

# opción

Revista de Antropología, Ciencias de la Comunicación y de la Información, Filosofía,  
Lingüística y Semiótica, Problemas del Desarrollo, la Ciencia y la Tecnología

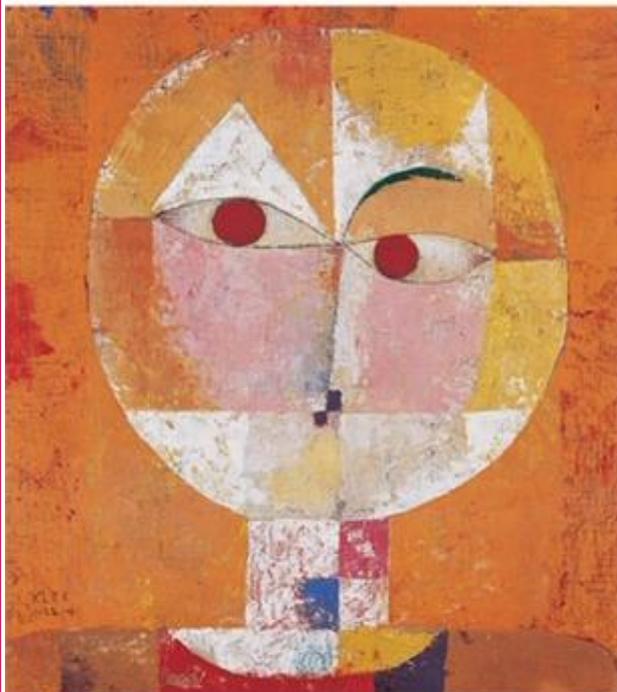
Año 35, 2019, Especial N°

# 23

Revista de Ciencias Humanas y Sociales

ISSN 1012-1587/ ISSNc: 2477-9385

Depósito Legal pp 198402ZU45



Universidad del Zulia  
Facultad Experimental de Ciencias  
Departamento de Ciencias Humanas  
Maracaibo - Venezuela



# **Psychological and pedagogical features of the career growth of vocational education's teachers**

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## **Abstract**

The article describes the lexical and semantic content of the concepts of «professional career», «professional development», «professional formation», and «professional growth», and considers the relevant definitions via comparative qualitative research methods. As a result, the professional development of the teacher is a long, dynamic, multi-level, and multifaceted process that occurs in four stages of professional growth. In conclusion, in order to achieve good results, it is important for the teacher to learn constantly; to know their strengths and weaknesses, gradually to form in themselves the inner

core on which not only professional but also personal development will be built.

**Keywords:** Vocational, Education, Teacher, Institution, Development.

## Características psicológicas y pedagógicas del crecimiento profesional de los docentes de educación vocacional

### Resumen

El artículo describe el contenido léxico y semántico de los conceptos de «carrera profesional», «desarrollo profesional», «formación profesional» y «crecimiento profesional», y considera las definiciones relevantes a través de métodos comparativos de investigación cualitativa. Como resultado, el desarrollo profesional del maestro es un proceso largo, dinámico, multinivel y multifacético que ocurre en cuatro etapas de crecimiento profesional. En conclusión, para lograr buenos resultados, es importante que el maestro aprenda constantemente; para conocer sus fortalezas y debilidades, gradualmente para formar en sí mismos el núcleo interno sobre el cual se construirá no solo el desarrollo profesional sino también personal.

**Palabras clave:** Vocacional, Educación, Docente, Institución, Desarrollo.

### 1. INTRODUCTION

Socio-economic and historical-political transformations dramatically alter social progress. Globalization processes, the state of socio-economic transformations in Ukraine necessitate the search for optimal ways of improving different aspects of society and, in particular, vocational education. Its role is to broadcasts basic values and goals into the development of Ukrainian society; reproduction of

social experience; the growth of the intellectual and professional potential of the national economy; preparation of citizens of the country for solving the problems of sustainable development revealed in the national strategies «Ukraine 2020», «Development of the system of technical regulation for the period up to 2020», etc., as well as the European strategy for economic development «Europe 2020».

At the same time, the professional training of pedagogical workers during life is considered as the integrity of the following three main stages: basic formal education; professional activity, which should be accompanied by a set of special measures to facilitate the entry of an employee into the profession; continuous professional development (HERNÁNDEZ, CHUMACEIRO, RAVINA-RIPOLL and DEL RÍO, 2019). Career, however, leads to significant changes in their life strategy, contributing to the fullest disclosure of not only professional but also personal potential.

