

MORAL AND PSYCHOLOGICAL READINESS FOR PEDAGOGICAL ACTIVITIES: THE RESULT OF THE STRATEGY OF STUDENT CENTRISM OF THE UNIVERSITY EDUCATIONAL PROCESS

PREPARAÇÃO MORAL E PSICOLÓGICA PARA ATIVIDADES PEDAGÓGICAS: O RESULTADO DA ESTRATÉGIA DE CENTRALIDADE DO ESTUDANTE DO PROCESSO EDUCATIVO UNIVERSITÁRIO

PREPARACIÓN MORAL Y PSICOLÓGICA PARA LA ACTIVIDAD PEDAGÓGICA: RESULTADO DE LA ESTRATEGIA DE CENTRISMO ESTUDIANTIL DEL PROCESO EDUCATIVO UNIVERSITARIO

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ABSTRACT: The article examines the moral and psychological readiness for pedagogical activity as a result of the strategy of training future teachers on the principles of student centrism. The purpose of the article is theoretical substantiation and experimental verification of the effectiveness of the principles of student centrism in the formation of moral and psychological readiness of future teachers for professional activity. Using a set of research methods identified the resource possibilities of training future teachers on the principles of student-centrism in the formation of moral and psychological readiness, which positively affects the effectiveness of students' pedagogical actions as an indicator of the quality of their education. The results obtained experimentally make it possible to assert that the strategy of student-centrism in university education is implemented through a personality-oriented individualization of training, practically aimed at the formation of students' moral and psychological readiness.

KEYWORDS: Student centrism strategy. Moral and psychological readiness. Pedagogical activity. Structural and functional model of training. Pedagogical conditions.

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RESUMO: O artigo examina a prontidão moral e psicológica para a atividade pedagógica como resultado da estratégia de formação de futuros professores nos princípios da centralidade do aluno. O objetivo do artigo é a fundamentação teórica e a verificação experimental da eficácia dos princípios da centralidade estudantil na formação da prontidão moral e psicológica dos futuros professores para a atividade profissional. Utilizando um conjunto de métodos de pesquisa identificou as possibilidades de recursos de formação de futuros professores sobre os princípios da centralidade-aluno na formação da prontidão moral e psicológica, o que afeta positivamente a eficácia das ações pedagógicas dos alunos como indicador da qualidade de sua formação. Os resultados obtidos experimentalmente permitem afirmar que a estratégia de centralidade do aluno no ensino universitário é implementada por meio de uma individualização do treinamento orientada para a personalidade, praticamente voltada para a formação da prontidão moral e psicológica dos alunos.

PALAVRAS-CHAVE: Estratégia de centralidade do aluno. Prontidão moral e psicológica. Atividade pedagógica. Modelo estrutural e funcional de formação. Condições pedagógicas.

RESUMEN: El artículo examina la preparación moral y psicológica para la actividad pedagógica como resultado de la estrategia de formación de futuros maestros en los principios del estudiantecentrismo. El propósito del artículo es la fundamentación teórica y la verificación experimental de la efectividad de los principios del estudiantecentrismo en la formación de la preparación moral y psicológica de los futuros docentes para la actividad profesional. Utilizando un conjunto de métodos de investigación, se identificaron las posibilidades de recursos para formar a los futuros docentes en los principios del estudiantecentrismo en la formación de la preparación moral y psicológica, lo que incide positivamente en la eficacia de las acciones pedagógicas de los estudiantes como indicador de la calidad de su educación. Los resultados obtenidos experimentalmente permiten afirmar que la estrategia del estudiante-centrismo en la educación universitaria se implementa a través de una individualización de la formación orientada a la personalidad, prácticamente encaminada a la formación de la preparación moral y psicológica de los estudiantes.

PALABRAS CLAVE: Estrategia de centrismo estudiantil. Preparación moral y psicológica. Actividad pedagógica. Modelo estructural y funcional de formación. Condiciones pedagógicas.

