

VII International Forum on Teacher Education

Investigation of Teacher's Professional Resources and Personal Potential

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Abstract

The article defines a teacher's mission in the era of social turbulence and high uncertainty, which characterize the transition of Russian society to the post-industrial stage of development. The lack of scientific ideas about the professional resources and personal potential of a teacher, the ways of scientific and methodological support of teacher's development in modern conditions determine the purpose of the work, which is to identify the most demandable professional resources in the context of a teacher's personal potential development in the era of social turbulence and transformation of education. The authors propose a model of teacher's professional resources and personal potential, identify diagnostic methods for its studying, and determine the possibilities of additional pedagogical education in the development of a teacher. The authors conclude that it is necessary to improve the process of teachers' professional development and retraining, taking into account the current requirements for a teacher's activity and level of competence. The experience of the Ulyanovsk State Pedagogical University in organizing comprehensive support for the development of teacher's professional resources and personal potential, in managing teacher's career, in developing advanced professional programs and professional retraining during additional professional education is presented.

Keywords: social turbulence, transformation of education, professional resources, personal potential, additional professional education, horizontal career of a teacher.

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Published by Kazan federal university and peer-reviewed under responsibility of IFTE-2021 (VII International Forum on Teacher Education)

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Introduction

In the context of the transition of Russian society to the post-industrial stage of development, one of the priorities of modern education is increasing attention to the professional and personal development of a teacher. The relevance of the study is due to the fact that today the focus of the state and society is training teachers for the future, which is reflected in the national project "Education". The task is to introduce a national system of professional development of teachers, to ensure continuous and systematic professional development of employees of the educational system. The solution of these tasks makes it possible to ensure the development of teachers' professional and personal potential and the replenishment of schools by a new generation of teachers.

At the same time, the conservativeness and inertia of education as a social system, noted by Ivanov (2010), Kartashova and Rogotneeva (2014), Lukyanova and Danilov (2016), Matveeva (2004), Pryamikova (2011), Sobkin (1997) and by other researchers, as well as a number of factors, including the lack of scientific ideas about a teacher's professional resources and personal potential in modern social conditions, and the lack of methods of scientific and methodological support for its development determine a contradiction. It is caused, on the one hand – by the need of society and the state for a teacher of a new generation, whose training would meet modern requirements, and on the other - by the lack of a holistic model of a teacher's professional resources and personal potential and the lack of ways and means of their development at the current stage of the educational system.

Purpose and objectives of the study

The existing scientific ideas about the professional resources and personal potential of a teacher in modern social conditions, as well as the methods of scientific and methodological support for their development, cannot be considered sufficient. The aim of the study is to identify the most demandable professional resources in the context of a teacher's personal potential development in the era of social turbulence and transformation of education.

To achieve the aim of the research, we need to solve the following tasks: 1) to define the mission of the teacher of the future in the era of digitalization of education, high uncertainty and the transition of Russian society to the post-industrial stage of development; 2) to clarify the content of the concepts of "personal resources" and "personal potential" of a teacher; 3) to describe the content characteristics of personal resources of a teacher from the point of view of a teacher's potential development; 4) to select methods for studying personal potential of a teacher; 5) determine possibilities of the system of additional professional education in the context of a teacher's personal potential development.

Literature review

Personal resources should be understood as a set of means that in each specific situation, if necessary, can be used by a person to achieve certain goals or obtain the desired result. On the one hand, the nature of these means is due to the innate inclinations of a person, which act as their biological prerequisites. On the other hand, this nature has a purely social character, like the personality itself; from the very birth of the individual, the development and implementation of these means are determined by specific social conditions. Internal resources are individual's personal attitudes, moral values, and abilities.

It is much more difficult to define the concept of "personal potential", which is considered by scientists in different contexts and therefore does not have an unambiguous interpretation.

In the structure of a particular personality, potential is defined as an individual system of internal and external features that contribute to the choice of many ways for its development.

