

S.A. Ivanova¹, D.B. Tleumbetova², N.V. Dokuchaeva³, S.Yu. Tyurina⁴

^{1, 2, 3} Saginov Karaganda Technical University, Karaganda, Kazakhstan;

⁴ Ivanovo State Power Engineering University named after V.I. Lenin, Ivanovo, Russia
(Corresponding author. E-mail: cvetlana.iv1980@mail.ru)

ORCID ID: 0000-0002-4838-34991, 0000-0001-5933-39832,
0000-0002-7794-31093, 0000-0002-0565-907X4

Psychological aspects of the teacher's activities within the framework of personal-oriented training in a technical university

The article is devoted to the issue related to the perception and knowledge of the student's personality by the teacher within the framework of a person-oriented learning model. The authors consider the structure of pedagogical activity including professional psychological and pedagogical knowledge, pedagogical skills, personal characteristics. Particular attention is paid to the psychological aspects of solving the problems of pedagogy associated with interpersonal interaction in the learning process. The authors present an overview of the psychological components of the teacher's personality, perceptual mechanisms: empathy, reflection, casual attribution. They are a condition for achieving high productivity in student education, which implies an adequate reflection by the teacher and student of each other and the establishment of mutual understanding and effective interaction on this basis. One of the fundamental factors in the productive implementation of personal-oriented training was the professional attitude of the teacher, which acquires psychological content and determines the tactical capabilities of his activities. The authors emphasized that the content and psychology of the teacher's activities is determined not only by social factors — the place, functions, requirements of society, but also by socio-psychological factors — by the expectations of others in relation to the teacher's personality and activities, his own expectations, attitudes and value constructs in the field of professional activity, which are the source of his activity. The article presents the results of a study of the professional attitudes of the teacher on the perception of students. The work was carried out on the basis of the Karaganda State Technical University named after Abylkas Saginov. The study involved 60 university teachers aged 30-60 years.

Keywords: pedagogical activity, psychological factors, personality, interaction, perception, attitude, value orientations, motivation.

Introduction

In modern society, there is an acute problem of the deployment of transformative activity of the subjective activity of the individual, its ability to solve strategic tasks of personal growth, ensuring the achievement of personal and social success. The relevance of the problem of perception and cognition of the student's personality is due to the introduction of a personality-oriented learning model. In our study, we suggested that the effectiveness of pedagogical activity is connected with the peculiarities of the psychological (perceptual) abilities of the teacher in his knowledge of the student's personality, the professional attitude to the perception of the student.

Modern education is not only a means of satisfying and achieving any external needs and goals that lie beyond it, but also an end in it. It turns out to be self-valuable and significant in itself, being the most important motivation factor and regulator of the activities of subjects of educational and professional spheres [1]. The modern strategy of education is conditioned by the non-recognition of normality and prescription of thinking, and it is here that the personality acts as “a phenomenon of an excess nature, whose ability to develop a unique individuality is the original value” [2].

This implies a conceptual vision of the personality of the teacher and the student, when they are both active subjects. Therefore, a strategic approach to the organization of pedagogical activity in a new educational model opens up opportunities for the development of the personality of both partners – the teacher and the student. It is focused on the personality, which, as A.N. Leontev notes, “cannot develop within the framework of consumption, its development necessarily implies a mixture of needs for creation ... it alone knows no boundaries” and is aimed at creating a cognitive space in which “the attitude towards a person is adequate to him as a person” [3].

Currently, the demands of society exacerbate the urgency of the problem of teacher-student interaction, filling it with new qualitative content, the vector of which is aimed at the process of development and self-actualization. The leading link in the functional structure of pedagogical activity is the system of positive relations of participants in the pedagogical process, based on the indisputable acceptance of each other as values in themselves, implying "intelligence, conscientiousness and self-motivation" [4]. This is due, among other things, to the active socialization of the teacher's activity, where an important place is also given to the perceptual side, which presupposes the formation of professional qualities of the teacher as leading in the perception of the student; consideration of his potential opportunities in the course of development and self-development; focus on introspection and evaluation of others.