The realization of personalized, human-dimensional education, demanded by the emergence of a market economy, influences the processes of teachers' professional and career growth, changing the ways and mechanisms of their self-actualization. HERNANDEZ, VILLALOBOS, MOLERO, and MORALES (2016) explain that the university sector must assume the right role in the correct application of knowledge, with the right degree of competence, in the context and with the right people in order to facilitate the path in what needs to be done, how it should be done and what the results integrating knowledge from a human context of reason and experience will be.

Professional and pedagogical activity that determines the self-realization of teachers of vocational education institutions in socio-cultural, professional, individual and personal planes is now complicated by globalization transformations related to the spontaneity of the market, social recognition of socio-economic phenomena of entrepreneurialism and entrepreneurship «Welfare State» (HERNÁNDEZ, CHUMACEIRO and RAVINA-RIPOLL, 2019; HERNÁNDEZ and CHUMACEIRO, 2018; BAZYL, 2017).

In this connection, the problem of professional development and career growth of pedagogical staff of vocational education institutions is actualized. Its social significance is reflected in the social position of understanding the career as a complex socio-psychological phenomenon, which covers all spheres of the person's life, the integral process of personal and professional development of the specialist, the complex phenomenon of being human (OLIVEIRA ET AL, 2018; RAMÍREZ, AVENDAÑO, ALEMAN, LIZARAZO, RAMÍREZ and CARDONA, 2018; VILLALOBOS and RAMÍREZ 2018; RAMÍREZ, ESPINDOLA, RUÍZ and HUGUETH, 2019; VILLALOBOS, RAMÍREZ and DÍAZ-CID, 2019).

## **2. LITERATURE REVIEW**

Scientific analysis of numerous philosophical, socio-cultural, psychological-pedagogical, educational-methodical researches shows that the authors partly focus on the problem of providing comfortable conditions for professional self-realization and career development of

specialists in various fields. Thus, psychological and pedagogical aspects of the career development of students and students are covered in THE WORKS OF BONDARCHUK, (2008) and others. The peculiarity of the personal development of a specialist from the perspective of planning and implementing a professional career is substantiated in THE PUBLICATIONS OF SEMICHENKO (2001), and others. Scholars emphasize the unevenness of the stages and stages of a person's professional development, referring to it as an individual trajectory of professional growth and career. The professional career is interpreted as a sequence of professional roles, statuses and activities in a person's life, his or her professional growth in the industrial, social, administrative or other hierarchy.

Foreign researches, such as FRYER (1996) in his research «Creative teaching and learning» substantiates the need of creative ways of teaching. HALLIWELL (1993) in his manuscript «Teacher creativity and teacher education» proclaims the need to use creative methods of teaching, in order to develop teacher's skills. Among Ukrainian researchers, the work of HUZIIY (2015) Pedagogical creativity, mastery, professionalism in the system of educators' training: achievements, pursuits, perspectives are of great value for further research.

### **3. MATERIALS AND METHODS**

In the research, the theoretical methods are applied: definitive and logical analysis of scientific works, generalization of worldview

positions and interpretative variants of understanding of the essence of professional career, professional development, career growth - for revealing of psychological and pedagogical features of career development of teachers of education; theoretical analysis, comparison and generalization of conceptual views on the problem under study - to determine the problem-thematic aspects of solving the scientific problem; method of explication - to clarify the nature of the author's interpretations, in particular regarding the career growth of teachers of vocational education institutions, and to formulate the conclusions of the study.

Psychological and pedagogical features of professional development, as well as career growth of teachers of vocational education institutions, are conditioned by the availability of appropriate education, life, and professional experience in them. In view of this, we consider relevant, firstly, to highlight the relationship between professional career and personal and professional development, the analysis of which involves, first of all, the content, types, stages, stages of a professional career; second, the disclosure of the specifics and factors of one's professional career; third, an analysis of the psychological features of a professional career (ERSHOVA, 2018).