It seems relevant to consider the phenomenon of personal potential through the prism of Vygotsky's concept about zones of immediate and actual development. The zone of actual development is the level of development of individual's abilities, while the zone of immediate development acts as possible prospects for development, the probability of potential growth. Following this concept, both motivation and the internal readiness for achievements of an individual are necessary to move from the zone of actual to the zone of immediate development (Vygotsky, 1983).

Markov defines personal potential as "a self-managed system of internal renewable resources of an individual, which are manifested in its activities aimed at obtaining socially significant results". Personal and professional potential is a reflection of the total internal properties of an individual that determine achievements in professional activity (Markov, 2001).

According to Derkach, the development of creative potential most often depends on the development of a person's ability to reflect and rethink the processes taking place in the soul and the world (Derkach, 2004). Personal potential ensures the realization of internal needs for development, including self - development.

According to Maklakov, personal potential characterizes the adaptive abilities of a person. Personal adaptation potential is the internal characteristics of a person that affect their adaptation, motivation and preservation of professional health (Maklakov, 1996).

In this regard, it seems appropriate to refer to the concept of personal potential developed by Leontiev and his colleagues, which offers a dynamic understanding of an individual.

Namely the dynamics of an individual, readiness for innovation, and transformation in the modern constantly changing conditions of the social environment preserve the stability of an individual. These characteristics are embedded in the concept of "personal potential" and they are in demand today in the current situation of variability, uncertainty, ambiguity. These characteristics of life situations contain certain "challenges" for a person and relate them to the main functions of self-regulation. Such processes in education in most cases become stressful for a teacher with a lack of personal and external resources (Leontiev, 2011).

Leontiev states that "personal potential is an integral characteristic of the personal maturity level". A variant of the realization of an individual's personal potential is self-determination. Personal potential determines a person's ability to solve difficult situations (Leontiev, 2001). According to Leontiev, personal potential should be called "a certain system of characteristics of individual psychological peculiarities of a person, which underlies the ability of a person to proceed from stable internal criteria and guidelines in life-activity, maintain the stability of activity and sense orientations during pressures and changing external conditions" (Leontiev, 1983; Leontiev, 2001). The concept of personal potential is the basis of personal autonomy and self-determination and expresses "the personal in the person" (Leontiev, 2005).

Thus, personal potential is an integrative concept consisting of psychological properties of a person that are actualized under certain conditions in professional activity.

In Russian science a personality was initially considered from the point of view of its main substructures as a certain set of the following potentials:

- 1) epistemological (determined by the quantity and quality of information available to the individual);
- 2) axiological (determined by the system of value orientations, ideals, and life goals acquired in the process of socialization);
- 3) creative (related to the acquired and independently developed skills and abilities);
- 4) communicative (the measure and forms of communication abilities, the nature and strength of contacts with people);
- 5) artistic (determined by the level, content and intensity of artistic needs, as well as the degree of their satisfaction) (Leontiev, 2011).

Mandrikova believes that the structure of personal potential includes such personal features as resilience, tolerance to uncertainty, awareness of the time perspective, and the ability to make personal choice (Mandrikova, 2010). According to the acmeological approach, personal potential includes not only the capabilities of the individual (abilities, naturally determined professionally important qualities, positive hereditary factors, etc.), but also a system of constantly renewable and multiplied resources (Kuzmina & Vlasikhina, 2013).

The most detailed concept of personal potential was developed in the research of the scientific school of the Professor Ryzhov (Ryzhov, 2012). According to many researchers of this school, personal potential consists of a number of main components, each of which, can be systematically considered as a potential.

The development of a teacher's personal potential (including the individual resource of professional development), as well as the development of an individual as a whole, cannot be considered outside of specific socio-economic and socio-cultural changes. Since the emergence of a new reality entails the understanding of a different approach to personal development, then in relation to a teacher, we should talk about the reconnaissance of a teacher's professional and personal resources in accordance with new conditions of pedagogical activity and the requirements for it, about the need to transform a teacher's position and attitude.