In the course of our research, we relied on N.V. Kuzmina's definition of pedagogical activity, by which she understands the constant interaction between a teacher who has mastered cultural and historical experience, meaning, a set of value ideas and a student who masters it [5]. At the same time, an important component is reflexive-perceptual abilities, which are considered as a special combination of personal qualities and properties, psychological characteristics of the individual as a condition for achieving high productivity in teaching and students, and assume an adequate reflection of the teacher and student of each other, establishing mutual understanding and effective interaction on this basis, as self-organization of educational activity characterized by increasing internal motivation, independence, activity of the student as its subject; as the teacher's way of managing independent cognitive activity of students, a means of its logical and psychological organization; and its result is a readiness for self-fulfillment in professional activity [6].

The structure of pedagogical activity proposed by A.K. Markova includes the following components: 1) professional psychological and pedagogical knowledge; 2) professional pedagogical skills; 3) professional psychological positions and attitudes of the teacher; 4) personal characteristics. In addition, the general meanings of life, realized and accepted by the teacher, outline his living space, indicating the angle of view of the personal vision and the picture of the world perceived by him – which forms his professional image and the organization of pedagogical activity by appropriate methods of influence [7]. The methods of influence mean, first of all, the methods of education and formation of personality developed in the course of the development of society, taking into account the accumulated experience and knowledge of its psychological, socio-cultural, ethnic and other aspects.

Thus, the personal influence of the teacher in the process of solving professional tasks, aimed at the intellectual, motivational, emotional sphere of the student's personality, acquires a psychological content that determines the tactical possibilities of the teacher's activity. Along with the impact, the factor of perception and cognition of the student's personality by the teacher in the course of his activity is no less important. It is precisely with the need for the teacher to know the student's personality that the effectiveness of the teacher's activity is connected.

As A.A. Rean notes, an important condition for the introduction of humanistic principles in pedagogical activity is "the formation of a holistic, multifaceted image of the student's personality in the teacher, ensuring the implementation of an individually oriented approach", in which the teacher turns into a "social architect", creating conditions for their personal development in the process of joint cognitive activity with students [8].

According to B.F. Lomov, the activity of a teacher is built in accordance with the psychological laws of communication, which the author understands as professional communication between a teacher and a student in the educational process, having pedagogical functions and aimed at a favorable psychological climate, as well as other kinds of optimization of educational activities and interaction between teachers and students [9].

In continuation of the thought about the psychological content of professional activity, along with pedagogical abilities (didactic, expressive), we note the components of perception that determine the psychological awareness of the teacher about the position of the student, comprehension of his inner world, awareness of the characteristic and personal traits of the student.

The mechanisms of perception contribute to the achievement of productive interaction: empathy, causal attribution, reflection, which allow us to adequately perceive the information coming from the student, not just rationally accept and interpret, but to form a positive attitude towards him, to construct a cognitive space in such a way that the result of interpersonal interaction could be the mastery of his norms, values, attitudes.

We consider it necessary to note empathy as emotional acceptance, irrational understanding of the feelings of the other, which is a catalyst for productive ways of interaction in the learning process and the personal attitude of the teacher, which is realized in the course of his activities.

An important component of the perceptual side is causal attribution — the interpretation by the subject of his perception of the causes and motives of other people's behavior, obtained on the basis of direct observation, analysis of the results of activity [9]. When studying the process of causal attribution, various patterns were revealed, for example, people most often attribute the reason for success to themselves, and failure to circumstances. It should be emphasized that casual attribution is directly related to the concept of locus of control. The locus of control is a priority strategy of pedagogical behavior, presented as one of the most important characteristics of a person, an indicator of the relationship between himself and the world, when a person tends to find resources to lead his life either mainly in the external environment or in himself [9]. We believe that the level of subjective control of the teacher is directly related to the concept of personal maturity of the individual and is expressed in the process of his entry into the conscious image of the student's world.

