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The problem of self-realization of a teacher's personality in professional activity

The relevance of the article is generated by the fact that the structure of the newest domestic education system is continuously being reformed and improved. This is intertwined with many innovative and globalizing processes in our society. This means quite rapid and serious transformations in this field of activity at the level of serious transformations in terms of approach to professional activity, its implementation and its specific and probable prospects in it. That is, we are talking about the concept of self-realization of a teacher of educational activity. Therefore, the study and resolution of this problem is very relevant for the current pedagogical psychology. The purpose of this article is a theoretical understanding of the main scientific content of the definition of "self-realization" and "self-realization of the teacher's personality", the solution of which will be carried out through the following tasks: scientific and theoretical analysis of the concepts "self-realization" and "self-realization of the teacher's personality" taking into account a variety of theoretical approaches in pedagogy and psychology, substantiation of the features of self-realization of a teacher's personality in professional activity, practical verification of the level of self-realization of teachers based on methodical approaches. The article clarifies the scientific content of the definition of "self-realization", the content of such definitions as "professional activity", "professional and pedagogical activity", "self-development".

Keywords: self-realization of personality, professional activity, self-development, professional pedagogical activity, self-study; self-realization; self-understanding; aut sympathy.

Introduction

The mandatory standard of education of the Republic of Kazakhstan establishes that the modern educational system imposes one of the most important requirements on all specialists, such as ensuring the protection of the psychological well-being of secondary school students, as well as creating favorable conditions for their spiritual and creative development and potential. Based on the above, it follows that the issue of improving the quality of professional training of school psychologists and teachers is becoming the most relevant.

All this implies a fairly rapid and thorough transformation in this branch of work. If, first of all, this happens at the level of the educational structure, then in the future it will happen at the level of a serious update of approaches to professional activity, its actualization and self-realization, their current and future prospects in it. So, we are talking about the concept of self-realization of a teacher, a teacher-psychologist, and specialists in the education system. Meanwhile, psychological science still lacks an accurate scientific explanation of this term. This indicates that psychology also does not have a clear understanding of the features of this term and the relationship in the structure of personality, especially the pedagogy and the pedagogy-psychologist. For this reason, in-depth study and solution of this problem becomes especially important in modern pedagogy and psychology, especially when introducing innovations into the structure of education.

The ability to systematize the features of the emotional and volitional sphere of students, the sensitivity to perceive and recognize the causes of the behavior of children and adolescents in a social aspect, and of course the ability to build effective interpersonal relationships can provide a teacher and a teacher-psychologist with successful professional activity and solving professional tasks at a high level. In science, these abilities are reflected in the term social intelligence.

The object of our research implies the process of professional activity, which means that we designate the specifics of the self-realization of the subjectivity of a teacher in professional activity as the subject of research.

Our goal in this article is a general theoretical understanding of the scientific content of the terms "self-realization" and "self-realization of the teacher's personality". Along with this goal, we have identified the

following tasks: scientific and theoretical monitoring, taking into account various theoretical concepts of “self-realization” and “self-realization of the teacher's personality” in science, substantiation of the features of self-realization of the teacher's personality in professional activity, practical verification of the level of self-realization of university teachers based on methodological approaches.

The achievement of the goals and objectives of our research was carried out through theoretical research methods, these are comparative, chronological, that is, historiographical, as well as systematization. Also in our study, along with theoretical methods, a practical method was used, namely the method of A.V. Lazukin in the adaptation of N.F. Kalinin “Personal Orientation Inventory (POI)” (diagnosis of self-actualization of personality).

Self-realization is a process that consists in understanding personal inclinations, potential, talent and in their future embodiment in some chosen type of activity. The process of self-realization is a curved movement, although it is continuous [1].

In order to understand the basics and features of the concept of self-realization, we found it necessary to explain its content in the chronology of the formation of pedagogy and psychology.

Self-realization is a natural need of every individual and is an integral part of becoming a personality. A. Maslow considers self-realization as one of the most important needs of a personality in his concept of a “hierarchy of needs”. In order to feel satisfaction from reality, a person must constantly determine his place in the environment, show his interests and himself, thereby asserting his “I-concept” [2].

At the moment, self-realization is interpreted differently in psychology:

- as the quality of the subject (B.G. Ananyev);
- as a process of human self-improvement (D.I. Feldstein);
- as a process of self-development of the subject in activity (D.A. Leontiev, K.A. Abulkhanova-Slavskaya, L.I. Antsyferova,);
- as a self-expression (N.B. Krylova, I.D. Egorycheva, E.V. Selezneva);
- as a system integrative phenomenon (S.I. Kudinov, L.A. Korostyleva, E.A. Nikitina) [3].

