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THE PROBLEM OF SELF-REALIZATION OF THE TEACHER'S PERSONALITY IN THE MODERN EDUCATIONAL PROCESS

This article deals with the problem of self-realization of the teacher's personality in the modern educational process. The paper presents a theoretical analysis of the concept of "self-realization" of personality. A number of general approaches to the study of the concept of "self-realization" are highlighted. The main contradictions between the requirements for the teacher and his willingness to comply with them are identified. The readiness of teachers for self-realization in the modern educational process is analyzed.

Keywords: self-realization, professional activity, educational process, self-development, self-improvement.

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ЗАМАНАУИ БІЛІМ БЕРУ ПРОЦЕСІНДЕ ПЕДАГОГ ЖЕКЕ ТҰЛҒАСЫНЫҢ ӨЗІН-ӨЗІ ЖҮЗЕГЕ АСЫРУ МӘСЕЛЕСІ

Бұл мақалада қазіргі білім беру процесінде мұғалімнің жеке басының өзін-өзі жүзеге асыру мәселесі қарастырылады. Жұмыста тұлғаның "өзін-өзі жүзеге асыру" ұғымына теориялық талдау ұсынылған. "Өзін-өзі жүзеге асыру" ұғымын зерттеудің бірқатар жалпы тәсілдері анықталды. Мұғалімге қойылатын талаптар мен олардың оларға сәйкес келуге дайындығы арасындағы негізгі қайшылықтар анықталды. Қазіргі білім беру процесінде мұғалімдердің өзін-өзі жүзеге асыруға дайындығы талданды.

Кілт сөздер: өзін-өзі жүзеге асыру, кәсіби қызмет, білім беру процесі, өзін-өзі дамыту, өзін-өзі жетілдіру.

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ПРОБЛЕМА САМОРЕАЛИЗАЦИИ ЛИЧНОСТИ ПЕДАГОГА В СОВРЕМЕННОМ ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ

В данной статье рассматривается проблема самореализации личности педагога в современном образовательном процессе. В работе представлен теоретический анализ понятия "самореализация" личности. Выделены ряд общих подходов к изучению понятия "самореализация". Определены основные противоречия между требованиями к педагогу и его готовностью им соответствовать. Проанализирована готовность педагогов к самореализации в современном образовательном процессе.

Ключевые слова: самореализация, профессиональная деятельность, образовательный процесс, саморазвитие, самосовершенствование.

Modern education is focused on the free development of personality, the democratic nature of the management of the educational process, the creation of conditions for students to find effective ways of self-realization, self-development and self-improvement. There is a need to identify factors affecting the effectiveness of the process of self-realization of students, which were devoted to works on philosophy, psychology, sociology, pedagogy, etc.

In pedagogical science, self-realization is considered as a process of realization of functions, which can include the functions of creativity, freedom, individuality, independence, self-expression, self-fulfillment, self-affirmation, awareness and desire to reveal their capabilities and talents.

In the educational process, the problems of self-realization are studied from the point of view of personal (K.V. Davydov, V.I. Slobodchikov) and activity approaches (S.A. Amonashvili, S.A. Ivanova). Teachers note that the presence of space for creativity, freedom of self-expression and expression of will (S.L. Emeliantsev, G.K. Selevko) have a direct impact on the success of self-realization[1].

Self-realization as an active and conscious process of personality formation is in unity with self-knowledge. This process is possible when a person realizes his abilities, needs, interests, identified and embodied in practical activities (L.N. Kogan). In this case, "the highest forms of self-movement of a developing personality arise, expressed in her conscious purposefulness, in the desire to work on herself, to develop certain qualities in herself. In the presence of such purposefulness, the individual to some extent begins to direct his own mental development", which is especially important in a multicultural, risky society [2].

In a dynamically changing world, the ability to realize one's potential is associated with the ability to identify oneself in a constantly updating socio-cultural space, the ability to make decisions, overcome oneself, overcome one's capabilities in conditions of uncertainty and variability of possible consequences.

Successful self-realization is accompanied by the necessary skills to see personal and social problems, to conduct analysis and reflection, the ability to realize not only their own needs, but also the needs of other people, to select the means to realize their potential, to take responsibility for their decisions and actions [3].

