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Features of personal development of a high school teacher

Abstract. *The article considers the work of both domestic and foreign psychological and pedagogical research, which considered the peculiarities of the personal development of a high school teacher. The scientific and practical significance of research and typological classification of personality traits of high school teachers and their theoretical and methodological basis in pedagogical and psychological sciences are shown.*

The importance of students' perception of the personality traits of high school teachers and its theoretical and experimental aspects were studied. There was analyzed a need for the development of personal qualities of high school teachers and various pedagogical and psychological ways to influence it. The experimental study revealed some generalized, i.e. typological features in the personal development of higher school teachers, and their description is given in the work.

Keywords: *person, subject, teacher, pedagogical activity, creativity, diagnostics, typology, experiment.*

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Introduction

The teaching profession is one of the «auxiliary professions» in all levels of education. In this regard, in all institutions, from kindergarten to university, the teacher pays special attention to others. N.B. Shmeleva [1] believes that the main value for a profession in the «human-human» environment is the need for selfless service to the social environment. Therefore, all professional and personal activities of the specialist should be aimed at humane goals. And a special «helper» attitude according to K. Rogers [2], it is the influence of one person on the formation of others as a person. The solution to this problem depends primarily on the teacher's personal development.

In addition, I.Ya. Lerner defines the activity of the teacher as a guide to mastering the content of

knowledge and the formation of personal qualities [3]. The peculiarity of professional pedagogical activity is the solution to many problems of teaching, education, and development associated with the self-realization of teachers and students.

In this case, the formation and development of students as modern specialists and personalities will depend on the personal qualities of the teacher at the high school. That is, the recognition of a high school teacher as a mature person depends on the content of his professional activity and the peculiarities of its organization and implementation.

The generalized reference of the high school teacher is given by formulated by Z.F. Yesareva. In this definition, a high school teacher is defined based on professional activity: «Teacher - a researcher who has mastered the scientific

methods of teaching and education, can use technical means of education, constantly improve their skills, actively participate in research and public life» [4 p.].

In this regard, the theoretical study and substantiation of the features of personal development of a high school teacher is possible by solving two major problems:

1) Analysis of psychological and pedagogical theories of professional activity of the teacher.

2) To consider the theoretical basis of the features of his personal development, which are directly related to the professional formation and development of the teacher.

To study and justify the personal development of a high school teacher, it is first necessary to analyze his professional pedagogical activity. *Therefore, this section considers and analyzes the theoretical foundations of the professional-pedagogical activity of high school teachers.* That is, we focus on the essence and basis of the nature and content of the professional activity of a high school teacher, without losing sight of the goal of studying and justifying the features of personal development of a high school teacher.

The main part

Domestic and foreign scientific directions prove that the personal development of a teacher can be confirmed by action. It is known that the concept of «leading action» introduced by A.N. Leontiev [5] determines the mental and personal development of a person at a certain stage of ontogeny. In this case, the established personality traits of a high school teacher can be understood through his professional activity. In addition, the implementation and development of scientific and pedagogical activities of the teacher is determined by his personal qualities. Then the action becomes a mechanism for the formation of the teacher as a specialist and a person. The interdependence of the professional and personal characteristics of the teacher is proved only by actions. Because the action as V.N. Myasishchev said, is important in public relations [6]. This is the main condition for the formation of personality.

And the professional activity of a real high school teacher, his personal development S.

M. Zhakypov [7], A. R. Ermentaeva [8], N.V. Kuzmina [9], and others specially considered in scientific research.

In the literature, the professional activity of a teacher is considered in the same sense as the concept of «pedagogical activity». And in many works, the definition of pedagogical activity in higher education has a general character. That is, there are two areas of pedagogical activity of a high school teacher. One such specific reference is given by A.K. Mynbayeva's work «Pedagogy of high school» which states that «Pedagogical activity is an activity aimed at the formation of the personality of the future specialist, his professional training» [10, pp. 61-62]. In this dissertation research, we also base this view.

The analysis of the literature also revealed differences in the professional activity of high school teachers. In this regard, the professional activity of the teacher is considered as a complex form of organized activity. Because a teacher's professional activity consists of several aspects:

- learning activities;
- bring up;
- the organizer of the;
- methodical;
- research activities;
- innovative;
- designer-orienter; etc.

Each aspect differs in content, methods, and functional areas. Sometimes, depending on the orientation of the high school teacher as a specialist, one of these aspects may prevail over the other. That is, the professional activity of one teacher is research, in another - teaching, methodology, etc. remains important.

