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Responsibility as a factor of future educators pre-school establishments professional self-improvement

Annotation. The authors cover the problem of the of future educators of pre-school establishments professional training, their personal professional self-improvement in the educational space of the university. It is analyzed, the content of the categories «professional formation», «professional self-improvement», «responsibility» is specified. To reveal the phenomenon of professional self-improvement of the future specialist, a considerable body of domestic and foreign scientific literature has been used. Among the most significant factors, the authors singled out the following: the motivation of the student-future educator and his needs for achievement; content of the person's value-content sphere and its quality (abilities, character, mental processes, states that accumulate professional-important

qualities); integral characteristics of personality (responsibility, individual style, creativity as creative potential). The researchers found that among the factors listed above, the greatest influence on the professional self-improvement of future educators in the conditions of the educational space of the university is responsible. The authors emphasize the importance of preparing the category of specialists in question and argue that it will only be effective if students take an active part in this process. And this is necessary, first of all, because professional self-improvement is always a deliberate, purposeful process of raising the level of its own professional-pedagogical competence and the development of professionally significant qualities of the individual. The researchers found the parameters (factors) of responsible attitude to educational activity, revealing such components: motivational-emotional, cognitive, behavioral components, peculiarities of orientation and self-control of personality. It was having analyzed the above results, it is noted that for the majority of first and second-year students (67.6%) characterized by a situational manifestation of responsibility for all indicators, that is including all components of the responsibility display. Generally analyzed components of responsibility in their totality reflect the essence of the concept itself. Naturally, their formation in the real educational environment of the higher education institution has its contradictions, complexity, means, forms, connections. All this requires further experimental confirmation.

At the present stage of development and global transformation of higher professional education in many countries of the world, including Ukraine, the question of creating such conditions in the higher educational institution that would contribute to the maximum development of the personal and professional qualities of a future specialist becomes more and more relevant. Particular attention should be paid to the process of training future educators of pre-school establishments, their personal and professional self-improvement. In this context, it shouldn't lose sight of such an integrative quality of personality as responsibility, since the professional development of a competent expert depends on responsibility.

Being a tutor is not only a professional in your sphere, it also means being responsible, because he leads his pupils on the path to their formation and development. That is why the society presents quite high requirements to the personality of the educator; from it is waiting for selflessness and self-sacrifice.

A modern educator is a person possessing, first and foremost, planetary thinking, a professional who should not be limited only to the transfer of knowledge, skills and abilities. It's needs to have a high culture, moral principles and strive for constant professional self-improvement. Our modern society is waiting for the educator to be ready for change, be mobile, active, capable of non-standard thinking and actions, creativity, responsibility and independence in decision-making. In order to meet all the requirements, the educator must strive for constant self-improvement on the path of professional development.

The period of study in a higher educational institution is the preparation for labor activity, which should become for man not only the main source of existence, but also the possibility of personal self-realization. Unfortunately, today most students come to university only for the necessary theoretical knowledge, practical skills and skills, while practically not paying attention to those professionally important personal qualities that will enable them to successfully adapt to future professional activities, to form social and personal maturity, strive for high professionalism and personal self-perfection. That is why we have directed theoretical and practical search for the solution of an important task facing the modern educational system – to study the problem of professional self-improvement of the future educator personality and to determine the role in this process of responsibility as integral quality of the individual.

1.The general scientific understanding of future educators of preschool institutions professional self-improvement.

The professional formation is an important stage in the development of the personality, which is characterized by the gradual formation of professionally important qualities and personal development of the subject of professional activity. Y. Slobodchikov [18] considers the process of becoming a component of the

development process. In his opinion, the category of «development» simultaneously contains at least three processes: formation, formation, transformation. Formation is a transition from one definite state to another - a higher level; unity of already realized and potentially possible. According to A. Derkach, under the professional formation of a teacher (including a tutor), should be understood as a long process of adaptation to the requirements advanced by his profession, as well as integration into a team and subsequent creative self-realization in pedagogical activity [7, p.377].

