THE PERSONAL-MOTIVATIONAL COMPONENT IN PROFESSIONAL-PEDAGOGICAL COMPETENCY OF LECTURERS FROM TECHNICAL UNIVERSITIES

Horokhivska Tetiana Mykolaivna,
PhD in Pedagogy, Associate Professor,
Associate Professor at the Department of Pedagogy and Innovative Education
Lviv Polytechnic National University
t.gorohivska@gmail.com
orcid.org/0000-0001-5997-4676

The article presents a theoretical analysis of the personal-motivational component in professional-pedagogical competency of lecturers from technical universities. It conducts a comprehensive review of scientific-pedagogical literature on structural components of the personal-motivational component in the context of a competency-based approach. It comparatively analyzes pedagogical skills and professional-personal qualities of modern lecturers from technical universities. Despite many scientific studies on the structurization of teachers' professional-pedagogical competency, there is still no single understanding of this concept's components. The article presents an author's approach to structuring professional-pedagogical competency of lecturers from technical universities. This approach singles out cognitive-intellectual, personal-motivational, functional-technological, social-communicative and reflexive-regulatory components. Besides, the article clarifies the main scientific approaches to considering semantically similar formulations of the personal-motivational component in professional-pedagogical competency and discloses its structural elements (values, motivational resources, a system of personally and professionally important qualities, pedagogical skills of lecturers). It indicates that the nature of lecturers' motivational urges (motives, goals, ideals, interests, needs) determines the effectiveness of individual projects for developing professional-pedagogical competency. It finds that the groups of professional-pedagogical values (values-goals; values-means; values-attitudes; values-knowledge; values-qualities) act as the elements of the personal-motivational component. Finally, the article concludes that every pedagogical skill is a complex synthetic quality. It combines certain professional-personal qualities which should be inherent in modern lecturers with a high level of professional-pedagogical competency working at technical universities.

Key words: *professional-pedagogical competency, professional development, lecturer, pedagogical values, personal motivation, pedagogical skills, personal and professional qualities of lecturers.*

ОСОБИСТІСНО-МОТИВАЦІЙНИЙ КОМПОНЕНТ ПРОФЕСІЙНО-ПЕДАГОГІЧНОЇ КОМПЕТЕНТНОСТІ ВИКЛАДАЧА ТЕХНІЧНОГО ЗАКЛАДУ ВИЩОЇ ОСВІТИ

Горохівська Тетяна Миколаївна,
кандидат педагогічних наук, доцент,
доцент кафедри педагогіки та інноваційної освіти
Національний університет «Львівська політехніка»
t.gorohivska@gmail.com
orcid.org/0000-0001-5997-4676

У статті здійснено теоретичний аналіз особливостей особистісно-мотиваційного компонента професійно-педагогічної компетентності викладача технічного закладу вищої освіти. Проаналізовано науково-педагогічну літературу, присвячену проблемі дослідження структурних складників особистісно-мотиваційного компонента в контексті компетентнісного підходу, здійснено порівняльний аналіз відповідності педагогічних здібностей і професійно-особистісних якостей сучасного викладача технічного закладу вищої освіти. Зокрема, наголошено, що, незважаючи на науковий доробок, присвячений структуруванню професійно-педагогічної компетентності педагога, у сучасних науково-педагогічних дослідженнях спостерігається неоднозначність розуміння компонентів цього поняття. Представлено авторський підхід до структурування професійно-педагогічної компетентності викладача технічного закладу вищої освіти, який передбачає виділення пізнавально-інтелектуального, особистісно-мотиваційного, функціонально-технологічного, соціально-комунікативного та рефлексивно-регулятивного компонентів. Визначено основні підходи науковців до розгляду семантично близьких за змістом формулювань особистісно-мотиваційного компонента досліджуваної компетентності та виокремлено його структурні елементи: ціннісно-смислові, мотиваційні ресурси, систему особистісно і професійно

важливих якостей, педагогічних здібностей викладача. З'ясовано, що характер мотиваційних спону-кань викладача (мотиви, цілі, ідеали, інтереси, потреби та ін.) визначає ефективність індивідуальних проєктів розвитку професійно-педагогічної компетентності. Зауважено, що складниками особистісно-мотиваційного компонента постають групи професійно-педагогічних цінностей (цінності-цілі; цінно-сті-засоби; цінності-відношення; цінності-знання; цінності-якості). Підкреслено і представлено у вигляді таблиці відповідності, що кожна педагогічна здібність викладача становить складну синтетичну якість, в якій поєднуються окремі професійно-особистісні властивості, якими повинен володіти сучасний викла-дач технічного закладу вищої освіти з високим рівнем професійно-педагогічної компетентності.