As an integral component of the psychological content of pedagogical activity, reflection is considered as a process of self-knowledge by the teacher of the conscious and accepted general meanings of his life and the value position of the student, acts as an indicator of his attitude to the perception of the student. It is reflection that determines the foresight of pedagogical interaction and, if necessary, its correction. So, A.A. Bizyaev understands pedagogical reflection as a psychological phenomenon embodied in the ability of a teacher to “enter into an active research position in relation to his activity and to himself as its subject” in order to analyze, realize and evaluate its productivity for the disclosure of the student's personality [10].

Reflection is considered by many authors as a universal way of building relationships in the activity of a teacher, which triggers the process of reflection, which determines value selectivity and directs the teacher either to preserve his activity within a given framework, or involves a transition to creative activity, the measure of which is the severity of neoplasms – new meanings, goals and attitudes. Consequently, a teacher who is able to reflect is a thinking, analyzing, studying professional, an “eternal student of his profession” with an ineradicable desire for self-actualization and self-expression [11].

Thus, the personal influence of the teacher in the process of solving professional tasks, aimed at the intellectual, motivational, emotional sphere of the student's personality, acquires a psychological content that determines the tactical possibilities of the teacher's activity. Along with the impact, the factor of perception and cognition of the student's personality by the teacher in the course of his activity is no less important. It is precisely with the need for the teacher to know the student's personality that the effectiveness of the teacher's activity is connected.

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control. The locus of control is a priority strategy of pedagogical behavior, presented as one of the most important characteristics of a person, an indicator of the relationship between himself and the world, when a person tends to find resources to lead his life either mainly in the external environment or in himself [9]. We believe that the level of subjective control of the teacher is directly related to the concept of personal maturity of the individual and is expressed in the process of his entry into the conscious image of the student's world.

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Thus, the perceptual aspects in the activity of the teacher are the basis of its development, during which it is possible to transform the attitude to the perception of the student – accepting him as a valuable person. In this regard, the teacher's system of attitudes is extremely important, the essence of which, we believe, is important to determine. An excursion into history shows that the definition of an attitude as a mental state located on the border of consciousness and the unconscious was mentioned in the works of representatives of the Würzburg school. The development of this issue continues in the works of G. Allport. The author describes the installation as a state of mental and nervous readiness, which is created in the process of accumulating experience, influences a person's activity and gives direction to his behavior. Further, M. Smith, studying this problem, presents the installation as “a tendency to feel, think and behave in a certain way in relation to people, organizations, objects and symbols”. In our opinion, the definition of the installation given in the works of D.N. deserves special attention. Uznadze, according to which, the installation is: “a hierarchy of levels regulating human behavior”, which ensures the direction of activity, being its stabilizer. The activity of a teacher presupposes the presence of specific qualities and abilities of a person that contribute to its successful implementation, and the connecting link in the chain of personality properties is an attitude indicating the readiness of a person to work in these conditions [11].

We are interested in the position of O.M. Krasnoriatseva that “the connection of emotions reflecting the meaning and value of phenomena included in the professional image of the world with professional attitudes that provide specific ways to implement them into a single “emotional-installation complex” acts as the main link in the regulation of thinking and activity of the teacher”. We proceed from the position that “attitudes do not exist in isolation from professional image of the world — they consolidate the professional experience of the teacher” [12], therefore it should be noted that the degree of expression of the teacher's attitude to the way of perception presupposes the existence of a classification of types of professional interaction. Thus, on the basis of an experimental study by M.G. Bobkova, five types of professional attitudes of a teacher to an empathic way of interaction are identified: an active-positive professional attitude to an empathic way of interaction (aimed at establishing trusting relationships); functional professional attitude to the empathic way of interaction (focused on the selectivity of relationships); neutral-indifferent professional attitude to the empathic way of interaction (aimed at establishing official relations); situational professional attitude to the empathic way of interaction (focused on the variability of relationships); covert-negative professional attitude to the empathic way of interaction (focused on formal relationships) [11].

