

PSYCHOLOGICAL CONDITIONS AND MECHANISMS OF PROFESSIONALISM OF HIGH SCHOOL TEACHER

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Profession of high school teacher belongs to one of the most complex, intelligent, responsible and creative spheres of human activity. In this profession find themselves and realize the people who aspire to knowledge, innovation, creativity. Attractiveness of higher education and the fact that it is a good cultural environment for personal and professional growth and self both students and teachers themselves. Obvious distinguishing features of this environment are, firstly, the active processes of integration of Russia into the world of education and educational information space; secondly, the need to comply with the quality level of training graduates, and, above all, the universities of Russia, the level of world-class quality. Thirdly, the urgent need for the professionalization of the teacher of high school as a key figure in the training process, continuous improvement and higher levels of professionalism. Listed is characteristic not only for higher education in Russia, but also for the European education.

Keywords: high school teacher, education, knowledge, innovation, creativity, university

Socio-cultural mission of universities

Understanding the nature of the activity of university teachers stems from the very essence of reason and purpose of higher education, especially university education. According to UNESCO, in the next 30 years will receive a university education more people than ever before in the history of civilization. [5]. University education, in turn, is associated with the idea, the concept (or, as the ancient Greeks, *eidos*) of the University as a “living mirror” of the universe [4, p. 27], and as a “natural phenomenon noosphere” [6, p. 27]. However, the idea of the university for centuries understood as a concrete historical, which led to the existence of different models of the university with a predominance of one or another valuable reason one or another functional dominant their lifetimes [2; 8].

To date, the idea of the university has overcome time and national orientation and acquired universal civilized character [8]. At the same time constant, in our view, continued and continues to be very multifunctional socio-cultural mission of the university, which is to store, produce, broadcast and reproduce scientific knowledge as a form of existence of intellectual culture, which is designed to comprehend the truth and the laws of existence. Since the introduction in Europe in the Middle Ages the first universities were already amazing sources of novelty: first arose institutions cultivating pure knowledge. At the same time, as the historical role of the university researcher Vice-Chancellor of Kingston University (England), Peter Scott, the University has always combined the contrast as an institution of stability (or save) and as a development institution (or innovation). Exclusivity mission of the university and to date is to support innovation while ensuring consistency, academic order and stability in society. Of all the institutions ever created by man, it is difficult to think

of any other, as open, creative, liberated simultaneously stable dynamic public institution, which has always been a university [7, p. 6–8]. Obviously, it is a cultural component of university space Truce mystery of this constancy.

Solving the three-pronged challenge of simultaneous implementation of research, cultural-educational and educational functions, the university is today simultaneously in scientific, cultural and educational institution, combining scientific, cultural and educational space.

On the role of universities in the life of entire nations is the fact that some of them have become characteristic national symbols. This is the University of Bologna in Italy, Charles University, the Sorbonne in France, Oxford and Cambridge in England, the University of Moscow in Russia. These universities – symbols of cultural consistency and intellectual potential of the country, as they place the crystallization of culture where grown intellectual, scientific, cultural and professional elite of the nation. Elite, which is usually a personal carrier of university knowledge, national identity and mode of life. Young (new) universities are encouraged to develop traditions and achievements of universities and university characters form an increasing number of those wishing to do more culturally-oriented, knowledge-based and regional educational technology and industrial-economic space. It is understandable why in Russia, and in Europe (Figures are similar) people with higher education, leaving a quarter of the number of workers to produce more than 50% of the surplus product [6, p. 8]. Currently, the role of universities as strategically important scientific and educational centers of life of individual countries increases dramatically with the advent of the globalized world. Experts define globalization as a process of worldwide division of labor between the cheap mass production and high technology and innovation. It is no exaggeration to say that in

the era of globalization, our country's future is inextricably linked with the role to be played by universities, university science and education in the life of Russia.

Key trends in the modern higher school education

Key trends in higher school – a new type of university – “problem-oriented” or “innovative” universities to prepare individuals and teams can design new activities and ensure the transformation of existing cooperatives, industries and territories in accordance with the challenges of the time. Demand for professionals worldwide to be able to think outside the existing conventional notions; solve problems, still did not have solutions; practical action, taking responsibility for the project and the team in a situation of uncertainty, limited resources and personal risk; prove its effectiveness with real achievements and results. It is for these types of professionals have a fierce competition in the international intellectual level [1]. However, it is impossible to deny the importance of the existing formats of higher education. Updated classic universities will continue to be at the core of professional education in the Russian and European space of education. Reproduction of its personnel, research, intellectual and cultural potential, ie personnel training and education “carriers” of university knowledge, identity and mode of life – one of the most important functions of universities. And it was at the university, where, relatively speaking, all at your fingertips, so the best option possible organization and substantive content of educational space, which can provide a “translation” of science as a form of intellectual culture in the individual form of existence. It is in this process – the process of internalization of culture in its various forms and aspects – most pronounced essence of university education. This explains why the meaning and importance of university education for a single person – in the birth of personal meanings and education on the basis of their values, and thus to create optimal conditions for the building, and personal fulfillment of person.

In scientific schools gnosis and praxis – are inseparable aspects of life, where people learn to be, not only to know what is possible only with the direct translation of knowledge from teacher to student in the process of interpersonal communication. According to V.I. Zinchenko, personal communication makes contact not only knowledge but also personal-assigned values of communicating. [3]. This transmission of culture through the reproduction of personal experience in the context of student self-realization, the image

of the world, filled with not so much as the sum of even very many subjects as examples of moral behavior and human values. This explains why the meaning and importance of university education for a single person – in the birth of personal meanings in education and on the basis of their values, and thus create the conditions for creativity, and personal fulfillment.