According to E. Zeer [9], professional formation, being a «shaping» personality, adequate to the requirements of professional activity, allows the use of a set of time-wise methods of social interaction of the individual, including it in a variety of professionally significant activities. The professional development is a long, perennial, virtually endless process that involves the possibility of unlimited human development. This process is associated with a variety of goals, it also has different content at different age stages.

The professional formation of the educator depends on certain person's characteristics who determine the final success of the formation of a person as a professional, his professional readiness and collectively predetermined by his level. In the professional formation of the individual, scientists distinguish the following steps: the stage of adaptation, the stage of professionalization and the stage of professional craftsmanship. A. Derkach [7] calls the following stages of professional development of a specialist: the stage of opticizing, the stage of vocational education, the stage of professional adaptation, the stage of completion of primary professionalization, the stage of secondary professionalization and the stage of mastery.

Thus, the process of professional development as a psychological category reflects the process of self-development of a person throughout his life, within which the formation of specific types of subject activity of the individual takes place on the basis of the development and structuring set of professionally oriented characteristics that ensure the implementation of the knowledge functions, communication and regulation in specific activities and in the stages of the professional way.

Now let's move on to the analysis of the phenomenon of «professional self-improvement». The analysis of scientific literature allows us to point out that the problem of person's self-improvement is methodologically connected with the understanding of personality as the creator of his life path (S. Rubinstein, B. Ananiev, A. Brushlinsky). The problem of person's professional self-improvement was investigated by such well-known scholars as G. Andreeva, I. Bech, L. Bozhovich, L. Vygotsky, G. Kostyuk, A. Leontiev, A. Mudrik, I. Svishchev, V. Sukhomlinsky, K. Ushinsky and others.

It should be noted that the desire for self-improvement is laid down in every person and, according to representatives of various psychological directions and schools, is its most important, central quality, essential attribute of the life of a healthy, mature person. So, in the words of the modern scientist S. Columbai, the main task of life is the actual self-improvement of their consciousness. The philosopher emphasizes that if a person correctly improves himself, then she develops, evolves, performs the task for which he was born [11, p.53].

The theoretical analysis of scientific approaches to the understanding of the term «self-perfection» has shown that this concept is used very widely and is of a multifaceted nature. Let's dwell on the most common definition of this concept. Self-perfection is the creative attitude of the individual towards himself, the creation of him himself in the process of active influence on the external and inner world with a view to their transformation [23].

In modern psychological science, the idea of self-improvement as a specific feature and fundamental ability of a person has strengthened. L. Vygotsky [4] emphasized that the concept of self-movement is embodied in the theories of «creative evolution», which is directed by an autonomous inner, vital impulse of the individual, which purposefully develops itself, the will to self-assertion and self-improvement. Y. Slobodchik is understand self-improvement as «a conscious change, or the same conscious desire to preserve in its unchanging self-identity» [15, p.7].

The scientist emphasizes that no external circumstances of life can force a person to be independent and original. You can not make a person be a person, you

can only grow it up to himself, in the measure of these truly human abilities, to become on the way to their acquisition [19, p.29]. These capabilities, according to the scientist, may be not just in the personality development, but in self-development, in the development of their own self, in the development of themselves. V. Slobodchikov notes that man is a conscious being, capable of realizing himself (reflexive) and active (capable of conscious transformation) [19, p.30-31].

In scientific literature, along with self-improvement, the following concepts are often used: growth, autonomy, self-knowledge, self-development, self-realization, self-creation. The significance of all these concepts is still not clearly defined. It should be noted that the concepts of self-actualization and self-actualization are most often used as equivalent concepts under which most scholars understand the continuous realization of human potential abilities and talents [17, p.15].

As part of the topic of our research, «professional self-improvement of the future educator of preschool education» will be considered as a complex process in which conscious activity of students is aimed at realizing itself as a person in the chosen future professional activity. An approach to professional self-improvement as an activity (where the personality is an instance and a subject, and development is carried out with the participation of consciousness and will) allows us to interpret professional self-development and self-improvement of the future educator as a creative evolution.

