

**Ключевые слова:** семантическое поле, свободные ассоциации, ассоциативный эксперимент, стимул, реакция, семантический дифференциал, языковое сознание, профессиональная направленность.

### SUMMARY

**Ivaniuk Anna, Melnyk Inna, Antypin Yevhen.** Psychological features of subjective semantic fields of future teachers with different types of professional orientation.

*The article presents the results of research of psychological features of subjective semantic fields of concepts in students with different types of pedagogical orientation, which is of scientific and practical interest. Theoretical analysis of scientific works is carried out, in which various issues of motivation for the choice and entry of a teacher into professional activity are covered. To achieve the goal of the study, adequate tools were selected: the method of semantic differential Ch. Osgood, a questionnaire to determine the type of personality of J. Holland. The subjective semantic fields of the concept-stimulus "teacher" in the first-year students of pedagogical specialties by certain types of their professional orientation are characterized. It is revealed that the psychological features of the semantic fields of concepts related to pedagogical activity differ in students of pedagogical specialties with different types of professional orientation. It is established that freshmen of social, artistic and entrepreneurial types show positively colored associations with the stimulus connected with pedagogical activity. In contrast to this group, students of other types of professional orientation show reactions that indicate a neutral, and sometimes negative attitude towards the chosen profession. It is determined that participants with social, artistic and entrepreneurial types of professional orientation in comparison with students of intellectual, realistic and conventional types are more inclined to evaluate the teacher as active and strong. The obtained results of the research prove the prospects of using the methods of free associations and semantic differential with the word-stimulus "teacher" in the process of choosing a profession by a person. According to the reactions of students to these stimuli, it is possible to indirectly diagnose the professional orientation of the student and his positive (negative, neutral) attitude to the teaching profession. This can serve as a basis for updating the content of training future teachers. Prospects for further research are identified, which are to study the problem on a wider sample of respondents and to study the specifics of gender differences in the responses of recipients to study the difference in reactions to appropriate concept-stimulus of students of different pedagogical specialties.*

**Key words:** semantic field, free associations, associative experiment, stimulus, reaction, semantic differential, linguistic consciousness, professional orientation.

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### **THEORETICAL SUBSTANTIATION OF THE STRUCTURAL-FUNCTIONAL MODEL OF FORMING FUTURE TEACHERS' EARLY PROFESSIONAL IDENTITY BY MEANS OF PROJECT-TRAINING TECHNOLOGIES**

*The article substantiates the structural-functional model of forming future teachers' early professional identity by means of project-training technologies, including conceptual-target, content-technological, result-prognostic units, is based on the specified psychological-pedagogical conditions, is implemented through the characterized educational-scientific*

*pedagogical project, containing the provisions indicated in the model and is aimed at the formation of the future teacher's professional identity in the system of professional-pedagogical training for higher education applicants of the second year of study at the first (bachelor's) level of higher education.*

**Key words:** *structural-functional model, early professional identity, future teachers, formation of early professional identity of future teachers, project-training technologies.*

**Introduction.** Professional pedagogical activity is aimed at shaping future generations, and therefore is one that determines the future of states, peoples, the world community. The concept of a teacher's professionalism includes not only skills or proficiency, but also a person's attitude to himself as a professional, to professional activity as a form of self-realization, implementation of professional values and traditions of the professional community. Professional identity is understanding, awareness, acceptance by the individual of himself as a carrier, subject, agent of change in society, a specialist and is a manifestation of the development orientation to the ideal model of a professional, which a person forms and aspires to.

**Analysis of relevant research.** The study is based on the conceptual provisions of the legislative documents on education, in particular, the National Strategy for Education Development in Ukraine until 2021 (2013), the Laws of Ukraine "On Higher Education" (2014), "On Education" (2017), "On complete general secondary education" (2020), Concept "New Ukrainian school" (2016), "Concept of the pedagogical education development" (2018), Professional standard by professions "Primary school teacher of the general secondary education institution", "Teacher of the general secondary education institution", "Primary Education Teacher (with a diploma of a junior specialist)" (2020), etc., which are the basis for the implementation of state educational policy, training of highly qualified personnel capable of creativity, professional development.

