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INTELLECTUALLY-COGNITIVE CRITERION OF THE PROFESSIONAL GROWTH OF HUMANITARIAN SPECIALTIES` TEACHERS OF THE HIGHER SCHOOL

Summary. *The level of the development of the intellectually-cognitive criterion of the professional growth of the high school teachers, which reflects the level of the development of the professional-pedagogical consciousness, self-awareness, critical, pedagogical thinking and reflects the ability to critically understand the essence of the pedagogical phenomena and events; the use of the high requirements for self-analysis, adequate self-esteem is analyzed in the article.*

Key words: *self-perfection, professional improvement of Humanities` teachers, pedagogical consciousness, critical, pedagogical thinking, psychological and pedagogical knowledge.*

Introduction.

The study of the professional improvement of Humanities` teachers of the higher school due to solve the problem of integration of the global educational space. The global problems of mankind, evolution of the value systems of many countries require a reevaluation of the role and importance of the spiritual, professional mission as a high school teacher, who according to the Bologna strategy must constantly enrich their knowledge and improve the content of curricula and programs, to improve methodical arsenal, use of innovative educational technologies, conduct experimental work, to develop the social and cultural dimension of education. All this can do only the reflective teacher, which seeks to implement these changes and constantly increase this professional and pedagogical potential.

A significant role of the latest research of the human inner world in scientific improvements written by G. Balla, M. Borishevskiy, S. Maxoimenko, I. Semenova, V. Semichenko, V. Molyaky, S. Sisoev, the ideas of which reveal the democratic provisions concerning the formation and development of the personality, for whom freedom and social responsibility are the dominant life benchmarks.

Formulation of the problem

is to ascertain the level of the formation of the intellectual cognitive criterion of the professional growth of Humanities' teachers, reflecting the main regularities of individual development. Intellectually-cognitive hallmark of the professional self-development of the high school teachers assumes knowledge about the structure, stages, mechanisms of self-improvement, seamless integration of knowledge about the latest in a single system; active independent search of the ways of self-improvement of a high school teacher; wide psycho-pedagogical erudition, that presupposes an appropriate awareness of psychological-pedagogical problems of self-improvement

Results.

An important stage of psycho-pedagogical experiment is ascertaining experiment, the results of which can serve as material for describing the existing teaching situation, or to be the basis for the study of the inner mechanisms of the formation of certain personality traits, qualities pedagogical activity, etc. ascertaining the results of the experiment allow to forecast the further development of the investigated properties, qualities, characteristics, etc. So, the main task of ascertaining experiment, which was conducted by the author, was a study of the level of maturity of intellectual-cognitive criterion for professional improvement of Humanities' teachers, which reflects the ability to critically understand the essence of the pedagogical phenomena and events, and requires more detailed analysis, as a critical awareness of the pedagogical activity, himself as a professional is the basis of professional self-teacher of the high school.

Using the sampling method, we have formed a group of subjects in the composition of 750 people (teachers of humanitarian specialties of higher educational institutions of Ukraine), which became a micromodel of the whole (that are all members of the teaching staff of higher educational institutions of Ukraine) and contained all the essential characteristics of this whole.

Respondents in the composition of 750 people were divided into two groups depending on the age and experience of teaching that meet the objectives of the study – to find out the main reasons of professional activity and value orientation of the teachers of the Humanities.

The first group (I) (under 35 years of age, work experience in higher educational institutions up to 10 years) included 366 people (48.8%), the second group (II) (age over 35 years experience in higher education establishments over 10 years) – 384 persons (51.2%) of study of a high school teachers.

The features of the intellectually-cognitive criterion for the professional improvement of Humanities' teachers, we determined, based on the level of pedagogical consciousness, critical, pedagogical thinking, knowledge about the structure, stages, patterns, components of professional self-improvement, activity in the quest for self-improvement, the level of psychological-pedagogical erudition.

The results obtained using the method worked out by M. Kuhn – T. Mac-Portland named «Who am I?»[1] and a modified variant of the method by Lozhkina named «What am I a teacher?»[2] given the opportunity to explore the relationship to ourselves as individuals and as a high school teacher.

The content analysis of the results of the method «Who am I?» has allowed to identify the characteristics of the related group («the teacher», «teacher», «wife», «male», «female», «mother», «pedagogical technology») and the specific characteristics that distinguish this person from the other («sarcastic», «dreamy», «beauty», «free artist», «intellectual», «clever», «the man who does not like innovation», «emotional»). They ratios were determined following groups of the high school teachers (table 1.1.)

Table 1.1. Features of the presentation of the high school teachers on the methodology by Kun and «Who am I?»

Peculiarities of self-presentation	The number of examined % of the 1st group	The number of examined % of the 2nd group	φ*
Oriented characteristics regarding group facilities	54,4	**77,0**	**6,59*** **
Focused on the specific individual characteristics	**37,7**	13,7	**7,72*** **
Harmonious combination of group and specific-individual characteristics	7,9	9,3	0,68

Note: * – p≤0,05; ** – p≤0,01; *** – p≤0,001.

