

**SELF-ACTUALIZATION AS THE NECESSARY PRECONDITION FOR
PROFESSIONAL BECOMING OF STUDENTS OF HUMANITIES UNIVERSITY**

***AUTOATUALIZAÇÃO COMO PRÉ-CONDIÇÃO NECESSÁRIA PARA A FORMAÇÃO
PROFISSIONAL DE ESTUDANTES DA UNIVERSIDADE DE HUMANIDADES***

***LA AUTOACTUALIZACIÓN COMO PRECONDICIÓN NECESARIA PARA EL
DESARROLLO PROFESIONAL DE LOS ESTUDIANTES DE LA UNIVERSIDAD DE
HUMANIDADES***

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ABSTRACT: Regarding the range and great variety of current studies concerning the professional development of a future teacher, under-explored is a prerequisite necessary for professional becoming and self-development of a teacher as a professional – the student’s reflection on the upcoming teacher’s professional work. This article intends to analyze self-actualization as the necessary precondition for the professional becoming of students of humanities university. To that end, a range of approaches to scientific and pedagogical research, including methods of theoretical analysis, historiographic, comparative, retrospective, and modeling are used. Given the results, there is an objectively formed contradiction between the current demand of society and school in a self-developing and self-actualizing personality of a teacher, the need to update personal, reflexive mechanisms already at the stage of university training of a specialist, and the lack of development of theoretical and praxeological foundations for managing the process of professional becoming of a future teacher.

KEYWORDS: Teacher training tasks. Feature teacher. Self-actualization. Professional development.

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RESUMO: *Da abrangência e grande variedade de estudos atuais sobre o desenvolvimento profissional do futuro professor, há um pré-requisito necessário para o devir profissional e o autoatualização do professor como profissional – a reflexão do aluno sobre o futuro trabalho profissional docente. Este artigo pretende analisar a autorrealização como pré-condição necessária para o devir profissional dos estudantes de ciências humanas. Para tanto, são utilizadas diversas abordagens de pesquisa científica e pedagógica, incluindo métodos de análise teórica, historiográfica, comparativa, retrospectiva e de modelagem. Diante dos resultados, há uma contradição objetivamente formada entre a demanda atual da sociedade e da escola em uma personalidade autodesenvolvida e autorrealizadora de um professor, a necessidade de atualização de mecanismos pessoais, reflexivos já na fase de formação universitária de um especialista, e a falta de desenvolvimento de fundamentos teóricos e praxiológicos para a gestão do processo de formação profissional de um futuro professor.*

PALAVRAS-CHAVE: *Tarefas da formação de professores. Característica do professor. Autoatualização. Desenvolvimento profissional.*

RESUMEN: *En cuanto a la gama y la gran variedad de estudios actuales sobre el desarrollo profesional de un futuro docente, la falta de exploración es un requisito previo necesario para el devenir profesional y el autodesarrollo de un docente como profesional: la reflexión del alumno sobre el futuro trabajo profesional del docente. Este artículo se propone analizar la autorrealización como precondition necesaria para el devenir profesional de los estudiantes universitarios de humanidades. Con ese fin, se utilizan una variedad de enfoques para la investigación científica y pedagógica, incluidos métodos de análisis teórico, historiográfico, comparativo, retrospectivo y de modelado. Dados los resultados, existe una contradicción objetivamente formada entre la demanda actual de la sociedad y la escuela en una personalidad autodesarrollada y autorrealizada de un docente, la necesidad de actualizar los mecanismos personales, reflexivos ya en la etapa de formación universitaria de un especialista, y la falta de desarrollo de fundamentos teóricos y praxeológicos para la gestión del proceso de devenir profesional del futuro docente.*

PALABRAS CLAVE: *Tareas de formación docente. Docente de funciones. Autorrealización. desarrollo profesional.*

Introduction

The logic of our study exacts of us an analysis of a concept of “task”. It should be noted that in the scientific literature there are many definitions of the concept of “task”. The analysis of this category is carried out at different levels of generalization: at general scientific and specific scientific (pedagogical, psychological and methodological). A pedagogical aspect is of our main interest (AL-OBAYDI, 2020).

At the general scientific level, the notion of task is considered by cybernetics.

The task is treated as a situation that determines the action of a decision system and as a task system in its relation to an existing or potentially decision system (JAMES *et al.*, 2021).

The task system includes the conditions and requirements of a task, and the decision system includes operators in the form of methods, ways and means of solution. Thanks to the understanding of the task as a system, the boundaries of solving it are extending: human activity is complemented with technical means (SARICI BULUT, 2018; VOITENKO *et al.*, 2021).

At the specific scientific level, the concept of a task is considered in psychology. Of undoubted interest for our study is the representation of the problem by Kosholap *et al.* (2021), who defines it through a system, the obligatory components of which are: a) the subject of a task which is in the initial state; b) the model of the required state of the subject of a task.