However, their combination is aimed at training professionals, socializing young people, and creating and transmitting knowledge. Therefore, the professional activity of a teacher is sometimes used in the literature as a synonym for the concept of «educational activity» or «scientific and pedagogical activity.» In any case, a high school teacher is responsible for the professional training of future professionals. In this regard, the teacher, as in other areas of education, fully organizes and implements educational activities. The teacher uses all the opportunities of professional education. For

example, modern high school teachers must have their own professional training in such areas as new areas of pedagogy, such as media education (P. B. Seitkazy), and knowledge of the genesis of pedagogical education and research (K. R. Kalkeeva). All this implies the formation of specialists and personalities of university students who professionally train modern youth. Therefore, in our study, the concept of the «professional pedagogical activity» of a high school teacher covers all the above aspects, starting from the educational activity.

The study also revealed that a teacher's professional activity is associated with any type of activity. That is, the professional activity of a high school teacher reflects all the following types of activities:

- cognitive activity;
- regenerative activity;
- value-oriented actions;
- creative activities;
- communicative activity; etc.

In fact, the research activity of a high school teacher is a necessary condition. In this regard, various aspects of the research activities of high school teachers are discussed by domestic and foreign teachers and scientists - M.N. Skatkin [11], V.V. Kraevsky [12], V. I. Zagvyazinsky and R. Atakhanov [13] and others considered in the works of.

Whatever the role of the teacher in the professional activity, its content should be in accordance with scientific principles. The teacher improves the quality of teaching and learning, pedagogical communication and self-expression through the implementation of research activities. In addition, research activities ensure the development of high school teachers as scientists. Research activity reveals the creative potential of the teacher, allowing him to meet the needs of creativity. Research activity is the basis for the development and stabilization of personal qualities of the teacher, satisfying the need for autonomy and independence in action, respect, and dignity in the social environment. The reason is that according to A. K. Mynbayeva, «teaching, education, research is interrelated in the whole pedagogical process of the university.»

In this case, there will be important the harmonization of scientific and pedagogical work in the professional activity of a high school teacher. Excessive pedagogical work reduces the teacher's involvement in research activities. At the same time, if a teacher spends a lot of time on research activities, the quality of his teaching and educational activities may decrease. For the first time in pedagogical and psychological sciences, Z.F. Yesareva [4] analyzed this aspect.

We consider and analyze the results of experimental research.

1. First, V.V. Stolin and S.R. Pantileev's «self-assessment» test was conducted on a voluntary basis with the test teachers and undergraduates who participated in the control group.

The purpose of using this method was to determine the content and direction of the teacher's attitude to himself as a person through his self-assessment.

Subjects of the experimental group - Teachers of the Eurasian National University named after L. N. Gumilyov (Astana) and the Kazakh University of Humanitarian Innovation Law (Semey) with an average age of 29.4 years.

The total number of subjects in the experimental group who responded to the methodology was 36. However, the results of the methodology for 34 subjects were processed as quantitative and qualitative indicators, depending on the requirements for filling in the answer sheets on the methods conducted by teachers.

The work experience of the subjects in the university was from 1 to 5 years.

The subjects were 34 women and 2 men. Therefore, the gender differences in the content and direction of the teacher's attitude to himself as a person through his self-assessment were not checked.

34 people out of 48 first-year pedagogical students who responded to this methodology were randomly selected for the control group. None of the undergraduates in the control group were teachers at the university. Their average age is 27.6 years.

All subjects in the experimental and control groups were representatives of the Kazakh nation. The ratio of women to men is 21 women and 13 men.

Table 1 - Relative mean values of the attitude of teachers and undergraduates in the control group as individuals

To be studied settings	Raw points		Frequency distribution (in %)		Levels of significance
	control group	exp. group	control group	exp. group	
1	2	3	4	5	6
Global relations	14	19.3	62.67%	88%	0.001074802 *
Self-esteem	6.1	8.5	44.67%	58%	0.013090557 *
Autosympathy	7.2	7.9	47%	58%	0.340688114
Expecting others to treat you	6.5	9	17.67%	39.67%	0.005367033 *
Self-interest	4.6	6.4	49.67%	71.33%	0.012962275 *
Self-confidence	3.9	4.9	47.67%	65.67%	0.078320133
Attitude of others	4.3	4.9	15.00%	32%	0.278713961
Self-perception	4.3	4.4	50.67%	50.67%	0.466086611
Self-management	3.4	3.7	38.33%	60.33%	0.587728890
Self-blame	4.9	4	60.67%	43.33%	0.122921521
Self-interest	3.7	5.7	34.33%	80.00%	0.003652318 *
Self-understanding	1.67	3	43.33%	68.67%	0.014564961 *

* - $p < 0.05$ reliability level connection

So let's analyze the results of this diagnostic method.

