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## EVALUATION OF TEACHER READINESS FOR PROFESSIONAL DEVELOPMENT

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The article deals with scientific approaches to evaluation of teacher's readiness for professional development. It is emphasized that readiness is a logical result of special training, self-determination, education and self-education, upbringing and self-upbringing, development and self-development. Readiness regulates activity, ensures its effectiveness. One of the important qualities of a teacher, the conditions for his/her success as a professional is readiness for professional development. The article attempts to determine the parameters, factors, criteria of teacher's readiness for professional development. It is noted that such factors as readiness for changes and susceptibility to innovations are attributed to such a parameter as motivational readiness; the factors of theoretical and methodological awareness, technology of decision-making, technology of search activity are attributed to the parameter of technological and pedagogical preparedness; factors of value attitude to pedagogical activity, professional self-improvement, communicative culture characterize the attitude to pedagogical activity. The defined criteria serve as refinement characteristics. The factor-criterial model of evaluation of the readiness of a comprehensive educational institution teacher for professional development was developed.

**Key words:** *readiness, professional development, parameter, factor, criterion, factor-criterial model.*

### Мартинець Л.А. ОЦІНКА ГОТОВНОСТІ ВЧИТЕЛЯ ДО ПРОФЕСІЙНОГО РОЗВИТКУ

У статті розглядаються наукові підходи до оцінки готовності вчителя до професійного розвитку. Підкреслено, що готовність є закономірним результатом спеціальної підготовки, самовизначення, освіти і самоосвіти, виховання і самовиховання, розвитку і саморозвитку. Готовність регулює діяльність, забезпечує її ефективність. Однією з важливих якостей педагога, умов успішності його як професіонала є готовність до професійного розвитку. У статті зроблена спроба визначити параметри, фактори, критерії готовності вчителя до професійного розвитку. Відзначено, що такі фактори, як готовність до змін, сприйнятливність до нововведень віднесені до такого параметру, як мотиваційна готовність; теоретико-методологічна обізнаність, технологія прийняття рішення, технологія пошукової діяльності відносяться до параметру «технологічно-педагогічна підготовленість»; ціннісне ставлення до педагогічної діяльності, професійне самовдосконалення, комунікативна культура характеризують відношення до педагогічної діяльності. Виділені критерії є уточнюючими характеристиками. Розроблена факторно-критеріальна модель оцінки готовності вчителя загальноосвітнього навчального закладу до професійного розвитку.

**Ключові слова:** *готовність, професійний розвиток, параметр, фактор, критерій, факторно-критеріальна модель.*

В статье рассматриваются научные подходы к оценке готовности учителя к профессиональному развитию. Подчеркнуто, что готовность является закономерным результатом специальной подготовки, самоопределения, образования и самообразования, воспитания и самовоспитания, развития и саморазвития. Готовность регулирует деятельность, обеспечивает ее эффективность. Одним из важных качеств педагога, условий успешности его как профессионала является готовность к профессиональному развитию. В статье предпринята попытка определить параметры, факторы, критерии готовности учителя к профессиональному развитию. Отмечено, что такие факторы, как готовность к изменениям, восприимчивость к нововведениям отнесены к такому параметру, как мотивационная готовность; теоретико-методологическая осведомленность, технология принятия решения, технология поисковой деятельности относятся к параметру «технологічно-педагогіческая подготовленность»; ценностное отношение к педагогической деятельности, профессиональное самосовершенствование, коммуникативная культура характеризуют отношение к педагогической деятельности. Выделенные критерии выступают уточняющими характеристиками. Разработана факторно-критеріальна модель оценки готовности учителя общеобразовательного учебного заведения к профессиональному развитию.

**Ключевые слова:** *готовность, профессиональное развитие, параметр, фактор, критерий, факторно-критеріальна модель.*

**Formulation of a problem.** Professional readiness is a logical result of special training, self-determination, education and self-education, upbringing and self-upbringing, devel-

opment and self-development. It is a psychic, active-efficient state of the person, his/her complex quality, a system of integrated properties. Such readiness regulates activity,



ensures its effectiveness. One of the important qualities of a teacher, the conditions for his/her success as a professional is readiness for professional development.