The issues of forming professional identity of the students of pedagogical higher education institutions were studied by M. Abdullaieva, N. Antonova, H. Harbuzova, O. Yermolaieva, N. Ivanova, M. Klishchevska, L. Romanyshyna, M. Savchin, V. Safin, M. Sherman, L. Schneider and others. Scientists identify the stages of professional identity (T. Berezina, O. Kochkurova), consider professional identity of the teacher as an integrative phenomenon, which manifests cognitive, motivational and value characteristics of the individual, providing orientation in the world of professions, professional community and social environment.

In order to form early professional identity of future teachers (EPIFT) there has aroused a need to develop a structural-functional model by means of project-training technologies in the second year of study of the first (bachelor's) level of higher education in pedagogical higher education

institutions, which reflects holistic process of pedagogical training in the system of teachers professional training.

**The aim of the article** is to substantiate the structural-functional model of forming future teachers' early professional identity by means of project-training technologies in the system of professional-pedagogical training of the higher education applicants in the second year of study at the first (bachelor's) level of higher education.

*The structural-functional model of forming early professional identity of the future teachers* (hereinafter the model) is defined as a generalized concept, structure, content, conditions, technologies, conditions of functioning of the process of positive, expected changes in the structure, content of EPIFT of students of the first years of study at the first (bachelor's) level of higher education, which allows to theoretically investigate and predict the dynamics of the studied phenomenon (Fig. 1).

The structural-functional model reveals the structure of the modeled process and determines the features of its functioning, which reflects the dynamics, determines the trends and effectiveness of practical activities.

Formation means to give something a certain shape, form; to produce in someone certain qualities, character traits, etc.; to give something completeness, certainty; to give existence to something; to create, giving some structure, organization, form (*Dictionary of the Ukrainian language*, 1979, p. 624).

In the study *formation of future teachers' early professional identity* we consider as a purposeful process of creating in the first years of professional training emotionally positive perception by the student of himself as a teacher, his future pedagogical activity, awareness of belonging to a professional group, building professional plans for achieving mastery and further effective self-realization in pedagogical activity in the system of pedagogical professional training of the pedagogical higher education institution.

*The purpose* of the model was to form EPIFT of students of the second year of study of the first (bachelor's) level of higher education by means of project-training technologies in the system of professional pedagogical training.

*The model was based on the following approaches:* activity, systems, competence, student-centered, project-based learning, experimental learning, contextual, transcultural, existential.

**Competence approach** in education considers the educational achievements of the educational process through the prism of the formation and development of basic competences. Competence is defined by the Law of Ukraine "On Higher Education" (2014) as an ability of a person to successfully

