Formation of the Personality of Future Teachers for the Implementation of Professional Activities in Modern Conditions

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Abstract
The article is devoted to one of the pressing topics of modern society. Since the modern developing world makes qualitatively new demands on the training of teaching staff. Modern society, which has embarked on innovative social, scientific and technological development, presents new requirements for a person in a changing sociocultural space. In the context of updating all spheres of human life, ever higher demands are placed on the education system as an effective mechanism for the preparation of a competent, mobile specialist. In this regard, educational institutions are called upon to solve a whole range of problems, including the education of a purposeful, active, creative, responsible, strong-willed person, striving to constantly increase their potential capabilities. Currently, the search for new opportunities to improve the professional level of teachers and the creation and implementation of appropriate conditions for their professional growth is being intensified. Since a modern teacher should be ready to change his pedagogical thinking, as well as to the paradigm of modern education, he must develop ways of continuous professional development. Vocational education is a specially organized process of attracting individuals to professional activities in the process of vocational training as the subject of this activity. It includes the formation of students’ professional direction, professional competencies and professional skills. The professional direction of the personality of the future specialist includes an interest in the chosen profession, an understanding of the social and personal significance of pedagogical activity, a conscious and creative attitude to the chosen profession. Professional competence can be defined as the correspondence of professionalism and personal quality and the complexity of professional issues.

Keywords
Personality, vocational training, teacher, professional activity

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Introduction

The problem of the integral development of the personality of the future teacher, pedagogue is one of the most important in the state personnel policy. The methodological basis for solving the problem is the corresponding modern methodological developments, certain advanced domestic and foreign pedagogical experience. The study of the personality of the future teacher should be based on the latest achievements of the science about human, on the concepts of human-personality, applicable in some sciences, especially in sociology, philosophy, psychology and pedagogy. In the process of upbringing and development of future teachers, such personality traits as the wealth of the emotional-sensual sphere, the level of culture, intellectual development, logical thinking, educational drive, interest in professional knowledge, values-based orientations, and the constant desire to increase the level of professionalism, social activity, communicative culture, the need for self-education, personal improvement are taken into account. The process of education and development of a future teacher is associated with a change in his personality and behavior, manifestation of himself in public life, with his values-based orientations, actions and habits in everyday life - with everything that relates to the psychology of personality (Zimnyaya, 1997).

In relation to the problem we are considering, this statement means that the future teacher must consciously approach his activities, have a certain idea of the material side of the profession, clearly present his prospects, plan future activities and constantly improve professional and personal qualities. A future teacher prepared in this way proves himself professionally and socially. He is constantly engaged in self-education and especially professional development. Conscious activity, compliance with ethical and legal norms, a high level of pedagogical cooperation (that is, teacher-student relations), a steady interest in the chosen profession can be observed among such specialists. The formation of professionalism among future teachers is associated with the assimilation of spiritual and cultural values, the mastery of general pedagogical knowledge, and at the same time with the development and improvement of personal and professional qualities (Yarmatov, 2012).

Since the professionalism of a teacher is a complex, personal education, integrating in itself his knowledge, abilities, individual personality qualities implemented in pedagogical activity, professionalism is the result of the “internal” activity of the individual (Markova, 1990). Professional activity is defined as an integral, dynamic quality of a teacher, manifested in professional and pedagogical activity, reflecting the level of self-realization, personal self-development and transformation of activity.

Professionalism of a teacher consists of three main components:

- Professional competency
- Personal potential
- Pedagogical reflection

A professionally competent person should have values-based orientations (taking into account the interests of the needs and requirements of modern education), literacy (professional knowledge), a culture of speech (observing the norms of a literary language, using expressive language means in speech), a temporary culture (punctuality and timing), unique and individual communication style (voice quality, intonation, gestures, diction).

In the modern process of globalization, the paradigm of school education is changing and the nature of renewal is being promoted. New changes require that future specialists not only reach a professional level, but also form in society as a personality.

Therefore, the formation of the personality of schoolteachers is a problem associated with the implementation of the requirements and tasks for professional development, training of a future specialist.

