

ABSTRACTS

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READINESS OF FUTURE TEACHERS FOR CONTINUING PROFESSIONAL SELF-DEVELOPMENT

In the context of modernization of higher education, one of the factors in providing the state competitiveness on the global level is to improve specialists' preparation quality, in particular, to form prospective teachers' motivation to continuous professional education and professional self-development. Self-development of personality of prospective teacher is urgent for modern educational process.

Theoretical analysis of the philosophical and psychological research shows that the process of professional self-development of personality is one of the most important but not fully studied issues. In Philosophy the process of self-development of personality is observed as spiritual and practical transformation in order to complete individual self-improvement. In Psychology it is viewed as a necessary condition for self-realization. Psychologists consider self-development as a conscious process of personal development for effective self-realization based on significant aspirations and external influences.

The analysis of contemporary psychological and educational research confirmed that in the scientific psychological and pedagogical literature the term «teacher's self-development» has no clear consistent definition due to different methodological approaches to its consideration. The process of professional self-development of future professionals is considered by scientists from the standpoint of different approaches.

Key words: professional self-development, readiness, future teachers, continuous self-improvement, continuous professional self-development, readiness of future teachers for continuing professional self-development.