The main structural aspect of the humanistic direction in psychology can rightfully be considered the concept of self-realization: G. Allport, A. Adler, E. Fromm, A. Maslow, K. Rogers, K. Jung, K. Rogers and W.A. Maslow [4].

According to A. Adler, self-realization is the acquisition of the extremely possible and impossible for oneself on one's personal path of becoming, which is a natural human desire for superiority [5].

K. Rogers, A. Maslow consider self-realization as an aspiration to reveal their own potential [6].

L.A. Korostyleva understands self-realization as the realization of prospects for self-development through alliance with other individuals, society and through their own efforts, activity.

Self-realization is primarily a process and a result that is presented in an objective and subjective way, which in turn is determined by certain psychological qualities.

When studying the content of the term “self-realization”, many approaches to its study stood out:

- self-realization is based on understanding one's real capabilities and correlating these same capabilities with the needs of the environment, also self-realization is an analysis of oneself and one's activities, that is, reflection;
- self-realization is possible only in the realities of the environment and only taking into account the individual psychological and age characteristics of a person;
- only a person who realizes his personal potential in a variety of activities can be a subject of his development, who is guided by global values and norms of behavior;
- self-realization can be considered a synonymous term for such concepts as “the meaning of life”, “satisfaction with the results of one's life activity”, “full-fledged life”;
- self-realization is possible only when a person has internal needs and desires that are not imposed from the outside [7].

Based on the above, we will consider self-realization as a creative activity in which a person's personal potential is realized, which can be aimed at a positive transformation of social reality and oneself within the limits of universal values and norms of behavior.

Meanwhile, the term professional activity refers to a type of work activity of a person who has a system of special professional theoretical knowledge and practical skills, which is acquired with special training [8].

The implementation of professional pedagogical activity takes place in educational institutions that are specially organized by the society. These are organizations such as schools, secondary vocational and higher educational institutions, institutions of additional education, advanced training and retraining of specialists.

Pedagogical activity has such characteristics as objectivity, conscientiousness and sociality. It becomes possible to reveal the content of pedagogical activity by analyzing its structure, which represents the unity of purpose, motives, actions (operations) and result.

Pedagogical activity is rightfully considered a special type of social activity, which is aimed at transferring culture and experience from the older generation to the younger ones, equipping conditions for the development of a child's personality, preparing a person for the implementation of certain social roles [9].

S.V. Belova believes that one of the tasks of the teaching profession is to make oneself happy. The humanistic idea is that the main human need is the realization of one's capabilities, creative potential and, of course, oneself in the first place. Based on this, it can be considered that an indispensable component of the happiness of a teacher is the successful self-realization of a teacher in his professional activity.

The most important characteristics that ensure a high rate of self-development of a teacher in professional activity include the following:

- psychophysiological well-being and health;
- focus on continuous self-education and methodological self-improvement;
- social adulthood;
- passion for activity and interest in positive indicators;
- optimistic outlook;
- satisfaction with one's own vital activity;
- a penchant for creativity;
- high-performance operation;
- the ability to self-determination;
- a high level of speech competence and pedagogical relationship with the subjects of the educational system [10].

The activity of a teacher has its own characteristics: the activity of a teacher takes place in a Person-to-Person system, which, in turn, shows that the personality of the teacher acts as a "working tool". And the more proficient the teacher himself is with this tool, the more productive his professional activity is, because the condition for successful professional activity of a teacher is his constant self-development, self-actualization and self-improvement.

Considering the self-realization of a person in professional activity, it is impossible not to dwell on the concept of social intelligence, which in turn is an integral part of the self-realization of the individual.

Social intelligence has been attracting the attention of scientists for a long time. Scientists have different approaches to the concept of social intelligence. Thus, E. Thorndike, G. Eysenck, R. Sternberg, J. Guilford, H. Gardner considers social intelligence as a type of intellectual abilities. N. Cantor, J. Kilstrom, M. Ford, R. Selman, O.B. Chesnokova, V.N. Druzhinin define social intelligence as a cognitive ability belonging to the field of cognition of the social sphere. J. Gond, M. Kweihagen, K. Skyi, E.O. Smirnova and E.V. Kalyagina define social intelligence as communicative, social and vital competence.

