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EDUCATIONAL BASICS OF INDIVIDUAL PROFESSIONAL BECOMING OF COLLEGE TEACHERS

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INTRODUCTION

Relevance of the scientific problem: Individual experience of teachers, perceiving one's self as an instance of the subject's activities in the teacher career is becoming one of the pre-conditions for professional development. However, modern educology still targets at general requirements for a teacher's work rather than his/her professional individuality.

It is impossible to realise the new paradigm of humanistic education without the quintessence of perception of an educator's personality, aim, content and characteristics of professional development. All this cannot proceed without an expression of professional individuality, which realises the humanistic potential of educating. Nevertheless, solving of such problems in educology still encounters a number of obstacles: the boundaries, fields and goals of teacher activities, the realisation of which depend on a teacher's individuality are not sufficiently defined, because everything what is individual is referred to as a common element. A statement of Ušinskas (1983) that in teaching everything is based on a personality and "only a personality is capable/may educate a personality" also remains declarative (1983, p. 14).

Processes of individual professional becoming of college teachers have not been researched, but they continuously foster interest of scholars as there is a growing tendency to assess a teacher in terms of his/her individuality, uniqueness and individual style (Pukelis, 2004; Laužackas, 2003; Leontjev, 1999; Kornilov, 1995; Krupenin, 1995).

Study and practice of educology tackles an issue of an individual professional development of a teacher in different ways: such development is often attributed to factual, experience-based rather than abstract knowledge. However, in an everyday life a teacher as a cognisant subject is constantly involved in processes of self-knowledge and interacts with a problem of self-identity, as a personality is not a ready-made present, it is developed, projected by efforts of a n individual, who changes, yet preserves the entirety of his/her existence (Kuzmina, 1999; Markova, 1993; Marishchiuk, 1992; Levin, 1982).

Modern education more and more often enables a teacher to get involved into self-realisation where self-control and self-reflection become both a tool to cross pedagogical barriers and a pre-condition for an individual expression (Martynova, 2002; Kuzmina, 1999; Kruteckij, 1997; Kozijev, 1990; Kon, 1984). The following *contradictions* are often dominant analysing processes of an individual professional development of teachers:

• it is perceived that in a reality of educating a teacher does not depend on parameters of his/her personality, but rather acts as a performer of pedagogical functions, and he/she disregards the fact that due to certain features of his/her personality, cannot properly realise a number of functions (Kagan, Kogan, 1997; Cole, 1996);

• a teacher is mostly attributed to subject of low psychological differentiation, who prefers team rather than individual activities and is successful in communicating; therefore perception of professional eligibility, a system of psychological characteristics having impact on individual professional capacity receive insufficient attention (Maddern, 1994; Lickona, 1991);

• self-control and self-correction are perceived as a tool for overcoming pedagogical barriers of an individual expression, but it is not establishes how they inhibit acception of a new role both in actual and imaginary situations (Marton, Wenestam, 1988).

Inquiries on the scientific topic: An individual professional expression of a teacher is hardly noticeable externally, therefore, it is little analysed. A process of individual professional development tends to be viewed as a key factor pre-determining a professional level (Klimov, 1996; Kagan, Etkind, 1989), whereas self-perception is associated to a new competence of self-projection and civilised professional existence (Vachkov, 2002; Kuzmenkova, 1997; Klimov, 1996; Kornilov, 1995). A teacher as a subject of professional activities is analysed in terms of a structured personality and a subjective, active plane appearing as an impetus for improvement, based on certain values, knowledge and skills (Vershlovskij, 1997; Brushlinskij, 1996; Borishchevskij, 1980).

A system of teacher characteristics has been analysed which belongs to internal structures ensuring stability of a personality, importance in the pedagogical career, but an individual expression is being analysed as an internal radius of a subject exceeding boundaries of actual interactions with "others", as a development in a personality of "another" (Vasserman, Berebin, 1997; Dorfman, 1994; Elkanov, 1989). The culture of development of professional "ego" is considered in a certain educational framework and decentralisation of a personality towards characteristics defining individuality is established. It is claimed that a new approach to professional development is characteristic to a teacher, which is associated with a different type of thought, behaviour, self-realisation as a learner, as free and responsible individuals (Zeev, 1998; Vaizer, 1997; Berulava, 1996; Iljasov, 1996; Triandis, 1981).

