

AMURCON 2021**AmurCon 2021: International Scientific Conference****THEORETICAL AND APPLIED ASPECTS OF A FUTURE
TEACHER'S SUCCESSFUL PERSONALITY FORMATION**

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(a) Sholom Aleichem Priamursky State University, 70a, Shirokaya St, Birobidzhan, Russia,
vampismo2004@yandex.ru**Abstract**

The article discusses some theoretical and applied aspects of a future teacher's successful personality formation within the framework of his professionalization and his professional mobility formation. The author considers the integrative essence of the phenomenon of success and an interdisciplinary approach to its semantic characteristics. The following conceptual ideas of success pedagogy stand out as dominant: the views of humanistic pedagogy; priorities of individual-oriented teaching, subject-subject interaction, the position of a system-oriented approach, one of the leading postulates of which is an orientation to success (achievement) as a principal component of the sphere of individual development. The author believes that a future teacher's successful formation requires rational technological support, implemented through creating success technologies in educational work with students. It also requires activity-developing technologies, project-based learning technologies (project-reflective technologies), self-development technologies, and the formation of a creative personality, technologies of learning as research, and pedagogical workshops. The author considers the technology of creation of success situation as the design and practical implementation of such a learning system adequate to the cognitive and emotional-volitional students' states (orientation to the development of personal competence, obtaining knowledge, skills, and abilities for effective "promotion" to their success). It enhances their personal and professional development, organically "integrated" into the ideas of developing, individually oriented learning. The author also focuses on such a technological method of success pedagogy as the "Portfolio of one's achievements," an adaptive student's resource in mastering the techniques of professional-pedagogical communication, reflection, and professional mobility.

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1. Introduction

The modern, dynamically changing, informatized world, cardinal socio-economic transformations, and market competition predetermine the reorganization of education. They set the task of forming a personality and a specialist with a high level of professionalism, who is initiative, independent, mobile, and ready to implement the requirements of modern society and education in pedagogical activity (Lubkov, 2020). At the same time, the uniqueness of a person who strives to achieve success in the profession, career growth, and material well-being acquires priority value. In this context, we draw attention to the fact that success is achieved by those who can constantly develop skills, improve their personality and performance, and are open to innovations.

We should note that success is one of the most significant characteristics of any activity, including professional pedagogical activity (Bourner & Flowers, 2014), depending on both external and internal factors. At the same time, as scientists rightly believe, knowledge of internal, personal determinants of success in professional activity and their practical application contributes to the personality efficient self-realization following the set goals. When considering the future teacher's professional training orientated to develop his skills: self-realization, self-actualization, self-efficacy, and self-development, the problem of success acquires a specific theoretical and applied value (Puzanova & Larina, 2020).

Meanwhile, the phenomenology of success, even though the concept is deeply rooted in modern culture and despite its mass cultivation, requires in-depth study, as multifaceted and multi-vector comprehension.

These determine the current research problem of the successful personality formation of the intending teacher during his professional growth and achieving a qualitatively new level of mobility, highlighting some aspects. And these issues are the focus of our research (Martyshenko, 2020).

2. Problem Statement

The phenomenon of success has been the subject of research attention of various human sciences for a long time, in particular: philosophy, psychology, sociology, pedagogy, which undoubtedly confirms its integrative nature and, at the same time, requires flexibility of an interdisciplinary approach regarding the essential characteristics. Quite logically, the inherent interest is a philosophical approach to the problem under study as a methodology that reveals the mechanism of determining the content of human life. It is based on the existential-personality philosophy of Berdyaev, K. Jasper, J.-P. Sartre, and the like, the principal problem of which is the vital activity and the individual's attitude in society. In line with this approach, the so-called triad "man - activity - success" is highlighted as a reflection of a cross-cutting idea in the works of the classics of pragmatism, which are dominant for our study (James, 2011).

From a socio-psychological point of view, success is the optimal ratio between the expectations of others, the personality, and the activity results. Each community member is always surrounded by a system of so-called expectations from his actions, activities, and behaviour. At the same time, the psychological approach defines the determinants of successful behaviour and internal factors, which in particular include: individual (typological) personality traits, developed intelligence, positive motivation, adequate self-esteem, peculiarities of value orientations, and the like.