First of all, the ability of a teacher to self-termination and self-renewal with the preservation of sense orientations and basic structures becomes especially important when changing goals, programs, ways of activity and self-realization. The potential of self-regulation is in demand as a characteristic of personal maturity level, reflecting "the measure of overcoming the given circumstances by an individual, finally, overcoming the personality itself" (Leontiev, 2001).

Methodology

In the course of the study, following theoretical methods were used:

- analysis of philosophical, psychological and pedagogical literature, documents regulating the activity of a teacher in accordance with modern requirements;
- modeling of the personal potential of a teacher as a set of qualities necessary for effective activity in modern socio-economic conditions.

The practical part of the study was conducted in the format of generalizing the experience of the Pedagogical University and educational organizations of Ulyanovsk and the Ulyanovsk region, which are regional innovation platforms (secondary school No. 21, Ulyanovsk city; secondary school No. 76, Ulyanovsk city; Multidisciplinary Lyceum of Dimitrovgrad city).

For studying the personal potential of a teacher in these institutions, the following diagnostic methods were used: the method of "Teacher's ability to creative self-development", the questionnaire "Diagnosis of dispositional optimism", "Test of vitality", "Methodology for measuring tolerance to uncertainty", "Methodology of OAS (orientation to action/state)", "Questionnaire of self-organization of activity", "Scale of self-determination of personality", "Receptivity of teachers to innovations" etc (Leontiev, 2011).

The study was carried out in three stages from 2020 to 2021. At the first stage (March-December, 2020), the analysis of professional resources and personal potential of teachers was carried out.

Based on the analysis of modern psychological and pedagogical literature, as well as normative sources regulating the activity of a teacher, the semantic context of the concepts of "personal resources" and "personal potential" of a teacher is determined, the mission of a teacher of the future in the era of digitalization of education and the transition of society to the post-industrial stage of development is outlined.

At the second stage of the study (January-April, 2021), the modeling of the teacher's personal potential as a set of qualities necessary for effective activity in modern socio-economic conditions was carried out, the content characteristics of the teacher's personal resources were characterized from the perspective of the development of its potential.

A diagnostic device for studying the teacher's personal potential was selected and the structure of the innovative educational cluster of the Ulyanovsk region was analyzed. Educational organizations, that are regional innovation platforms, have been selected for studying the experience of investigation the problem of developing teachers' potential and personal resources.

At the third stage of the study (May-September, 2021), the experience of schools No. 21, 76 of Ulyanovsk city, the Multidisciplinary Lyceum of Dimitrovgrad city was studied and summarized, and the possibilities of the system of additional adult education in the context of personal potential development were identified.

Results

The dynamic challenge facing the education system today reflects and captures its lagging behind the dynamics of the development of global problems.

It requires the implementation of the ideas and principles of advanced education, the presence of teachers' planetary thinking and their ability to form it in students, the acceptance of the values of continuing education and the readiness for lifelong education.

Dynamic challenge as one of the significant challenges to education requires a teacher to be dynamic, mobile, positive thinking, ready for changes and innovations.

Based on the opinions of a number of authors about the characteristics of teachers' personal resources to be studied, we propose a set of qualities described in the psychological and pedagogical literature that are necessary for a person in conditions of variability and turbulence:

- a sense of connectedness (integrity of reality's perception) – the ability to perceive consistently, cognitively and emotionally what is happening as controlled and realized by an individual (A. Antonovsky) (Ivanova, 2016);

- creativity – the ability of teachers to transform themselves constructively, their professional activities, educational space, to create something new or transformed. In the context of the problem under discussion, it is important to understand creativity as a willingness to accept changes in the context of objectively existing reality, as a conscious desire to seek and find new (or relatively new) in pedagogical activity in connection with the transformation of circumstances (covered in the works of (Kan-Kalik, Nikandrov, 1990 etc.);