Ключові слова: *професійно-педагогічна компетентність, професійний розвиток, викладач вищої школи, педагогічні цінності, мотивація особистості, педагогічні здібності, особистісні і професійні якості викладача.*

Introduction

Given the update in higher educa-tion, the quality of education becomes one of the key objectives of Ukraine's education policy. The implementation of this objective largely depends on human resources in uni-versities. Today's higher education is focused on providing high-quality training and updat-ing the content, technologies and forms of the educational process. Such an innova-tive nature of educational institutions requires that the concept of education continuity should be gradually realized and professional skills of lecturers improved. Professional-ped-agogical competency as a holistic and inte-gral quality of personality plays a special role in this process. Its structure and character-istics allow lecturers to effectively carry out professional activities under new organiza-tional and pedagogical conditions. The anal-ysis of scientific approaches to structuring professional-pedagogical competency shows that there is no single approach to their classification since different principles form the basis for systematizing its components. All this demonstrate show relevant it is now to consider the specifics of the components in professional-pedagogical competency of lec-turers from technical universities. Importantly, the personal-motivational component plays a decisive role.

1. Theoretical justification of the research problem

The analysis of relevant studies proves the ever-increasing interest of the scien-tific and teaching community in studying and developing professional-pedagogical competency in modern teachers. Philosoph-ical, methodological and theoretical princi-ples of professional-pedagogical competency have long been discussed by many authors (V. Adolf, V. Barkasi, M. Byrka, T. Brazhe, S. Bukhalska, B. Hershunskyi, V. Demydenko, V. Lozova, L. Martyniuk et al.). Some research-ers deal with the development of teachers' professional competency under the ongo-ing modernization in education (A. Bodalov, N. Dobrovolska, M. Levkivskyi, V. Miasishchev,

A. Mudryk, N. Nychkalo et al.). However, one can find a certain reflection of approaches to understanding professional-pedagogical competency in the works of N. Briukhanova, I. Kankovskyi, L. Khomych, O. Pometun, I. Vasyliev et al. Such scholars as A. Derkach, O. Dubaseniuk, O. Hura, O. Vozniuk, V. Zazy-kin consider professional competency as one of the important characteristics of teachers' professional-pedagogical activities.

Special attention is also paid to structur-ing professional-pedagogical competency. Despite some ambiguous views on its formu-lation, a range of authors distinguish the per-sonal-motivational component in the struc-ture of teachers' professional competency (L. Bazyl, I. Bekh, O. Ovcharuk, I. Ziaziun – a motivational component; L. Karpova – a moti-vational sphere; I. Levynska – professional qualities; H. Prokofieva, Yu. Tatur – a moti-vational and axiological component; S. Yaky-menko, P. Yakymenko – apersonal compo-nent; L. Mitina – a personal sub-structure; S. Demchenko – a personal block; V. Kry-zhko, Ye. Pavliutenko – a motivational sphere; T. Isaieva – an axiological and semantical component); O. Borysova, S. Shcherbyna – worldviews, professionally important personal qualities; A. Markova – motivation, properties, integral characteristics, attitudes). Although the number of special studies on the justifi-cation of components in professional-peda-gogical competency is constantly growing, the issues related to discovering unambig-uous approaches to the interdependence of components in professional-pedagogical competency, especially relevant to the stud-ies on the personal-motivational component, still need more attention.

The article aims to theoretically analyze the peculiarities of the personal-motivational component in professional-pedagogical com-petency of lecturers from technical universi-ties. The objectives of the article are as follows: to analyze scientific-pedagogical literature on structural components of the personality-mo-tivational component in the context of a com-petency-based approach; to comparatively

analyze pedagogical skills and profession-al-personal qualities of modern lecturers from technical universities.