**An analysis of recent researches and publications.** The analysis of current researches shows that various aspects of teachers' professional development are studied: the content of the teacher's professional development (N. Dana Fichtmen, S. Zepede, M. Ris, A. Ross); systems and models for the teachers' professional development (B. Joyce, L. Ingvarson, S. Keegen, M. Cochran-Smith, S. Litz); methods and forms of teachers' professional development (P. Grimmet, K. Dowinlien, J. Troy); career cycle of teachers' professional development (E. Erickson, J. Christensen, Z. Mevarec, R. Fessler, M. Huberman) and others.

Ukrainian scholars also study the peculiarities of professional teacher training: continuous professional education (Y. Belmaz, O. Kuznetsova); technologies of teacher training (V. Balakin, S. Klepko, V. Krizko); strategies for the formation of professionalism (I. Martynenko, L. Khomich); professional development of teachers (V. Bykov, V. Oliynyk); comparative-pedagogical works (N. Bidyuk, I. Vasilenko, Y. Lavrysh, L. Pukhovskaya, A. Sokolova). However, many aspects require further study, including evaluation of readiness of teachers for professional development.

**Formulation of the article purpose.** The purpose of the article is to determine the parameters, factors, criteria for evaluation of the readiness of the teacher for professional development.

**Presentation of the main research material with full justification of the received scientific results.** Pedagogical diagnostics as a system of methods and means of studying the professional level of the teacher creates the basis for studying the difficulties in work, promotes awareness and finding the best ways to overcome them. However, it also allows to identify the strong sides of the teacher, to plan ways and concrete means of their consolidation and development in the individual style of pedagogical activity.

Analysis of scientific works allowed to systematize the components of the teacher's activities. Thus V. Prikhodko identifies such components of the activity of the educational institution teacher as pedagogical activity, pedagogical communication, the teacher's personality as content blocks, which, in turn, are divided into: professional knowledge; pedagogical skills necessary for self-diagnosis and self-formation of this side of work; professional psychological position; psychological qualities that ensure the implementation

of this side of work, psychological new formations that arise during its implementation; psychological card of this side of the work [5, p. 57].

G. Yelnikova, A. Petrenko in their researches distinguish the following factors (main directions of the activities of the head): the provision of continuous education; implementation of social development of a comprehensive educational institution; development of own social activity; personal qualities of the head; duties [2; 4].

Specialists in the field of psychology consider pedagogical activity as a complex multi-level dynamic system, which contains the following structural elements:

1. The purpose of professional pedagogical activity.
2. Content of teaching activities.
3. Means of the teacher's activity.
4. The result of teaching activities.
5. Subject of pedagogical activity.
6. Object of pedagogical activity.

Russian psychologist N. Kuzmina [3, p. 36] in the structure of pedagogical activity distinguishes the following interconnected components:

1. Constructive component. It is associated with the selection and composition of the educational material according to the age and individual characteristics of the pupils; planning and construction of the pedagogical process; defining the structure of their actions and deeds; the design of the educational and material base for the implementation of educational work.

2. Organizational component. It involves engaging pupils in a variety of activities, organizing a pupil team and turning it into an instrument of pedagogical impact on personality.

3. Communicative component. Its essence is to establish pedagogically appropriate relationships with pupils, colleagues, parents, and representatives of the public.

Our attention was drawn to the approach of O.G. Kozlova, who distinguishes the following indicators of teacher's readiness for innovation: motivational readiness, technological and pedagogical preparedness, attitude to pedagogical activity [1].

All qualities of the teacher are closely interconnected and equally important. However, the leading role belongs to the teacher's professional readiness, which determines his/her behavioural, activity and development.