#### **4. RESULTS AND DISCUSSION**

The study of theoretical experience and practical experience of training teachers of vocational education institutions actualizes the

importance of a vocational-oriented approach to the organization of vocational training of such professionals and their lifelong learning, which provides for the need and opportunity to obtain the knowledge necessary to improve the level of professional competence. The readiness of teachers of vocational education institutions for career advancement is an indispensable component of professional development, and involves conscious career planning, self-realization in professional and pedagogical activity and personal development. This is facilitated by their motivation for professional formation and development in future professional activity on the basis of the analysis of the correspondences and prospects of the developed professional trajectory by the criterion of the degree of realization of abilities, the satisfaction of intellectual and practical needs and professional ambitions.

We conducted a logical analysis of scientific works on the labor psychology and psychology of professional development. Synthesis and synthesis of the results of long-term pedagogical observations shows that the motivation of teachers of vocational education institutions, in particular, to determine their own needs, targets, guidance on the implementation of professional activities is one of the most important tasks of career development planning. At the same time, self-motivation is important, that is, each educator's awareness of internal motives for successful professional activity and career development. Self-motivation for a professional career involves finding (and/or creating) a teacher in an appropriate professional environment incentive to pursue one's career goals, achieve

professional success, and then anticipate and update individual motives.

According to the analysis of the results of pedagogical observations, the behavior and activity of the teacher's personality are stimulated, directed, and regulated by motivation, in fact, a set of motives that form the motivational sphere, which argues for the interdependence of motivation and professional career of pedagogical workers.

The research shows that the concept of «professional development of the teacher» is interpreted differently, so we see the need to briefly comment on the meaning of the term. For example, GLATTHORN (1995) defines this concept as «the development of a teacher's personality in a professional context based on the accumulation of experience and systematic analysis of his own teaching activity» (GLATTHORN, 1995). SCHEERENS (2010) is convinced that it is «a system of different activities for the purpose of preparing future teachers for professional activity, which includes initial training, programs for entering the profession, postgraduate training, and continuous professional development in the conditions of activity in an educational institution. Such activity develops the personal skills, knowledge, skills, and other characteristics of teachers» (SCHEERENS, 2010; RUANGVANICH & PIRIYASURAWONG, 2019).

That is, the professional development of teachers of vocational education institutions is a continuous process that covers the following

components: initial training, introduction into the profession and continuous improvement of the teacher's personal, social, and professional competences. In researches on problems of professional development of the teacher, the essence of the concept is defined by both foreign and domestic scientists. It should also be noted that various terms are used to indicate the professional development of a teacher in domestic and foreign scientific works (PUHOVSKA, 2011), in particular teacher development, career development, staff development, human development resource, professional development, continuing education, lifelong learning, professional development and others. SEMICHENKO (2001) considers the professional development of the teacher «professional modeling, designing, forecasting» (SEMICHENKO 2001). WILLEGAS-REIMERS E. (2003) substantiates the following specific characteristics of teachers' professional development in the world scientific and educational space:

- Teachers' professional development is based on constructivism, which is why educators appear as subjects of active learning;
- Professional development is a process that takes place within a certain context, so its most effective form is daily professional and pedagogical activity;
- Teachers' professional development is driven by reforms, so it is advisable to study and provide them in relation to the processes of cultural formation, and not only in connection with the deepening of knowledge, development of skills, acquisition

of new skills envisaged in the implementation of educational programs;

- Educators are reflexive practices that enter the profession with a certain knowledge base and acquire new knowledge and experience, «growing» them to the previous ones, so it is important to help them formulate new pedagogical concepts, provide scientific support for disclosing the essence of educational innovations, preparing development, as well as to stimulate them to increase the acquired competences for successful implementation of professional and pedagogical activity;
- Professional development of teaching staff is realized in the process of cooperation, most effectively - on the basis of close cooperation, scientific and methodological interaction with scientists, researchers, educators, social partners, employers, etc.;
- Professional development of teachers is carried out on the basis of different forms and methods of organization. It is a continuous process of optimal choice and combination of different forms, methods, technologies that are most optimal in a particular situation and in a particular place.

The scientific and methodological underpinnings of creative self-realization and teacher's self-development in the context of the fundamentalization of training in vocational education are the following components of professional competence:

- Possessing a system of fundamental subject and methodological knowledge;
- Ability to theoretically and methodologically understand modern concepts of fundamentalization of higher education, its

didactic models, to develop their own professional position to implement the fundamentalization of student learning;

- Stable value orientation on creative self-realization and self-development in the context of the fundamentalization of student learning;

- Possession of general scientific and professional-pedagogical methods of cognition;

- Acquisition of a high level of methodological, intellectual, creative, information culture;

- Developing an experimental and creative style of thinking and activity;

- Ability and readiness for cultural dialogue with students;

- Ability to theoretically and methodologically, critically comprehend their own experience of creative, research activity of advanced pedagogical experience (SHATKOVSKA, 2011; 2015).