Despite the uncertainty of the interpretation of the term "success," there is a persistent tendency in the psychological literature regarding the personality assessment through success and situational experience of success (success situation). We should note that situation is a combination of conditions ensuring success; a success situation is a purposeful, organized combination of conditions under which it is possible to achieve significant results in activities. It results in a well-thought-out and prepared strategy and tactics, and success itself results in the whole situation. We can consider success as an experience of a state of joy, satisfaction from the fact that the result to which a person strived in his activity coincided with his hopes and expectations or exceeded them. Based on this state, we can form constant emotions of pleasure and new, stronger motives to do activities. The level of self-esteem and self-respect can change. In other words, the success situation can become a kind of a trigger for further personal development, a chain reaction that releases the individuality potential (Tsiryulnikov, 2020).

We should note that many scholars have different opinions on the nature of the phenomenon under study, and it breeds the uncertainty of psychological positions. Many researchers consider success as an experience "tied" to a specific situation or activity result. They also associate the individual's success with a growing awareness of his ability and competence in managing his own life, with the realization of goals and general self-efficacy, and define it as a state that appears as a result of a premonition or achievement of success. Rogers, based on humanistic psychology, considers a successful personality as unique and valuable, which has the potential for self-development through strengthening faith, self-confidence, increasing self-esteem. He forms adequate representations and attitudes both to himself and others (Tumasheva et al., 2019).

In pedagogy, scientists also consider the problem of success in different contexts. Azarov (1989) supposes success is the achievement of significant results in the activities of both an individual and a team as a whole, which is a consequence of the teacher's well-thought tactics and his analytical and predictive actions. We should note that the expectation of success is based on the desire to earn approval, to assert oneself and one's position, thereby making a bid for the future.

3. Research Questions

In the context of our research, the conceptual ideas of success pedagogy are significant, among which we highlight the following:

- The ideas of humanistic pedagogy: determining the uniqueness of a human personality striving for the maximum realization of its capabilities and achieving success while discovering new opportunities;

- Priorities of person-oriented education: taking into account the uniqueness and individual-oriented education as an active subject of this process, subject-subject interaction based on the participants' self-development in educational activities (Abuzyarova et al., 2019);

- Positions of the system-oriented approach: one of the leading postulates is the inclination to success (achievement) as a principal component of the individual's development orientation field. At the same time, specialists reduce the technology of achieving success to such a strategy: relying on the internal potential of personality development to create a so-called "field of success" for his self-realization and self-determination.

We should mention that in the future teacher's professional training, the above-mentioned strategy ensures the following: students achieve significant results in personal and professional growth, their awareness for further professional activity; it allows them to reduce such problems as low self-esteem and self-doubt; it acts as one of the ways to develop their diligence, perseverance, entrepreneurship, initiative, which allows considering the orientation to success as a pedagogical resource of self-education and self-development in the context of professional growth and the formation of professional students' mobility (Borzova & Krinitskaya, 2021).

Through this prism, it is also legitimate that "high professionalism" is characterized by the presence of a specific free (or gaming) process in one form or another; scholars determine his unique value through freedom, improvisation, multivariance.

Several authors characterize professionalism by two fundamental vectors: firstly, a high degree of satisfaction with the profession and the desire for further self-improvement and, secondly, the mastery level of productivity and thinking (psycho technologies) (Zinchenko et al., 2020). At the same time, as you can see, the level of professionalism is determined by the peculiarities of self-assessment of professionally meaningful qualities, which are a kind of projection of the standard (professional) as one of the essential psychological regulators of professional development.

4. Purpose of the Study

The purpose of the given paper is to theoretically analyse the future teacher's successful personality formation within the framework of his professional growth and professional mobility development, taking into account the integrative essence of the phenomenon of success.

