

## Artículo de investigación

**The professional and personal development of teachers in the context of continuing education**

ПРОФЕССИОНАЛЬНО-ЛИЧНОСТНОЕ РАЗВИТИЕ ПЕДАГОГА В УСЛОВИЯХ НЕПРЕРЫВНОГО ОБРАЗОВАНИЯ

El desarrollo profesional y personal de los profesores en el contexto de la educación continua

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**Abstract**

This article is devoted to the issue of professional and personal development of teachers in the context of continuing education, taking into account the needs of the developing society in teaching staff ready to build a successful career, which is characterized by mobility, dynamism, constructiveness, cooperation, and creativity.

The research objective: to determine the impact of professional and personal development of teachers related to the success of their professional activity and level of personal maturity as a teacher.

The research tasks: To determine subjective and objective factors of developing the personal maturity of teachers, to describe pedagogical conditions for developing the personal maturity of teachers in the process of continuing education, and to determine and characterize development levels of the personal maturity of teachers as a condition of professional and personal development.

**Аннотация**

Статья посвящена проблеме профессионально-личностного развития педагога в условиях непрерывного образования, актуализированной с учетом потребностей развивающегося общества в педагогических кадрах, готовых выстраивать успешную карьеру, способных к сотрудничеству, отличающихся мобильностью, динамичностью, конструктивностью, креативностью.

Цель исследования: выявление зависимости профессионально-личностного развития педагога и успешности его профессиональной деятельности от уровня личностной зрелости педагога. Задачи исследования: выявить субъективные и объективные факторы развития личностной зрелости педагога; описать педагогические условия развития личностной зрелости педагога в процессе непрерывного образования; выделить и охарактеризовать

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The research methods: 1) Theoretical ones: The analysis of research results on the issue, comparison and generalization; 2) Empirical ones: The test of D.A. Leontyev, the methodology of E.E. Rukavishnikova, the methodology of M.N. Mironova, and the "Questionnaire of Mastering Methods"; and 3) The correlation coefficient of Spearman.

The authors determine that it is reasonable to consider the personal maturity of teachers not only as a condition of but also as a criterion for professional growth. Subjective and objective factors in the development of the personal maturity of teachers include competitive environment, hierarchy of human needs, age, individual craving for recognition, status, respect, and self-actualization as well as the norms and values of the social and cultural environment.

Further, the authors determine three levels of teachers' personal maturity (low, sufficient, and optimal) and present generalized characteristics of teachers demonstrating the different levels in the context of actual and potential professional and personal growth.

Materials provided in the article can be useful in designing models and programs for additional professional education, in developing individual programs for teacher development, and in certifying teaching staff.

**Keywords:** Professional and personal development, maturity, personal maturity, self-development, professional success, continuing education, social status of a teacher.

уровни развития личностной зрелости педагогов как условия профессионально-личностного развития.

Методы исследования: 1) теоретические: анализ результатов исследований по проблеме, сравнение и обобщение; 2) эмпирические: тест Д.А. Леонтьева, методика Е.Е. Рукавишниковой, методика М.Н. Мироновой; "Опросник способов совладания"; 3) коэффициент корреляции Спирмена.

Выявлено, что личностную зрелость педагога целесообразно рассматривать не только как условие, но и как критерий профессионального роста; главным феноменом личностной зрелости выступает рефлексия; черты личности, важные для самоидентичности человека, обуславливаются готовностью личности к саморазвитию, самореализации и самопроявлению; субъективные и объективные факторы развития личностной зрелости педагога: конкурентная среда, иерархия потребностей человека, возраст, тяга индивида к признанию, статусу, уважению и самоактуализации, нормы и ценности социально-культурной среды.

Авторами выделено три уровня личностной зрелости педагога (низкий, допустимый и оптимальный); представлена обобщенная характеристика учителей, демонстрирующих различные ее уровни в контексте актуального и потенциального профессионально-личностного роста.

Материалы, представленные в статье, могут быть полезны при проектировании моделей и программ дополнительного профессионального образования, разработке индивидуальных программ развития педагогов, при проведении аттестации педагогических кадров.