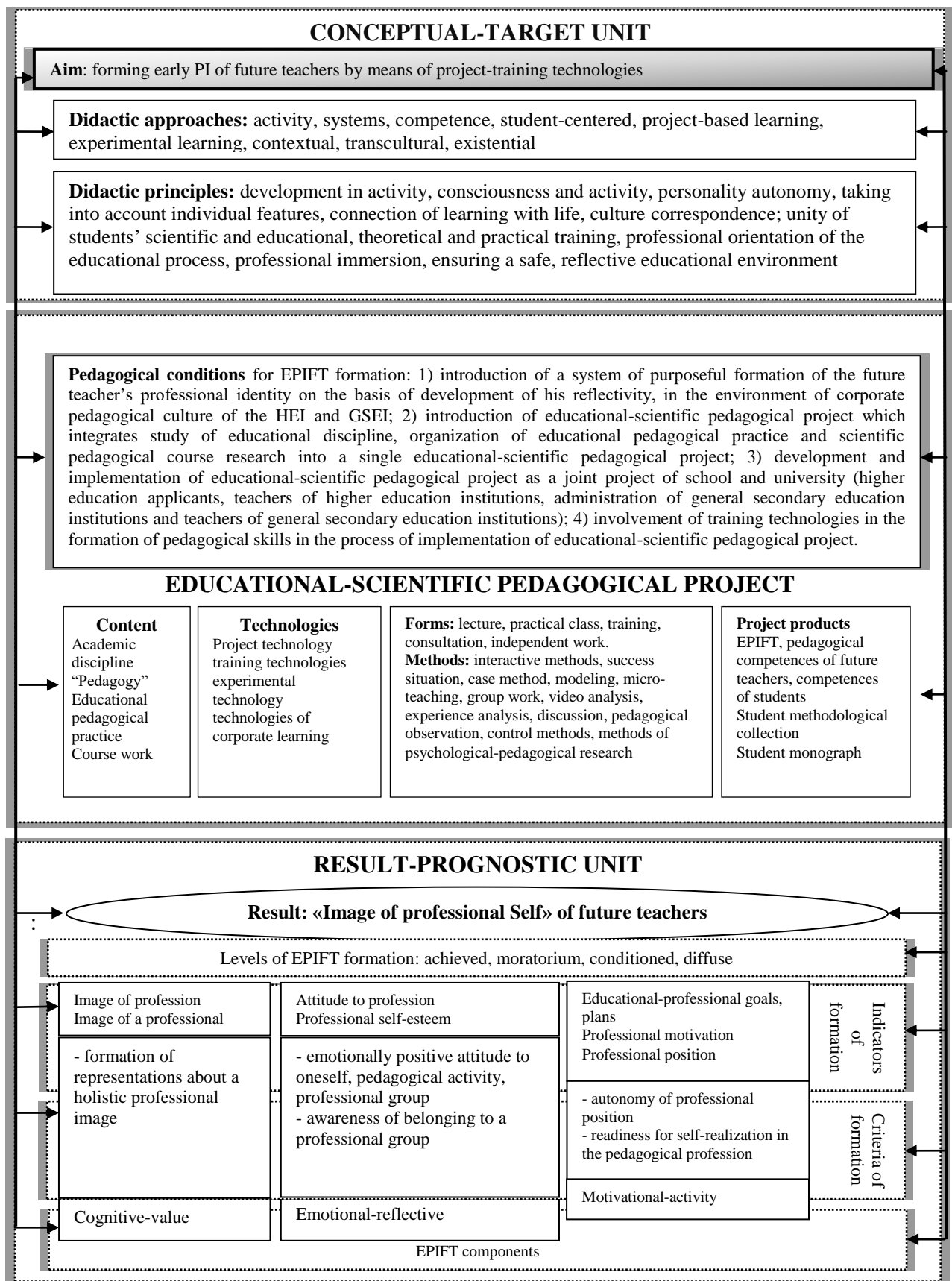


Fig. 1. Structural-functional model of the future teachers' PI formation by means of project-training technologies

socialize, learn, conduct professional activity, which arises on the basis of a dynamic combination of knowledge, skills, ways of thinking, views, values and other personal qualities (*Law of Ukraine "On higher education"*, 2014).

The criterion characteristic of competence is success of the future teacher in professional activity. Competence approach in the model has focused the process of formation by the higher education applicant of not only knowledge, skills, abilities, but also actualized the need to form a professional position of the future teacher, accept professional values, develop a reflective position to his own image of a professional.

**Student-centered learning** is defined in paragraph 22 of the Law of Ukraine "On Higher Education" (2014) as an approach to the organization of the educational process, which provides: encouraging higher education applicants *to the role of autonomous and responsible subjects* of the educational process; creating an educational environment focused on meeting the *needs and interests* of higher education applicants, in particular providing opportunities for the formation of an individual educational trajectory; building the educational process on the basis of mutual respect and partnership between the participants of the educational process. Therefore, the student-centered approach, first, has focused us on the choice of technologies, forms, methods of the process of forming EPIFT that provided for the individual nature of professional self-image, development of reflectivity and emotionally positive perception by the students of themselves as teachers. Secondly, it has directed the process of forming EPIFT at gaining an active and autonomous professional position, positive and intrinsic professional motivation of future teachers as indicators of the criterion of motivational-activity component of EPIFT (according to the criteria of autonomy of a professional position, readiness for self-realization in teaching, which are defined in our study in the direction of the level of formation of the achieved EPIFT).

Formation of the early professional identity of the future teacher within our study is based on the integration of theoretical and practical training of future teachers, strengthening practical orientation of learning. This problem, according to scientists (A. Verbytskyi, A. Raitse, B. Takhokhov, O. Fedotova and others), can be solved by using a contextual approach to the organization of the educational process, which provides a natural connection between theoretical knowledge and future professional activity.

**The contextual approach** in the model has projected the process of formation to create subject and social (sociocultural) contexts of future

professional activity in the forms of educational and cognitive activities, which gave learning a personal meaning, generates interest in “assigning” the content of professional education.