In the traditional approach to teaching, a functional attitude prevailed, assuming the authoritarian nature of the teacher's activity, while the model of a personality-oriented approach assumes the development of an active-positive attitude of the teacher, ensuring the formation of sources of self-development, self-creation among students.

Thus, the perceptual abilities of a teacher, as components of the psychological content of a personality, are the main criterion for increasing the effectiveness of his activity, in which there is a possibility of transforming the attitude to the perception of a student — recognizing him as a person valuable in itself.

In our study, the professional attitude is interpreted as a central mechanism for the development of attitudes to pedagogical activity, which directly arises in the process of professional formation of a university teacher and is characterized by psychological components: reflection, professionally significant and personal qualities, the ability to predict a successful result, emotional acceptance of one's professional activity.

Experimental

The work used a combination of theoretical and empirical methods, theoretical analysis of psychological literature, observation.

The authors use the following methods of studying the psychological aspects of pedagogical activity: theoretical, experimental method; modeling, forecasting, correlation method, which makes it possible to identify the connection between the characteristics of the interaction of the subject in the learning process; as well as empirical methods of pedagogical research (observation of students during educational activities, conversation, analysis of the results of the survey of subjects, generalization of pedagogical experience).

The material for the article was the results of a study conducted on the basis of the Karaganda Technical University.

Results and Discussion

To confirm the theoretical positions, we conducted a study. The work was carried out on the basis of the Abylka Saginov Karaganda Technical University. The study involved 60 university teachers, aged 30-60 years. The following methods were used to study professional attitudes: Adapted methodology of F. Fiedler (modified by I.P. Volkov, N.Y. Khryashcheva, A.Y. Shalyto) to determine the professional attitude of the teacher on the perception of students. The methodology allows to identify the types of professional attitudes of the teacher on the perception of students; "Emotional response scale" by A. Mehrabian and N. Epstein. The method allows to identify the emotional component of empathy among teachers who participated in the study; The method of analyzing verbal (speech) interaction in the classroom, proposed by N. Flanders in the version of A.A. Rean. This technique allows us to identify the relationship of empathy with the categories of verbal interaction.

Adapted methodology of F. Fiedler (modified by I.P. Volkov, N.Y. Khryashcheva, A.Y. Shalyto), according to the definition of the teacher's professional attitude to the perception of students, allowed to identify 5 types of professional attitudes to perception: 49% of teachers have an active-positive functional type of attitude; 25% of teachers have a neutral-indifferent type of attitude; 17% situational; 17% of teachers are secretly negative. The results of the second method, the "Emotional Response Scale" by A. Mehrabian and N. Epstein, revealed the emotional component of empathy in teachers who participated in the study. The objects of empathy were social situations and social objects that the subject could empathize with in everyday life. According to the results of the study: a very high level of empathy was found in 52% of teachers; a high level of empathy in 23.5% of teachers; 24.5% of teachers have a normal level of empathy; 2.5% have a very low level of empathy. Using the third method of analyzing verbal (speech) interaction in the classroom, proposed by N. Flanders in A.A. Rean's version, the following indicators were identified: significant differences in the severity of indicators of the manifestation of categories of verbal interaction in different types of professional attitudes to the empathic way of interaction were found. So, for example, teachers who have an active positive professional attitude to an empathic way of interaction, show kindness in the classroom, using praise and encouragement (25%). It is the positive attitude of the teacher and benevolence that stimulates the activity of students in the lesson: replicas from the seats, comments on the reasoning of other students (14%) indicate the possibility of freely expressing their own opinions without special instructions from the teacher. The teacher's acceptance of ideas coming from students (56.5%) creates conditions for cooperation and interaction not only with the teacher and students, but also between the students themselves. Elements of cooperation are viewed in the category "student's response to a friend" (22%). The use of these categories of verbal interaction turned out to be possible only under the condition of empathy (49%) on the part of a teacher with an active-positive professional attitude to an empathic way of interaction.