Types of a personality are distinguished (solid, balanced, nominal, interrupted, dispersed, etc.); a link between creativity and individuality is established, pedagogical competence is analysed as a harmonious complex of subject knowledge, didactics, skills and competencies of pedagogical communication and tools of self-realisation (Vachkov, 2002; Laužackas, Pukelis, 2000; Bragina, 1996).

The following *problems* are to be solved:

• the competencies determining individual professional becoming of teachers have not been established;

• educational basics of professional becoming remain vague along with the question what psychological aspects are significant for individual professional becoming and what possibilities a teacher has for self-knowledge and self-help;

• it has not been determined how a teacher becomes a subject of conscious activities and how he/she gets involved into cognition processes and interacts with a problem of self-identification of professional individuality, and whether he/she has an opportunity to become a subject perceiving one's self and involved in individual professional self-realisation;

Problem of the research: What are educational basics of individual professional becoming of college teachers and how can they be analysed theoretically and empirically?

Object of the research: Individual professional becoming of college teachers.

Subject of the research: Optimising processes of individual professional becoming of teachers by educational means.

Hypothesis: Provided the educational basics of individual professional becoming of college teachers were examined, it would render possible to develop strategies promoting individual professional becoming of teachers by educational means.

Aim: to provide theoretical underpinning and empirical study of educational basics of individual professional becoming of college teachers and prepare a draft for an educational self-projecting strategy.

Objectives:

1. To survey academic literature and determine theoretical philosophical, cultural, psychological and educational basics of individual professional becoming of teachers.

2. To conduct an empirical research and determine the attitudes and self-knowledge experience of Lithuanian college teachers by educational means.

3. To establish the potential of college teachers to structure a new experience in the processes of individual professional becoming, self-knowledge and self-projecting and analyse the barriers and factors having negative impact on such processes.

4. To prepare a draft for an educational self-projecting strategy.

Propositions of the dissertation research provided for the defence:

• Educational grounds of individual professional becoming of college teachers consists of social, psychological processes and personality traits, which represent teachers' integral professional self-awareness manageable by educational means.

• Individual professional becoming may be promoted in the following ways: by developing viewing oneself as a free, responsible individual, projecting characteristics of professional expression on the basis of perception of "intra" and "inter" characteristics, targeting at perception of

the core of individual professional creativity and decentralisation to individuality via processes of self-identification, self-regulation and self-control.

- A teacher becomes a subject of conscious practice when he/she: gets involved in processes of self-knowledge and interacts with a problem of self-identification of professional individuality; has an opportunity to become self-cognisant subject, involved in professional self-realisation as a self-monitoring and self-perceiving individual, who continuously improves processes of educational knowledge and self-projecting.

- Individual professional becoming of college teachers is a creative process of self-help acting as a pre-requisite of professional reflection. Once the reflection becomes intellectual, retrospective, one strives to actualise those components, which might influence crossing of barriers of individual professional expression by educational means.

Methods of the research:

1. *Theoretical*: studying, analysing, comparison and summarising of educological, psychological, philosophical, sociological literature on the selected topic.

2. *Empirical*: survey in writing with a questionnaire, modelling.

3. *Statistical*: the research data analysis conducted by methods of mathematical and descriptive statistics, employing: VARIMAX rotation, KMO (*Kaizer-Meyer-Olkin*) ratio, *Cronbach α* rate; factorial weight L, *Principal Components* model; method of cluster analysis *(k-Means)*, *Spearman* correlation rate, disperse analysis (ANOVA – ANalisys Of VArience), differential capacity coefficient *r / itt (Item Total Correlation)*, F test.