**The project-based approach** continues the provisions of the contextual approach and has become central in the development of technology for the formation of EPIFT – educational-scientific pedagogical project. Within the framework of this approach, it became possible to form professional identity of future teachers in simulated or real situations, which allowed to form pedagogical skills and professional position. The concept of the project as a school and university project, which is the basis of the study, provided immersion of students in the professional environment, pedagogical activity, creative space, creating a pedagogical product for specific groups of students, in collaboration with professionals, development of project by students, school and university teachers.

**The transcultural approach** emphasized the need to take into account in the process of forming early professional identity of future teachers of the fact that identity is the unity of individual and social in the structure, which involves, on the one hand, creating a supportive professional environment in the molding process, on the other – analysis of mutual influences of the students, experienced colleagues, study of pedagogical experience and assimilation to professional positions of the specialists.

**Existential approach.** Reflecting on professional identity, V. Karikash (Karikash, 2015, p. 71) notes that professional identity “is not what we possess as professionals, but what we are as professionals in essence”. In this case, we deal with existential issues of existence rather than with issues of competence: “Energy comes only to those parts of the personality with which we identify ourselves” (Freud, 2001).

The existential approach has determined wide involvement of reflective practices in the process of forming EPIFT, exercises that allowed future teachers to analyze their own pedagogical influence in the formation of students’ personality, and the impact on the socio-cultural environment in general, to expand the vision of the mission of the teaching profession.

**Experiential learning.** Since in the context of identity there is a gradual incorporation of its new characteristics into the existing configuration, gains importance learning, which is based on the students’ experience, values, beliefs. Based on an important feature of identity, Kolb’s Experiential Learning Cycle (Kolb, 2015) became the basis for the construction of a research project and practical classes in the course “Pedagogy”. Experiential Learning has the following stages (Scott, Wurdinger, Carlson, 2010), which were adapted to the educational-

scientific pedagogical project: *Concrete Experience* – students actively participate and acquire new experiences; *Reflective Observation* – students reflect on their own experiences, finding connections, inconsistencies or coincidences between the experience and their previous knowledge; *Conceptual Thinking/Abstract Conceptualization* – based on reflection, students generate new understanding/ideas or change their existing conceptual ideas, draw conclusions and make hypotheses; *Active Experimentation* – students plan and test their conclusions/hypotheses, applying their knowledge to new experiences.

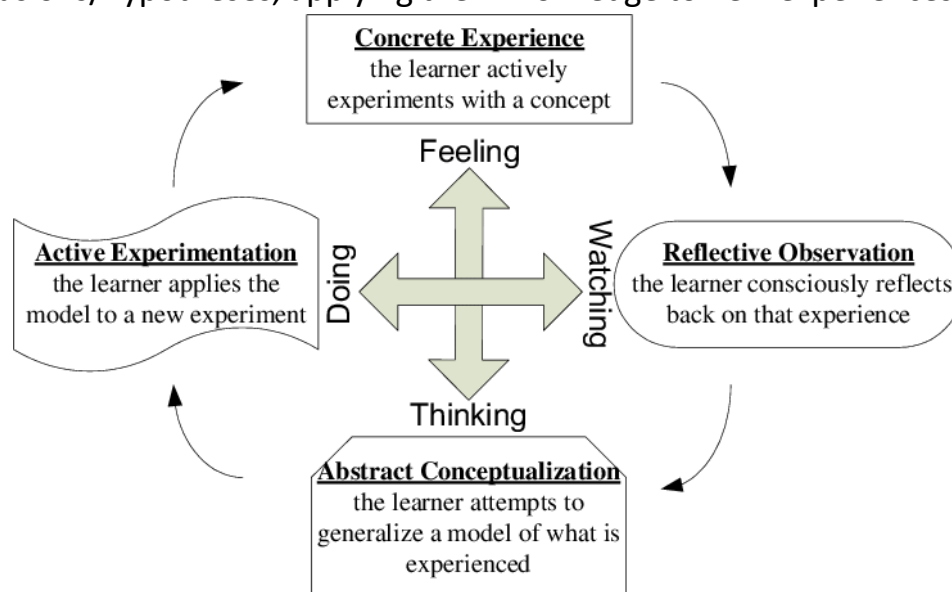


Fig. 2. D. Kolb's Experiential Learning Model

Considering the pedagogical principle as a system of initial theoretical provisions and requirements for the project, organization and implementation of a holistic educational process arising from its patterns and implemented in all parts of the pedagogical system: goals, content, pedagogical technologies, teachers and students (Verbytskyi, 2016) **the didactic principles** of the model were outlined, which were based on these approaches, the implementation of their provisions in practice is clarified. The following *general didactic* principles were outlined: development in activity, consciousness and activity, autonomy of the individual, taking into account individual features, connection of learning with life, cultural correspondence; and *didactic principles of learning in higher education institutions*: unity of scientific and educational, theoretical and practical training of students, professional orientation of the educational process.