It is also necessary turn attention to the fact that a person not only adapts to external social conditions, but also actively influences them and thereby acts as the subject of social development. The most productive independent activity is possible only at a certain level of knowledge, skills, spirituality and maturity of the individual – moral-political, emotional-volitional and intellectual. Relying on the experience of predecessors and contemporaries, the person seeks to maximally develop these necessary qualities. By manifesting and knowing their abilities, people begin to form themselves in their own interests and in the interests of society itself [6, p.16].

It should be noted that one of the main conditions for the harmonious and comprehensive development of the individual, his personal and professional self-

improvement is self-creation. M. Boryshevsky understood the self-formation process of forming its own value-normative content. According to the scientist, if these meanings are not oriented to social values, then there is the possibility of choosing a destructive model for the deployment of an individual strategy of self-affirmation of a person, that is, ignoring it to society [3, p.30]. M. Boryshevsky emphasized the great role of spiritual development in self-development of personality: «when it comes to self-development, self-development of personality, the spiritual progress of man is the most convincing illustration of the real discovery of the subjectivity of an individual in building up his own way of life and creating algorithms of self-realization» [2, p.55].

Modern scientists (N. Hajiyeva, N. Nikitina, N. Kyslinskaya.) note that the person is only what it does with itself. It exists only to the extent that it exercises itself. No other factors – the environment, heredity – can serve as justification for its ability to self-determination in life, its human insolvency. Thus, a person is given into the possession of his being, and in this it is free to choose his life path. No general social morality will tell a man what to do; there are many situations where it is impossible to determine what is morally, immoral, good and bad. A person makes his own choice, makes a decision, that is, by definition J. P. Sartre, person creates itself, it creates itself, choosing morality [5, p.13].

The experience of modern higher educational institutions allows us to speak about the fact that it is possible to effectively deal with the training of future specialists only if the students themselves take an active part in this process, because professional self-improvement and self-development of the future teacher is a conscious, purposeful process of raising the level own professional-pedagogical competence and development of professionally significant qualities in accordance with external social requirements, to the conditions of professional activity and its own development program [12, p.58]. It is worth emphasizing that the basis of this process lies the psychological mechanism of continuous overcoming of internal differences between the existing level of professionalism («I am real professional») and imaginary («I am the ideal professional»). Professional-pedagogical self-

improvement of the future teacher occurs in three interdependent forms – self-education, self-education and self-development in general. The main purpose of self-education and self-development of the personality of the future specialist is to improve the knowledge, skills and abilities already available to him, which he will need in future pedagogical activities, in order to achieve the desired level of vocational and pedagogical competence. Self-improvement of a person as an individual and even more so as a professional does not start from the moment of the birth of the individual, and since the beginning of his personality. The purpose of development of a person as a self and is an internal reason for its self-development, self-improvement as a person. Active life position changes in the direction of realization and increase of creative potential, directs the person on the path of self-development and self-improvement of himself as a future teacher.

In this context, position of L. Suchenko is interesting, because it who proposes to consider the concept of self-improvement and self-development in organic unity, understanding self-development as a pedagogical phenomenon underlying the self-improvement of the teacher, his professionalism and pedagogical skills [20, p.15].

In order to optimize and create the most favorable conditions for professional future teachers' self-improvement, educational activity in a higher educational institution should include a system of internal motivations for self-actualization, self-improvement, knowledge, development of professional and spiritual needs of the individual, which is the determinant basis for the development of «positive motivation»: creativity (motivation for self-actualization) and creative activity, intelligence (motivation for achievements and rational, intellectual activity), learning (motives for knowledge and reactive or purposeful activities).

It is known that in professional development of the student's personality there is a professional self-actualization, which means the search for a professional image – the external characteristic of the image, which always reflects the individuality as a symbol of the individual; it is an individual style of professional activity; is a definition of professional perspectives for themselves, ways to achieve them, and a desire for harmonious disclosure of their own creative potential. Thus, the process of

professional self-improvement – a way of self-knowledge, self-assessment of their own abilities, abilities and practical actions, aimed at their development.