Scientific research in recent decades has considered social intelligence as a condition for successful interpersonal interaction when performing professional tasks by a teacher (V.A. Genkina, M.L. Lukicheva), as well as a psychologist (A.V. Berklund; E.F. Bashirov, E.S. Sutina) [11].

Interpersonal interaction is an inevitable part of a teacher's professional activity in his self-realization. First of all, it is working with students, broadcasting their individuality to them, "contributing" to their development as a person. It follows that the teacher's self-realization is closely related to the student's personal development, which in turn is an objective result of this process.

In order to effectively realize their capabilities and creative potential, a teacher needs to have an idea of their personal capabilities. Based on this, we can assume that self-knowledge is the cognitive basis for the self-realization of a teacher in professional activity.

It is obvious that a person strives to realize not only what he has, but also to strive to learn new things and develop, expand his potential, in order to be able to self-actualize at a higher level [12].

Self-realization of a teacher takes place along with the process of development in professional and personal terms, this process is also accompanied by an understanding of their actions, themselves in the environment and in professional pedagogical activity. N.K. Sergeev believes that modern professional activity of a teacher requires teachers to have the latest creative thinking [13].

In her scientific research, G.K. Chernyavskaya explores the practical side of self-realization. She describes self-realization as "the realization by a person in a certain field of activity of his individual personal characteristics, abilities and talents for the benefit of himself and society" [14].

Methods and materials

As part of the work on our research, we conducted a diagnostic methodology to determine the level of self-realization of the personality of teachers, we conducted diagnostic work with teachers. The sample was made up of teaching staff of the Department of preschool and psychological-pedagogical training of the Karaganda Buketov University, 26 people took part in the study. The method of A.V. Lazukin in the adaptation of N.F. Kalin "Personal Orientation Inventory (POI)" (diagnostics of self-actualization of personality).

A person's desire for a very complete identification and realization of his personal potential is defined by the term "self-actualization". Self-realization is conditioned by awareness of the meaning of life and value orientations, which in turn is reflected in the awareness of the need for self-actualization as a desire to realize their abilities and talents.

The stimulating material "POI" consists of 100 questions, each of which contains two statements. The subject must choose one of the statements that most accurately describe the current state of the subject. The methodology includes 11 scales presented in the following paragraphs:

- The time orientation;
- Values;
- The view of human nature;
- The need for knowledge;
- Creativity;
- Autonomy;
- Spontaneity;
- Self-understanding;
- Autosympathy;
- Contact;
- Flexibility in communication.

Each of the following scales contains 10 elements: № 1, 3, 4, 8, 10 and 11. The remaining scales, not specified earlier, contain 15 elements each. To obtain comparable indicators, the number of points on each scale is multiplied by the sum of 1.5. By solving the following proportion, you can get percentages based on the results: 15 points is 100 %, and the number of points is x%.

1. The time orientation scale indicates how much a person lives "here and now", without postponing their decisions and actions "for later". The highest result is shown by individuals who are able to realize the value of life in the present tense. Such individuals are able to be in the moment, enjoy what is happening, while not comparing it with past experiences and not devalue their achievements. Individuals who are immersed in past experiences and failures show a low result on this scale. They are usually insecure as individuals, and they also have overestimated aspirations for achievement.

2. The scale of values. The highest score on this scale is shown by individuals who share the values of a self-fulfilling personality. Such values include: truth, kindness, vitality, justice, order, simplicity, uniqueness, perfection, and of course beauty and the absence of ambiguity. The listed values by their nature reflect the desire for a life in harmony and generally healthy relationships with other people.

3. The view of human nature can be positive (the highest result) or negative (the lowest result). The presented scale describes the strength of a person's personal abilities and, in general, faith in humanity. The highest indicators indicate natural sympathy and trust in people around them, honesty, impartiality, benevolence and responsiveness, it is also an indicator of the ability and ability to build healthy and harmonious interpersonal relationships.

4. A high need for knowledge is a characteristic feature of a self-fulfilling personality who is always striving for new knowledge. The presented scale reflects the ability to cognition, that is, the desire for new things, interest in objects, etc.

5. The desire for creativity is rightfully considered an integral element of self-realization, which in turn can simply be described as a creative attitude to life.

6. According to most researchers, one of the main criteria for a person's mental health is independence. Such character traits include: resilience and self-support, inner orientation, maturity. A self-fulfilling personality is independent and autonomous. It should be noted that here independence is a positive freedom.

7. Unpredictability, formed as a result of self-confidence and goodwill towards the outside world, is a characteristic property of self-realized personalities. Unpredictability converges with values such as auto-

my, organicity and a relaxed pause. A high score on the presented scale indicates that self-actualization has become a way of life for a person.