5. Research Methods

The achievement of this goal was provided with grounds to consider professional success in inseparable connection with personal and professional development, the growth of the future specialist, who is the acmeological approach dominant. Its essence lies in the strategy of acmeological research, which is not limited to studying only the existing subject but has its research orientation, accompanied by progressive growth of the professional and personal potential of the activity subject. Its idea lies in the person's acmeological mechanism and his transformation, which leads to a significant increase in the possibilities for productive development inherent in it. Moreover, scholars interpret productivity as the direction of movement of a person's individual and professional growth relative to achieving his acme (Smirnov, 2020). At the same time, they clarify that the acmeological mechanism is understood as such phenomena and processes, thanks to which the progressive development of the activity subject takes place. There is an interaction that increases the organizational and self-discipline skills of the personality system, including its professionally active components (Sokolova & Ermakov, 2020).

In line with the mentioned aspect, scholars can trace the relationship between the concepts of "acme," "productivity (efficiency, success)," "personal and professional development," "professional and active growth (career)" as separate components of the semantic characteristics of professional mobility.

The position is legitimate, according to which the first step to a successful career is objective self-assessment, self-realization, and self-improvement. These require knowledge of one's personality, a critical attitude towards oneself, the ability to see and correct one's own mistakes, and direct one's activity to achieve an effective result in the professional field.

We should mention that the stated theoretical components of the future teacher's successful personality formation require profound technological support for this process. We can implement it, in particular, through technologies for creating success in educational work with students; activity-developing technologies; project-based technologies (project-reflective technologies); technologies for self-development, creative personality formation; study technologies as research; technologies of pedagogical workshops, and the like (Tsiryulnikov, 2020).

Let's briefly focus on the characteristics of some of them, which are the most significant in the context of the problem under study.

First of all, we should note that we consider technology a system in which specialists consistently implement the initially designed education process, which guarantees the achievement of the pedagogical goal (success). By creating the success situation technology, we understand the design and implementation of such a pedagogical system adequate to the students' cognitive and emotional-volitional states. It means the orientation of personal capabilities, knowledge, skills, and abilities development for effective "promotion" to success, which activates personal and professional development.

Future teachers achieve success through mastering the skills: self-assessment (reflection), correctly determining their own goal of the activity, evaluating resources (correlate the set goal and the conditions for achieving it), comprehension of the algorithm of action (see and plan them, make an informed and responsible choice), information, technological, social and communicative competencies (Lubkov, 2020).

6. Findings

Using the potential of such academic disciplines as "Technology of Project Activity," "Teaching Methodology and Upbringing in Primary School," "Future Teacher's Professional Position," "Methods of Primary Technology Education," "Active Learning Methods and Technology," "Technology of Pedagogical Conflicts Resolution" teachers can suggest students prepare an "Achievements Portfolio." It is a set of documents, a student's independent work, developed jointly with a teacher (Khuziakhmetov & Gabdrakhmanova, 2016), including individual tasks (during the production internship and school-based experience); parameters and criteria for their evaluation; examination questionnaires after the presentation of the collected materials for its unbiased assessment.

We should note that the project technologies are focused on the students' creative activity. In the learning process, there may be mini-projects providing for the solution of a professional problem within a specific lesson. For example, "How to design a creative environment in the Natural Science class." We mark the mentioned technology by high communication providing for students to express their own opinions and feelings, active involvement in actual professional and pedagogical activities, taking personal responsibility in situations of choice, and the like.

These help future teachers to move forward in their personal and professional development, mastering pedagogical skills, gaining experience in professionally flexible behaviour (Schrufert et al., 2020).

7. Conclusion

Thus, the considered above technologies' introduction into the educational practice of higher educational institutions expands the students' possibilities regarding the independent search and use of information. These give the pedagogical process a communication character, promoting communication skills development and forming a future teacher's adequate self-assessment. Meanwhile, it provides mechanisms for critical thinking development, increases the student's self-confidence, develops intelligence and research creativity, and forms the ability to solve assigned tasks. In other words, these technologies are a kind of adaptive resource for the student in mastering professional and pedagogical communication methods, reflection, and professional mobility.

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