The professional development of the personality of a future specialist is a prerequisite for his self-realization and self-improvement. In turn, self-realization of the future educator – not a one-time act, but a process that stimulates the development of personality throughout its life path. Self-realizing and self-improving, the personality of the future teacher develops. This is confirmed by the fact that in the process of self-realization the person sets himself concrete goals, the achievement of which are the main indicators of gradual development [16, p.26].

Most scientists understand the active work of a person, under the professional self-improvement of consciousness, aimed at the constant development and realization of oneself as a person in a certain professional activity, deepening of own knowledge, improvement of professional skills and motivation for success. One of the main indicators of professional self-improvement of future teachers is their focus on achieving higher results during vocational training in higher education institutions, awareness of the significance of future professional activities.

An analysis of foreign and domestic researcher's works allows us to determine the following characteristics of personality (or qualities) that define a person as an active subject of self-improvement: freedom as the ability to choose the ways of one's own development; responsibility as an opportunity to make decisions; intentionality as the focus of development on something definite (goals, values, content, etc.); subjectivity («subjectivity» as a special internal experience); combination with the world, or being in the world; the picture of the world and the personal philosophy of life as a system of personal constructs; reflectivity (ability to comprehend and understand); fundamental incompleteness of development; spirituality; indeterminism and so on.

Thus, professional self-improvement is a deliberate process, which is a continuation of professional education, when the future educator from the object of educational influence («I am a student, let me teach») becomes a subject of organization of his own life («I am a future specialist, carries out preparation for

future professional activity»): independently chooses the purpose of self-development, constantly analyzes own professional achievements, deals with self-education, aspires to self-development. The professional self-improvement of the educator is, first and foremost, a conscious, purposeful process of raising the level of its own professional competence and the development of professionally significant qualities in accordance with social requirements, conditions of its future professional activity and its own development program.

2. Responsibility as a factor of professional self-improvement of future educators

Researching the problem of the future pre-school children educator's professional self-improvement, we turn attention to the need to identify the factors that affect the effectiveness of this process. As a result of the theoretical analysis of the scientific literature (A. Derkach, I. Zimnyaya, A. Isaev, M. Larionov, A. Markova, E. Popova) among the most significant factors we can single out the following:

- integral personality characteristics (responsibility, individual style, creativity as creative potential);
- student-future educator's motivation and his need for achievements (the focus of self-improvement on the main types of future professional activities – methodical, pedagogical, personal);
- the content of the value-sense sphere of the future educator and the qualities of the personality (abilities, character and his features, mental processes and conditions that accumulate in professionally important qualities).

All of these factors, in our opinion, the level of personal responsibility has the greatest influence on the professional future teachers of preschool education self-improvement in the educational space of the university.

Analysis of the scientific literature shows that a sufficient number of scientists studied the problem of responsibility, among which it is worth highlighting the research works of K. Abulkhanova-Slavskaya, I. Beh, M. Drygus, L. Kolberg, G. Kostyuk, K. Muzdybaev, J. Piaget, J. Rotter, M. Savchin, L. Tatomyr, V. Frankl.

One of the first questions about the self-determination of free will, ethical values and personal responsibility was raised by W. James, who saw the source of responsibility in the moral and religious feelings of a person. The scientist described the leading role in these feelings to the will of the person [8, p.356]. V. Frankl was the main authority before whom each person was responsible, considered conscience [21, p.126]. E. Fromm understood as responsibility only a voluntary act: “to be responsible is to be free and ready to answer” [22, p.27].

The problem of responsibility is most widely represented in the research works of K. Muzdybaev, who defined responsibility as the result of the integration of all person's mental functions: subjective perception of the surrounding world, assessment of one's own life resources, emotional attitude to commitment, will [14, p.21]. The scientist emphasizes that responsibility is manifested in the sphere of feelings and is a trait of character. The scientist emphasizes that responsibility is manifested in the sphere of feelings and is a feature of character, and the central tendency of the evolution of responsibility is manifested in the emergence of an additional internal control mechanism. To become an active subject of activity, a person must be responsible for his actions first of all in front of him. So, becoming an active subject of activity, a person is responsible for his actions, first of all, for himself as a subject of vital activity, an active creator of himself and his life, proceeding from higher universal human ideals, values and interests.