In the statistical analysis of the obtained results we have identified significant differences between the study groups.

As shown in the table. 1.1. the indicators in the 1st and 2nd groups regarding the peculiarities of self-presentation stood at a statistically significant level. Thus, a focus on the characteristics regarding group toiletries, more respondents of the 2nd group of 77% members in contrast to the 1st group of 54.4% ones (φ*=6,59; p≤0,001). This fact suggests that the 2nd group of the teachers with a greater experience and expertise cannot separate yourself as a person from the profession. Focus on specific-individual characteristics to a greater extent proved in 37.7% of the respondents of the 1st group and 13.7% of respondents of the 2nd group (φ*= 7, 72; p≤0,001), indicating a lack of certainty over junior faculty in professional activity. A significant minority of the teachers in both groups (7.9 % in the 1st group and 9.3 % of the study in the 2nd group) was determined, self-presentation, which was equally, represented both groups and individual-specific characteristics.

According to the results of the survey «What am I a teacher?» it is possible to determine the level of pedagogical consciousness, awareness of himself as a teacher. Among the characteristics that have provided to themselves teachers, typical were the following remarks to representatives of the 1st group of «The teacher introduces new educational technologies», «The teacher that appreciate each student's personality», «The teacher seeks to instill in the students a desire to learn throughout life».

For representatives of the 2nd group typical were the remarks: «tolerance», «patient», «creative», «that engages students», «humorous», «urgent» It was recorded the statistical difference between the indicators, consistent with a high level of self-awareness as a teacher 25.5% of the study of the 1st group and for 31.5 % of the 2nd group (see table 1.2.).

The average level of self-awareness as a teacher of the high school was not very different in both groups. So, the indicator for the 1st group is 24, 6%, for the 2nd group is 21.5 %. The same applies to the low-level indicators. In the 1st group is 17.8 %, in the 2nd group is 16.5 %. In other words, we have determined little difference in the importance of awareness of himself as a teacher of respondents in the 1st and 2nd groups.

Table 1.2. The importance of self-awareness as a high school teacher

Importance of awareness	The number of examined % of the 1st group	The number of examined % of the 2nd group	φ*
High	25,5	**31,5**	**1,82***
Middle	24,6	21,5	1,01
Low	17,8	16,5	0,47
Not listed as a teacher	32,1	30,5	0,48

Note: * – p≤0,05; ** – p≤0,01; *** – p≤0,001.

It must be emphasized that 32.1 % of respondents of the 1st group and 30.5 % ones of the 2nd group did not see himself as a teacher, that significantly affects their attitude to professional self-improvement. In our opinion, these respondents have a low level of teacher identity, which is, for them, is more significant other spheres of activity, which in turn may reflect subjective feelings of frustration and failure to take their shooting in the teaching of pedagogical activities and negatively affects the professional self-perfection.

The analysis of the questionnaire to determine the level of pedagogical consciousness, knowledge about the components of the professional growth of the teacher, came to the following conclusions. So, 13.9% of the respondents of the 1st group and 18.7% of the teachers of the 2nd group demonstrated a high level of pedagogical consciousness. Some modern specialists of the higher school fruitfully work on research topics and projects, and actively participate in their organization, consider the introduction of the innovations into the educational process of the high school, trying to improve the methods and means of training in conducting lectures and seminars, demonstrate psychological-pedagogical erudition.

The optimal ratio of detail, depth, and systematic dialectics all the mechanisms of pedagogical consciousness found 19.1% of the respondents of the 1st group and 20.8% of the respondents of the 2nd group. These teachers recognize the importance of retraining course of teacher's professional skills, consciously approach to personal development.

Pedagogical consciousness, the intuitively-situational level which wasn't always analysed and understood as well as professional self-perfection and its importance, necessity and relevance for today found in 53.1 % of teachers of the 1st first group and 52.3% of the teachers of the 2nd group.

15.9% of the respondents of the 1st group and 8.2 % of the teachers of the 2nd one demonstrated the initial level of pedagogical consciousness characteristic, that is less ability, multifaceted evaluate pedagogical phenomenon, to impact the situation development, misunderstanding the importance of developing educational skills. Consequently, the level of pedagogical consciousness and knowledge about the components of professional self-improvement the 1st and 2nd groups do not differ significantly.

With the help of the methods of diagnostics for the capabilities of the teacher to development (based on the questionnaire worked out by T. Shamova) we determine the level of critical pedagogical thinking.

The high level of critical pedagogical thinking, characterized by the use of a wide range of methods of self-knowledge, critical experience in professional pedagogical activity and adequate evaluation of the professional qualities found in 12.8 % of the teachers of the 1st group and 15.1% ones of the 2nd group. The analysis of the results of the survey revealed a high score for all 15 statements.

Developed criticality was demonstrated by 22.6 % of the teachers of the 1st group and 31.2% of teachers of the 2nd one. Statements like «I analyze my feelings and experience», «I want to be more open», «I would have positive attitude to t my promotions» received a lower rank of the score than the previous group.