The “Updated Education” program, presenting requirements for a modern school, defines it as an institution that meets the goals of innovative development of the economy and social sphere and forms a high potential. Successful implementation of pedagogical activity in these conditions is possible only under the conditions of an effectively organized process of professional formation aimed at the formation and increase of the level of knowledge, skills and professional competence of future teachers, as well as at improving their personal and professional qualities in a focused process of professional education.
The quality of the updated educational content directly depends on the professional skill of the teacher. Currently, the educational process is filled with numerous novelty. In particular, the program “updated education” has many different changes depending on each subject. Communication skills that are important for all subjects in the elementary grades are reading, writing, pronunciation and listening.

**Methods**

To date, the primary school is quite fully provided with a set of teaching materials. A set of teaching materials affects the improvement of professional knowledge, skills, and competencies and occupies a special place not only in the professional activity of a teacher, but also in the training of a primary school teacher in higher vocational education system. The theoretical conclusions and methodological recommendations contained in the study are aimed at educating the professionally significant qualities of a future teacher and can be used in the process of vocational training at a university for organizations of classroom and extracurricular work of students. They can also be used in the career development system for teaching staff and in the development of elective courses in higher vocational education system. The reliability of the research results is provided by the analysis of modern scientific achievements and the generalization of a large amount of empirical data, the use of mutually complementary methods adequate to the subject, purpose, objectives of the study, the organization of the experimental verification of the positions put forward during the study, the processing of the data by mathematical statistics, and the positive results of pilot testing that confirms the validity of this hypothesis. The research results were published at international, republican, regional inter-university scientific and practical conferences. The results of the dissertation research are reflected in articles, theses, teaching and methodological recommendations and are introduced into the educational process of the ZSU named after I. Zhansugurov (Turabay & Abilgazieva, 2017). Analysis and systematization of qualitative and quantitative research results was carried out, conclusions were formulated, the text of the dissertation was drawn up, the research results were introduced into the educational practice of Zhetysu State University named after I. Zhansugurov (Turabay & Abilgazieva, 2017). The leading idea of the study is that the formation of the readiness of the primary school teacher is realized when creating the educational environment of the university, when students, on the basis of the knowledge and skills acquired, are able to carry out socialization functions of students, which actualizes their own activity and creative potential. Based on this, in the process of preparing a primary school teacher, it is necessary to use the following methods and techniques:

- Conducting interactive lectures, the introduction during practical classes of such forms of work as a “round table”, a “workshop”, where students during the discussion solve important problems of the specialty on the basis of their own independent work;
- conducting disputes, discussions, analysis of pedagogical situations; the transformation of the student’s independent work, the performance of an individual scientific-research task, as an indispensable component of the study of a specific academic discipline;
- use of presentations, publications, web sites prepared by students in the classroom;
- the use of role-playing and business games, case-based methods, “brainstorming” in the educational process of higher education, which contribute to the development of the teacher’s activity and creativity;
- conducting master classes, training sessions that contribute to the formation of professional competence of the future primary school teacher;
- widespread use of multimedia tools in the process of lecturing and conducting practical classes, electronic and various types of supporting lecture notes, providing students with educational information on electronic media, Internet search and so on;
- the use of elements of imitation, reflection, relaxation during individual practical lessons;
- the use of new approaches to monitoring and assessing the achievements of students, which provide objectivity and reliability (Yakovlyuk & Savelyeva, 2017).
In addition, in the preparation of a teacher, the formation of professional values-based orientations is important, since this is an important component of the professional competence of a specialist, which determines his competitiveness in professional activities in modern economic conditions. For successful mastering by students of pedagogical universities, it is necessary to create a special socio-educational environment, which we define as “an environment that is a multidimensional space of directions that implement social functions, including educational institutions and various social institutions and ensure the socialization of the individual”.

**Literature Review**

Vocational training at the university has rich opportunities for developing the personal potential of a teacher. In the course of the educational process, future teachers learn social and pedagogical experience, transform it into their own values and orientations, selectively introduce the norms and rules adopted in the pedagogical community into their system of behavior. The deliberate involvement of future teachers in certain types of educational activities allows them to create the conditions for the formation of professional identity, understanding of their importance, in solving the problems of preparing the future generation for life, actualizing personal potential, and personal self-development during university education. Education is understood by us as a purposeful, pedagogically organized interaction of participants in the educational process of the university, aimed at developing personal potential in order to prepare them for professional activities.