**Ключевые слова:** профессионально-личностное развитие, зрелость, личностная зрелость, саморазвитие, профессиональная успешность, непрерывное образование, социальный статус педагога.

## Resumen

Este artículo está dedicado al tema del desarrollo profesional y personal de los docentes en el contexto de la educación continua, teniendo en cuenta las necesidades de la sociedad en desarrollo en el personal docente listo para construir una carrera exitosa, que se caracteriza por la movilidad, el dinamismo, la constructividad, cooperación y creatividad. El objetivo de la investigación: determinar el impacto del desarrollo profesional y personal de los docentes en relación con el éxito de su actividad profesional y el nivel de madurez personal como docentes. Las tareas de investigación: Determinar los factores subjetivos y objetivos del desarrollo de la madurez

personal de los docentes, describir las condiciones pedagógicas para desarrollar la madurez personal de los docentes en el proceso de educación continua y determinar y caracterizar los niveles de desarrollo de la madurez personal de los docentes como Una condición de desarrollo profesional y personal. Los métodos de investigación: 1) Los teóricos: el análisis de los resultados de la investigación sobre el tema, la comparación y la generalización; 2) Empíricas: la prueba de D.A. Leontyev, la metodología de E.E. Rukavishnikova, la metodología de M.N. Mironova y el "Cuestionario de métodos de masterización"; y 3) El coeficiente de correlación de Spearman. Los autores determinan que es razonable considerar la madurez personal de los docentes no solo como una condición sino también como un criterio para el crecimiento profesional. Los factores subjetivos y objetivos en el desarrollo de la madurez personal de los docentes incluyen el entorno competitivo, la jerarquía de las necesidades humanas, la edad, el deseo individual de reconocimiento, estatus, respeto y autorrealización, así como las normas y valores del entorno social y cultural. Además, los autores determinan tres niveles de madurez personal de los docentes (bajo, suficiente y óptimo) y presentan características generalizadas de los docentes que demuestran los diferentes niveles en el contexto del crecimiento profesional y personal real y potencial. Los materiales provistos en el artículo pueden ser útiles para diseñar modelos y programas para educación profesional adicional, para desarrollar programas individuales para el desarrollo docente y para certificar al personal docente.

**Palabras clave:** Desarrollo profesional y personal, madurez, madurez personal, autodesarrollo, éxito profesional, educación continua, estatus social de un maestro.

## Introduction

“The Education Development Strategy until 2020” defines requirements imposed on the education system by the state: “A developing society needs modernly educated, moral, entrepreneurial people who can independently make important decisions in situations which demand to make a choice, predicting their possible consequences; capable of cooperation, characterized by mobility, dynamism, constructiveness, also possessing a full sense of responsibility for the fate of the country” (State Program, 2013).

Necessary changes in education cannot occur if teachers do not achieve a success, does not seek to improve, is not ready for the personal and professional growth. A successful teacher, realizing in teaching activities, definitely gets involved in the creative process, which is expressed in achievements and performance. A modern society is in need of specialists who are able to build a successful career, clearly aware of their own career potential and, accordingly, effectively build a career path, overcoming all possible obstacles and difficulties (Vostokova, 2014; Voyushina, 2017; Markova, 1996; Mitina, 2015). The personal maturity is a condition for the effective professional and personal development of teachers.

The need to develop theoretical principles contributing to the development of the personal maturity of teachers is predetermined by a

number of contradictions making the research issue actual:

- Between the success of the professional activity of teachers and their professional training;
- Between the request of teaching practice for a theoretically substantiated approach to the development of the personal maturity of a specialist and the current state of the teaching support system in postgraduate education;
- Between the willingness to continuing teacher training education, ensuring the success of the professional activity, and the lack of proper social and pedagogical conditions.

Currently, the issue of the personal maturity of teachers has not lost its relevance. On the contrary, researchers, especially Russian psychologists and teachers, reasonably associate the further social and economic and political development of our country with the change in the mindset of its citizens, the attitude of the state to the education system, and teachers (Voyushina, 2017; Zavyalova, 2017; Matayeva, 2006; Mezentseva, 2011; Rusalov, 2006).