Our study also showed that the personal potential of a teacher has a three-component psychological structure. The semantic potential is meaningfully characterized by the semantic structure of the personality of a developing type teacher with a high degree of appropriation of the humanistic and spiritual semantic levels and a minimal representation of the lower semantic levels. This component determines the meaning and motives of pedagogical activity, pedagogical attitudes, influences the choice of means and styles of pedagogical communication. The potential for freedom includes attitudes towards inclusion and risk taking, tolerance for

uncertainty, creativity, and orientation to the present. Responsibility potential includes control attitude, locus of control, reliance on positive past experience, purposefulness, perseverance, action orientation, autonomous locus of causality, meaningfulness of life. The potential of freedom and the potential of responsibility are responsible for the effective self-regulation of pedagogical activity. In the course of empirical research, it was proved that the personal potential of a teacher is a factor in the development of the dialogic orientation of pedagogical communication. It is influenced by the following parameters of the teacher's personal potential: focus on humanistic and spiritual values, reliance on internal criteria in situations of choice, tolerance for uncertainty, resilience, and the ability to create life.

Conclusions

In the context of our reflection on the psychological components of pedagogical activity, we can fix the following conclusions:

1. At present the demands of society exacerbate the relevance of the problem of interaction between a teacher and a student, filling it with new qualitative content, the vector of which is aimed at the development process and self-actualization. The leading link in the functional structure of pedagogical activity is the system of positive relations between the participants in the pedagogical process, based on the undeniable acceptance of each other as values in themselves.

2. The content and psychology of the teacher's activity is determined by social factors — the place, functions, requirements of society and socio-psychological factors — the expectations of others in relation to the personality and activities of the teacher, his own expectations, attitudes and value constructs in the field of professional activity, which are the source of his activity.

3. The teacher's perceptual abilities are the main criterion for increasing the effectiveness of his activity, in which there is a possibility of transforming the attitude towards the student's perception — recognizing him as a person, valuable in itself.

4. A teacher with a high degree of formation of a perceptual attitude to the perception of a student, included in the system of pedagogical communication, is able to penetrate the student's inner world, to recognize his subjectivity.

5. The success of pedagogical activity in the implementation of a student-centered approach to learning is due to the development of the teacher's personality: the level of psychological knowledge, positions, attitudes, the ability to rise to the level of creative self-creation and the conviction that the meaning and value of his work lies in the formation of sources of self-development, self-creation at students.

Thus, we can state that the psychological aspects of pedagogical activity act as a determinant of the successful implementation of a student-centered approach in education, which can be revealed to students as a person-forming type of interaction.

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С.А. Иванова, Д.Б. Тлеумбетова, Н.В. Докучаева, С.Ю. Тюрина

Техникалық жоғары оқу орындарында тұлғаға бағдарланған оқытуды іске асыру шеңберіндегі педагог қызметінің психологиялық аспектілері

