ideologically correct, and at the same time reflecting the content of this science as an integrative field of knowledge. In the professional self-consciousness there was a rethinking of the tasks of the disciplines: deaf pedagogy (education and training of children with hearing impairment); typhlopedagogy (studies the education and training of visually impaired children), correctional pedagogy (education of people with intellectual disabilities), speech therapy (education of people with speech disorders).

Readiness for innovative pedagogical activity, in our opinion, is a special psychological state of professional self-consciousness at the level of meaning making of a person, which «removes» all previous levels of self-consciousness and presupposes reflexivity, empathy, presence of values of future special teacher to professional activity, ways and means of achieving pedagogical goals, self-efficacy, self-actualization and ability to create. Scientists distinguish the following levels of readiness for pedagogical innovations: intuitive (characterized by a lack of deep





theoretical knowledge, unformed pedagogical reflection); reproductive (situational level of innovation implementation against the background of insufficiently expressed pedagogical reflection); search (level of elaboration of technologies and methods of innovative activity); creative (productive) (high theoretical and practical level of mastery of innovative technologies). Researchers identify the main criteria for readiness for innovation: awareness of the need for innovation; readiness for creative activity on innovations at school; confidence that efforts to innovate will pay off; consistency of personal goals with innovation; organic innovation, professional and personal culture; the level of technological readiness for innovation; positive perception of their past experience and the impact of innovation on professional independence; ability to professional reflection.

In our opinion, it is appropriate to provide such psychological and pedagogical recommendations that can be taken into account in the process of educational work in higher education institutions.

Emphasis on overcoming the «unconstructive-utopian» individual attitude to the cost of living. In order to reduce the manipulative attitude in the first two courses, it is necessary to strengthen the ethical guidelines for the content of special education disciplines. The components of the content of problem solving, decision-making, conclusions should be ethical, transparent, clear and simple. Instead, educational and developmental exercises should be quite complex, able to reflect the difficult pedagogical situation, the depth of acquired knowledge and a wide range of skills and abilities. This will form the socio-psychological personality traits of the teacher, a holistic professional identity with a «constructive-realistic» attitude to the cost of living.

Emphasis on introspective methods in teaching to strengthen





the independence of judgments, developing their own ethical position (critical attitude to ethical systems that do not meet the worldview of the profession of special education teacher, including inclusive education). Thus, in the first year of study there is a stratification of future special educators on a more or less pronounced constructive-realistic trend in the system of configuration configurations. For example, the specificity is characterized by a combination of anticipatory, utilitarian, ethical, altruistic attitudes and the attitude to the norm of reciprocity, the «golden rule» of social relations. This fact allows recommending to strengthen the dialogic and polylogical methods of teaching, as well as to strengthen in extracurricular time (clubs, scientific student sections) empathic skills and to integrate altruistic, empathic attitudes with the requirements of the profession of special educator. More pronounced constructive-realistic attitude requires greater ability and motivation to analyze and introspect, reflection of interest in yourself and others, ability and desire to empathize, empathize and understand others, understanding the importance of others and positive feedback from the social environment and optimistic view on human nature, belief in resources, opportunities and goodness of human nature, its creative potential. At the same time, this constructive-realistic configuration of the attitude in the first year of study is still insufficiently integrated with the values and requirements of the profession. Therefore, students rather through the prism of their life experience consider it.

Emphasis on practical examples of the connection of the system of humanistic principles in real pedagogical activity (strengthening the ethical content of disciplines to deepen the level of general professional competencies in the 2nd year of training of future special teachers). In the second year of study, due to certain





circumstances (perhaps even due to reduced learning motivation, or the presence of internal conflict, group conflicts, etc.) students observed (in particular, in one of the subgroups) an increase in the proportion of narcissistic, manipulative, relativistic attitudes, and at the same time weakening the attitude to the norm of reciprocity. This configuration of the system of settings can be marked as progressive-crisis, as it is quite noticeable for the situation of personal development, progress. This trend is accompanied by a lack of willingness to analyze and introspect, reflection, empathy and compassion for others and does not give any advantages in the structure of other factors of professional self-awareness. Already in the second year, future special educators may feel acutely that narcissistic personal deficit, unpretentiousness in achieving the goal, lack of social interest and immaturity of the system of ethical principles are in sharp conflict with the professional values of teaching and this contradiction requires resolution: work on yourself and personal transformation, or departure from the chosen profession.

Emphasis on social sensitivity and anticipation of interaction as important components of the factor of self-actualization (personal orientations) (introduction of practical special courses to deepen the practical skills of a special teacher, special professional competencies in the 3rd year). Analysis of the factors of professional self-awareness of future special educators, third-year students shows that anticipatory attitude, setting a high level of professional requirements may be accompanied by a decrease in interpersonal sensitivity and motivation to serve people. This feature can be considered as a way to overcome the crisis of educational and cognitive, and therefore professional development. This probably happens when the narcissistic deficit is compensated by knowledge, and the blurred system of values and lack of socio-





practical interest is replaced by a clearly defined scheme of idealized vision of the desired social reality and oneself in it. Such individuals are capable and motivated to reflect, empathize, take into account the opinions of others, volitional control over their own behavioral reactions, so this configuration of the system of attitudes at this stage of professional self-awareness is quite acceptable and can be described as constructive-idealistic. Another feature that was observed in the third-year subjects was a high rate of relativistic, manipulative, narcissistic, empathic, and altruistic attitudes and a lower rate of anticipatory attitudes. This configuration of the configuration system can be described as contradictory. Here you can remove this contradiction by working with the student with his positive self-perception, self-esteem, self-esteem and more. After all, anticipation as a motive for the relationship of involvement, friendship, affection, sympathy must be strengthened as an important factor in the professional self-awareness of a special teacher.