The uncertainty of terminology, the variability of views on personal maturity complicated the research of this issue. This makes it possible to consider developing the personal maturity of

teachers to be one of the most multi-aspect and underdeveloped issues.

The research objective: to determine the dependence of the professional and personal development of teachers and the success of their professional activity on the level of the personal maturity of teachers.

The research hypothesis: we have assumed that one of key conditions for the professional and personal development of teachers is the sufficient level of their personal maturity, the development of which is contributed by the competitive environment, the pursuit of career growth, and the continuous nature of education.

The research tasks are as follows:

- To determine subjective and objective factors for developing the personal maturity of teachers;
- To describe pedagogical conditions for developing the personal maturity of teachers in the process of continuing education;
- To define and characterize development levels of the personal maturity of teachers as a condition for personal development.

#### **Methodology (materials and methods)**

Vast experience in studying a wide range of issues relating to the development of personal maturity has been accumulated in pedagogical science, including foreign (A. Maslow (2012), G. Olport (2002), F. Perlz (2001), L. Kh'ell (2003), E. Erikson (2006), K. Yung (1995) et al.), and Russian (N.V. Bordovskaya (2012), A.K. Markova (1996), S.V. Markova (2013), V.S. Merlin (2005), L.M. Mitina (2015), A.A. Rean (2007), etc.).

In foreign researches, personal maturity is considered to be a set of certain qualities: the ability to self-direct, the pursuit of self-awareness, responsibility, independence, the freedom of choice, the pursuit of self-improvement, creativity, an active attitude to life, understanding and acceptance of others and self-acceptance (Yung, 1995; Canrinus et al., 2012; Chan et al., 2008; Klassen and Chiu, 2011; Struyven and Vanthournout, 2014). Foreign research related to our research has been conducted on issues of determining individual and social identity (Vostokova, 2014; Shroff and Fordham, 2010; Soldatova and Shlyapnikova, 2013; Tornstam, 2011).

In modern Russian science, personal maturity is studied from different perspectives: as a condition and criterion for personal growth, and in the quality of personality. The structure of this concept includes social, civil, psychological, ethical and aesthetic maturity.

A.A. Rean proposes to determine intellectual, emotional and personal components in the category of "personal maturity". Trying to summarize well-known approaches to the psychological understanding of the maturity level of a person, he identifies four basic, fundamental and structure-forming criteria: responsibility, tolerance, self-development, and positive thinking. The latter can be called an integrative criterion, as it comprises all others, being implicitly present in each (Rean and Kolominskiy, 2007).

A.K. Markova defines the key quality in the structure of personal maturity—reflexivity—which is the activation and stimulation of the need for self-actualization in teachers, and the pursuit of self-improvement and self-realization by teachers in teacher training activities. Reflexivity determines the nature, direction, and performance of the professional activity, ensures the efficiency of the dialogue between teachers and pupils, and the intensive development of the "inner world view" of pupils (Markova, 1996).

V.M. Rusalov determines the onset of true maturity as when a person not only reaches the peak in his/her development, but is also able to transfer the fruits of this development to another person, when he/she realizes his/her unique character and is able to see the peculiarity of his/her existence (Rusalov, 2006).

A number of research studies relate the concept of "personal maturity" to a person's ability to be independent in judgment and in action, to strive for self-regulation, to have valuable experiences, to cooperate with others, to be responsible for themselves, to be responsible for others, and be responsible for a social situation as a whole.

A.G. Asmolov correlates the concept of "personal maturity" with personality value systems, which influence the development of personality traits including personal goal-setting, the meaningful regulation of living, devotion to principles and ideals, the free choice of these ideals and values, his/her own attitude toward life, and his/her persistence in achieving goals (Asmolov, 2009).

S.V. Markova, characterizing the personal maturity of teachers, defines it as "an integral set

of personal qualities, an indirect ability to comprehend and understand the emotional state of pupils". The researcher considers self-analysis, the need for self-actualization, creativity to be main properties of the personal maturity of teachers (Markova, 2013).