The attitude of the subjects was calculated on each scale. Then the arithmetic mean was calculated for each scale, which describes

the attitude of the subjects. The results of the diagnostic study are shown in Table 1.

The comparative table shows the empirical data for each scale with raw scores and percentages.

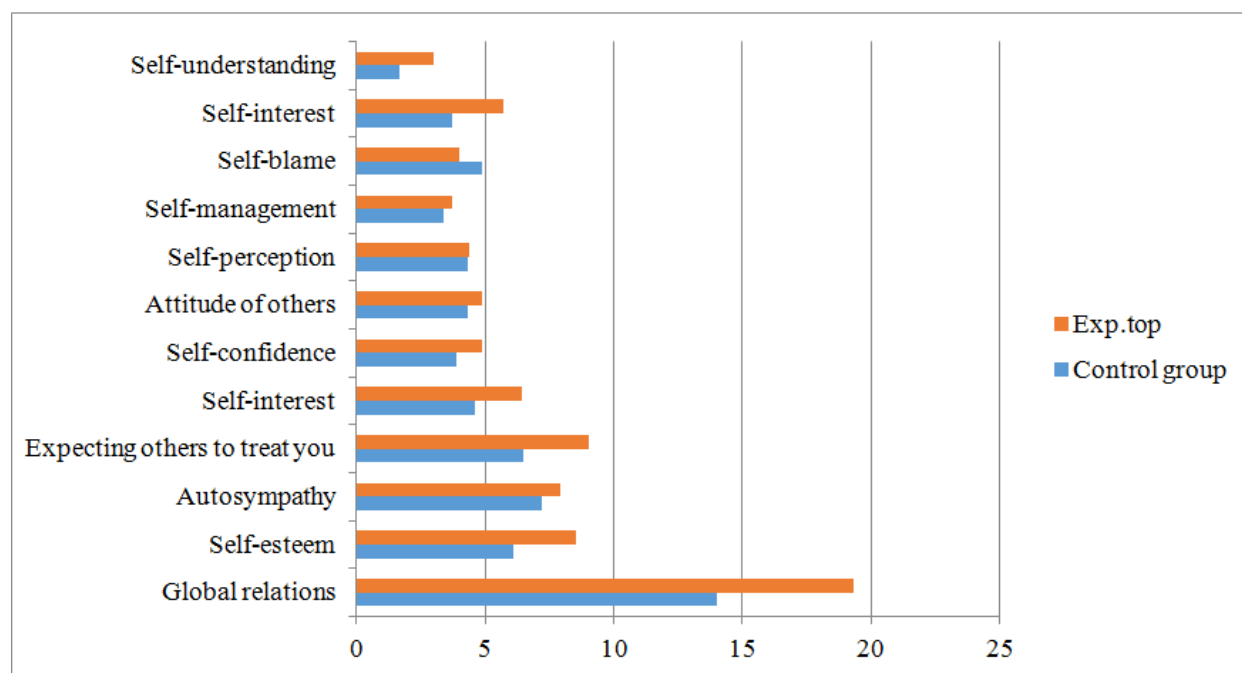
**Figure 1** - Attitudes of teachers and undergraduates in the control group as individuals

Figure 1 shows a diagram to clearly show the difference between the average values obtained on each scale between the attitudes of teachers and undergraduates as individuals.

The figure and the table clearly show that the average value of all indicators of the experimental group in relation to itself is higher than the parameters of the control group.

However, it is necessary to check the statistics to clearly show this difference and draw conclusions.

Students' t-test for independent variables was used to verify the reliability of the difference between the mean values obtained on each scale between the attitudes of teachers and undergraduates as individuals.

The difference between teachers and undergraduates was determined at the confidence level $p < 0.05$ on the following main scales:

- «global relations»;
- «self-esteem»;
- «expecting communication from others»;
- «to be self-interested»..

In addition, the statistically significant difference in the level of confidence $p < 0.1$ between teachers and undergraduates who participated in the diagnostic study was determined by the orientation of the «I». That is, the statistically significant difference between the experimental group and the control group was determined on the following scales:

- «self-confidence»;
- «self-interest»;
- «self-understanding».

Here, the scales of “self-confidence”, “self-interest” and “self-awareness” ($p < 0.05$) are included in the main scales, such as “self-esteem” and “self-interest”.

There was no reliable distinction between the scales of «autosympathy», «attitude of others», «self-perception», «self-government» and «self-blame». That is, there is no difference between teachers and undergraduates who participated in the study on these scales.