On the activity, the development of the personality of the teacher, the pedagogical, psychological foundations, factors, features of their professional and personal formation which are studied in detail by domestic and foreign scientists like (Akhmetzhanova et al., 2011; Corcoran & O’Flaherty, 2016; Costin & Grush, 1973; Decker & Rimm-Kaufman, 2008; Kim, Dar-Nimrod, & MacCann, 2018; Klimov, 1999; Kuzmina, 1985; Markova et al., 2020; Mazur & Lynch, 1989; Mitina & Kuzmenkova, 1999; Moldasheva, Yessimova, & Kertaeva, 2015; Murray, Rushton, & Paunonen, 1990; Navickienė et al., 2019; Symonds, 1947; Tanner, 1954; Tarpey, 1965; Zimnyaya, 1997).

In addition, in the psychological and pedagogical literature there are a number of works devoted to professional activities, personal characteristics of the teacher. In this regard, there are studies of domestic and foreign scientists like (Budin & Szostak, 2011; Symanyuk & Pecherkina, 2016; Zeer et al., 2018; Zimina, 2004) and other.

Concerning the formation of motivation, they are considered in the writings of (Bozhovich, 2009; Diesterweg, 1875; Diesterweg, 1835; Giangreco, 2021; Gudalov & Treshchenkov, 2020; Kavaklı et al., 2020; Leontiev, 2005; Talyzina, 1982; Yıldız, Şenel, & Şahan, 2015) and other scientists.

For this work, of particular importance are the studies of domestic and foreign scientists like (Abulkhanova-Slavskaja, 2012; Belikov, 2010; Borytko, 2001; Corcoran & O’Flaherty, 2016; Costin & Grush, 1973; Decker & Rimm-Kaufman, 2008; Kim et al., 2018; Symanyuk & Pecherkina, 2016; Vergara, 2020). Evert considering the problems of personal formation in the process of vocational training of students and on the formation of pedagogical abilities, vocational training.

**Results**

In the pilot testing, we used a questionnaire developed on the basis of the M. Rokeach survey (Rokeach, 1973) to determine the content of students' values-based orientations. This survey was both a diagnostic and a formative tool. Students were given the opportunity to reflect on what is of particular importance to them at this life stage of professional and pedagogical training, as well as rate by importance the means that contribute to the achievement of personally significant targets. In the experimental groups, we organized a discussion of completed questionnaires. The results of the analysis of milestones at this stage of student life and the role of learning in the implementation of life plans are discussed and comprehended in a group. It was proposed to illustrate the statement of O. Wilde: “To show our essence in all its fullness - this is what we live for” with examples of our own usefulness to people and reflections on how much our education and personal potential enhance this usefulness (Lukov & Solomatina, 2005). All this helped to emotionally realize the significance and specificity of the educational process of a pedagogical university, to form a values-based attitude to one’s own education and a steady motivation for educational and professional activities. The activity on the formation of a values-based attitude to the educational process, personal potential, development of positive motivation for learning
continued in the process of mastering the personality-oriented course “Personal professional activity of a teacher based on updated content” that we developed. Based on the results of the questionnaire, an exchange of views and a collective debriefing of the results of professional and pedagogical training was organized. For the purposeful organization of the process of self-improvement on the basis of self-observation, we developed a diary of the student’s independent work, which involves fixing a variety of educational actions and emotional states in the process of their implementation. The diary serves as a means of updating the process of self-education of personality traits on the basis of students’ reflective and evaluative activity. The results of reflection find their expression in a verbal and emotional-figurative form. To determine the motives for higher education and attitude to the teaching profession, we used the methodology of unfinished sentences “I went on to become a teacher”. The predominant reasons for entering a higher educational institution, according to the analysis of the data obtained, are the need for higher education in modern conditions (43%) and interest in the subject (36%). Interest in the teaching profession and a desire to learn the necessary competencies occupy a not very high place (10% and 7%). At the same time, the fact that about 10% of students found it difficult to formulate answers attracts attention. In addition, the process of vocational training practically does not correlate with the possibility of improving personal potential and self-knowledge.