They say that genius – a nation in one person. And if scientific school – it is a virtual matrix of educational space university, then ideally, each of its graduate – a hologram of the University, the University rolled into one. Similar results of the teacher teaching impossible for mass flow-conveying training or closer to the hand, “piece” master production of his masterpiece, in which his soul will live.

Obviously, distance learning has gained strength will be the mass higher education (its horizontal operation), whereas universities – its vertical, depth, elitism, personal, professional formation and development of the students. Cultural and scientific heritage, stored and broadcasted universities, has always been one of the means of education patriotism and integration of the individual in the national world culture. Despite the hard times being experienced by Russian education, universities thanks to their traditions, scientific schools, the nature of personal interaction between participants of cultural and educational space satisfy the requirement represent one of the most ideal form of society which is conceivable only in modern conditions [4].

Psychological conditions and mechanisms of professionalism of high school teacher

University lecturer – a key figure in the implementation of social and cultural mission of the University. The lecturer is responsible for the professional quality reproduction of scientific personnel and personal capacities, the transfer of research traditions and culture of self-determination of the next life generation of scientists and specialists. It is quite obvious that the activities of a university lecturer refers to one of the most complex and demanding areas of intellectual and artistic life of people. This topic is relevant for the understanding of the professional work of the teacher in the context of significant intellectual challenges inherent in university education.

Obviously, for the implementation of its professional teacher must have a wide variety of abilities: intellectual, pedagogical, reflexive, organizational-activity, management, communication, etc. It is also clear that the aforementioned abilities are not only

key, but also the universal teacher for each of the higher school of the European educational space.

Improving own professional pedagogical activity high school teacher shall, as a rule, based on the reflection of their own activities, results, knowledge of methodology and methods of systemic psychological and educational research educational space, the subject of which he is the activity.

As for the aspect of the investigation of value bases its activities, there is a basis for such a reflection of values can serve as languages of national cultures, which are intended to comprehend the spiritual reality of the value of the inner world of man. There is no doubt that the very spiritual practices rooted in the national culture, if the base teacher deepen his inner world of thought and give the means for its attainment.

That possession natural and artificial languages as thought-means is one of the necessary conditions for the very possibility of modeling teaching activities, designing and re-designing their own educational systems based on overcoming difficulties, errors and shortcomings in the activities. The results of these studies make it an equal member of a professional teacher education community and are one of the conditions for the formation of the educational community.

Ability in constructive reflection in her own teaching activity – the foundation of professionalism and a mechanism for personal and professional improvement. Constructive reflection characterized by the adoption of self and other and oriented to productive, professionally and culturally significant self-change (self-development). Mechanism – because the composition of the reflective capacity of the figure when to stop the implementation of activities to return to work in a modified, Bole developed state emphasize the constructive nature of internal processes.

In most reflective capacity customary to distinguish between the following three phases of internal actions or the actions “at the domestic level”. This is a research or analytical, step constructing representations of the activities currently in force; critical stage – identifying the causes of achievements, failures or difficulties; the final stage of reflection – a change of activity or representations of themselves.

Analytical stage – is primarily positing themselves and their actions as the object of attention and analysis in the “picture” context last professional activity and the construction of ideas of “I-real”. Under the last activity refers to any of the possible types of vocational and educational activities and

its components. Actions can be analyzed as successful reaching their goals and fail, when the goal was not achieved. In the first case will be the accumulation of positive experiences comprehension activities. In other words, even at the analytical stage of the reflection of its activities may well appear an individual norm, but the question of compliance with such standards generally accepted educational standards – is the next question – critical – phase of reflection.

Critical stage – identifying the causes of failed actions. This is a key element of reflection, when there is an understanding of the essence of a bad action and its causes, as well as become clear prospects for its correction. To do this, you must first triple of opportunities to find the cause of failure in the circumstances, in others and in himself, just to stay on the analysis of their actions. It is possible that the “culprits” were events or circumstances, or someone else. However, ns interesting ability to change himself, and it is associated with reflections of themselves as the source of all that happens to us, including the source of our failures and problems. Different logic unproductive thinking from the perspective of changes, improvements and further development of their actions.

We note a very significant feature of this phase of reflection. It is here – the core of the academic formation of identity and self-determination as a special condition of discipleship. Condition characterized primarily by apprenticeship criticality with respect to itself, the ability to admit their mistakes, weaknesses, openness to change yourself, the desire to overcome their current opportunities, willingness to expend effort in the process of self-transformation.

Second, not having this ability, the teacher will not be able to form or develop this ability in their students, and thus does not fulfill its pedagogical purpose, the essence of which is to develop the student ability to self-change and self-development. And so the researcher becomes clear that you need to specifically implement, adjust, to consider change and develop in their work and himself.

The final phase of reflection – normalization / reforming activities or build the perfect vision of themselves. This phase is oriented to the future. In fact, we are talking about the design process of education, training and education, when the reflective analysis of clear exactly what knowledge, skills, abilities, etc. not enough and you need to determine what exactly you need to learn where and how it is taught and what is important, who. The consequence is a motivational readiness to all processes of self-change.

Resume

The presence of such a subjective experience of reflective teacher opens it to penetrate deep into the teaching profession, as a prerequisite of professional and pedagogical ability to understand the inner world of the student, his academic self-help in the formation of his ability to self-learning, self-education, self-development, creativity. It remains to add that the theoretical notion of reflective capacity reveals the essence of teaching activities, which can not exist without the student, designed to shape the student's ability to self-development and self-improvement, on the one hand, with respect to innovation and creativity, on the other – the world of culture as a vector of values and development.

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