At the same time, compared to undergraduates, the test teachers showed a higher rate of integration. That is, the subjects in the experimental group are much more

confident in themselves, their strengths, and their abilities than in the control group. And teachers have a higher level of responsibility and self-discipline than undergraduates. Also, compared to undergraduates, probationary teachers have much more sophisticated control mechanisms over their lives, actions, and relationships. This determines the difference between teachers and students in their attitude to themselves.

The results of the diagnostic study showed that teachers expect positive feedback from people around them.

It was also found that teachers are interested in themselves, that is, have a high level of self-awareness, self-awareness, and self-awareness.

Now let's look at the peculiarities of teachers' attitudes toward themselves as individuals.

According to the results of the test, the subject shows that the content of attitudes of all teachers corresponds to the age of adulthood.

However, the quantitative indicators show that teachers are too demanding of themselves and there is a risk that they will not be able to use their opportunities and potential properly and adequately.

At the same time, it became clear that teachers do not always have an adequate understanding of themselves and their surroundings. Experimental teachers in the experimental group have problems based on the categories «for myself» and «for the title/position», «for others».

Thus, it was found that teachers have different attitudes towards themselves.

Thus, through this diagnostic method, teachers' attitudes towards themselves as individuals are not homogeneous. Even if teachers of the same age, the effectiveness of their individual socialization and activities, i.e. the peculiarities of personal development, determine their attitude to it.

2. In the second place check the content of the teacher's interpersonal relationship, to determine whether this relationship is determined by personal qualities. We used Leary's «Study of Interpersonal Relationships.»

The purpose of using this method was to determine the content and direction of the teacher's attitude to others as a person through his self-assessment.

According to this diagnostic method, teachers who responded to the previous method assessed their interpersonal relationships.

So, let's analyze the results of this diagnostic method.

On average, test teacher T. Leary's «Study of Interpersonal Relationships» took 14 minutes. This time corresponds to the standard response time. Therefore, it is valid for the subject teachers to assess their interpersonal relationships.

Subjects paid attention and evaluated the methodology according to the methodology.

Table 2 shows the quantitative indicators of interpersonal relationships of the tested teachers based on «I-Real» based on the average of the obtained results. This is a self-assessment of the subjects' personal relationships.

Table 2 - Mean values of interpersonal relationships of test subjects based on «I-real»

The order of octants	Name of octants	Average value
I	<i>Dominant leader type</i>	8.7
II	Independent-dominant type	6.4
III	direct-aggressive type	3.9
IV	Uncertain-skeptical type	9.8
V	<i>Shy type</i>	6.3
VI	Dependent-obedient type	7.1
VII	Collaborative-conventional type	10.2
VIII	<i>Responsible-friendly type</i>	11.5

The average of the numerical indicators in the table is T. Leary's let's draw a diagram in accordance with the standard requirements of the method of «Study of interpersonal relationships» (Figure 1).

From the numerical and visual data in tables and diagrams (VIII=11.5), the average value of the tested teachers was equal to the highest, unusual indicator of responsibility and generosity. This shows that the subjects are overly responsible, always use their interests and opportunities for others, and are very active in helping others. This means that the highest score on the octant

is sometimes recognized by the test teachers as overly flexible, and sometimes sticky. This indicates that the test teachers are willing to take full responsibility for others. But it is also possible that sometimes it is a «mask» that hides his true inner self. However, this indicator characterizes the test teachers with personal qualities such as softness, hypersocial orientation, clear altruism, and compassion.

According to the high value of the average (VII = 10.2), the second place was taken by the clear picture of the conventional type of cooperation of teachers. It shows that teachers are ready to cooperate. At the same time, they are polite and considerate in their dealings with other people and seek to provide social support and acceptance. Examiners are in tune with everyone and try to look good to everyone. They seem ready to help others achieve their goals. These subjects show compromise behavior, stickiness to others, excessive compromise and attentiveness, and glorification of the interests of others. These subjects also showed a high level of emotional flexibility.

On average, the test teachers had a high level of mistrust and skepticism (IV = 9.8). This characterizes the type of subjects who are critical, critical, distrustful, closed-minded, secretive, very resentful, skeptical, especially prone to criticism, dissatisfied with others, and skeptical. Disillusioned with others, such teachers often feel that they have failed miserably. In interpersonal relationships, they show distrust and negativity through verbal aggression.

