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READINESS OF SENIOR STUDENTS FROM THE CARPATHIAN TERRAIN TO CHOOSE TEACHING PROFESSION: PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS

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Abstract. The article presented at the conference is the study of the problems of upbringing and education of senior pupils from the Carpathian mountain area. Namely the author investigates the students' readiness for choosing the teaching profession and willingness to work at rural mountain schools. Despite the big number of teachers in the labor market of Ukraine, now the system of education meets an acute issue dealing with the selection to the pedagogical specialties talented creative young people who actually choose teaching profession by nature and strong personal will. Today there are very few teachers whose level of commitment to perform professional duties in Ukrainian education is really high, and this is especially true about mountain school teachers. This phenomenon can be partially explained by the fact that teaching profession has low prestige in our society for the recent decades (Ukrainian teachers are not well-paid, their working conditions in rural Carpathian schools leave much to be desired). Therefore the problem of readiness of high school students to perform professional-pedagogical duties is of particular relevance. The author analyzes the psychological and pedagogical basis of the presented problem, defines the essence and structure of the notion "readiness for choosing the teaching profession". In the context of solving this issue one of the important conditions the author considers the comprehensive development of senior school students, particularly the development of their creative abilities.

Keywords: psychological and pedagogical foundations, senior students, teaching profession.

The current state of socio-economic development in Ukraine stresses the need for training in a comprehensive school not only educated and intelligent personality, and above all a person who can consciously and responsibly carry out professional duties. This is what will enable school leavers to determine the trajectory of learning activities according to their abilities, interests and needs and will provide not only the effectiveness of education process, but also self-realization of every student throughout lifetime.

The purpose of the article is to analyze the psychological and pedagogical foundations of upbringing readiness of senior students from mountainous terrain to choose teaching profession. Today we can observe a tendency when young people leave school, enter the university and try to find employment in the urban world, leaving native rural community without qualified professionals, namely teachers. This issue is also a deep concern of teaching in highland regions. As in some Carpathian villages you will not find even a primary school, and if you find some teachers' working conditions are rather poor. That's why the existence of the problem of teaching employment in

mountain regions is obvious. Status and level of rural mountain schools today is today determined by the fact that it is a major factor of life, the preservation and development of the village itself.

We attempt to declare that according to these factors mountain school leavers are unwilling to choose teaching as their future profession. Over the past decades the problem of growing personality to perform a particular work attracted attention of many educators, psychologists, sociologists and other researchers. This is due to the fact that student's career choices depend on the development of important mental formations. In revealing these aspects of the matter we relied upon the researches of the psychology about major activities and their mechanisms (L. Vygotsky, S. Rubinstein, A. Leontiev, V. Davydov and others) the nature of psychological readiness to human activities (P. Anokhin, A. Luria, A. Golubev, V. Rothenberg) setting to performing action (D. Uznadze, A. Pranhishvili, I. Bzhalava).

The concept of "readiness" or "commitment" began to appear in the scientific literature in the early XXth century due to the need to establish an individual's activity in different spheres of life. At that time, psychologists (B. Thomas, F. Znanetskyi, G. Allport, D. Katz, G. Smith and others) explained this category as a phenomenon of social and human values of resistance to external influences and internal environment within regulation and self-regulation of human behavior.⁶ Subsequently, the term "readiness" or "commitment" became the leading in the activity theory and has been studied in relation to emotional, intellectual, moral and psychological potential of the individual in future careers. That commitment in essence scientists began to determine as a measure of self-regulation and adaptation at various stages and levels of occurrence of mental processes that outline the behavior of the individual in the area of physiology, psyche, and social behavior (M. Dyachenko, L. Kandybovych, A. Linenko). Since the late XXth century psychologists began using structural component and functional approaches to disclose the nature of "readiness"².

In general, educational and psychological understanding of the concept of "readiness" is from the perspective of different theoretical approaches.

Representatives of functional and psychological approach (M. Dyachenko, L. Kandybovych, P. Anokhin) believe that "commitment" is active and effective condition of the individual which contributes to the successful implementation of any activity.² Scientists who support active approach in the analysis of psychological and educational phenomena and processes (M. Zyazyun and others) note that "readiness" is an internal orientation of the individual to future activity, specific mental phenomenon, which leads to a certain kind of performance (academic, sports, work etc)⁷. In the context of the problem of determining the readiness of students to career choices I. Bolotnikova singled out sociological, economic, natural- scientific, psychological and ergonomic aspects. According to the researcher, the main component of the problem is psychological, that is in the relationship and interaction with the pedagogical aspect of person's readiness to a particular activity and is considered as an integrated set of personal traits and properties that ensure the efficiency of this activity¹.