Situational criticality, condescending attitude to yourself as a teacher and the subject of self-development was typical for 53.8 % of respondents of the 1st group and 39.8% of respondents of the 2nd one. The representatives of this group most often chose the second and third rank place of the submitted statements.

The initial level was observed in 10.8 % of the teachers of the 1st group and 13.8 % of the representatives of the 2nd group, which is not critical perception of the essence of pedagogical phenomena and pedagogical-professional self-improvement, logical errors in the analysis and evaluation of educational reality and yourself as a professional, misunderstanding the importance of feedback from the students, as the sources of information about yourself as a professional, yield to face of difficulties arising in the process of self-improvement. So, both groups demonstrated approximately the same indicators of critical pedagogical thinking and methods of self-knowledge.

The following components of intellectually-cognitive criteria were determined by using the questionnaires, knowledge about the structure, stages, patterns, components of professional growth and activity in the search of the ways of the latter could find that purposeful, formative influence of psychological and pedagogical knowledge for self-development of the teachers was demonstrated by 18.3% of respondents of the 1st group and 20.3 % of ones of the 2nd group. Awareness of psychological-pedagogical problems was revealed in 35.5 % of the 1st group of the teachers and 38.2 % the 2nd one which performed as a characteristic of the optimal level of the indicator that was investigated. Fragmentary-situational knowledge about the mechanisms of self-improvement, non-systemic use of experience on self-development in professional activity was typical for 30.1 % of the 1st group of the teachers and 31.3 % of the 2nd one. Non-

systemic knowledge of the mechanisms of self-improvement, inability of defining the personality of professionally important qualities was demonstrated by 16.1 % of the respondents of the 1st group and 10.2% of the 2nd one.

Imagine typical statements of the representatives of both groups in the table. 1.3.

Table 1.3. The realization of the process of professional self-improvement lecturers of the higher school

Questionnaire	Typical statements of the respondents of the 1st group	Typical statements of the respondents of the 1st group
What is meant by the process of professional self-improvement in your high school?	Comprehensive development of the teacher	Going up the thesis
How differ the high school teachers who are regularly engaged to the self-perfection from the ordinary teacher?	Sometimes nothing, if these improvements are not as to his professional activities.	High professional level
Do you agree with the statement that the process of self-perfection is the private affair of each teacher of the higher school?	So, you cannot force the teacher to waste his own time on what he thinks unnecessary.	No, it is a matter of professional pride. This should be in the blood of each teacher. The institution should be interested in raising the professional level of their teachers.
What factors can help to continue the process of self-development?	Free time and teacher's desire.	Life is constantly changing. Domestic needs
What processes of individual development of a professional in the period of training are familiar for you?	Had ever passed the training, can't answer	Formality

The table 1.3. illustrates clearly the difference in outlooks between the 1st and 2nd groups. The respondents of the 1st group is still not enough experienced in matters of which they have offered, there is a certain idealization of professional activity, on the one hand, and the elements of confrontation to a system on the other one. The respondents of the 2nd group reveal a more comprehensive approach to the process of self-improvement, however, these teachers can evaluate the formalism of the existing educational system.

Activity in the research for self-improvement was found with the answers to the questions in the table «What should I do to develop as a teacher?», «What should I develop?», «Why should I learn?». The observations while filling the table revealed that the teachers with extensive experience in higher education, with academic degrees, titles react negatively to the question presented in the table. The typical statements for such types of respondents: «I have reached in my profession everything!», «What are the tricky questions!». The teachers at the age of 35 years who are still in the scientific search, on the contrary, very positively

respond to the questions and demonstrate openness to everything new. High activity, constant, conscious search of the ways of self-improvement characterized for 10.1% of respondents. The optimum level of activity demonstrated 33.3 % of the teachers, the intuitively-situational level, which is characterized by the systematic ways of self-improvement, passive attitude to this phenomenon characterized for 43.7 % of the teachers. The initial level found out 12.9 % of representatives of the higher school.

Table 1.4. Analysis of the state of professional self-improvement of the 1st and 2nd groups of Humanities` teachers on intellectual-cognitive criterion

Criteria of professional self-improvement	Initial level			Intuitively-situational level			Optimal level			Reference level		
	1 г	2 г	φ	1 г	2 г	φ	1 г	2.г	φ	1 г	2 г	φ
Intellectually-cognitive	**21,6**	11,1	**3,94 *****	51,7	53,7	0,55	20,4	**27,5**	**2,29****	6,3	7,7	0,75

Conclusions.

So, for the intellectually-cognitive criterion of the professional growth of Humanities ` teachers revealed that the indicators of the 1st group of the respondents characterized in the most initial level. Intuitively-situational levels were about the same and in the 1st group and the 2nd one.

So, in the 2nd group when defining characteristics of self-presentation on the methodology worked by Kun «Who am I?» discovered the orientation on the characteristics concerning the group of 77 %, whereas the1st group of the respondents focused on the specific individual characteristics. The difference of importance of awareness of himself as a high school teacher was revealed. It was found statistically significant associations (*p≤0,05) between the importance of the awareness of the representatives of the 1st and 2nd groups on the high figures.

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