Student-centered learning at the intersection with the transcultural, existential approach has outlined *the principles of configuration of the educational environment* for the formation of early professional identity of the future teacher. One of the principles was *ensuring a safe environment*. The study, the manifestation of one's identity involves disclosure of oneself, one's personal qualities, getting feedback, which is fully possible provided that the individual

perceives the learning environment as supportive, friendly, interested in his professional progress. Initiation and rules adopted by the participants of the training sessions, describing the characteristics important for the participants (confidentiality, activity (focus and ability to pause), self-expression, rule “here and now”, the right to make mistakes, invaluable acceptance, time (punctuality, thrift), the “stop” rule). The next principle was *providing a reflective environment*, as a sense of identity develops and involves a systematic careful analysis of one’s personal identity, manifestations, values, feelings in general and in the context of professional activities, goals, future models, vision of present and future. The essence of EPIFT embodies coexistence of the principles of social change and social control, sociality and individuality. On the one hand, society determines the individual’s identity, setting the rules and laws of its existence; on the other hand, the individual puts his own environment in the sense of choosing goals, values, needs. The above emphasizes the feasibility of implementing the *principle of professional immersion*, which allows students to determine their own position in the performance of professional actions.

**The pedagogical conditions** for EPIFT formation by means of project-training technologies are: 1) introduction of a system of purposeful formation of the future teacher’s professional identity on the basis of development of his reflectivity, in the environment of corporate pedagogical culture of the higher education institution and general secondary education institution; 2) introduction of educational-scientific pedagogical project which integrates study of educational discipline, organization of educational pedagogical practice and scientific pedagogical course research into a single educational-scientific pedagogical project; 3) development and implementation of educational-scientific pedagogical project as a joint project of school and university (higher education applicants, teachers of higher education institutions, administration of general secondary education institutions and teachers of general secondary education institutions); 4) involvement of training technologies in the formation of pedagogical skills in the process of implementation of educational-scientific pedagogical project.

Educational-scientific pedagogical project is a pedagogical technology that creates an environment for the EPIFT formation, based on the integration of academic discipline, educational pedagogical practice and pedagogical research by future teachers, united by a relevant educational topic, based on the project as a joint school and university project (higher education applicants, teachers of higher education institutions, administration of general secondary education institutions and teachers of general secondary education

institutions). The educational-scientific pedagogical project contained five stages (Table 1).

Table 1

**Stages of educational-scientific pedagogical project implementation**

<b>№</b>	<b>Educational-scientific tasks</b>	<b>Project products</b>
<b>Stage 1 Preparation</b>		
1.	Formation of creative groups	Creative groups, project self-government
2.	Choice of the area of students' research	Individual and group research topics
3.	Development of diagnostic techniques	Questionnaires in selected areas
<b>Stage 2 Research</b>		
4.	Pilot testing of diagnostic techniques	Practical recommendations for improving the questionnaires
5.	Expert evaluation of diagnostic techniques by school psychologists	Expert recommendations for improving the questionnaires
6.	Printing questionnaires	Questionnaires
7.	Conducting a survey	Survey results
8.	Analysis of research results	Generalization by classes and by class parallels
9.	Identifying topics for working with students based on research results	Upbringing topics for working with students
<b>Stage 3 Modeling</b>		
10.	Development of a system of upbringing activities at school Approbation of materials in the student collective Formation of pedagogical skills	Methodological developments of school activities (e.g.: "School page on Instagram", "School newspaper Faceschool", school mail "Mail of good SMS", Open microphone for students "Being media literate is ..."; class activities "Media literate writer I and you")
<b>Stage 4 On-the-job training</b>		
11.	Carrying out of the system of upbringing molding activities	Development of media literacy of schoolchildren
<b>Stage 5 Summarizing and publishing</b>		
12.	Writing scientific articles and methodological materials	Student articles, student monograph on the results of the project
13.	Printing a collection of methodological developments and a student monograph	Collection of methodological materials on the results of the project, educational package for teachers (textbook on conducting an upbringing week for primary school pupils)

Planning of the educational-scientific pedagogical project takes place before the beginning of the academic year at school and university. Under such conditions, beginning the academic year and the study of the discipline "Pedagogy", students have time to realize the importance of their future research, upbringing work for schoolchildren, to prepare for the tasks of practice, to test in the academic audience fragments of upbringing activities. In cooperation with the head of the practice, the deputy head for upbringing work and the deputy head of the school, the topics of the upbringing week, the

content of the upbringing work, the area of the student's psychological-pedagogical research are determined.