A statistical analysis of the results of the questionnaire carried out at the initial stage of the pilot testing allowed us to draw conclusions: the majority of students determine the importance of the educational process of a university as an opportunity to get higher education (46%) and expand knowledge in a favorite subject (35%). Only a small number of students, one way or another, raised the problem of the importance of the educational process for personal and professional development. The confirmation of the positive dynamics of the formation of professionally significant qualities among students was obtained by tracking changes in the content of their value-motivational attitudes. For this, in the course of the pilot testing, a survey was conducted twice on the adapted methodology of M. Rokeach. The survey involved the same students of experimental groups at the beginning of the pilot testing and at the end. In order to obtain more reliable facts, an election ranking was conducted.

A comparison of the results allows us to note the positive changes in the ranking of the evaluated values. Interesting work, secured life, and social recognition are still important for students. At the same time, the possibility of personal self-improvement, expansion of one’s own education and creative attitude to professional activity is estimated much higher than at the beginning of the experiment.

In order to study the dynamics of educational motivation, we applied twice the methodology for identifying the motivational complex of personality of K. Zamfir (Zamfir, 1983). Based on the use of this technique, results were obtained that testify to positive changes in motivational attitudes in students of experimental groups, which are reflected by us in table 1.

<table>
<thead>
<tr>
<th>Stages</th>
<th>Type of motivational complex</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>IM &gt; epm</td>
</tr>
<tr>
<td>Primary</td>
<td>EPM-1 6%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>EPM-2 7%</td>
</tr>
<tr>
<td>Final</td>
<td>EPM-1 10%</td>
</tr>
<tr>
<td></td>
<td>EPM-2 9%</td>
</tr>
<tr>
<td></td>
<td>EPM-1 23%</td>
</tr>
<tr>
<td></td>
<td>EPM-2 23%</td>
</tr>
</tbody>
</table>

IM - intrinsic motive, EPM – extrinsic positive motive, ENM - extrinsic negative motive. At the beginning of the pilot testing, we note the prevalence of extrinsic motivation among students. At the same time, the possibility of personal self-improvement, expansion of one’s own education and creative attitude to professional activity is estimated much higher than at the beginning of the experiment.

Students of the third group have a very rough idea of the qualities that ensure effective educational and professional activities, which impedes the successful implementation of educational and professional duties.
In the pilot testing, we relied on an analysis of the scientific literature on the research problem, personal experience in higher education, using the package of diagnostic procedures that we developed. It includes testing, filling out diagnostic cards, analysis and graphical presentation of the results. The complex of diagnostic procedures is based on the signs of manifestation of qualities and criteria characteristics reflecting the three-level manifestation of personal potential (high, medium, low). These signs and criteria for their manifestation are highlighted by us on the basis of the analysis of psychological and pedagogical literature on the problem under study and are reflected in the tables.

The tests developed by us allow to diagnose the manifestation of responsibility, activity and creativity in educational activities on the basis of self-assessment and suggest receiving answers to a list of questions ordered by content and form. It was also important that this technique involves the pedagogical support of the process of self-improvement of personal qualities of students. It is implemented during the students' acquaintance with the test results. For example, a student who scores less than 80 points as a result of testing (low level) will read the following about himself: "You need to work hard to develop discipline and organization. Control the work and attitude of Your classmates to study, listen to the advice of teachers, work on Yourself, and will certainly achieve positive results. Believe in Yourself, feel the need for positive transformations and Your educational and professional activities will bring satisfaction to You and the joy of communication with You and others!".

To identify the dynamics of reflexive-evaluative skills, we conducted an analysis of comparative data of self-observations recorded by students of experimental groups in diaries, as well as the results of a survey at the beginning and end of pilot testing. Changes in the students' self-esteem, the manifestation of the ability to reflexively relate to their activities and the restructuring of educational needs on themselves were identified as analysis criteria. Regular filling of the diary made it possible to apply standards specific to each student in their work in the implementation of assessment activities. At the same time, development dynamics were revealed, which made it possible to ensure that the assessment was focused not on external control, but on support for improving the results achieved. The assessment procedure made it possible to see strengths and weaknesses on the basis of reflective activity, to build an individual development program.

Analysis of essays "I am a student, and this means", which was proposed to be written at the end of the first year of study, in order to develop reflective activity, in the control and experimental groups showed that evaluative skills acquire a personality orientation among students of experimental groups. The data obtained made it possible to note that self-understanding has become more subtle, and such reflection mechanisms as self-knowledge, self-control have become more active. These data are given in the table.