At the same time, a slightly above average value (I = 8.7) showed highly developed qualities of the test teachers by the type of dominant leader. This indicator characterizes the subjects as very confident, strong, and persistent. Such a quantitative indicator shows that the subjects are perceived as good teachers, leaders, and organizers in interpersonal communication. They belong to the type of highly developed ability to manage a group, a team. But they are also intolerant of criticism and overestimate their potential.

The indicator of the average values of the test teachers on the 6th octant (VI = 7.1) determines

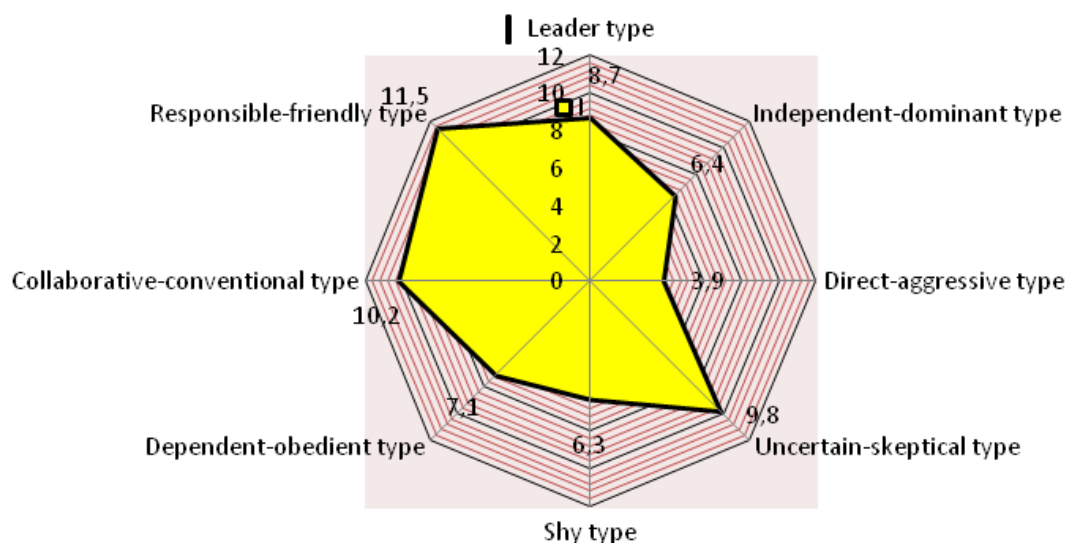


Figure 1 - Based on the test subject «I-Real» interpersonal communication (T. Leary's «Study of interpersonal communication») according to the methodology

their typical features, expecting help, advice, support from others, conformist, gentle nature, expecting support and advice from others.

It was found that the development of personal qualities of the test teachers in the type of independent-dominant qualities ($II = 6.4$) and submissive-shy type ($V = 6.3$). Then, on the one hand, they are characterized by typological features of interpersonal relationships - trust, independence, and competition, on the other hand, they expect the support of others, modest, humble, always responsible, emotionally restrained, non-judgmental, obedient, loyal to their work. observed.

The indicator of the personality of the subject teachers, corresponding to the vertical-aggressive type, was within the lower limit of normal ($III = 3.9$). This characterizes the tendency of young teachers who participated in the experiment, to a certain extent, to be honest, independent, «steadfast» and persistent in achieving their goals. But on the other hand, there is certain introversion among teachers.

Leadership index of test subjects (vector L): $L = I - V + 0, (II + VIII - VI + IV) = 16.8$, their aspiration to leadership was determined.

At the same time, the index of compassion and kindness of the tested teachers (D vector): $D = VII - III + 0.7 (VIII + VII - IV + II) = 19.1$ exceeded

the leadership and the predominance of the benevolent position of young teachers in relation to others.

In conclusion, the diagnostic study revealed a tendency of teachers to be more dependent on personal relationships, and a lack of self-confidence. At the same time, there seems to be conformity in the attitude of teachers towards others. Compromise, congruence, and responsibility in the attitude of young teachers to others are clearly visible.

3. An essay was written to study the teacher's attitude to professional activity or the image of the teacher as a specialist. The topic was «Teacher and his professional activity.»

During the study, the content of the essays written by 138 undergraduates was analyzed, and the professional competence and professionally important personal abilities of the teacher were determined by expert assessment.

In our study, the semantic categories of analysis included the types of professional activities of teachers.

The unit of content analysis in an essay is either an adjective whose indicators indicate a personality trait in a negative or positive form.

The unit of calculation was the frequency of qualities of teachers observed in professional activity.