Methodological basis of the research is structured from knowledge of the pedagogical reality, based both on rational-empirical and emotional-reflexive areas of thinking. Presumably a teacher is able to demonstrate his/her meaningfulness of ideas and their reconstructions and we may expect the teacher to accept them willingly. Constructionism means a certain return to the reality with continuous search of links with it, which is an alternative for the knowledge of educational reality characterised by persistent mistakes, fallacies or their corrections.

A process of individual professional becoming of teachers is perceived as a certain structure formed from a teacher's practical knowledge, which exhibits not only certain knowledge but also meanings calling for continual going deeper into them. Thus, constructionism is associated to self-regulation of thought, emotions and experience, which is verified by the teacher himself/herself.

Evolutionistic view on professional activities and a personality of a teacher is also significant. It is based on a concept that a teacher in his/her career continuously acquires new characteristics, which foster or impede the teacher's individual development. Once perceived and acknowledged, the new characteristics may assist in establishing the individual element in professional development, which is *self-knowledge and its direction towards processes of individual professional development* and their content. Analysis of experience is one of the pre-requisites of experience-based learning affecting formation of self-knowledge and self-image.

The process of individual professional becoming of college teachers is conceived in terms of culture emphasising differences among teachers where individuality is a certain *cultural state*. One of the key criteria differentiating cultures is a system of values giving priority to individuality and self-control.

In the career a personality is expressed in terms of functional relations revealing its view on standard requirements and informal rules. A sphere of such measurements emerges evidencing professional improvement of the personality. In order to become a subject of activities the personality must promote the inner resources, competence and motives. In such a way *the individual, professional mentality of the personality* is expressed.

Theoretical basis of the research is formed of *constructionism theory* referring to cognition of the world via a sense of reality, covering constructive-reformative thought and an interface with the educational reality, which can correspond to such thought. Constructive thought is logocentric, aiding in differentiating those component of the educational reality, which may be reproduced constructively through the interaction with processes of professional becoming

meaningful to a teacher. On the grounds of constructionism pedagogical experience is not only attributed significance, but also personalised and becomes significant to the teacher.

Another theory is that of *phenomenology*. It corresponds to the spirit of post-modern epoch and analysis of structure and core of phenomena as a phenomenon is a subjective, meaningful instance involving into schemes of life interpretations and being the thrust of the phenomenon defined in words that exists in our mind. These are focal points of the refined individual perception with an intense cognitive "ego" where self-awareness becomes as if "translucent" based on an intellectual person, reflecting and creating a new perception (Pukelis, 2004; Kliene, 1999; Mickūnas, Stewardt, 1995; Spiegelberg, 1992).

The research is based on the *theory of autonomy* prevailing in modern *management* where an individual is conceived as a conscious self-governing system, capable of accumulating social-cultural needs of the surrounding world, transform them into appropriate direction and by means of its inner powers (knowledge, skills), channel them for reformation of the inner world corresponding to competences of the career (Serikov, 1998; Slobodchikov, 1994; Sventickij, 1986).

The research is also based on the ideas of *individual psychology* concerning the need of a personality expression in cognitive processes and continuity of social roles (including professional roles), assuming them through a system of rules and relationships forming a basis for a self-knowledge process. This process is one of the features of a conscious personality expression enabling it to remain adaptive in a social reality, establishing personal relationships according to the interface between "Me" and "Another", perceiving "Me" in situations, self-expression processes and continuously and systematically getting involved into strategies of their management (Kagan, Kogan, 1997; Noddings, 1995; Kuper, 1989; Klein, 1970).

The research pursued the *statements of acmeology science* proving that a subject of the career may be analysed both in terms of the whole structural, content-related and in the subjective, active framework of a personality expressed as an impetus for improvement based on certain target values, knowledge, skills, perceiving priorities of individual practice in collective activities. This entirety is defined by the following reasoning: a specialist is a *personality* mastering professional competences on the grounds of a narrative, informal and values-based component while interacting with members of activity milieu. Thus it might be seen how the career of a subject becomes individual in terms of content and forms.

Theory of self-realisation of *Humanistic psychology* (Maslow, 1967) maintains that a personality is an open system characterised by the *aim of self-actualisation*. There is a significant view on *a subject of the career as a personality*, who has a special ability to change oneself and offer various ways for existence of the organisation. Therefore, a teacher as a subject of the career never coincides with the objective field, because improvement of any personality in the process of activities is associated with self-organisation, undertaking a meaningful for an individual analysis of his/her professional "Self".