V. Slobodchikov and E. Isaev defines responsibility as the quality of a person in the subject, personal, individual, and universal sphere, and associates it with a person's ability to answer for actions towards others, society, and himself. They argue that it is responsibility in social behavior that is the most essential characteristic of a person as a personality [18, p.351].

K. Abulkhanova-Slavskaya considers responsibility as a form of internal acceptance of the necessity and voluntariness of its realization. That is, responsibility is considered in the context in which the subject considers himself responsible and himself determines the measure of his responsibility. K. Abulkhanova-Slavskaya try to understand human activity as the main criterion of responsibility, which is seen in

actions in the form of initiative, understanding, self-discipline, integrity, and the ability to relate personal and social interests. The scientist notes that responsibility is closely connected with the following fundamental personal qualities: independence, confidence and self-control.

A necessary and most important condition for the development of personal responsibility is self-control and self-regulation. M. Boryshevsky gives the following definitions of self-control: «this is one of the psychological properties of a person, which is manifested in his ability to monitor his own actions, actions, to relate them to certain requirements, norms and rules. Such a definition of the essence of self-control indicates its direct connection with self-consciousness – the highest level of personality consciousness» [1, p.39].

As for self-regulation, then S. Maksimenko indicates that the ability of a person to self-regulation is the most important indicator of personality. By definition, the scientist, the process of self-regulation of behavior involves not only volitional effort, but also the restructuring of semantic entities, the main condition for which is their meaningfulness [13, p.47]. S. Maksimenko identifies the following stages of the formation of self-regulation in the personality integration system: basal emotional self-regulation, volitional and semantic / value self-regulation.

In the context of our research, it is important to determine the role of responsibility in the development and self-improvement of the individual. It should be noted here that A. Maslow sees the mechanism of self-actualizing potential of an individual precisely in responsibility. I. Bech and M. Savchin considered responsibility as a component of social maturity of the individual and as a factor in personal self-improvement. T. Kirilenko sees the result of change personality self-improvement based on emotional self-knowledge and self-esteem, and this in turn is a necessary source of moral responsibility of the individual.

It should be noted that self-improvement, including professional, includes three interrelated components – self-knowledge, self-control and self-regulation / self-development. Each of them is an indispensable tool for reflection, without which

neither knowledge nor human progress along the path of spiritual, personal, and professional self-improvement is impossible [5, p.29].

The effective training of future specialists is possible only if students themselves take an active part in this process. This is necessary first of all because professional self-improvement and self-development of a future teacher is always a conscious, purposeful process of raising the level of one's own professional and pedagogical competence and developing professionally significant qualities in accordance with external social requirements, conditions of professional activity and one's own self-development program [12, p.58]. Professional and pedagogical self-improvement of the future educator takes place in three interdependent forms – self-education, self-education and self-development in general. The main goal of self-education and self-development of the personality of a future specialist is to improve the knowledge and skills that he already has that are necessary for him in future educational activities in order to achieve the desired level of professional and pedagogical competence.

As we noted earlier, the development of the responsibility of a future specialist is a necessary condition for his self-realization and professional self-improvement. In turn, the self-realization of the future teacher is not a one-step act, but a process that stimulates the development of a person throughout his life. Self-realization, the personality of the future educator develops, and the confirmation of this comes down to the fact that in the process of self-realization the personality sets concrete goals, the achievement of which serves as an indicator of progressive development [16, p.26].

It should also be noted that in the professional development of the personality of the student, professional self-actualization takes place, by which is meant the search for a professional image. By professional image we mean the external characteristic of the image, which always reflects individuality as a symbol of personality (individual style of professional activity, defining professional perspectives for themselves and ways to achieve them, striving for harmonious disclosure of one's own creative potential). Thus, the process of professional self-

improvement is the way of self-knowledge, self-assessment of one's own abilities and practical actions aimed at their development.