Through content analysis, it became clear that the image of teachers as professionals is determined by their main activities. These types of activities are defined in the content of the essays, both directly and indirectly. The generalized 6 types of this activity are described in the essays of the tested undergraduates as follows:

- 1) Communication.
- 2) Self-improvement, and self-development as a professional.
- 3) Learning activities.
- 4) Research activities.
- 5) Management activities.
- 6) Educational activities.
- 7) Social activity.

Through content analysis, we were able to identify a set of content analysis units with 71 manifestations of the qualities that characterize the teacher as a specialist.

These units of analysis were repeated several times. We have grouped and considered some synonymous units.

Based on these positions, we filled in the code matrix for 138 essays on content analysis. This is a classification of characteristics that summarize the important qualities of teachers in their professional activities and describe them as professionals.

It is necessary to determine the relationship between the data for each category. Here, according to the tested undergraduates, teachers as professionals are recognized for their positive and negative qualities in educational activity in a ratio of 32:21.

In the field of communication, the most important professional qualities of a teacher as a specialist identified positive and negative trends with a ratio of 27: 7.

The teaching activity reflects the positive and negative characteristics of teachers as specialists in the ratio of 20:12.

Features of self-improvement and self-development of teachers as professionals are also in the focus of attention of students. They describe the positive and negative qualities of teachers in the process of self-improvement, and self-development with a ratio of 15: 8.

According to the expert assessment, the pros, and cons of the most important professional

qualities of teachers in management are the ratio of 15: 9.

Through research activities, teachers are characterized only by positive qualities. The frequency of professionally important qualities here is 8.

Teachers, as professionals, do not seem to be sufficiently characterized by their socially important qualities through social activism. Here are the positive and negative qualities in a 4: 4 ratios.

We show the indicators of expert assessment of teachers in their specialty, and professional activity through a diagram (Figure 2).

The diagram shows that the positive trend of professionally important qualities of teachers as a specialist is much higher than the negative trend.

Thus, based on content analysis, it became clear that their attitude to the profession of teachers, and their professional activities are more pronounced through educational activities and insufficiently recognized through social activity and research.

4. The modified version of the Budassi method of studying personality traits determines the attitude of others to the teacher or the teacher's perception of the person.

42 first-year undergraduates in the scientific and pedagogical direction took part in this experimental study.

They are given 48 words denoting the personality traits listed in Appendix C. From these 48 words, it was suggested to choose 20 words that describe the standard, unique ideal teacher. Of the 20 personality traits selected, d1 was included in the reference number in the study protocol. Here it was necessary to list in order the most important personal qualities of the teacher, the qualities that are not so pleasant for the lower places, and sometimes look negative, and evaluate them according to the rank. Next, the subjective series d2 is filled. Here the test undergraduates were instructed to place these qualities in a high school teacher whom they knew well. Then the difference in ranks d1 - d2 was calculated and recorded. Then it was necessary to square the difference in ranks (d1 - d2) and write result 2 in the last column d2 of the protocol. Finally, the

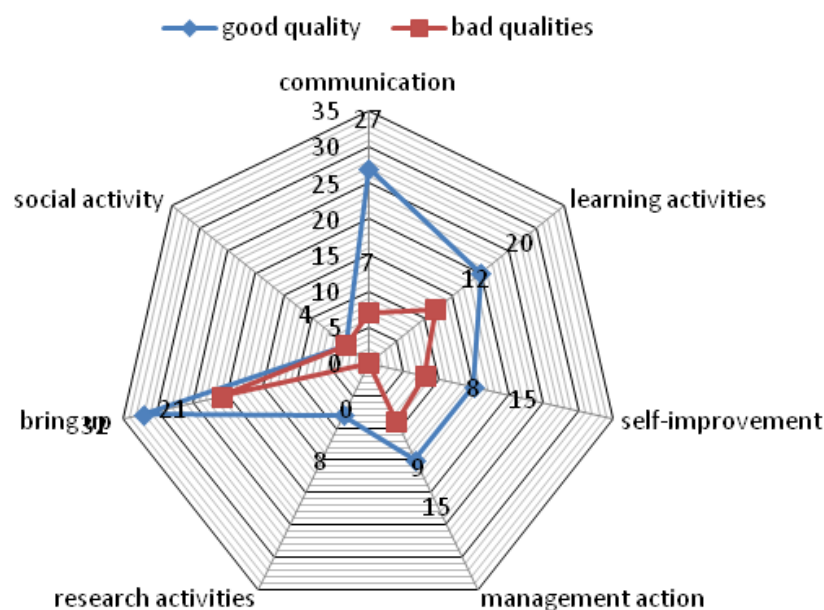


Figure 2 - Expert assessment of teachers' attitudes to their profession, professional activity based on content analysis