Introduction

The changes taking place in modern society have a significant impact on the nature of modern education and the specifics of pedagogical work, the object of which is a future specialist who is capable of creatively fulfilling a social order. The new standard of education focuses on the capabilities and abilities of a person, his nature, which increases the role of education based on the principles of student centrism. The focus of the educational process is the personality, the spirit of the educational institution, the teacher's ability to create conditions for teaching young people in the virtual world, digital technologies, robotics, in the

context of the increasing role of artificial intelligence. The increasingly complex requirements for the teaching profession come into conflict with the willingness of university graduates to work in the teaching field, to master the methods and means of creative development of the individual. The development of the spiritual and moral in unity with the professional and intellectual side of the personality of the future teacher, the formation of readiness to use the wealth of his personality in the educational process is an urgent task that higher pedagogical education is called upon to solve. The problem of the formation of the teacher's personality, his professional readiness has attracted and is attracting the attention of many researchers today. Bekh (2017), Kalyuzhna (2012), Kremen (2009), Nevmerzhitska (2015), Pomitkin (2005) substantiate in their works the need to update the education strategy in the light of the changes taking place in society, the formation of the spiritual and value world of a person, an increase in the role of education in the formation of the personality of future specialists. The regularities of the formation of the teacher's personality, pedagogical culture, professionalism and skill are disclosed in the works of Guziy (2004), Zeer (2009), Kishchenko (2000) and others. Problems of general pedagogical training of future teachers were investigated by Abdullina (1990), Ball (1990), Kuzminsky, Vovk, Omelyanenko, (2003), Savchenko (2012), Tsokur (2006), etc.

The studies of Ananyev (2001), Voznyuk (2007), Grebenik (2014), Sysoeva (2001) and others.

Of well-known interest are the works of foreign scientists in substantiating ways to ensure high-quality training of future personnel: Austin and Vance (2018), Burtona (2004), Cendelle (2002), Harden and Grosby (2000), Clement, Mary (2018), Reisch (2017), Filozofiazycia (2011), Flechnera (2017), Fullana (2007). Analysis of the development of the problem of readiness for professional activity, assessment of the degree of its formation among university graduates indicates that, along with certain successes, in general, the solution to this problem cannot be considered completely and conceptually substantiated from the standpoint of student centrism.

In research, the object is most often one aspect of readiness: psychological, moral, professional, psychophysiological and readiness for certain aspects of pedagogical activity. However, the complication of the role of pedagogical activity and the increased requirements for the teaching profession presupposes the need to harmonize all aspects of the readiness of future teachers for professional work. The basis of student-centrism in education is the unity of the psychological and moral spheres of personality development in the professional formation of a future teacher, and the indicator of its effectiveness is the moral and

psychological readiness of students for pedagogical activity. The formation of this complex personal education of students in the context of the implementation of the strategy of student-centrism of the educational process of the university is an urgent, social and pedagogical problem that is generated by the objective needs of society for highly qualified and competitive teaching staff.

Methodology

The aim of the study is to theoretically substantiate and experimentally test the effectiveness of the student-centrism strategy in the formation of moral and psychological readiness of future teachers for professional activity, which has a positive effect on the dynamics of the quality of university education. To solve the set tasks, a set of methods was used: theoretical analysis of conceptual provisions that determine the strategy of preparing future teachers for pedagogical activity on the principles of student-centrism; 16-factor personality questionnaire of Cattell and questionnaire of team leadership style Zaharova, Zhuravleva; modeling, pedagogical experiment; Statistical Analysis tools, to determine the effectiveness of the model of the system of training future teachers based on the principles of student-centrism.

The study involved students (384 people. 1-3 courses) and teachers (38 people) of the Cherkasy National University named after Bohdan Khmelnytsky and Krivoy Rog State Pedagogical University (Ukraine).

Results and Discussion

The responsibility of the teaching staff for preparing the younger generation for an active life and work in society makes higher demands on the quality of higher education. In this regard, the role of universities in the preparation of future teachers for creative pedagogical activity is growing. The quality of teaching staff training is determined by the strategy of the educational process of the university. The basis of the strategy should be the philosophy of student-centrism, revealing the specifics and focus of the goals and content of training on the personality of the student, the development of his professional capabilities and abilities, spiritual and moral potential, the formation of moral and psychological readiness for creative professional activity.