### Table 2

The dynamics of reflective and evaluative skills of students of experimental groups at the beginning and end of pilot testing (based on the results of diary entries)

<table>
<thead>
<tr>
<th>Marked positive changes</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beginning of PT</td>
</tr>
<tr>
<td>Self-image (on how to act, how do you feel)</td>
<td>30%</td>
</tr>
<tr>
<td>The culture of mastery of the skills of educational work</td>
<td>40%</td>
</tr>
<tr>
<td>Presentation of self-requirements (self-control, self-regulation)</td>
<td>17%</td>
</tr>
</tbody>
</table>

It is characteristic that among students of experimental groups, ideas about themselves as active participants in educational activities developed most intensively. The mechanisms of self-development involved in this way made it possible to intensify the process of educating students' personal qualities, giving them a stable character. An illustration of this position is also the results of a survey of students. The responses of students of the experimental groups that we received at the beginning and at the end of the pilot testing allowed us to conclude that the reflective-evaluative activity of students in the implementation process of their independent work was significantly intensified.

In the course of the pilot testing, the development of the personal qualities of the future teacher identified by us in vocational training was monitored not only in the educational process, but also in extracurricular work, as well as during the students' internship in general educational institutions. Thus, a thorough study allows you to draw conclusions about the relevance of the problem and...
Discussion

Personal qualities of a teacher should complement his professional qualities and make a general picture of a teacher. These qualities encompass both the teacher’s attitude towards students and himself. Today, the problem of the teacher’s personality is very relevant. He was given a special meaning and thought, and scholars, and public figures, made distinctions and considerations. One of them is the great personality of the people, (Aymauytov, 1995). “In order to become a good teacher, it is necessary to study the following things: firstly, get to know the information well, that is, with didactics, mathematics. Then, each of the listeners follows the approaches, methods of training. After that, under the leadership of experienced teachers, before them he teaches and strengthens his forces. This is called an model lesson, and then the child independently begins to study. But it is necessary to remember that training is not only training of the child, but also training with the child” (Aymauytov, 1995). According to Aymauytov (1995), the teacher should be in the course of all life in the process of training, search.

And also Borytko and Sergeev (2001) and Borytko (2001) in his work “Teacher in the space of modern education” paid much attention to the self-development of the teacher. In his opinion, personality, capable of self-development, achieves significant success in the field of activity, is responsible for the solution of pedagogical tasks and is always open to a new life experience. A teacher who is capable of self-development and self-establishment, can easily adapt to changes and innovations in the surrounding world, apply new knowledge and technologies necessary for the implementation of pedagogical activities (Borytko & Sergeev, 2001).

From the point of view of Abulkhanova-Slavskaya (2012), the definition of personality is aimed at understanding the personal development of the teacher. The author defines the personality as a subject of his way of life and activity. Therefore, Abulkhanova-Slavskaya (2012) characterizes the basis of the development of personality with such qualities as activity, initiative, responsibility, ability to organize time, social thinking (Abulkhanova-Slavskaya, 2012).

Abilmazhinova and Dzhanbubekova (2019) described the issues of vocational training of a future primary school teacher in the context of globalization through the following stages:

1) adaptation to the profession;
2) self-actualization of the student in cognitive professional activity;
3) the formation of professional and pedagogical activities of students of pedagogical universities is carried out in a cognitive and service way;
4) the period of the formation of personality in the conduct of pedagogical research.

The scientist Abilmazhinova and Dzhanbubekova (2019), who highlighted the problem of vocational training of a future primary school teacher for the abovementioned periods, and the process of formation of professional and pedagogical activity is carried out, first of all, turning into educational research, and then professional - pedagogical activity. The initial stage in the formation of the personality of the teacher puts the student in the position of the researcher (Abilmazhinova & Dzhanbubekova, 2019).

Another integral component of the personality of a modern teacher is creativity. Akhmetzhanova et al. (2011) noted that "Society today needs a specialist, not only having a functional readiness for professional activity, but also shaped as a creative person". As already mentioned, the personality of the teacher is a complex combination of not only knowledge of his subject, but also universal human qualities and skills (Akhmetzhanova et al., 2011).