Available scientific analysis (A.G. Asmolov, A.K. Markova, S.V. Markova, A.A. Rean, A. Maslow, F. Perlz, E. Thorndike, K. Yung, etc.) enables us to make the following conclusions about teachers and the teaching profession:

- Teachers' maturity level is an indicator of personality development toward maturity, achieved primarily through self-analysis, but also through the expression of potential, which is both a condition and method for personal growth;
- Teachers' maturity level is not associated with age; personality traits important to the development of a mature self-identity are determined by self-development, self-realization and self-expression;
- Teacher maturity is associated with self-regard, social expression, and creative approaches to life and work;
- Integrative components of teachers' personality organization are: self-analysis, innovative orientations, level of self-awareness within the axiological sphere, and behavioral flexibility.

According to S.V. Vostokova, teachers' personal development in a continuing education system, and within postgraduate professional education in particular, "assumes such an interaction structure in which traditional management mechanisms are being transformed towards the system democratization; ... the interaction is built as the support to educational processes while actualizing teachers' personal potential; centralization is overcome by expanding the cultural and educational environment, continuing education, transforming the methodological and technological structure of the professional activity, involving teachers in the decision-making process regarding the content, methods and means of the professional development" (Vostokova, 2014).

In our research, we found that the process of a teacher's personal development toward maturity is affected by a set of subjective and objective factors: the competitive environment, the hierarchy of human needs, age, need for recognition, status, self-respect, self-

actualization, social and cultural norms and values, the teacher's own behavior, psychosocial personality type, relationships, historical time period, and social, economic, and political contexts.

The personal maturity of teachers, like any other achievement, can be effectively developed if there are certain subjective and objective conditions. Pedagogical conditions ensuring the professional growth and development of the personal maturity of teachers in postgraduate education are the following:

- The motivation sphere for career growth, achieving success in the professional activity;
- Continuing scientific and methodological support for developing the professional competence of teachers;
- Training according to individual educational paths in order to motivate teachers to strive for creative achievements and self-improvement;
- Providing resources to form the developing environment;
- Involving teachers in innovative educational activities.

Negative conditions that impede developing teachers' personal maturity are also identified: the uncertainty and variability of social reality; the decline of the social status of teachers; the lack of objective information about activities from the management; the manipulative stereotype of teachers training activity, personal inertia.

### Research results

The following diagnostic methods were used to study the personal maturity of teachers: the test of meaning-of-life orientations of D.A. Leontyev, the methodology E.E. Rukavishnikova, aimed at determining the reflexivity level of teachers, the methodology of studying meaningful levels of teachers' personality of M.N. Mironova; "Questionnaire of mastering methods" (the adaptation of WCQ methodology). The Spearman criterion was applied or the statistical processing of the data obtained and conducting the correlation analysis. The diagnostic research was performed within the frame of implementing programs of additional professional education at Yelets State University. I.A Bunin (Lipetsk Region) and the Institute of the Education Development at Stary Oskol (Belgorod Region). The research involved

about 550 participants. There were subject teachers of urban and rural schools and additional education teachers among them (the distribution of testees according to subjects taught is shown in Figure 1). The survey involved teachers aged from 24 to 69 years, having the work experience

in the education sphere from 2 to 56 years (Figure 2).

The generalization of results made it possible to determine three groups of teachers having different levels of personal maturity: low (30%), sufficient (57%), and optimal (13%).