8. Self-awareness. A high score on this scale indicates non-sensitivity, sensitivity to one's own needs and aspirations. Such people are independent of psychological protection, they are not predisposed to replace their own desires and interests with external social norms or mentality. While a low score on this scale indicates self-doubt and exposure to other people's opinions.

9. Autosympathy is the natural basis of a person's mental well-being. Autosympathy is a conscious positive "I-concept" that serves as the main source of stable normal self-esteem. Low results are inherent in people who are not unbalanced, restless, and also insecure.

10. The contact scale indicates the capabilities and abilities of a person to establish strong and friendly contacts with others. This scale in the questionnaire is understood as a general tendency to build mutually beneficial and pleasant contacts with different people.

11. The scale of flexibility in relationships indicates the presence or absence of social and cultural stereotypes. The highest score on this scale shows a focus on personal communication, not a predisposition to lies or manipulation. Low rates are typical for rigid people who are unsure of their attractiveness.

Results and Discussion

Below we would like to introduce you to the characteristics of each of the scales that were put forward by the authors of this methodology, based on our results:

During the interpretation of the methodology, we were faced with the fact that 17.6 % of respondents have a level of self-realization below average, 62.8 % of respondents have an average level of self-realization, and only 19.6 % have a high level of self-realization. The test results can be found in Table.

If we look at the results on each scale separately, then according to the results of such scales as values, creativity, contact, flexibility in communication, respondents are in the lead, respondents have average levels.

It is also worth noting that according to the scales of orientation in time, a view of human nature, autonomy, spontaneity, the need for cognition, respondents showed higher results. Interpretation of the results shows that respondents on these scales show high levels. However, according to the results of such scales as self-understanding and autosympathy, there is a slight deviation since the results range from low to medium.

T a b l e

Teacher's self-actualization level

Scale	High level, %	Average level, %	Low level, %
The time orientation	85,6 %	13,3 %	1,1 %
Values	5,3 %	93,5 %	1,2 %
The view of human nature	84,5 %	13,4 %	2,1 %
The need for knowledge	89,4 %	9,2 %	1,4 %
Creativity	8,8 %	91,2 %	-
Autonomy	92,4 %	6,3 %	1,3 %
Spontaneity	91 %	9 %	-
Self-understanding	7,5 %	66,9 %	25,6 %
Autosympathy	8,8 %	71,8 %	19,4 %
Contact	5,5 %	94,5 %	-
Flexibility in communication	12,3 %	86,4 %	1,3 %

And so, we have indicators varying between average and below average levels. This can be explained by the fact that the teacher in his work faces all sorts of difficulties, which meanwhile can affect the level of self-understanding and the level of anxiety in various situations. It follows that it is necessary to carry out work with the subjects who showed the lowest results.

Conclusions

Self-realization is a process that continues throughout the life of the subject. This becomes possible only when the individual himself is aware of his capabilities, interests and needs.

We believe that self-realization is a process involving the development of a person to the desired result. In turn, this is determined by two of the most important factors. First, it depends on the individual personality characteristics of the individual and his potential. Secondly, it depends on the environment and socio-cultural requirements in which the process of human realization takes place.

As a result of our monitoring of the teacher's self-realization problem, it is necessary to mention the final fundamental points:

Firstly, when studying the concept of self-realization, two components can be distinguished: the intrapersonal component and the external activity component. In accordance with the intrapersonal component, self-realization is considered as a state or indicator that can be achieved as a result of personal growth and development. In accordance with the external activity component, self-realization is considered as a process or means of achieving success in life and in the professional sphere.

Secondly, the analysis allows us to identify the concomitant specifics of the teacher's self-realization:

- an integral element of the self-realization of the teacher's personality is the student;
- self-realization is closely related to the self-improvement of both the teacher and his students. This, in turn, leads to mutual positive improvement and development of their personal and intellectual characteristics.

This means that we designate the teacher's self-realization as an organic classification, which, depending on the factor of study, denotes the state, means, goal, process and indicator of the teacher's purposeful relationship with the surrounding reality and guarantees the conscious independent creativity of the teacher and his pupils.

Based on the concept of the conducted research, recommendations were made to improve the self-realization indicator of specialists in the field of education.