Emphasis on strengthening the integration of anticipatory and utilitarian attitudes (in the content of special courses at the level of special professional competencies for fourth-year students). Analysis of the factors of professional self-awareness of students in the IV year of special education showed that they have an integration of anticipatory and utilitarian attitudes, which mutually enriches and reinforces these contradictory trends and combines in this structure motivation to serve people and focus on high and clearly defined ethical standards. This configuration of the system of attitudes is constructively realistic and is accompanied by the ability and desire to analyze, introspect, empathize and empathize with others, understanding the importance of others and positive feedback, some dissatisfaction with themselves, environmental dependence, limited contacts and their own behavioral and





emotional reactions.

Emphasis on the factors of levels of value orientation of professional self-awareness of future special teachers. The results of the study showed that the empathy factor is higher in first- and second-year students compared to third-year students, the rate of readiness for personal development is higher in first- and second-year students compared to fourth-year students, and the self-interest rate is higher in second-year students. IV course. The process of learning, professional development, acquisition of professional knowledge in the framework of special pedagogical education does not sufficiently contribute to the development of empathy, interest in one's own personality, readiness and motivation to personally contribute to one's own professional formation. Accordingly, the formation of these factors should be given special attention in the process of purposeful development of self-awareness of a professional – a special teacher. The factor of competence (orientation) in time of the level of meaning making of professional self-consciousness needs special attention. Orientation in time is higher in fourth-year students compared to first-year students. The factor of competence (orientation) in time allows you to see your life as a whole, to build your own self-concept, to outline the horizons of professional development. In addition to competence over time, it is important to emphasize other components of the factor of «personal orientation». These are global characteristics of self-actualization: values (value orientation, flexibility of behavior), feelings (sensitivity, spontaneity), self-acceptance (self-esteem and self-acceptance), interpersonal sensitivity (acceptance of aggression, contact), general «human concept» (idea of human nature, synergy), attitude to cognition (cognitive needs, creativity). Lack of this orientation will mean an increase in the dependence, conformity, independence of the subject.





Conclusions. Training of future special teachers requires changes and thorough work with the psychological components of professional self-awareness. At the present stage of science for the construction of theoretical schemes, new approaches to the formation of self-awareness and general competencies of the future special teacher is important to understand professional self-awareness as a dynamic phenomenon that is developing. Modern approaches of analytical philosophers and cognitivists, developments based on an interdisciplinary approach have allowed building an author's theoretical model of professional self-awareness of future special educators. The basic level of professional self-consciousness contains a number of moral attitudes, or attitudes of «individual self-consciousness to the moral values of life» (empathic, altruistic, anticipatory, relativistic, manipulative, narcissistic, utilitarian, attitude to the norm of reciprocity), self-attitude, empathy), the third level is «meaning-making» (personal orientation or self-actualization, self-efficacy and innovation).

Indicators of components at three levels of professional self-consciousness of future special teachers are investigated. The differences of the components of the first level – moral attitudes of professional self-awareness – in future specialists of special education are revealed. Statistically significant differences in the indicators of cognitive needs, creativity and self-understanding were revealed. The dynamics of changes in the moral attitudes of future special educators in the course of study showed intermediate, mixed types of attitudes. In the first year it is noticeable constructive-realistic, in the second – crisis, in the third – contradictory, in the fourth – constructive-realistic. The results of regression analysis state that the first level of professional self-consciousness of future special educators is basic and determining





for the second and third levels, and distinguishes the types of attitudes (components of professional self-consciousness of the first level) on the constructive-realistic configuration. (Reinforcing) and non-constructive (components of which act as determinants with negative contributions (weakening) for other parameters of the study (components of professional self-awareness of II and III levels).

The experience of theoretical-empirical and psychological-formative work allowed concluding psychological-pedagogical and organizational-methodical recommendations on improvement of psychological-pedagogical work on growth of professional self-consciousness of students of higher education institutions, future special teachers. The recommendations are based on the need to intensify comprehensive psychological and pedagogical work on the formation of altruistic, empathetic, anticipatory attitudes, which are in the structure of professional self-consciousness of the future special teacher basic factors, as well as focus on pedagogical values and innovation. The first step in strengthening the factors is the emphasis on overcoming the «unconstructive» individual attitude to the cost of living. In order to reduce its component, namely the manipulative attitude in the first two courses, it is necessary to strengthen the ethical guidelines for the content of special education disciplines. Equally important is the emphasis on social sensitivity and anticipation of interaction as important components of the factor of self-actualization (personal orientations) (introduction of practical special courses to deepen the practical skills of a special teacher, special professional competencies in the 3rd year). Today there is a noticeable greater attention (disciplines, special courses, distribution of hours) to the development of competencies of diagnostic, correctional and developmental, consultative areas. Instead, an important step in the system of





professional training of higher education institutions is the strengthening of the analytical direction of educational work with the future specialist of special education, in particular strengthening the quality of implementation of general competencies of students.

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