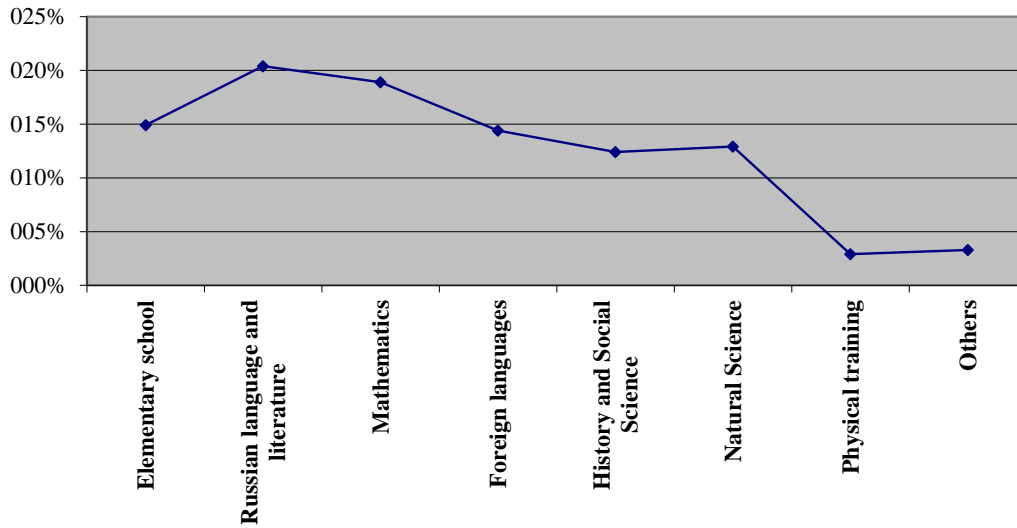


Figure 1. Sample description according to subjects taught

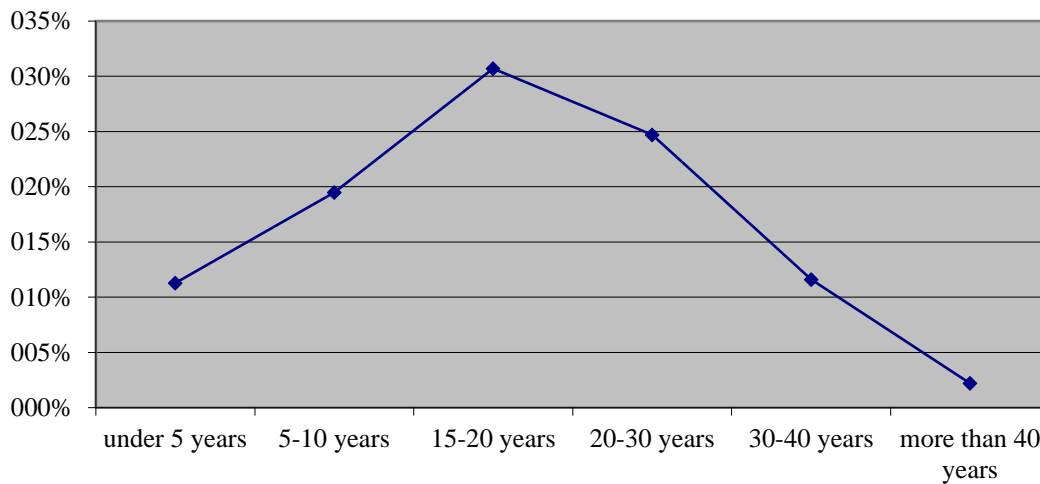


Figure 2. Sample description according to teaching experience

## Discussion

We provide a generalized description of teachers referring to different levels of personal maturity in the context of their actual and potential personal growth and the success of the professional activity.

Teachers whose self-analysis is weakly expressed were included into the group, demonstrating the low level of personal maturity; they rarely go beyond traditional trite "comfortable" framework of the professional activity, find it difficult to apply innovative technologies, depend on more experienced mentors.

Underdeveloped self-analysis skills hinder the development of abilities of teachers to the professional and personal growth, the ability to analyze reasons for success and failure in the professional activity, the ability to generate new ideas and put them into practice, develop.

The main goal of their activities is the attitude to pupils as means of self-realization. The autocratic behavior is often demonstrated.

It is determined that representatives of this group understand the importance and necessity of constant self-development and professional growth, however, they combine it with the passive nature of activities in such areas as sharing experience in the form of a report at teachers' council or scientific conference, preparing an article, systematic self-education, etc.