For further promotion, as a factor in the professional self-monitoring we've chosen for our professional development in the 2017–2018. The experimental research was conducted, 134 students of 1–2 grades of the Study-Scientific Institute of the social-pedagogical and artistic education of Bohdan Khmelnytsky Melitopol State Pedagogical University.

For the purpose of identification of interventions, they were confronted with the «The questionnaires of the most important, functional, analogous analysis of intermediates» by V. Priiadenui.

The analysis of the results of the questionnaire makes it possible to identify eight parameters (factors) of responsible attitude to educational activities, revealing such components as motivational-emotional, cognitive, behavioral components, peculiarities of personality orientation and self-control.

After processing the results, we received the following results for the parameters of the specified components:

- dynamic (behavioral) – ergicity (14,9% of students have unconditional responsibility, that is irresponsibility of the subject, 58,2% – neutral level, situational manifestation of responsibility, 26,9% – pronounced characteristic of responsibility), arrogance (15,7% - unclear responsibility, 67,2% – neutral, 17,1% – express liability);

- emotional – stenchiness (13,4% is unexpressed, 47,8% is situational, 38,8% is expressed), asthenicity (12,7% is not expressed, 66,4% is situational, 20,9% is expressed);

- motivational – sociometric (14,2% is unexplained, 63,4% is situational, 21,9% expresses responsibility), egocentricity (26,9% is not expressed, 55,2% is situational, 17,9% expresses responsibility);

- cognitive – meaningfulness (11,9% is unexpressed, 64,9% is situational, 23,2% is expressed), awareness (35,1% is not expressed, 59,7% is situational, 5,2% is expressed); regulatory – internal (8,9% – unexplained, 50,7% – situational, 40,4% –

express liability), externality (18,7% is not expressed, 77,6% is situational, 3,7% is expressed);

– personality performance – objectivity (9,7% is unexpressed, 61,2% is situational, 29,1% is expressed), subjectivity (12,9% is not expressed, 52,2% is situational, 34,9% – expressed);

– personality orientation – the desire for instrumental-style (personal energy, determination, aspiration for leadership): 15,7% – unperceived level, 51,5% – situational, 32,8% – express responsibility;

– desire for meaningfulness (compulsiveness, conscientiousness, altruistic): 14,9% – unexpressed, 67,2% – situational, 17,9% – express responsibility;

– the nature of the obstacles – personal (anxiety of the subject, insecurity, bad mood): 21,6% – unpermitted level, 55,9% – situational, 22,5% – expressed;

– operational (lack of necessary knowledge, abilities, skills): 25,4 % – unexpressed, 67,9% – situational, 6,7% – express responsibility.

Consequently, after analyzing the results presented above, we can note that for most students, future educators are characterized by a situational manifestation of responsibility for all indicators, ie including all components of the manifestation of responsibility.

To investigate the level of formation of certain types of responsibility, which characterize it as a professionally significant quality of the future educator, we used the «method for determining responsibility» (M. Ostacheva). This technique allows you to determine the level of manifestation of disciplinary responsibility, responsibility for yourself and for the rest. Consequently, the results of the study showed that 26,9% of the respondents had a high level of disciplinary responsibility, an average level of 67,2% and a low level of 5,9%. These data suggest that for modern students the control of teachers, parents and others is important for the development and manifestation of their responsibility.

With regard to responsibility to themselves, 29,1% of students have a high level, 65,7% are average and 5,2% are low. Here one can speak of avoiding students taking full responsibility for their actions and actions, and seeking opportunities to

find justifications for their own irresponsibility. The percentages for expressing responsibility for the other were distributed as follows: only 8,9% of one-year students have a high level, the average is 79,2% and the lowest is 11,9%. The results indicated that most students have an average level of manifestation of all types of responsibilities, therefore, the development and implementation of development-corrective measures for the development of a higher level of responsibility of future-educated students is crucial.