The system of teachers' evaluation by students, parents, and school principals is just one of the elements of controlling the professional development of teachers. Much attention should also be paid to assessing teacher's readiness for professional development



Table 1

**Self-evaluation of teacher's readiness for professional development**

Parameter	V parameter	Factor	V factor	Criterion	V criterion	
Motivational readiness	Readiness for changes			1. Creative and transformative attitude to reality; deviation from the standards		
				2. Awareness of the need for professional development		
				3. Positive perception of own past experience in the context of professional activity		
				4. Coherence of own goals with problems of professional activity		
				5. Readiness to participate in the design of new educational systems		
	Susceptibility to innovations				6. Openness of the inner world of a teacher to culture, society	
					7. Ability to overcome stereotypes in pedagogical activity	
					8. Readiness to overcome creative failures	
					9. Inclusion level in innovative solutions. Independence in decisions-making	
					10. Overcoming psychological barriers	
Technological and pedagogical preparedness	Theoretical and methodological awareness			11. The possession of deep theoretical knowledge and skills in the subject		
				12. Ability to correlate own practice with the basic knowledge, improve own practical activities on the basis of basic knowledge		
				13. Scientific validity, inclusion of new ideas into practice		
				14. Conceptuality, possibility of distribution and use of the developed ideas		
				15. Organic combination of professional activity and personal culture		
	Technology of decision making				16. Ability to use solving methods of analytical-reflexive, constructive-prognostic, organizational-activity, evaluation-informational, correction-regulating pedagogical tasks.	
					17. Ability to choose innovation problem and topic	
					18. Possession of heuristic methods for solving the problem	
					19. Possession of the methodology of compiling author's programs, curriculums, modeling and designing elements of the lesson	
					20. Possession of ways of modernization and systematization of education means	
	Technology of search activity				21. Ability to operate categories: purpose, problem, issue, idea, hypothesis, research tools	
					22. Ability to draw up a detailed program of experiment	
					23. The use of diagnostic tools, correction of pupils advancement in education and development	
					24. Possession of the methodology of pedagogical experiment	



Attitude to pedagogical activity	Valuable attitude to pedagogical activity	25. Understanding and evaluating the goals and objectives of pedagogical activity	
		26. Awareness of the value of pedagogical knowledge	
		27. Recognition of the value of subject relations	
		28. Satisfaction with pedagogical work	
	Professional self-improvement	29. The desire to self-fulfillment, to the implementation of intentions and lifestyles to the professional activities	
		30. Integration of kinds of pedagogical culture	
		31. Awareness of their individual style from the standpoint of pedagogical culture	
		32. Creative transformation of the students' development environment	
		33. Degree of generalization of the work results (at the school, district, region, country level)	
	Communicative culture	34. Ability to establish humanistic personally oriented relationships with students, parents, colleagues.	
		35. Ability to treat the other points of view with patience, to conduct dialogue	
		36. Ability to apply compromise solutions	
		37. Focusing on identifying positive qualities, strengths, and significance of the other	
		38. The ability to control your own emotional state	
		39. Presence of installation on realization of abilities of each pupil, on establishment of comfortable microclimate in pedagogical process	
		40. Respect for oneself, ability to use their own strengths in the organization and implementation of the pedagogical process	

by the teachers themselves. In other words, it is necessary to create an effective system of professional development of teachers and not to conduct a fragmentary formal assessment of their activities.

Thus, the model of the comprehensive education institution teacher's readiness for a professional development will consist of several groups of qualities, in the middle of which there is a number of specifying characteristics of these groups. We will define the qualities of the teacher as factors, specifying characteristics – as criteria.

In a tabular style, these factors form a model for assessing the readiness of a teacher of a comprehensive educational institution for professional development. Based on the analysis of scientific literature, we developed a factor-criterion model for assessing the readiness of a teacher of a comprehensive educational institution for professional development (see Table 1). It should be noted that factors of

readiness for changes, susceptibility to innovations can be attributed to such a parameter as «Motivational Readiness». The factors of theoretical and methodological awareness, technology of decision-making, technology of search activity include the parameter «Technological-pedagogical Preparedness». Factors of value attitude to pedagogical activity, professional self-improvement, communicative culture characterize «Attitude Towards Pedagogical Activity».

**Conclusions** from this study and prospects for further exploration in this direction. Consequently, the allocation of criteria and their respective factors and parameters makes it possible to speak about the definition of a certain level of readiness of the teacher for professional development. And hence, the results of evaluation will help to adjust the process of formation of professional development of a teacher of a comprehensive educational institution.



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