2. Methodology and methods

The article analyzes pedagogical experience in structuring teachers' professional competency and isolating the personal/motivational/axiological component in the structure of this concept, given the semantically similar meaning. It has made it possible to outline structural components of the personal-motivational component in professional-pedagogical competency of lecturers from technical universities. These components were justified, using a theoretical analysis of relevant psycho-pedagogical literature, a comparative analysis of key research concepts, as well as a study and summary of pedagogical experience. The following scientific methodological principles were employed: objectivity, systematicity, terminologicality (clarifying concepts, establishing conceptual relationships).

3. Results and discussions

Relevant psycho-pedagogical studies on the understanding and structurization of professional-pedagogical competency of lecturers from technical universities show that this concept is a synthesis of interconnected structural components (cognitive-intellectual, personal-motivational, functional-technological, social-communicative and reflexive-regulatory). This article, in particular, justifies the content of the personal-motivational component.

A theoretical analysis of psycho-literature on teacher's personality as a system-forming factor in the successful implementation of professional-pedagogical activities indicates that the personal-motivational component of professional-pedagogical competency of lecturers from technical universities relies on a set of axiological, semantic, motivational resources, professionally important qualities and the specifics of teachers' pedagogical skills.

In the author's opinion, a level of competency depends on the subjectivity and integration of important features of thinking with values-based orientations inherent in one's consciousness and nature of semantic space and image of the world. Also, it is essential to highlight the importance of motivating teachers to acquire competency. After all, the content and nature of motivational urges (motives, goals, ideals, interests, needs) determine the effectiveness of individual projects for developing professional-pedagogical competency. The analysis of modern research in the field of psychology of motivation towards professional development (Dubaseniuk, 2012; Kuzmina, Rean, 1993) proves that there is

a rather representative class of motivational urges involved in initiating, regulating and controlling this process. First of all, they include semantic entities (the image of the world, values, ideals, self-concept, self-cognition, values-based orientations). However, the motivation of research and teaching staff towards professional and personal development presupposes several sociogenic needs, including self-actualization, self-realization, self-creation, personalization, striving for development; professional positions, professional attitudes, specific motives of labour, external and internal motives. Such a set of motivational urges creates a certain motivational background for lecturers' development.

This article relies on the principle that pedagogical values are relatively stable guidelines through which teachers link their lives and professional-pedagogical activities (Isaev, 1993). They form the basis for professional-pedagogical competency of lecturers. Interestingly, lecturers' subjective perception and acquisition of cultural and pedagogical values are determined by the diversity of their personalities, a specific focus of their professional-pedagogical activities, professional-pedagogical self-awareness and also reflect their inner world. A professional self, as a set of goals and ideas correcting individual pedagogical experience, is based on them, too.

The following groups of professional-pedagogical values act as the elements of the personal-motivational component:

– values-goals – they reveal the goals of lecturers' professional-pedagogical activities towards developing their professional-pedagogical competency and personality;

– values-means – they show the ways and means of implementing professional-pedagogical tasks and pedagogical activities;

– values-attitudes – they disclose relations as an important mechanism for the functioning of holistic pedagogical activities and a significant component of lecturers' professional development;

– values-knowledge – they highlight the essence and significance of psycho-pedagogical and subject-specific scientific knowledge during the professional development of research and teaching staff;

– values-qualities – they illustrate the qualities of the lecturer's personality in professional performance.

The "values-means" system is of special importance among the presented groups. It contains three interconnected sub-systems: a sub-system of actions aimed at solving professional, educational and personal tasks; a sub-system of actions adequate to commu-

nicative tasks considered in the context of creating a psychological atmosphere necessary for solving personal and professional tasks; a sub-system of actions revealing lecturers' subjective position towards professional activities (Isaev, 1993).