Table 3 - Expert assessments of teachers' personal qualities (according to the modified version of the Budassi method)

Rank number of the standard d 1	Personality traits	Rank number of the subject d 2	Rank difference D	The square of the rank difference d 2
5	active	9	-4	16
6	sedate	2	4	16
9	discipline	11	-3	9
4	tactful	3	1	1
7	liable	17	-10	100
1	hardworking	4	-3	9
8	faithful	12	-4	16
2	moderate	5	-3	9
3	reliable	10	-7	49
10	humane	1	9	81
11	ignorant	14	-3	9
15	restrained	13	2	4
20	rough	6	14	196
14	resentful	7	7	49
12	guilty	16	-4	16
16	passive	19	-3	9
18	pedant	18	0	0
19	timid	20	-1	1
17	envious	8	-9	81
13	doubtful	15	-2	4
				$\Sigma d^2 = 675$

sum of the squares of the rank differences was calculated - Σd^2 .

The correlation coefficient of the ideal and real personality traits was calculated by putting the obtained value in the formula.

Summarizing the answers of the subjects, according to their views, the following general list of personal qualities of the reference teachers was identified. The results obtained based on their rankings and calculations made in accordance with the requirements of the Budassi method are shown in Table 9.

According to Spearman's formula, the correlation coefficient was $g = 0.50$. This value means that at the level of confidence $p \leq 0,05$ there is no connection between the ideal personality traits of teachers and real personality traits.

At the same time, the coefficient $g = 0.50$ shows that almost all the tested undergraduates as experts do not have the same level of real personal development as the level of development of ideal personal qualities of teachers.

However, the development of modern teachers as individuals is characterized by a tendency to approach the ideal image.

The results of the diagnosis are shown in Figure 2 to see the difference between the ideal and real personal qualities of teachers.

According to the analysis of the subjects, the positive trends in the personal development of real teachers, such as humanity, patience, decency, and diligence, have high ranks. At the forefront of the negative qualities is the lack of restraint, carelessness, and guilt in the personal development of real teachers.

Also, according to the analysis of the subjects, the positive trends in the personal development of ideal teachers, such as diligence, restraint, confidence, and decency, have high ranks. At the forefront of negative qualities are indifference, guilt, and restraint in the personal development of ideal teachers.

Then, according to the analysis of the subjects, it can be said that the negative qualities in the