- tolerance to uncertainty – a neutral or positive attitude of a person to uncertain (unfamiliar, complex, changeable and ambiguous) situations, which allows to be more resistant to the influence of stress, negativity, and overcome dissatisfaction (Leonov, 2014);

- vitality – a system of beliefs about oneself, the world, and relationships with the world, which is characterized by the ability to accept "challenges" of life (risk-taking) and assess positively the situations that one has to face in the profession and in life (Muddi, 2002);

- resilience - described by J. Rotter as the ability to recover from stressful situations, the ability to regenerate, to post-traumatic growth, the ability to allocate properly and use resources in difficult situations (Ivanova, 2016);

- optimism as a positive attitude to the future, which promotes the effective activity of a person. Faith is a positive perception of the future, the implementation of which involves psychological efforts and guarantees practically the achievement of success – "the perception of the future as fulfilled".

Optimism is also considered as an attributive style, which explains positive events through the causes that are stable in time, related to all spheres of life and related to the subject itself, and negative events, on the contrary, through temporary, private and external causes (Seligman, 2006);

- self-efficacy – cognitive assessment of one's own ability to cope with certain tasks in any situation, the ability to perform effectively and cope with difficult situations (Bandura 2007), which affects the choice of action strategy and the definition of one's professional goals (Bandura 2007).

Discussion

Having determined the set of qualities that are necessary for a person in conditions of variability and turbulence, it is necessary to determine available resources in modern education and to study ways of building up the personal potential of a teacher. The system of additional education has significant opportunities to work in this direction.

The Faculty of Educational Technologies and Continuing Education of the Ulyanovsk State Pedagogical University named after I. N. Ulyanov joined in solving this problem by offering teachers a variety of content and forms of work: a series of advanced training programs, webinars, web consultations, scientific and practical conferences, etc. The block of general scientific training includes a mandatory topic for all students "Development of the personal potential of subjects of educational relations", which is preceded by the identification of professional deficits and the most common difficulties for young teachers. When monitoring the satisfaction of university students with the services of additional professional education, attention is focused on the manifestation of teachers' subjective position in the process of professional development.

A set of relevant experimental work was done in educational organizations of Ulyanovsk and the Ulyanovsk region, which are regional innovation platforms. The educational organizations of the region have engaged in innovative activities on the problem of developing personal potential in the educational process in acmeologically oriented educational environment, realizing and accepting the importance of teachers' professional and personal resources.

So, for example, the development of the topic "The entry of an educational organization into the international educational space as a way to develop the innovative potential of teachers and students" (secondary school No. 21, Ulyanovsk city) allowed to identify the level of readiness of teachers to implement innovative activity and to design scientific and methodological work for actualizing this kind of activity.

Innovative activity on the topic "Development of network interaction of an educational organization as a way to actualize the acmeological potential of teachers and students" (secondary school No. 76, Ulyanovsk city) led to the need to study such a professionally significant quality of a teacher as acmeological position, and the creation of appropriate psychological and pedagogical conditions increased the level of self-efficacy.

The topic of creating educational space in an educational organization, in which students can form successfully an acmeological position, allowed the teaching staff of the Multidisciplinary Lyceum of the city of Dimitrovgrad to understand that the development of creativity, resilience, optimism, tolerance to uncertainty will be possible if a teacher himself has these qualities formed at a level not lower than average.

Conclusion

At the moment, the situation in educational environment is undergoing significant changes, which make teachers to aware of the correspondence of their professional and personal resources with the modern requirements and their readiness to develop personal potential, to determine the possibilities of transforming their professional position and improving their competences. The development of internal resources requires effort and careful work, for the implementation of which it is necessary to understand how the personal development of a professional takes place.

The conducted research allows us to conclude that it is necessary to improve the process of teachers' professional development and retraining in the context of developing professional resources and personal potential based on the current requirements for teachers' activity and their level of competence. The results of the research can be used in organizing comprehensive support for the development of professional resources and personal potential of teachers in the conditions of additional professional education, managing the horizontal career of a teacher, developing programs for advanced training and professional retraining.

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