And also Seitenova, Doszhanova, and Medeubaevya (2015) describes the results of studies of personality traits of teachers who implement the concept of personality-oriented education in work with gifted students. The authors emphasize the special significance of the socio-psychological qualities of the individual - the “communicative complex” of the qualities of a teacher.

Researchers note that, starting from the stage of formation of the teacher’s “I”, his self-esteem is formed, which plays an important role in the teaching profession, manifesting itself in the style of the teacher’s behavior, in the style of relations with children. The success and breadth of self-actualization of the student’s personality in the future largely depends on the educational
environment of the student, who will be his first teacher. Goodwill, openness, attentiveness - under these conditions, the interaction of the teacher and the student ensures the productive development and self-actualization of the personality of the gifted student. Sinyagin (2020) also explains the personality traits of teachers who implement the concept of personality-oriented education, the desire to combine professional knowledge, with a high level of culture and a specific personality orientation. Such a teacher, in their opinion, can be considered as an independent unit of analysis, a subject of developmental activity, and his psychological and pedagogical competence - as a unity of personal and professional components of pedagogical activity.

The concept of personality-oriented education puts forward a number of requirements for the teacher. In addition to professionalism, he should have freedom from stereotypes and pedagogical dogmas, the ability to creativity, wide erudition, a high level of psychological and pedagogical training, a high culture and humane attitudes towards people, especially students. One of the main distinguishing features of such a teacher is the desire to understand and accept the student as he is, to know and take into account his age and individual characteristics in the implementation of the pedagogical process, to teach, drawing on the strengths of each student. As components of psychological and pedagogical competence, researchers Seitenova et al. (2015) considered professionally significant personal qualities, psychological and pedagogical skills (the ability to apply the teacher’s knowledge in pedagogical activity). Among communicative qualities, they note the ability to reflection, empathy, flexibility, sociability, ability to cooperate. It is these qualities, in their opinion, that stimulate the state of emotional comfort, intellectual activity, creative search, and promote mutual understanding and empathy. At the same time, these qualities constitute the humanistic potential of the teacher and contribute to the development of the personality of each student, ensuring the expediency and effectiveness of pedagogical interaction. A feature of the distinguished qualities is that each of them is integrative, complex, characterized by a multi-level structure (Seitenova et al., 2015).

To improve the structure of his professional behavior, the future teacher needs to know and use not only those qualities that he should develop, but also those that he needs to get rid of. According to Zaporozhets and Neverovich (1974) and Zaporozhets (1978) such qualities include: straightforwardness, hot temper, excessive softness, haste, harshness, self-confidence, stubbornness, aggravated pride, lack of sense of humor, indecision, resentment, slowness, simplicity, formality, disorganization, etc (Milita, 2018).

The individual psychological characteristics of the personality of the future teacher give characteristic features to his activity and behavior, which are defined as an individual style. The task of each future teacher is to find and consolidate the optimal style of professional behavior for him, constantly overcoming the psychological uncertainty in the correctness of his actions. It is also necessary to note the first attempts to build a model of pedagogical activity that were made by the scientific schools of (Kuzmina, 1985). Kuzmina (1985) identified the following structural components characterizing the fact of the presence of the pedagogical system: goals, educational information, means of pedagogical communication, student, teachers. The connections of structural components in dynamics, according to the concept of (Kuzmina, 1985), characterized functional components: gnostic, design, constructive, organizational and communicative. She also identified educational, developmental, educational and other functions.

The gnostic component of pedagogical activity includes the following functions: studying the current state of the field of science, technology, art, studying the current state of technology of the educational process, studying the current state of psychology of the participants of the educational process to ensure the motivation of the activity. In the design component, Kuzmina (1985) included the functions of long-term planning and information support of the educational process for the entire cycle of implementing the goals of the pedagogical system, planning of communicative support, that is, how the means, forms, methods of pedagogical influence, long-term planning, psychological support of the pedagogical system, providing the emotional rhythm of achieving results, should change.

The constructive component includes the information support functions of a separate pedagogical event, which should occur in a clearly defined period of time. It can be represented as internally interconnected analytical, prognostic and projective functions. The communicative component includes the following: structuring groups and collectives to include them in the educational process, regulating the relationship between teachers and students, setting standards of behavior in this pedagogical system. An in-depth study of the content of this
component allows us to determine it through interconnected perceptual, proper-communicative and communicative-operational functions. The perceptual function is associated with penetration into the inner world of a person, the proper-communicative is aimed at establishing pedagogically expedient relationships, and the communicative-operational one involves the active use of teaching equipment.