Recommendations:

- improving the socio-psychological competence of teachers with the help of educational-methodological and scientific-practical workshops held at departments and teaching staff;
- election of a teacher-mentor from among middle-level teachers, functioning full-time, with more than 5 years of experience for novice teachers;
- saturation of the general education environment with potential prospects that guarantee the actualization of the personal potential of the teacher;
- for students who want to master the subject in the most in-depth to arrange additional courses. A kind of such work will encourage students to acquire additional knowledge, improve the teacher's personal interaction with the group and strengthen the teacher's influence on the group;
- on the part of the organization's superiors, attentive attitude to teachers. For example, decent financial incentives and competent organization of work and recreation.

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Кәсіби іс-әрекетте педагог тұлғасының өзін-өзі жетілдіру мәселесі

Мақаланың өзектілігі қазіргі заманғы отандық білім беру жүйесінің үнемі реформаланып, жаңғыртылып отыруымен байланысты. Бұл қоғамдағы көптеген инновациялық және интеграциялық процестерге тиісті. Дегенмен білім беру жүйесінің құрылымы деңгейінде ғана емес, сонымен қатар кәсіби қызметке, оны жүзеге асыруға және өзін-өзі жетілдіруге, оның нақты және ықтимал мүмкіндіктеріне қатысты маңызды өзгерістер деңгейінде де қызметтің осы саласындағы қарқынды және маңызды өзгерістерді болжайды. Яғни, білім беру қызметінде педагогтың өзін-өзі жетілдіру тұжырымдамасы туралы. Психологияда осы категорияның нақты ғылыми анықтамасы әлі де жоқ. Сондықтан бұл мәселені зерттеу және шешу қазіргі педагогикалық психология үшін өте өзекті мәселе. Мақаланың мақсаты «өзін-өзі жетілдіру» және «педагог тұлғасының өзін-өзі жетілдіру» ұғымдарының ғылыми мазмұнының мәнін теориялық тұрғыдан түсіну, оны шешу келесі міндеттер арқылы жүзеге асырылады: педагогика мен психологиядағы әртүрлі теориялық тәсілдерді ескере отырып, «өзін-өзі жетілдіру» және «педагог тұлғасының өзін-өзі жетілдіру» ұғымдарын теориялық талдау, кәсіби қызметте педагог тұлғасының өзін-өзі жетілдіру ерекшеліктерін негіздеу, әдістемелік тәсілдер негізінде педагогтардың өзін-өзі жетілдіру деңгейін практикалық тексеру. Мақалада психологияның әртүрлі теориялық және қолданбалы тәсілдерін ескере отырып, «өзін-өзі жетілдіру» терминінің ғылыми мазмұны көрсетілген. «Кәсіби іс-әрекет», «кәсіби педагогикалық қызмет», «өзін-өзі дамыту» сияқты ұғымдардың мазмұны нақтыланған.

Кілт сөздер: тұлғаның өзін-өзі жетілдіруі, кәсіби қызмет, өзін-өзі дамыту, кәсіби педагогикалық қызмет, өзін-өзі оқыту, өзін-өзі жүзеге асыру, өзін-өзі түсіну, аутоимпатия.

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Проблема самореализации личности педагога в профессиональной деятельности

Актуальность статьи обусловлена тем фактом, что структура отечественной системы образования постоянно реформируется и совершенствуется. Это переплетается со многими инновационными и интеграционными процессами в нашем обществе. Что предполагает довольно быстрые и серьезные преобразования в данной сфере деятельности, и не только на уровне структурирования системы образования, но и на уровне серьезных преобразований с точки зрения подхода к профессиональной деятельности, ее реализации и претворения в жизнь, ее специфики и вероятных перспектив в ней. То есть речь идет о концепции самореализации педагога в образовательной деятельности. В то же время в современной науке до сих пор нет точного научного определения данной категории. Следовательно, изучение и разрешение этой проблемы очень актуальны для современной педагогической психологии. Целью данной статьи является теоретическое осмысление основного научного содержания определенных «самореализация» и «самореализация личности педагога», решение которых будет осуществляться посредством следующих задач: научно-теоретический анализ понятий и «самореализация личности педагога» с учетом разнообразных теоретических подходов в педагогике и психологии, обоснование особенностей самореализации личности педагога в профессиональной деятельности, практическая

проверка уровня самореализации педагогов на основе методических подходов. В статье уточняется, с учетом всех возможных теоретических и практических подходов психологии, научное содержание определений «самореализация», «профессиональная деятельность», «профессионально-педагогическая деятельность» и «саморазвитие».

Ключевые слова: самореализация личности, профессиональная деятельность, саморазвитие, профессиональная педагогическая деятельность, самообучение, самореализация, самопонимание, аутосимпатия.

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