The personality of the future teacher, her spiritual and moral wealth, intellectual and professional potential determines the quality of the educational process in any type of educational institution. The successful adaptation of a growing person to life, active activity, the formation of his spiritual and moral wealth largely depends on the professionalism of the teacher, intellect, spirituality and morality, pedagogical creativity.

The solution of the set tasks made it necessary to study the initial level of students' readiness to study in a higher pedagogical school, how psychologically and practically they are ready for pedagogical activity, how their professional development proceeds from course to course in order to outline specific ways and model the process of formation of moral and psychological readiness for pedagogical activity. Using the methods of self-assessments and self-characteristics, it was found that only 56% of second-year students, 37% of third-year students, 33% of fourth-year students of various faculties consider themselves psychologically prepared to work with children; almost ready - 17%, not completely ready - 33%, not ready - 50%. The reasons for this situation can be explained by the separation of theoretical courses from pedagogical practice - 51%, inability to allocate time - 40%, to work independently - 27%, lack of educational skills - 75%, overload and lack of time for independent work - 32%, lack of necessary literature - 26%, undemanding teachers - 8%.

The data obtained indicate the need to strengthen the personal orientation of the educational process, its orientation towards the personality, its capabilities and abilities, the search for specific ways to implement the student-centrism strategy in the educational process of the university.

The result of the personality-oriented training of future teachers is their moral and psychological readiness for professional activity. Readiness is a complex personal education, which includes moral and professional views and beliefs, professional and pedagogical orientation of psychological processes, self-control, pedagogical optimism, working capacity, attitude towards creative pedagogical work, the ability to overcome difficulties, to self-assess its results, the need for professional self-education, and ensuring high efficiency of pedagogical work.

The content of moral and psychological readiness has a multi-component structure, in which motivational, moral-orientational, cognitive - operational, emotional - volitional and evaluative components are closely interconnected. The structural components of readiness reflect and concretize the content of all the characteristics of this complex personal education. Readiness criteria are: professional and pedagogical orientation of the student's personality; active professional position; working capacity; high level of professional and pedagogical

intelligence; professional independence; a steady need for professional self-education and self-education; the duration of adaptation to pedagogical work. The named criteria reflect the totality of essential features of each structural component of this complex personal education and correspond to the nature of pedagogical activity. The most general criterion of the moral and psychological readiness of students for professional activity is actions, professional and pedagogical actions that correspond to professional and ethical standards and in which the professional and moral qualities of the teacher's personality, the ability of his intellect, habits, motives and needs are embodied.

The formation of this complex personal education has led to the development of a structural-functional model of the system of training future teachers for pedagogical activity on the principles of student-centrism. We consider the model as a system of interconnected structural components that ensure the ordering of goals and objectives, content, methodology, technology, monitoring, evaluation and correction of the results achieved. The content of the model combined structural blocks: methodological-target, content-technological, and monitoring-evaluative.

The methodologically target block concentrates in its content the goal of training - the formation of students' moral and psychological readiness for pedagogical activity, its motivational, moral-orientational, cognitive-operational, emotional-volitional and evaluative components. The methodological basis of training is formed by approaches (systemic, personal-activity, content-procedural, event-role-based and technological), which are implemented through the principles (emotional and psychological comfort; interaction, cooperation and co-creation; subjectivity; independence and activity; creative initiative).

The content-technological block is implemented based on academic disciplines and provides for:

- reliance on fundamental knowledge of the theoretical foundations of professional and pedagogical activity, moral and psychological readiness for it, forecasting trends in the implementation of the educational process on the principles of student centrism;
- Personally-oriented and practice-oriented content of educational information, which optimizes the preparation of students for creative activity and systematic improvement of the spiritual, moral and intellectual and professional spheres of their personality;
- harmonization of spiritual-moral, intellectual-professional and emotional-volitional in the content of training, built on the principles of student-centrism.