To determine the volitional component of responsibility, we used the 16-factor questionnaire by R. Kettel (factor Q3). After processing the results, we received the following it: 1-3 walls – 44,1% of students (they are not guided by volitional control, do not pay attention to social requirements, are not attentive to others, difficulty in adapting), 4 wall – 20,8% (internally undisciplined, conflicting individuals, have low integration), 5-6 walls – 17,2% (average level, the personality is characterized as controlled, socially accurate, has a high level of integration), 8 wall – 17,9% (tend to strongly control their own emotions and behavior, socially attentive, self-respecting, and sometimes prone to stubbornness).

To determine the level of personal maturity of the students of future teachers, we used the «Test-questionnaire for personal maturity» (a questionnaire by Yu. Hilbuh). According to the results of this method, we have identified three levels of student maturity: high level is characteristic only for 9,7% of respondents (which causes us anxiety), 44,7% of prospective specialists are satisfactory, unsatisfactory the level is characteristic for 45,6% of the subjects. So, we see that almost half of future-educated students have an unsatisfactory level of personal maturity.

To determine the level of professional-pedagogical orientation, which manifests itself in the pursuit of mastery of the future profession and the desire to work in the chosen profession, we used the «Questionnaire for determining the level of professional orientation (LPO) of students» (T. Dubovitskaya). The obtained results showed that 26,9% of students have a high level of professional orientation, 61,2% have an average level, 11,9% are low. It should be emphasized that the

obtained results indicate that students do not have a clear professional orientation at the first or second year.

Within the scope of our research, it is interesting to determine the connect between the level of formation of the responsibility of the individual and his professional self-improvement. After a qualitative analysis of all these techniques, we determined that 79,7% of future educators had a direct link between the level of responsibility and their professional and personal development, namely:

- 23,1% of students with an average level of responsibility development showed satisfactory level personal maturity and average level of professional orientation;

- for 20,1% of respondents with average responsibility, characteristic of unsatisfactory level of personal maturity and average level of professional orientation are characteristic;

- for 17,2% of those surveyed who have a high level of responsibility, the satisfactory level of personal maturity and high level of professional orientation are characteristic;

- 6,7% of future educators with a high level of responsibility are characterized by a high level of personal maturity and professional orientation;

- 5,9% of students with a low level of responsibility are experiencing an unsatisfactory level of personal maturity and an average level of professional orientation;

- for the 6,7% of respondents with low level of responsibility, unsatisfactory level of personal maturity and low level of professional orientation are also characteristic.

The results of the research show the following tendency: the majority of future tutors studying first or second year (61,2%) have an average level of manifestation of all types of responsibilities and they are characterized by an average high level of professional orientation, which requires a modern higher education institution effective forms and methods of work to create psychological and pedagogical conditions for the formation of the future specialists' ability to assume responsibility

for their actions, to be self-determined, self-sufficient person, who seeks personal and professional improvement.

Conclusion.

1. Most contemporary scientists consider responsibility as the integral quality of the person, which determines the behavior, activity of the person on the basis of awareness and acceptance of the necessary dependence of this activity on social goals and values. The development of responsibility is impossible without an adequately formed self-esteem, the need for self-development, productive interpersonal communication in accordance with their own spiritual needs and values. The development of the responsibility of the future educator, which we consider in the context of the overall development of the individual, is a leading factor determining the further development of the personality of a competent specialist.

2. Professional self-improvement of the personality of the future teacher of pre-school education includes three interrelated components: self-knowledge, self-control and self-regulation, self-development. The obligatory instrument each of them is the reflection – that is, the human activity, which is aimed at understanding their own actions, their internal states, feelings, experiences.

3. The educator is a qualified specialist who is engaged in a special type of sociocultural pedagogical activity, provides training and upbringing of the younger generation capable of constant professional self-development and self-education throughout the life and provides the creation of optimal conditions for the all-round harmonious development of children. The basic factors of self-improvement of the future educator include: responsibility, motivation of pedagogical activity, content of the value-sense sphere of the person. The self-improvement of the future educator is a holistic nonlinear system with a pronounced motivation to professional self-realization, pedagogical orientation, a solid value-sense sphere, pedagogical abilities, intuitive-improvisational thinking on a creative basis, which is characterized by constant internal search, self-determination of personal limitations, intuitive illumination and optimal level responsibility.

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