Considering pedagogical tasks in the system of preparation for professional and creative activity, Burkhanova *et al.* (2020) defines a pedagogical task as the result of the future teacher's awareness of the need to perform professional actions within conditions.

It is our belief that in the process of education, future teachers of fine arts should solve such pedagogical tasks so that its purpose and conditions would contribute to the professional advancement of a future teacher. Communicating with their pupils and exerting an educational influence on them, teachers simply everywhere solve various kinds of social management tasks (MAMUROV *et al.*, 2020).

The above position clearly raises the question: what types of tasks exist in pedagogy. The scientific literature presents a number of classifications of tasks in pedagogy. The researchers classify pedagogical tasks in terms of the taxonomy of goals and distinguish the following types: analytical tasks designed to develop the ability to analyze and evaluate a pedagogical situation, set apart the problem contained in it, determine the factors which the occurrence of a problem depends on, to outline possible solutions; projective (or constructive) tasks are intended to develop skills to independently build methods for solving an already formulated problem, to develop a specific "project" for organizing the subject content and form of student activity; game tasks involve modeling the processes of real interaction, conversation and communication between a teacher and students (GARIFULLINA *et al.*, 2019; VOITENKO *et al.*, 2021).

In accordance with the nature of the analyzed situation, pedagogical tasks are divided into (SABIROVA *et al.*, 2016; BURKHANOVA *et al.*, 2020):

- 1) the tasks performing the function of methodology and theoretical knowledge;
- 2) the tasks performing the function of developing operative reasoning;
- 3) the tasks performing the function of enriching teaching professional experience;
- 4) the tasks performing the function of teaching to norms and rules of educational

technique.

It is not to say researchers have no interest in the development of pedagogical tasks. Collections of pedagogical tasks have been published for the professional training of a future teacher (DMITRIENKO *et al.*, 2017).

In particular, for example, the manual selects more than 200 acute conflict situations and presents them in a concise form, which, based on the material from pedagogical everyday life, teach students not to make mistakes in future work. This manual gives the correct answers of the masters of pedagogical work. It's not bad when you are provided the option to compare your answer with the opinion of experienced teachers, but, on the other hand, our experience of many years of work with students suggests that before giving their decision, they will definitely spy upon the answer of the masters, which, in turn, will restrain and slow down the creative process of problem solving (MAMUROV *et al.*, 2020).

All the tasks analyzed by us make a certain contribution to the education of a future teacher, these tasks are written by other authors.

We have analyzed the above casebooks in pedagogy and found that they comprehend obsolete tasks and the text contains no longer existing pedagogical situations, categories, phenomena.

At present, it seems to us that the problem of designing and constructing special tasks is interesting.

Firstly, the models that are designed by the very students reflect the structure of the teaching activity of future specialists.

Secondly, such tasks where a future teacher will be able to reflect professional abilities and realize their career interests.

Thirdly, when a student feels the significance of their activity, that the task models written by them conveniently help students from other faculties in preparing for the upcoming activity.

Fourthly, if these tasks will contribute to reflecting the reflexivity of the teaching itself.

Fifthly, if these tasks will contribute to the reflexive advancement of a future teacher.

We rely on a perspective that the process of professional training of a future teacher is possible based on the idea of simulation modeling (JAMES *et al.*, 2021; VOITENKO *et al.*, 2021).

However, no pedagogical tasks that would be written by students in the process of educational and professional activities within modern pedagogical literature.

We called these tasks reflexive-pictographic pedagogical tasks. They are published in the casebook on pictographic pedagogy (STUKALENKO *et al.*, 2016; AL-OBAYDI, 2020; BURKHANOVA *et al.*, 2020).

Thus, we write pedagogical categories, objects, actions, events, phenomena, ideas through drawings and describe tasks using those drawings. There is an obvious meaning in our drawings, but the pedagogical interpretation can never be unambiguous or definite.

Working with students, we asked them various questions about the technology for task creation, in particular, to the question of where the material was taken when creating the tasks, the answers were as follows:

- 88,9 % of students answered that when they drew situations, they recalled their school years, events in which they themselves participated.
- 8,3 % of students answered that the situations were taken from films, television programs they once watched, from books that they read;
- 2,8 % said that those situations were suggested by their parents working at school, and they interpreted them.

Methods

To achieve and solve the formulated tasks, we used a set of complementary methods of scientific and pedagogical research, including: methods of theoretical analysis – historiographic, comparative, retrospective, modeling.

A model is a copy of a real object that reproduces, however, not the entire phenomenon but only its most essential features, characteristics and properties that are decisive in relation to the results. The model gives an idea of the structure, function and development of the object. The essential relations of the phenomenon (object) are expressed and fixed in visually perceived and represented connections and relationships of real or symbolic elements (GNEVEK *et al.*, 2016; ABSALIAMOVA; MIKHENKO, 2017; KOSHOLAP *et al.*, 2021). Any scientific model is an abstract expression of the essence of the phenomenon under study. Modeling is based on the theory of similarity, the model acts as an approximate analogue of this phenomenon.