The functions of the organizational component include the organization of the teacher’s activity and behavior, the organization of educational activities, training for self-organization, self-regulation, self-control of students (Kuzmina, 1985).

Functional components characterize the relationship of structural components in dynamics, subordinated to the achievement of results in the form of the development of the student’s personality as a subject of knowledge, communication and labor, capable of self-education, self-development, self-education. Therefore, for the successful implementation of these functional types of pedagogical activity, appropriate abilities are needed. Analyzing the model of pedagogical activity proposed by Kuzmina (1985), Shcherbakov (1971) and Slastenin (1975) noted that these functions are inherent not only in pedagogical activity. Shcherbakov (1971), along with constructive, organizational and communicative, identifies in the structure of pedagogical activity information, development, orientation, mobilization and research functions. In the first place he puts forward the information function as the starting point of educational work. The implementation of the information function is based on deep and free possession of educational material, methods and techniques of his/her teaching. The implementation of the information function will be incomplete if the teacher does not use the means to organize feedback with the correction of student knowledge. The developing function, reflecting the unity of instruction, upbringing and development, ensures the management of perceptual, mental, emotional, volitional and other components of students’ activities. Consistent implementation of a developing function by a teacher teaches schoolchildren to analyze, generalize, classify, systematize facts, establish causal relationships, assimilate concepts, categories, patterns and use them consciously, contributes to the formation of ideological and moral qualities of a person (Shcherbakov, 1971).

 Yu.P. (2000) believes that any activity should have the necessary logic to achieve the best result, be characterized by expediency, rationality, achievement of the designed results with the least expenditure of energy of its participants. This logic is the logic of the choice of tasks of activity, their promotion and solution. Considering the logic of pedagogical activity, he emphasized the importance of fulfilling the following tasks:

1. Organizational - is to provide material and organizational and pedagogical conditions for the functioning of pedagogical systems;
2. Information - the systematic amiring of students with a variety of knowledge, skills and abilities, the formation on this basis of worldview, thinking, cognitive abilities, etc. Most successfully, this function is carried out in the process of teaching, although it is also implemented in extracurricular activities;
3. Managerial - management of the pedagogical guidance of the activities of pupils. The implementation of this function involves the provision of tactful assistance to pupils in the nomination of cognitive and practical tasks by them, in the distribution of duties between them, in job instruction, pedagogical control, etc.;
4. Diagnostic - the constant study of pupils and their environment - in their development, the constant monitoring of the results of education. It serves as a kind of feedback;
5. Constructive and prognostic - designing the development of pupils, planning the activities of teachers and pupils;
6. Pedagogical self-improvement - the work of teachers to enrich their knowledge and skills, mastery of a systematic understanding of reality, the scientifically based logic of their activities (Yu.P., 2000).

 Markova (1995) identifies five aspects in the teacher’s work: pedagogical activity, pedagogical communication, the personality of the teacher, which are related to the labor process, training and upbringing, which are the result of the teacher’s labor (Markova, 1995). Thus, the following components are included in the classical structure of activity: need - motive - goal - action and result. They can be distinguished in pedagogical activity. Pedagogical activity is also considered by many scientists from the point of view of the basic structural units of activity (Makarenko, 2009; Mitina, 1991a, 1991b; Slastenin, 1975).