In the group of teachers with the sufficient level of personal maturity, the need for self-actualization is expressed, self-analysis of their actions, overcoming stereotypes of behavior, rethinking of behavior samples and patterns are determined. Teachers are aware of how children behave toward them, how they perceive and evaluate them, creatively solve problems in the behavior of children. Teachers of this group are characterized by the "retrospective self-analysis", initiating self-improvement, the pursuit of changes in themselves, the increase and quality of the current knowledge. Priority tasks in the personal and professional development are improving knowledge about the social environment, a continuous state of exploration, innovation, the development of new technologies, and this, of course, is a criterion for their competitiveness. Teachers did not set the ultimate goal to raise their rating in the professional activity (certification), but

continued their self-development, the development and implementation of creative ideas in education. The self-esteem, self-concept, satisfaction with achievements in the professional activity among teachers, attributed to the group with a sufficient level of personal maturity, largely depend on opinions of others (colleagues, parents, etc.).

To achieve their own goal in the professional activity, teachers seek to solve pedagogical problems independently, "relying only on him(her)self." Fearing reproaches on the part of the upper-level staff, teachers fulfill assignments regardless of the expenditure of time and effort, and sometimes for other teachers.

Fundamental distinctive features of teachers, included in the group with the optimal level of personal maturity, are the following: the true pursuit of learning the world around us (according to the scale of "cognitive needs" Cog -78 T - scores); the expression of activity in society; the creative solution to professional issues. Teachers realize the equality of rights, freedom, duties and responsibilities (the pupil is the subject of the educational process, he/she has individual, personal characteristics and peculiarities of activity).

Teachers are characterized by the focus on the constant development of their abilities, the pursuit to have responsibility for the fate of children. Thus, this group of teachers has the tendency for the constant development of their capabilities, the humanistic trend in the interaction with pupils. In general, one can note the pursuit of teachers to go through the present moment of life in its entirety, to use constructive methods to overcome problematic situations, to conduct the self-analysis of mistakes in the interaction with children.

At the same time, quantitative indicators definitely prove the statement about the interrelation of the reflexivity and creativity of teachers with the high development level of personal maturity. Representatives of this group are characterized by the high level of the stress tolerance, the focus on success, the pursuit to carry out the subject-subject interaction in the professional communication, the independence in decision-making, the ability to generate ideas and implement them.

## Conclusion

Results obtained during the research determine the high level of relevance of the issue of

developing the personal maturity of teachers. We consider it necessary to note the following.

Firstly, the research shows that most scientific approaches to the definition of the concept of the “personal maturity of teachers” consider it as a dynamic personal structure, which is determined by some mechanisms. The following key qualities are determined in the structure of personal maturity: self-confidence, positive self-attitude, self-acceptance, creativity, tolerance, responsibility, empathy, the pursuit of self-improvement and success in teacher training activities.

Secondly, the research proves that it is reasonable to consider the personal maturity of teachers not only as a condition, but also as a criterion for the professional growth; self-analysis is the main phenomenon of personal maturity; personality traits, that are important for the person’s self-identity at the maturity stage, are determined by the willingness of a person to self-development, self-realization and self-expression of teachers.

Thirdly, a number of subjective and objective factors affect the process of developing teachers’ personal maturity: competitive environment, continuing education, career aspiration, hierarchy of human needs, age, individual craving for recognition, status, respect and self-actualization, norms and values of the social and cultural environment.

The analysis of the data obtained allow us to state that most of teachers, participated in the research, have the low and sufficient level of personal maturity. There are several reasons to this:

- Fundamental changes in the state policy in the field of economy, education and social sphere;
- Contradictions in the modernization of the educational system;
- The society demand for teachers as mature successful personalities;
- Increased competition in the sphere of education.

Summing up, we make certain that the system of additional professional postgraduate education, as the most important way to implement continuing education, should be designed and implemented on the basis of the management model based on principles of support, follow-up, cooperation, incentives, etc.

Realizing the shift towards individual paths of self-teaching and self-education of teachers, creating the consistency of open education, it is obvious to note the need to develop the system of additional professional education as truly continuing education.

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