**Conclusions and prospects for further research.** Thus, the article substantiates the structural-functional model of forming future teachers' early professional identity by means of project-training technologies, which includes conceptual-target, content-technological, result-prognostic units, is based on the specified psychological-pedagogical conditions, is realized through educational-scientific pedagogical project, which contains the provisions defined in the model and is aimed at forming the future teacher's professional identity in the system of professional-pedagogical training of the higher education applicants of the second year of study at the first (bachelor's) level of higher education.

The results of the experimental study of the level of future teachers' early professional identity formation by means of project-training technologies deserve further study.

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#### РЕЗЮМЕ

**Коваленко Наталья.** Теоретическое обоснование структурно-функциональной модели формирования ранней профессиональной идентичности будущих учителей средствами проектно-тренинговых технологий.

В статье обоснована структурно-функциональная модель формирования ранней профессиональной идентичности будущих учителей средствами проектно-тренинговых технологий, включая концептуально-целевой, содержательно-технологический, результативно-прогностический блоки, основывается на выделенных психолого-педагогических условиях, реализуется через охарактеризованный учебно-научный педагогический проект, содержащий

*указанные в модели положения и направлены на формирование профессиональной идентичности будущего учителя в системе профессионально-педагогической подготовки соискателей образования второго года обучения первого (бакалаврского) уровня высшего образования.*

**Ключевые слова:** *структурно-функциональная модель, ранняя профессиональная идентичность, будущие учителя, формирование ранней профессиональной идентичности будущих учителей, проектно-тренинговые технологии.*

### АНОТАЦІЯ

**Коваленко Наталія.** Теоретичне обґрунтування структурно-функціональної моделі формування ранньої професійної ідентичності майбутніх учителів засобами проектно-тренінгових технологій.

*У статті обґрунтовано структурно-функціональну модель формування ранньої професійної ідентичності майбутніх учителів засобами проектно-тренінгових технологій, що включає концептуально-цільовий, змістово-технологічний, результативно-прогностичний блоки, ґрунтується на виокремлених психолого-педагогічних умовах, реалізується через схарактеризований навчально-науковий педагогічний проєкт, який вміщує означені в моделі положення та спрямований на формування професійної ідентичності майбутнього вчителя в системі професійно-педагогічної підготовки здобувачів освіти другого року навчання першого (бакалаврського) рівня вищої освіти. Аргументовано, що структурно-функціональна модель формування ранньої професійної ідентичності майбутніх учителів засобами проектно-тренінгових технологій визначає особливості його функціонування, що відображає динаміку, визначає тенденції, результативність практичної діяльності. У дослідженні формування ранньої професійної ідентичності майбутніх учителів розглянуто як цілеспрямований процес створення в перші роки професійного навчання емоційно-позитивного сприйняття здобувачем освіти себе як учителя, майбутньої педагогічної діяльності, усвідомлення власної належності до професійної групи, побудови професійних планів задля активного опанування професією та подальшої ефективної самореалізації в педагогічній діяльності в системі педагогічної професійної підготовки педагогічного закладу вищої освіти. З'ясовано, що мета моделі полягає у формуванні РПІМУ студентів другого року навчання першого (бакалаврського) рівня вищої освіти засобами проектно-тренінгових технологій у системі професійно педагогічної підготовки. Констатовано, що модель ґрунтувалася на таких підходах: діяльнісний, системний, компетентнісний, студентоцентрований, проектно орієнтоване навчання, експериментальне навчання, контекстний, транскультуральний, екзистенційний.*

**Ключові слова:** *структурно-функціональна модель, рання професійна ідентичність, майбутні вчителі, формування ранньої професійної ідентичності майбутніх учителів, проектно-тренінгові технології.*