However, the structural and functional approach, within which pedagogical activity is
characterized as a system of relatively independent functional types of activities of a teacher (Kuzmina, 1985; Shcherbakov, 1971), is more common. Belikov (2010) claims that high professionalism is based on the ability to solve pedagogical problems, find a way out of prevailing circumstances, and pedagogical vocation. The synthesis of the personal and professional qualities of the teacher contributes to the high efficiency of the pedagogical process, the upbringing of a developed spiritually and morally rising generation. Each teacher should strive to achieve pedagogical mastery and harmony in personal and professional qualities (Belikov, 2010). Speaking of readiness for various types of pedagogical activity, in particular, to use the technology of the pedagogical workshop, we adhere to the definition of readiness as a set of professionally determined requirements for the teacher, ensuring the effectiveness of the activity and expressed in shaping the personality of the future teacher, on the one hand, and, in the scientific-theoretical and practical competence as the basis of professionalism, on the other hand according to Slastenin (1975) Based on the research of (Zasobina, Voronova, & Konyagin, 2015) and (Melnichenko & Chechet, 2019) in which the training is considered as a process, and readiness - as a result of this process, we are of the opinion that the readiness is the result of training. Building a model for training future teachers, we pay attention to the criteria for assessing their professional readiness, applying a competency-based approach to readiness. The concept of Khozyainov (1988) to determine the content of professional and pedagogical education based on the theory of the content of education (Skatkin, 1975) and (Lerner, 1981) is also interesting. According to this concept, the content of pedagogical education covers both the general and the special part related to this profession. Between all components, there are relationships that can be traced to the levels of mastery of these components. The culturological concept of the content of education, corresponding to the principles of humanistic thinking, as already noted, considers it as a pedagogically adapted social experience of mankind, identical in structure to human culture (Lerner, 1981).

In accordance with this concept, the content of education consists of four structural elements: the experience of cognitive activity (knowledge); experience of reproductive activity, fixed in the form of methods for its implementation (abilities and skills); creative work experience (solving problem situations); experience in the implementation of emotional and values-based attitudes. All of the listed components of the educational content have different functions in the development of personality. However, Lerner (1983) and Lerner and Zhuravlev (1994) noted the special nature of the fourth component of the content of education or the experience of an emotional and values-based attitude to the world and emphasized that it was the fourth component that should be the first, since experience anticipates the action. Undoubtedly, the experience of creative activity and the experience of an emotional and values-based attitude to the world, as components of education, mainly and must determine the upbringing nature of the education of the future teacher (Lerner, 1983).

Conclusion

Professional development is inseparable from the personal, they can exist only in unity. Based on this, in our study we consider the personal and professional education of the personality of the future teacher. We define it as an active creative process of studying ourselves as a subject, our abilities, capabilities, consciously changing our personal and professionally significant qualities, enhancing the sustainable motivation for personal development, cognitive activity in mastering professional competence in accordance with the requirements of a future profession and based on a personal development program. The success of personal and professional self-improvement of the personality of a future teacher depends on the development of its components (motivational and personal, substantive, procedural) and the sequence of passing through three stages (tentatively - diagnostic, organizational - performing, reflective and evaluative).

In the course of the pilot testing, a complex of adapted and developed methods was used, which made it possible to fix the positive dynamics of the manifestation of each professionally significant quality of the future teacher. At the same time, the positive changes that occurred with students in the experimental groups turned out to be more significant than in the control groups. An experimental study showed that in today's system of training and education of a pedagogical university, the education of the personality of future teachers is real and feasible. Reflexive activity contributed to the development of critical thinking and substantiation of its position. The high need for self-knowledge, the ability to see problems, really assess their difficulties and outline ways to resolve them, an increased level of self-government and self-organization, an

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increase in the adequacy of self-esteem have become characteristic of students. They are aimed at further personal development, not only of the “momentary”, but also of a long-term nature. The constant creative activity carried out in the classroom department, the reflection of its actions in the most positive way affected the development of emotional stability. The increased level of autosympathy and positive self-esteem against the background of the achieved successes and acquired self-confidence did not fail to affect the decrease in the level of anxiety, which was quite high at the beginning of training.

The discipline training under the updated program was aimed at maintaining a balance between external vocational training and the internal formation of future teachers. The use of heuristic methods, active forms and teaching aids during theoretical and practical classes, independent work of students qualitatively affected the increase in the level of their professional knowledge and skills. The organization at this stage of analytical and practical creative activity, the use of personal growth trainings, various types of games, the participation of students in extracurricular activities held at the faculty intensified their need for personal and professional self-improvement and contributed to its activation. As a result, most students of the experimental group moved from a low to a higher level of substantive, motivational and personal, and procedural components of professional growth. Summarizing the foregoing, we can conclude that the objectives of the study are solved, the goal of the study is achieved. The implementation of the developed model ensures the effective education of the personal qualities of the future teacher and is subject to the research hypothesis put forward by us. The analysis of the pilot testing, in particular, the forming experiment, made it possible to identify and experimentally substantiate the pedagogical conditions for the effective vocational training of the future teacher in the process of the student group activity.

References


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