Мақала оқытушының тұлғаға бағдарланған оқыту моделі шеңберінде студенттің тұлғасын қабылдауына және тануына байланысты мәселеге арналған. Авторлар кәсіби психологиялық және педагогикалық білімдерін, педагогикалық іскерліктерін, тұлғалық ерекшеліктерін қамтитын педагогикалық қызметтің құрылымын қарастырады. Оқыту процесіндегі тұлғааралық өзара іс-қимылмен байланысты педагогика проблемаларын шешудің психологиялық аспектілеріне ерекше назар аударылған. Сонымен қатар педагог тұлғасының психологиялық құрамдас бөліктеріне, перцепция тетіктеріне, эмпатияға, рефлексияға, казуалды атрибуцияға шолу жасалған. Рефлексивті-перцептивті қабілеттер — жеке адамның жеке қабілеттері мен қасиеттерінің, психологиялық ерекшеліктерінің ерекше үйлесімі. Олар оқытушы мен студенттің бір-бірін адекватты түрде көрсетуін және осы негізде өзара түсіністік пен тиімді өзара іс-қимыл орнатуды көздейтін студенттерді оқытуда жоғары өнімділікке қол жеткізудің шарты болып саналады. Тұлғаға бағытталған оқытуды нәтижелі жүзеге асырудың негізгі факторларының бірі — психологиялық мазмұнға ие және оның қызметінің тактикалық мүмкіндіктерін анықтайтын оқытушының кәсіби көзқарасы. Авторлар педагог қызметінің мазмұны мен психологиясы тек әлеуметтік факторлармен (қоғамдағы орны, функциялары, талаптары) ғана емес, сонымен қатар әлеуметтік-психологиялық (басқалардың оқытушының жеке басына және қызметіне қатысты күтулері, өзінің күтулері, көзқарастары және оның белсенділігінің қайнар көзі болып табылатын кәсіби қызмет саласындағы құндылық құрылымдары) факторлармен де анықталатынын атап өткен. Мақалада оқытушының студенттерді қабылдаудағы кәсіби көзқарасы туралы зерттеу нәтижелері келтірілген. Жұмыс Әбілқас Сағынов атындағы Қарағанды техникалық университетінің базасында жүргізілді. Зерттеуге 30-60 жас аралығындағы жоғары оқу орнының 60 оқытушысы қатысты.

Кілт сөздер: педагогикалық қызмет, психологиялық факторлар, тұлға, өзара іс-қимыл, қабылдау, анықтау, құндылық бағдарлар, уәждеме.

С.А. Иванова, Д.Б. Тлеумбетова, Н.В. Докучаева, С.Ю. Тюрина

Психологические аспекты деятельности педагога в рамках реализации лично-ориентированного обучения в техническом вузе

Статья посвящена вопросу, связанному с восприятием и познанием личности студента преподавателем в рамках лично-ориентированной модели обучения. Авторы рассмотрели структуру педагогической деятельности, включающую профессиональные психологические и педагогические знания, педагогические умения, личностные особенности. Особое внимание уделено психологическим аспектам решения проблем педагогики, связанных с межличностным взаимодействием в процессе обучения. Кроме того, представлен обзор психологических составляющих личности педагога, механизмов перцепции: эмпатии, рефлексии, казуальной атрибуции. Отмечено, что рефлексивно-перцептивные способности — это особое сочетание личностных качеств и свойств, психологических особенностей личности. Они являются условием достижения высокой продуктивности в обучении студентов, предполагающим адекватное отражение педагогом и студентом друг друга и установление на этой основе взаимопонимания и эффективного взаимодействия. Одним из основополагающих факторов продуктивного осуществления лично-ориентированного обучения была отмечена профессиональная установка педагога, приобретающая психологическое содержание и определяющая тактические возможности его деятельности. Авторы подчеркнули, что содержание и психология деятельности педагога определялись не только социальными факторами (местом, функциями, требованиями общества), но

и социально-психологическими (ожиданиями окружающих по отношению к личности и деятельности педагога, его собственными ожиданиями, установками и ценностными конструктами в сфере профессиональной деятельности, которые являются источниками его активности). В статье представлены результаты исследования профессиональных установок преподавателя на восприятие студентов. Работа проводилась на базе Карагандинского технического университета имени Абылкаса Сагинова. В исследовании приняли участие 60 преподавателей вуза в возрасте от 30 до 60 лет.

Ключевые слова: педагогическая деятельность, психологические факторы, личность, взаимодействие, восприятие, установка, ценностные ориентации, мотивация.

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