Stages and basis of the research organisation: The research was conducted in 2001-2004. It involved higher education institutions (colleges) of the largest cities of Lithuania (Kaunas, Klaipėda, Marijampolė, Panevėžys, Šiauliai, Vilnius) similar in terms of a number of students and trends of their curricula. In order to compare the potential of individual growth in the colleges, the experience of teachers at Šiauliai College as the only state college in Šiauliai District has been analysed.

Scope of the research. The research involved 341 college teachers: in Kaunas College – 49, in Klaipėda College of Business and Technologies – 38, Marijampolė College - 63, Panevėžys College - 50, Šiauliai College - 70, Vilnius College - 71 teachers. At the time of the research there were 15 state colleges in Lithuania with 1,194 teachers working full-time. It may be claimed that a number of the teachers and colleges involved in the research is sufficient and the scope is reliable because the groups of research units are represented proportionately.

The research was conducted in three stages:

Stage 1: *in 2001-2002* the analysis and meta-analysis of theoretical literature undertaken; philosophical, cultural, psychological, educological basics of individual professional becoming of college teachers established.

Stage 2: *in 2002-2003* the educational, empirical research conducted with the aim of determining tendencies for expression of individual professional becoming competencies of the college teachers, experience of self-knowledge and self-help.

Stage 3: *in 2003-2004* the interpretation of the data undertaken, the conditions and factors beneficially affecting the process of individual professional becoming of the college teachers established and a draft for an educational self-projecting strategy prepared.

Scientific novelty of the research:

• For the first time in Lithuanian educology the process of individual professional becoming of college teachers has been researched and the educational basics of such development have been established. It has been determined what psychological elements precondition individual professional becoming of teachers and what potential for self-knowledge and self- help a teacher has.

• Individual professional becoming of teachers is scientifically substantiated through a function of humanitarian cognition showing how a teacher tends to reflect on his/her professional community and attribute certain meanings to it, perceiving himself/herself and meaningfulness of his/her activities there. It reveals how knowledge about professional individuality are made subjective and become an area of consistent and continuous interest where the teacher is actively involved.

• Scientific underpinning is provided for the view on college teachers as knowing themselves in terms of profession, capable of projecting professional development creatively via "intra" and "inter" characteristics and working in the processes of continuous teaching (learning). Thus a new trend of modern educology, i.e. pedeutology, is forwarded, which analysis individual professional becoming of teachers as a process pf a life-long teaching (learning).

Practical novelty:

• A diagnostic tool for individual professional becoming of college teachers has been developed and validated, which may be applied in the processes of self-projecting and management of individual professional becoming of college teachers and form the basis for curricula of professional competencies development and monitoring projects.

• A model of self-projecting of individual professional becoming of college teachers has been developed, formed from constructs of philosophical knowledge and educational self-projecting disclosing the interface between an expression of a teacher's professional individuality and individuality of other teachers, harmonious setting of meaningful orientations where the career is imbued with the purport of life, enabling a teacher's individuality to unfold and liberating it from negative experiences.

• A model of self-projecting the individual professional expression of teachers has been developed, which may be managed on the basis of theoretical and practical knowledge about self-improvement via reflection, with a continuous evolution of a teacher's interest in one's self as individuality in the career.

• It has been displayed how processes of self-projecting individual professional becoming of teachers may become the basis for informal self-help of teachers, accounting for the content and essence of the life-long teaching (learning).

Structure of the dissertation: introduction three sections, conclusions and generalisations, reference list and annexes. The reference list includes 238 sources. The scope of the dissertation - 172 pages, 46 tables and 65 figures.

OVERVIEW OF THE DISSERTATION CONTENT

Chapter 1. Theoretical educational basics of individual professional becoming of teachers

The first chapter of the dissertation deals with the professional consciousness of teachers as an educational condition for individual professional development; integrity of the expression of individual professional development of teachers as well as factors of educational management; barriers of individual professional and strategies of educational management.