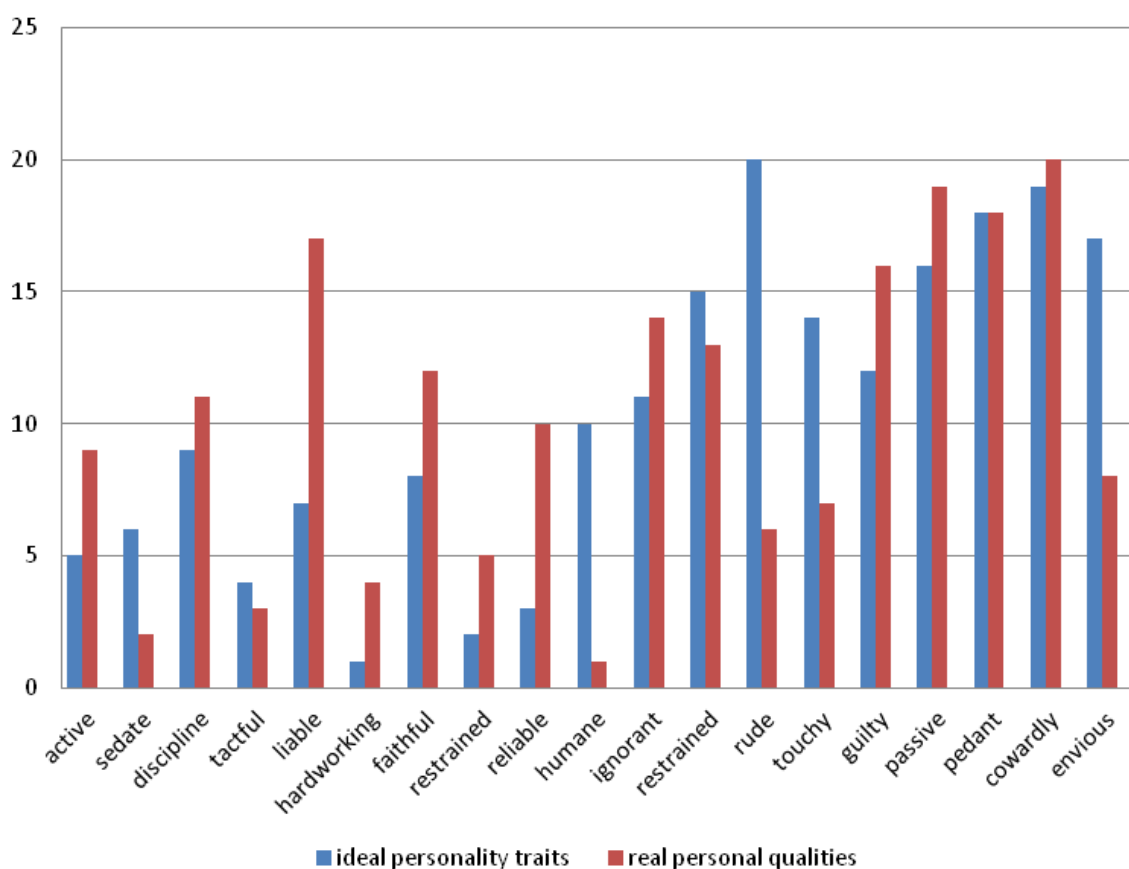


Figure 2 - Ideal and real personality of teachers expert ranks of properties

personal development of real and ideal teachers are in a balanced position.

This diagnostic method revealed that students want to see their teachers as businesslike and hardworking people who understand their responsibilities. At the same time, this expert rank shows that students appreciate the development of spiritual and moral qualities of high school teachers.

Conclusion

Thus, the experimental study revealed certain generalized features in the personal development of high school teachers, ie typological features. Considering that these typological features are dynamic, varying depending on the situation,

we summarize the results of each diagnostic method. Then the modern high school teacher as a person, depending on the social situation, «humane teacher - a personality deformed teacher»; «Professional teacher - a teacher with insufficient professionalism»; It became known that the communicative teacher is defined as a complex combination of personality traits in the range of dichotomous qualities: «teacher capable of communication - professionally destructive teacher» and «successful teacher - teacher unable to express himself.»

Thus, the experimental study identified the features of the personal development of a high school teacher and described their typological features.

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Жоғары мектеп оқытушысының тұлғалық даму ерекшеліктері

Аңдатпа. Мақалада жоғары мектеп оқытушысының тұлғалық дамуындағы ерекшеліктерді қарастырған отандық та, шетелдік те психологиялық-педагогикалық зерттеу жұмыстары қарастырылды. Жоғары мектепте болашақ мамандардың тұлғалық дамуына ықпал ету және зерттеу мәселелерінің өзектілігі мен оларға тұлға ретінде ықпал ететін жоғары мектеп оқытушыларының тұлғалық ерекшеліктері туралы зерттеулер және тұлғалық ерекшеліктері бойынша типологиялық жіктеудің ғылыми-практикалық тұрғыдан маңыздылығы мен олардың педагогика, психология ғылымдарында теориялық-әдіснамалық тұрғыдан негізделді.

Жоғары мектеп оқытушыларының тұлғалық қасиеттерінің білім алушылардың қабылдауының маңызы мен оның теориялық-эксперименттік тұрғыдан зерттелді. Жоғары мектеп оқытушыларының тұлғалық қасиеттерін дамытудың қажеттігі мен оған ықпал етудің түрлі педагогикалық, психологиялық жолдары талданды. Эксперименттік зерттеу кейбір жалпыланған, яғни жоғары мектеп мұғалімдерінің жеке дамуындағы типологиялық ерекшеліктерді анықтады, жұмыста олардың сипаттамасы берілген.

Түйін сөздер: тұлға, субъект, педагог, педагогикалық іс-әрекет, креативтілік, диагностика, типология, эксперимент.

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Особенности личностного развития учителя высшей школы

Аннотация. В статье рассмотрены работы как отечественных, так и зарубежных психолого-педагогических исследований, в которых рассматриваются особенности личностного развития учителя высшей школы. Показаны научная и практическая значимость исследований и типологической классификации черт личности учителей высшей школы и их теоретико-методологическая основа в педагогической и психологической науках.

Изучены значимость восприятия учащимися особенностей личности педагогов высшей школы, ее теоретико-экспериментальные аспекты. Проанализирована необходимость развития личностных качеств педагогов высшей школы и различные педагогические и психологические способы воздействия на них. Экспериментальное исследование выявило некоторые обобщенные, т.е. типологические черты в личностном развитии учителей высшей школы, в работе дается их описание.

Ключевые слова: личность, субъект, педагог, педагогическая деятельность, творчество, диагностика, типология, эксперимент.

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