It must be noted that professional-personal qualities of lecturers play a special role in the structure of the personality-motivational component. Researchers divide them into professional-pedagogical (professionally important) qualities, which are rather similar to abilities, and personal ones. In scientific sources, there are many classifications of teachers' personal, professionally important qualities, whose relevance is constantly changing. K. Hnezdilova (Hnezdilova, 2008: 151) divides personal qualities into moral (humanism, honesty, integrity), general (social orientation, behaviour, motives, values-based orientations), volitional (autonomy, independence, activity), intellectual (logic, objectivity) and emotional (self-regulation) ones. According to A. Markova (Markova, 1993: 20–24), professionally important qualities of teachers should include erudition, goal-setting, practical and diagnostic thinking, intuition, improvisation, observance, optimism, ingenuity, prediction and reflection. Moreover, all these qualities are considered only in the pedagogical aspect (pedagogical erudition and thinking). V. Hrynova (Hrynova, 1998: 80–81) offers a slightly different approach to such classification. She divides professionally important qualities of teachers in the following block: professional-oriented parameters (love for the profession, devotion, responsibility, duty); intellectual parameters (autonomy, critical thinking and productivity); individual psychological qualities (restraint, self-discipline, tolerance); extrovert qualities (sociability, friendliness, justice). Interestingly, some personally and professionally important qualities are developed during socialization, and others during professional education or professionalization.

Pedagogical skills closely related to lecturers' professionally important qualities play a significant role in the structure of the personality-motivational component. N. Khridina's position confirms such a link since she considers professionally important qualities as "a set of properties and abilities determining the success of professional performance" (Khridina, 2003: 195). However, L. Mitina connects these qualities with two levels of pedagogical skills, namely, projective and reflexive-perceptual ones (Mitina, 1994: 20).

Concerning lecturers' pedagogical skills, one should produce the following examples. According to O. Briukhovetska

and T. Chausova, their structure is represented by didactic (ability to make educational material more understandable and accessible), academic (inclination towards certain scientific field), perceptual (ability to understand the student's inner world), linguistic (ability to express one's thoughts and feelings), organizational (ability to organize students' and one's activities), communicative (ability to communicate with students) skills and pedagogical imagination (special ability to predict the consequences of one's actions) (Briukhovetska, Chausova, 2012: 75). In this context, one should pay particular attention to O. Bieliaieva's systematization of pedagogical skills of modern lecturers (Bieliaieva, 2017). The researcher defines cognitive-intellectual, personal, professional and communicative abilities.

This article regards professional-pedagogical skills of lecturers from technical universities as some unique psychological characteristics and psychological qualities meeting the requirements of lecturers' professional-pedagogical activities and determined by their productivity.

The analysis of different views on professional-personal qualities and pedagogical skills of lecturers (Bieliaieva, 2017; Hrynova, 1998; Markova, 1993; Mitina, 1994) brings some important results. First, every pedagogical skill is a complex synthetic quality, which combines certain psychological and personal qualities of lecturers. Second, the personal-motivational component is a unity of their personal and professionally important qualities and pedagogical skills, influencing the efficiency of professional-pedagogical activities. Therefore, the author of the article offers the following correspondence of pedagogical skills and professional-personal qualities, which should be inherent in modern lecturers with a high level of professional-pedagogical competency working at technical universities (see table 1).

Conclusions

A theoretical analysis of the personal-motivational component in professional-pedagogical competency of lecturers from technical universities allows one to formulate certain conclusions. Thus, this component is defined by a set of axiological, semantic and motivational resources, important personal and professional qualities, pedagogical skills. The nature of lecturers' motivational urges (motives, goals, ideals, interests, needs) determines the effectiveness of individual projects for developing professional-pedagogical competency. The groups of professional-pedagogical values (values-goals; values-means; values-attitudes;
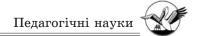
Table 1

The correspondence of pedagogical skills and professional-personal qualities of lecturers from technical universities