Problems of professional self-awareness, its origin, structure and organisation generate considerable interest of scholars. For instance, Mulligan (1999) proposes distinguishing two levels of professional self-awareness on the basis of where establishment of knowledge about one's self occurs: juxtaposing "Self" and the "Other", its realisation in another person, later transferring it to self-description. According to Mulligan (1999) the tools of self-awareness are primarily perception and monitoring of one's self as an individual. Later the juxtaposition of "Self" and the "Other" takes place in the process of autocommunication.

Kon (1984) explains a concept of image of professional "Self-referring to the theory of dispositional regulation of social behaviour, according to which the image of "Self" is conceived as a system of attitudes formed from three components: cognitive, affective and behavioural (preparation for actions with respect to another object). According to Kon (1984), the lower level of the "Self" image consists of subliminal, experience-based attitudes traditionally associated to the emotional view towards one's self. The upper levels contain perception and assessment of individual characteristics, later a relatively complete uniform image of "Self" emerges, which is related to the general system of the life activity aims and tools necessary for achievement of those aims.

The issue of self-awareness is a focal point in phenomenological psychology (Rogers, 1969; Combs, 1965). In the opinion of supporters of this trend "Self" is not fatally doomed to anti-social impulses and they reject a behaviouristic view on a person, which stipulates that behaviour can be analysed through reactions. Representatives of the phenomenological trend focus on the whole decision-making of "Self" and its personality in the micro-social setting. Such view on the issue of

"Self" expression encourages analysing not only of the factors determining people's lives in society in general, but also the factors affecting the live of each individual.

Interactionist school (Cole, 1996; Mead, 1964) is characterised by a socially-oriented view to the problem of self-awareness. Supporters of this trend maintain that a personality as well as the society in general is an outcome of role-based mutual interaction as the human nature and social order is an outcome of communication (Shibutani, 1989). Social environment determines both the variety of social roles undertaken by people and their meaning. Interactionists claim that self-awareness and value orientations of a personality reflect other people's reactions to these psychological – social elements. Under the influence of communication the concept of an individual's "Self" is being formed.

A number of researches tend to define the professional self-awareness as a perception of one's self as a personality and the growth of self-awareness as an expansion of the sphere of one's self perception. In the opinion of Kostyliova (1997), Povarnicyna (1995) first and foremost self-awareness is a process where a person perceives and assesses himself/herself. The result of self-awareness is the image "Self" and "Self-Concept". It is formed in the process of social interface and is a unique result of psychological development as a relatively stable psychological element, yet at the same time subordinate to internal changes.

Professional awareness of a teacher is a dynamic system of the teacher's views towards himself/herself, perception of physical, intellectual and other characteristics along with the subjective assessment of external factors influencing the personality. Self-awareness is formed in the process of socialisation, educating (education/learning) as it is affected by somatic and individual inherent peculiarities. Unlike situational images of "Self" (in what way an individual sees and senses himself/herself at the moment), self-awareness produces a sense of definiteness and identity.

Professional self-awareness and its development in Lithuania is analysed through the idea of life-long teaching (learning) requiring a certain conscious approach both from the heads of education institutions and teachers, through a time challenge for meaningful self-expression, which may be perceived as involvement in continual self-improvement processes (Balvočiūtė, 2003; Večkienė, Masaitytė, 2003; Gedvilienė, Teresevičienė, 1999). There emerges another aspect of the research in professional self-awareness: Bulajeva (2000) analysed factors of teacher self-help subject to dynamic conditions of education, Adamonienė (1999) disclosed peculiarities of professional development of teachers through a wilful perception of links between internal and social powers of a personality. Pukelis (1998) established an interaction of subjective and objective factors referring to the necessity for participation of a teacher as a conscious subject of activity in this process. Laužackas, Tūtlys, Kučingytė, Rakutis (2003) defined a continual professional consulting as a qualified psychological – cognitive impact on wilful choice of a profession.