These features of training have been confirmed in studies by various authors. Clark Burton focuses on the role of knowledge, which should have a specialized nature, be

constantly updated, and the main ways of acquiring them should be teaching and research (2004, p. 220). Reisch and Flexner (2017) recognize the importance of fundamental knowledge, "the pursuit of transcendental knowledge" both in science and in the humanities.

The content-technological block combines in itself: the psychological aspect (model of the personality of a specialist, the model of professional qualities that ensure career growth), theoretical (theoretical foundations of the chosen profession, characteristics of moral and psychological readiness for activity and the methodology of its formation), practical (the process of mastering knowledge, abilities and skills, methods of active activity, harmonization of informational and procedural sides) aspects of preparation. The content-technological block guarantees each participant in the educational process the opportunity to develop an individual educational strategy, which is based on his cognitive experience, motives and attitudes towards creative activity, opportunities and professional abilities. Various forms were used to prepare, harmonize its information and technological aspects: business and role-playing games, trainings, workshops, contests, conferences, simulation games, design technologies based on the principles of role perspective, etc.

The monitoring and evaluation unit combines methods: observation, analysis of results, survey (oral and written testing), assessment and self-assessment of achievements based on the levels of moral and psychological readiness for all criteria

The basis of the training system, organized on the principles of student-centrism, was the active activity of students in its various forms (trainings, instructions, individual consultations, the creation of display stands, mini-exhibitions, presentations, booklets, portfolios).

The level of moral and psychological readiness for pedagogical activity depends on the active participation of students in various activities: workshops ("Modern didactic technologies in the educational process"); psychological trainings ("Creativity and the means of its development in educational activities"); contests ("Defense of a model of developing education"); methodical tournaments ("Modeling the prospect of our own professional growth"); pedagogical festivals ("From student creativity to teacher's creativity"), etc. These forms allow future teachers to realize their capabilities and professional abilities, see the shortcomings that need to be overcome, make sure of the benefits of systematic work on themselves.

In the research process, a large role was assigned to creative tasks, role situations, discussions, dialogues, business games, individual and collective trainings. In the experimental group, all the necessary organizational and pedagogical conditions were created

for the implementation of the system of training future teachers on the principles of student centrism and the formation of their moral and psychological readiness for pedagogical work. First, a creative educational environment was created in which students had the opportunity to show an active position, freedom of choice of educational tasks and methods of work, situations of success were modeled for each participant in the educational process. Secondly, work was carried out to acquire knowledge and skills by future teachers, which serve as the basis for achieving positive results and planned goals. Thirdly, much attention was paid to psychological and pedagogical support and scientific and methodological support of the educational process.

The levels of formation of moral and psychological readiness for pedagogical activity were determined as the arithmetic mean of indicators of all structural components of this complex personal education (motivational; moral-orientational; cognitive-operational; emotional-volitional; evaluative).

The results of calculations are presented in the Table 1, Table 2.

Table 1 - Levels of structural components of moral and psychological readiness for pedagogical activity at the stage of the ascertaining experiment (in%)

Levels	Structural components of moral and psychological readiness									
	motivational		moral-orientational		Cognitive-operational		emotionally strong-willed		evaluative	
	CG (94)	EG (98)	CG (94)	EG (89)	CG (94)	EG (98)	CG (94)	EG (98)	CG (94)	EG (98)
High	16.0	13.3	14.9	12.2	9.6	10.2	7.0	13.3	1.7	15.3
Medium	43.6	5.7	1.5	9.8	5.5	8.4	6.2	9.6	4.5	9.6
Low	40.4	1.0	3.6	8.0	4.9	1.4	46.8	57.1	638	55.1

Source: Prepared by the authors

Table 2 - Levels of structural components of moral and psychological readiness for pedagogical activity after completion of the formative experiment (in%)

Levels	Structural components of moral and psychological readiness									
	motivational		moral-orientational		Cognitive-operational		emotionally strong-willed		evaluative	
	CG (94 students)	EG (98)	CG (94)	EG (98)	CG (94)	EG (98)	CG (94)	EG (98)	CG (94)	EG (98)