Considering the psychological aspect of the problem of forming a personal commitment to the profession choice N. Mosol believed that the concept of "personal commitment" is the integral formation of the individual and is based on a consistent internal motivation to future career, formation of professional perspectives, it involves the development of reflective skills and professionally significant qualities and generally defines a person as a subject of future career. The researcher also noted that the structure of personal "readiness" includes cognitive, motivational, subject-personal components. To summarize the researcher emphasized that the content of personal commitment to choosing an occupation is defined by the specifics of the profession⁴.

In order to clarify the nature of the concept of "readiness for choosing the teaching profession" we should reveal its structure, as it will allow us through clarification of its components to reveal the specifics of our problem. Thus we analyzed a number of studies that presented corresponding structure. In the process of study of psychological and educational literature, it was found that now structure of individual readiness is defined in different ways, depending on what it is directed. Educators have investigated the problem of forming personal readiness for various conditions of education and training: in preparation for schooling, occupational choice, implementation of various

aspects of professional activity and more. According to T. Gutsan and others commitment to a particular activity (teacher, for instance) can be educated, created or developed³.

Today in the structure of readiness the researchers determine such components as cognitive (or orientation, intellectual, cognitive), motivational, reflexive (or subjective-personal, evaluative), emotional and volitional, operational and activity. According to this approach readiness itself is considered as complex of integrated characteristics, knowledge and experience of the individual.

Exploring the problem of readiness of senior students from the Carpathian terrain to choose the teaching profession in mutual activity of a comprehensive and high school, we have concluded that the issue is a complex structural formation of interconnected, individual, psychological and personal traits, knowledge about the teaching profession, teaching practical skills and skills that are formed according to the society demands regarding teaching profession.

Considering the structure shown above we can speak about a specific phenomenon that characterizes this aspect of the problem - the existence of a creative component, which involves the development of creative teaching abilities of senior students in mountainous terrain. We consider that such feature is the key to educational activity. It determines the pedagogical orientation of senior pupils and their professional competence.

Thus we can conclude that an essential component of readiness of senior students from mountainous terrain to choose the teaching profession is a communicative and creative sphere that manifests itself in the ability to provide educational material which should be meaningful and interesting; to establish contacts with the students. Based on the above, we determined the level of readiness for teaching activity by analyzing the level of formation of specific knowledge and skills which are necessary for a particular type of activity. In our research, it was professional and communicative teaching practices carried out in the course of communication and through communication. During training at school, in our opinion, it is impossible to provide sufficient knowledge, to form perfect professional skills of a growing personality. The challenge is to determine the required minimum, provide professional expertise in pre-professional training. With this understanding of the approach we rely on N. Mosol that the content of personal commitment to the profession choice is based on the specifics of the profession⁴.

In the domestic educational theory and practice, the primary means of support for young rural people in the process of choosing a teaching profession and initiate future career is professional orientation. However, to implement all the tasks in this direction only by its means, in our opinion, is impossible. Therefore, we consider it appropriate to use sufficiently thorough investigation of the problem of psycho-pedagogical support of readiness of high school students to choose the profession of a teacher. According to researches V. Prazhnytskyi, D. Zakatnov and others this psychological and pedagogical support is a complex of organizational and psycho-educational events, directed to study the formation, development and adjustment of professional identity formation of a senior rural student⁶. Today a number of technologies are promoted which encourage students' readiness to choose a teaching profession consciously: developing diagnostics, training development, out-door education games, project method and so on.

Considering the mountain school educational activity as an important factor of social change we must take into account the fact that the possibility of its influence on the development of rural mountain society is significant, however, and difficulties which the school faces nowadays are great. Finally we can conclude that the problem of students' readiness to choose the teaching profession in a mountain school is very complex. In the context of its solution we declare that one of the essential conditions is students' comprehensive development, in particular, creativity skills, formation of independent scientific knowledge, the capacity for self-realization, self-actualization and professional self-determination. Students' commitment for the choice and acquisition of the teaching profession depends on the personal influence of the teacher - the organizer of specialized education in school. He should therefore make every effort to encourage mountain students to careful step by revealing all facets of this profession. So the teacher has yet to act in the role of a psychologist, have empathic understanding, congruence, communication skills, be able to find contact with students. Preservation of

a mountain rural school means preservation of Ukrainian folk customs, cultural traditions, beautiful Carpathian landscapes, which can be discovered by teachers with their students during practical studies in nature. So development of mountain terrain in general will surely offer great economic opportunities to local communities, show a path to self-determination and well-being of those who can call the Carpathians their native place.

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