Thus, the professional development of the teacher is a long, dynamic, multi-level and multifaceted process that occurs in four stages of professional growth: the formation of professional guidelines, the intentions of the future teacher, the main criterion for assessing the formation of these qualities and specific profession in general; obtaining professional education. The main criterion is professional self-determination; the process of mastering and entering the profession (from the moment of entry into the educational institution - until the beginning of independent professional and pedagogical activity). The determining criteria for the evaluation of the formed qualities will be indicators of the effectiveness of professional activity

and the level of development of professionally important properties of the individual; self-realization of a specialist in the socio-professional space based on the performance of specific types of professional activity. At the same time, we are aware that both the professional development of a teachers of vocational education institutions and his/her career growth are conditioned by his/her personal development as a whole and; in particular, the acquisition of new experience, updating of knowledge, improvement of skills, transformation of motivation and interests, as well as emerging the result of professional and pedagogical activity.

## **5. CONCLUSION**

The psychological and pedagogical features of the career growth of teachers of vocational education institutions, which are conditioned by the specifics of the organization of professional development of teachers, are, in our opinion, an attempt to answer the challenges of the present in the need of the professional teacher as the main driving force of education in society. We believe that the considered principles of adult learning and development do not deny the traditional didactic principles of pedagogy: they partly develop them, partly correlate with them. We also see the positive in the optimal combination of all these approaches, which largely complement each other and to which there are common features: in the implementation of all the conceptual foundations of the organization of professional development of the teacher; personality is the subject of learning and development; this process has a professional context.

Therefore, this makes it possible to take into account the patterns of development and self-development of the specialist and certain conditions in which his professional development provides self-realization of the creative potential of the individual. It gains competitiveness and mobility in society as an effort to ensure high quality and efficiency of his activity, ability to set goals and solve problems in certain conditions.

Despite the complexity in planning and developing the professional careers of leaders in the modern education system through objective circumstances, it is possible to distinguish the problems of professional careers having a psychological nature, in particular, the psychological reluctance of a large part of the heads of general educational institutions to conscious self-management through professional development. Therefore, one of the important conditions for the development of a professional career is the psychological training of teachers in the process of direct professional activity in interaction with practical psychologists of educational organizations, as well as in the process of upgrading the level of qualification of staff of educational organizations in postgraduate educational institutions.

The result of such training can be a formed readiness to consider oneself as a person who is constantly developing, improving, seeing the perspective, ways and directions of his professional and personal growth, aligning his professional interests and interests of the organization, etc. A major role in the context of this problem belongs to the system of postgraduate pedagogical education, within which the prevention of «aging» of professional knowledge, and skills due to the

organization of continuous vocational training, promotion of personal development of managers in a specially created social environment is possible.

To summarize, it is necessary to highlight the features of the career development of teachers of vocational education institutions:

- Motivation, which means the pursuit of professional growth (gain as much knowledge as possible; recognition by colleagues in their field; work with minimal management intervention; transfer their knowledge to others);
- Personal growth, as far as the teacher develops as a person in his profession, it is possible to distinguish training on personal growth and self-development as a way of achieving this aspect;
- Professional development, which may include advanced training, training, exchange of experience with colleagues, research (research);
- Creativity, namely the ability to solve professional problems outside the box, to seek new approaches to solving everyday problems in order to increase the effectiveness of the vocational training process, which is reflected in the educational achievements of student (student) youth.

With regard to the external aspects of the career development of teachers of vocational education institutions, they are related to the activities of the institution's administration (willingness to assist and encourage the personal growth of teaching staff), the assistance of more experienced colleagues, and the educational environment of the institution (microclimate in the team, the opportunity for professional

and career) growth). In other words, in order to achieve good results, it is important for the teacher to learn constantly; to know their strengths and weaknesses, gradually to form in themselves the inner core on which not only professional but also personal development will be built.

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# **opción**

Revista de Ciencias Humanas y Sociales  
Año 35, Especial No. 23 (2019)

Esta revista fue editada en formato digital por el personal de la Oficina de Publicaciones Científicas de la Facultad Experimental de Ciencias, Universidad del Zulia.  
Maracaibo - Venezuela

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