In the simulated situation, we taught students how to compose and solve reflexive-pictographic educational tasks in real professional and pedagogical practice, and at the same time we set the task of forming the following skills:

- the skill to professionally competently perform a drawing with a pedagogical task;

- the skills to describe a problem and a problem situation through a drawing in pedagogical tasks;
- the skills to represent through a picture in the content of tasks a vocational teaching orientation;
- the skills to depict social situations of teaching and educational activities of schoolchildren through a drawing in pedagogical tasks;
- the skills to express the tasks of school and social development using drawings;
- the skills to reflect the contradiction of a pedagogical situation in drawings;
- the skills to convey pedagogical concepts, ideas, thoughts, pedagogical practice in drawings;
- the skill to reflect the structure of professional and pedagogical activity in drawings;
- the skills to provide insight into a reflexive-functional analysis of pedagogical activity using drawings;
- the skills to express one's individual creative style in drawings.

It should be noted that during the entrance examinations, applicants (future teachers of fine arts) do specific tests, through which the selection committee identifies those who have a certain degree of inclinations and abilities for drawing. Thus, the emergence of the need for self-actualization is due to the presence of one's own potential, on the one hand, to the system of the educational process, on the other hand.

The preparation of reflexive-pictographic pedagogical tasks was reduced to the modeling by students of problem-conflict situations expressing professional difficulties that objectively exist in real pedagogical reality, requiring a future teacher to be aware of their professional functions and, on this basis, to comprehend the correct choice of ways, methods of solving and revising their own behavior and relations.

Results and discussion

So, when preparing tasks, students rethink the past subject-sensory activity and, realizing it, transfer it to paper, where future pedagogical activity is reflected. The formulation of a pedagogical task is the result of solving a problem situation, on the understanding of which thinking is focused (JENA; DORJI, 2016; DMITRIENKO *et al.*, 2017).

The tasks model a different range of situations that arise in working practice of a teacher and are used as a means for developing qualities and skills in the process of training future

teachers. Pedagogical tasks are set out in the language of drawings and graphics. The drawings symbolically reveal pedagogical concepts and pedagogical situations.

When compiling tasks, we also define our own criteria (BURKHANOVA *et al.*, 2020).

The prepared tasks consist of pedagogical situations, and the interpretation of the latter by each student gives their own vision of the picture text, “their own” situation.

You cannot rely only on the power of your intellect, playing out a problematic situation in your mind. In this situation, the only way out is the visualization of representations and their further analysis at the qualitative level (ABSALIAMOVA; MIKHENKO, 2017; VOITENKO *et al.*, 2021).

The experts were students of distance learning, future teachers of fine arts, who have been working at schools for more than ten years.

The following questions were asked: “Is the condition of the problem which is depicted in the students’ drawings clear?”. The experts answered as follows: 87.5% noted – yes, it is; 12.5% noted that it was clear, but in some tasks we saw several conditions that could be solved both according to the first condition and the second condition. To the question “what is the possibility of solving the pedagogical problem reflected in the task?” e received affirmative answers from all experts. We asked whether the students were able to convey the pedagogical problem with a drawing, we also received affirmative answers from all the experts.

We asked the experts to formulate the problem that the students identified in their drawings. The analysis of the expert group showed that the tasks compiled by the students contained a visual problem indicated by a picture situation.

When solving problems by experts, we asked to answer the following question: *How many solutions do you see in the drawing pedagogical situations presented by students?* The answer to the question showed that all members of the expert group agreed that the drawing pedagogical situations presented by the students had several ways to solve the problem.

Conclusion

The compiled tasks are clear and easy for future teachers’ perception. These are the “here” and “now” situations. When problems are solved, a student sees a problem situation ahead, in contrast to the above-mentioned problem books that have become obsolete in a situation of social development.

Educational literature proves that special tasks compiled for students contribute to effective pedagogical preparation.

Thus, Stukalenko *et al.* (2016), Compton (2018), and Garifullina *et al.* (2019), in their scientific and methodological manual have developed special tasks for successful professional training. We think that the value of this work, first of all, is seen in the fact that they have been able to show how, through pedagogical tasks, one can consider pedagogical problems, form complex professional and pedagogical skills, receive feedback, manage the analysis of an educational situation.

So, for example, Bashkireva *et al.* (2020) has prepared interesting tasks for future teachers, the completion of which allows students to analyze and self-evaluate the properties, the degree of dialectic of the most probable style of their pedagogical thinking. For successful pedagogical reflection with the effective use of a complementation method, each student must create for themselves the most adequate model (picture) of their thinking. This is necessary in order to correct, self-regulate as necessary, in accordance with the goals set – to develop one’s pedagogical thinking using the actual material of “one’s main science. This is necessary for their future teacher’s work.

Our work has shown that the creation and solution of reflexive-pictographic tasks in pedagogy makes it possible to use them as an effective professional training for students of a university for the humanities.

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