Pedagogical skills ensuring effective development of professional-pedagogical competency	Professional-personal qualities ensuring effective development of professional-pedagogical competency
1	2
Unique personal	
− emotional and volitional (one's capacity for conscious control, self-regulation of one's behaviour, its power over oneself);	self-control; patience; determination; persistence; initiative; regulation of emotional states; temperamental culture; self-renewal of adaptive resources;
− intra-personal (one's capacity for reflection, self-awareness, meaning-related awareness, self-cognition);	professional reflection and self-determination; critical evaluation; self-improvement; self-development; self-criticism;
− attentional (concentration, speed of switching attention, constancy, breadth of attention distribution between several objects, focus).	self-restraint; ingenuity; activity; the speed of reaction to actors in pedagogical interaction; pedagogical observation.
Intellectual-cognitive	
− thinking-related (flexibility, speed, efficiency, depth, practicality, consistency of thinking);	extensive erudition; broad outlook; observance; autonomy; high intelligence; innovative pedagogical thinking;
− mnemonic (memory volume and performance; speed and strength of memorization; accuracy and speed of recognition, information storage);	wittiness, adequate perception; pedagogical observance; attentiveness; prompt formulation of opinions;
− imaginative (creative thinking, productive imagination, operating images of reproductive imagination).	pedagogical imagination; pedagogical creativity (making pedagogically expedient decisions in non-standard pedagogical situations); pedagogical intuition; prediction of possible results; pedagogical expression.
Professional-pedagogical	
− organizational and pedagogical (one's ability to plan and organize learning, cognitive and pedagogical activities, conduct lessons based on the specifics of their forms, select tasks and strategies for implementing pedagogical interaction, manage time rationally);	agility; voluntary attention; self-consistency; mobilization qualities (boosting motivation towards the educational process, creativity, self-realization); orientation qualities (developing values-based orientations, maintaining a steady interest in professional activities); developmental qualities (organizing interaction between actors in the educational process);
− gnoseological (one's ability to acquire scientific knowledge, academic courses, learn ways to influence students, constantly update and expand professional knowledge; one's awareness of links between sciences);	activity in the educational process; research culture; pronounced cognitive motives; analytical qualities (identifying pedagogical phenomena and their components, i.e. motives, forms, methods, means, reasons); culture of selecting, storing, generating and interpreting educational and scientific information;
− didactic (one's ability to build education content based on scientific principles and areas of training, formulate learning objectives, choose teaching aids, educational and methodological literature, select optimal teaching methods and adequate forms of assessment);	pedagogical expressiveness; methodical culture; keen interest; attentiveness; accessibility, persuasiveness in explaining educational material; motivation skills; pedagogical techniques;
− prognostic (one's capacity for pedagogical prediction; one's ability to predict consequences of pedagogical interaction);	pedagogical focus; modelling of possible changes with timely adjustments and specification of causal relations between pedagogical phenomena; projective qualities (clarifying pedagogical predictions, justifying methods for implementing content and types of activity);
− research-oriented research (one's capacity for creative search; one's ability to acquire new scientific knowledge through understanding research problems, formulating research hypotheses, conducting experiments, drawing conclusions, presenting findings).	diligence; objectivity; focus on research and pedagogical activities; striving for achievement; accurate self-esteem, scientific analysis of one's and colleagues' professional and pedagogical experience; a good knowledge of psycho-pedagogical methods.

1	2
Perceptual-communicative	
− communicative (one's ability to implement the elements of pedagogical communication): *perceptual* (adequate interpretation of information from partners involved in pedagogical communication, successful assessment of emotional states, experiences); *phatic* (understanding one's role in the system of business and interpersonal relations); *presentative* (one's ability to present educational material, exchange personal and professional experience); *appellative* (one's ability to distinguish communication partners by using verbal/non-verbal signs); *coordinating* (one's ability to coordinate actions during various activities); *suggestive* (one's ability to change behaviour, decisions, actions, needs of actors in pedagogical communication); *voluntative* (motivating partners in pedagogical communication to perform certain actions); *facilitative* (organizing a friendly atmosphere, "success situations" for students to enhance pedagogical interaction).	*civic qualities* (social activity, patriotic feelings, humanism, a high level of consciousness and national identification); *moral qualities* (moral maturity, justice, honesty); *perceptual qualities* (understanding actors in pedagogical communication, struggling with stereotypes in the perception of interaction partners, social perception); *suggestive qualities* (a good knowledge of emotional and volitional influence on actors in pedagogical interaction; a high level of psychological culture (focused thinking, psychological insight; tolerance to partners in pedagogical interaction); *prosocial* (willingness to selflessly help partners in pedagogical interaction) and affiliative (willingness to establish emotionally positive relationships) motives; *communicative skills* (a good knowledge of communicative culture, speech techniques, social intelligence, communication styles and methods for establishing psychological contact, managing and correcting pedagogical interaction at personal/interpersonal levels; empathy).

values-knowledge; values-qualities) act as the elements of the personal-motivational component. Every pedagogical skill is a complex synthetic quality, which combines certain psychological and personal qualities of modern lecturers. Further research should aim to justify cognitive-intellectual, social-communicative and reflexive-regulatory components of professional-pedagogical competency of lecturers from technical universities.

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