High	14.9	25.5	18.1	29.6	10.6	7.3	23.4	31.6	4.9	21.4
Medium	47.9	55.1	47.9	53.1	29.8	42.9	43.6	55.1	29.8	3.9
Low	37.2	19.4	34.0	17.3	59.6	39.8	33.0	13.3	55.3	34.7

Source: Prepared by the authors

From tables 2 and 3 it can be seen that at the stage of the ascertaining experiment, low and medium levels of moral and psychological readiness prevailed significantly for all structural components of readiness. After the completion of the formative experiment, there was a positive dynamic of the levels of the structural components of moral and psychological readiness from low, medium to high levels. Table data 3 confirm this dynamic.

Table 3 - Dynamics of the levels of moral and psychological readiness of future teachers for pedagogical activity (in%)

Levels	moral and psychological readiness of future teachers for pedagogical activity			
	The ascertaining stage		Formative stage	
	CG (94 students)	EG(98)	CG(94)	EG(98)
High	13.8	12.9	16.4	25.1
Medium	34.3	30.6	39.8	50.0
Low	51.9	56.5	43.8	24.9

Source: Prepared by the authors

From table 4 it can be seen that the high level of formation of moral and psychological readiness was 13.8% in the CG and 12.9% in the EG; average level -34.3% in the CG and 30.6% in the EG; low level – 51.9% in the CG and 56.5% in the EG. The value of the statistical criterion χ^2 at the stage of the ascertaining experiment is equal to $\chi^2_{emp} = 0.524$, which is less than the critical value $\chi^2_{crit} = 5.991$. These data indicate the absence of statistically significant differences in the levels of formation of this complex personal education among students of the control and experimental groups.

The results of the experimental work carried out in the experimental groups confirmed the positive dynamics of the level of formation of the moral and psychological readiness of future teachers for pedagogical activity. So, in the experimental group, the high level

increased by 12.2%, the average level - by 19.4%, the number of students with a low level decreased significantly from 56.5% to 24.9%. In the control group, there are also changes in the level of readiness from low to medium and high, but insignificant. Thus, the number of students with a low level of moral and psychological readiness for pedagogical activity decreased by 8.1%, with an average level increased by 5.5%, with a high level by 2.6% after the completion of the experimental work. The value of Pearson's statistical criterion for the levels of formation of moral and psychological readiness for pedagogical activity exceeds the critical value (5.991) and is χ^2 rate = 8.300, which gives grounds to speak about the effectiveness of the system of pedagogical training based on the principles of student centrism in a university.

Conclusions

Based on the generalization of scientific developments on the problem of research and the results of experimental work, we can talk about the effectiveness of training future teachers on the principles of student-centrism, the result of which is a positive dynamic of the levels of moral and psychological readiness of future teachers for pedagogical activity.

Empirical and statistical results confirmed the positive dynamics of the levels of moral and psychological readiness of students for teaching activities in the process of implementing the strategy of student centrism in the practice of the university.

The effectiveness of the training system for future teachers is provided by personality-oriented educational material, general pedagogical and didactic forms and methods, special methods of professionalization and self-organization, organizational and pedagogical conditions in which each student fully reveals his spiritual, moral and intellectual and professional potential.

The use of various forms of educational work of a professional orientation, practice-oriented to the specifics of pedagogical work: a web marathon of event-role situations, Internet festivals, methodological studios, master classes, etc. activities and provide the necessary conditions for the manifestation of the capabilities and abilities of each participant in the educational process. These forms affect the flexibility of thinking, the need for constant updating of knowledge, the development of the ability to think outside the box, and actively act in constantly changing situations.

The data obtained allow us to say that the goal has been achieved, it has been experimentally confirmed that the training of future teachers on the principles of student-

centrism provides a positive dynamic in the level of their moral and psychological readiness as an indicator of the quality of university education.

Based on the results of the study, it can be concluded that there is a need for further improvement of the pedagogical system based on the principles of student-centrism, the orientation of the university educational process towards harmonization of the spiritual-moral and intellectual-professional spheres of the personality of the future teacher, his professional development, an indicator of which is their moral and psychological readiness for creative professional work.

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