Thus, at the present stage of society's development, the concept of "self-realization" must be considered from the perspective of the problems of a risky society, taking into account creation and the accompanying destruction in the process of personal disclosure of their potential. I.e, a model is needed that harmoniously, holistically combines both the model of "actualization" and the model of "improvement", including the skills individuals are mobile to rebuild and stay on the path of creation regardless of the situation. This problem requires close attention and further study.

Taking into account the multidimensional content of the concept of "self-realization", a number of general approaches can be distinguished:

- a person, realizing his potential in various types of activities, is the subject of his development, focusing on the highest, universal values and norms of behavior;
- self-realization cannot be "imposed" from the outside, it is possible only as a result of the need, desire of a particular person;
- self-realization is based on the awareness of their capabilities and their correlation with the requirements of society, the analysis of their activities, themselves in it (reflection);
- self-realization is possible only in social reality, taking into account individual and age characteristics of the individual;
- self-realization is directly related to such concepts as "the meaning of life", "satisfaction with the results of activity", "successful life"[4].

So, self-realization will be considered by us as a creative activity to realize one's potential, aimed at a positive transformation of the surrounding reality and oneself in accordance with universal values and norms of behavior.

The modernization of society in general and the education system in particular puts the modern teacher in a difficult position. On the one hand, the free field for creative activity, the variability of the education system create conditions for maximum self-realization of participants in the educational process. On the other hand, a number of factors, which include age, the established worldview of the teacher, his experience, finally, play not only a positive, but also a negative role in his professional activity[5].

One of the indicators, as well as a possible mechanism for "launching" self-development is satisfaction with the results of their work. At the same time, satisfaction "with its strengthening both in one direction and in the other is a factor leading either to personal stagnation or to a personal crisis". If in the 90s of the last century N.V. Kuzmina noted that "the index of general satisfaction with the profession and the process of activity among teachers is generally high", then in the last decade the situation has been changing. Modern society imposes new requirements on the teacher, compliance with which for many

Difficulties in the teacher's realization of himself in professional activity directly affect how conditions for self-realization are created. Today, the problematic nature of the educational process is considered as mandatory for the successful functioning of the school. In the arsenal of every teacher there should be problematic teaching methods that allow creating contradictions, setting new goals and objectives that will encourage them to accept and translate them into their own actions, searching for means to achieve them (B.S. Volkov, N.V. Volkova)[6].

Insufficient mobility, low activity in self-education and self-development, increasing psychological stress due to the need to meet new requirements, etc. put the teacher in a difficult professional and social situation, complicate the process of his self-development and self-realization. For a long time, teachers worked in conditions where professional activity was carried out according to a rigid pattern (instructions). In the modern education system, there are clearly prescribed requirements for the results of activities, but there are no "ready-made" instructions, on the contrary, each educational institution as a whole and the teacher in

particular is offered freedom of choice, taking into account the characteristics of students in methods, forms, means, assuming the maximum manifestation of creativity of each educational worker[7].

In conclusion, it should be noted that in our opinion, today it is necessary to consider the concept of "self-realization" taking into account both the idealistic approach of "improvement" and the humanistic approach of "actualization". A teacher who is not able to fully realize the possibilities of Self-development in new conditions, to show individuality, as a rule, experiences discomfort, a feeling of dissatisfaction with his work, which negatively affects the educational process as a whole. Thus, there is a contradiction between the requirements for the teacher and his willingness to unleash his creative potential in new conditions. Therefore, more than ever, a teacher needs to constantly look for an opportunity for his own development, improvement, actualization of his potential, since on the one hand, "those who do not study themselves cannot develop a taste for learning, the "mental appetite" of others", are not able to transfer knowledge and skills in such a way that the student "wants and he could master them, was ready to use them in various situations and in his self-education and self-realization".

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PEDAGOGICAL DESIGN OF EARLY CAREER GUIDANCE IN THE PLAY ACTIVITIES OF OLDER PRESCHOOLEERS

Career guidance for preschool children is the determination of the child's place in the professional world. Career guidance, choice of profession or orientation to a profession (Latin profession — occupation and French orientation — installation) is a set of classes conducted in order to identify a person's propensity