The *cognitive component of professional self-awareness* of a teacher ("Perception of Self") is present in the following systems: self-perception in pedagogical activity, process of an individual development associated to activities and communication. The content of professional self-awareness component consists of self-perception and awareness in the situations where professionally significant traits of a teacher's personality (or their lack) engenders activity or becomes a barrier for self-realisation. Thus, the personality component by fostering the need of self-realisation of the personality, ensures an individual development, unfolds and boosts creative potential.

Self-knowledge is a complicated process of integral purposeful operation manifested in increasingly generalised perception of one's self: from external characteristics about oneself to ways of self-perception in terms of their growing complexity (from simpler to more complicated). Internal difficulties of self-knowledge appear in the interaction of a subject and an object where it is necessary to differentiate between them in each case of self-knowledge with a subject as if viewing himself/herself from aside (Clutterbuck, 1998; Harrison, 1998; Forrest, 1995).

The teacher's "Image of Self" is a generalised system of images about himself/herself formed in three systems of self-perception: pedagogical activity, pedagogical communication and

development of the personality. Mulligan (1999) claims that "Self" is a relatively stable element of a cognitive nature, which periodically undergoes fluctuations under the influence of internal and external factors. Thus, in case self-knowledge is shallow or misleading in at least one of the systems, a sufficient level of self-knowledge is impossible.

Self-perception enables us to expand explanation of "Self", which may be defined as a process where a teacher realises his/her self-knowledge, creates or recreates the image of himself/herself, analyses value settings and searches for the purpose of existence.

Self-perception, knowledge about one's self is of utmost importance to a teacher as it becomes a subject of emotions, assessment and attitudes towards oneself. Two levels can be distinguished in the emotional, value-based affective sub-structure ("Me" in relation to "Self"): global and differentiated view of himself/herself, "for" or "against" "Self" as well as elements of self-esteem: self-respect, interest in himself/herself, also conscience and dignity.

Osnickij (2001) and Orlov (1991) use a term "Self-assessment" to describe emotional, value-based view of himself/herself, emphasising an aspect of process. In their opinion self-esteem of affective nature acquires cognitive characteristics later, by assessment of others provided to the individual. *Result of self-assessment* is a constant, generalised view of himself/herself, reflecting personal and professional traits, adequate professional competences, ability to enter into efficient interpersonal interaction with trainees. According to Ogariov (1995), Orlov (1991) self-esteem is an emotional, value-based view developing on the grounds of knowledge and self-assessment, which is capable of determining a behavioural component of a teacher's professional awareness realisable in the processes of self-regulation.

Self-regulation is a disclosure of standby potential of a teacher and at the same time development of the creative potential of a personality. Self-regulation as a consequence is application of ways determining active participation in development of a personality.

Professional "Concept of "Self" emerges in the process of reflection and is relatively stable, more or less perceived, experiences in the system of views of one's self, on the basis of which an interface with other people is formed and self-assessment takes place. It is a uniform system of the teacher's "Self" images although having certain inner contradictions and functioning as an attitude towards one's self in the context of relations with the professional community.

Professional growth of a teacher must assist in solving essential problems his/her existence and compensate spiritual, moral and cultural roots of a personality, optimise a sense of the meaning of this profession (Mumford, 1995).

In case of the dominant *optimistic assessment of professional growth* teachers are viewed as volunteer disseminators and creators of civilisation and professional competence of a teacher is not subject to doubts. There is a tendency to expand the teacher's functions. In addition to responsibility for dissemination of cognitive skills, the teacher is entrusted with a task of social and emotional improvement.

In case of the dominant *pessimistic assessment of professional growth* there is an opinion that a teacher does not cope with problems of professional growth and cannot ensure the expected economic and social benefit. In such a situation professional expertise of teachers is rendered to doubt. There is a tendency to constraint functions of the teacher: for instance, optimising of responsibility for the basic knowledge, competences and skills, introduction of teaching (learning) results control in the form of examinations, accounting and attestation of teachers, introduction of new curricula. Thus, conditions for conservative styles of teaching are being formed.

Professional growth of a teacher could be perceived as a development of personality traits, integration of skills, knowledge and competences and their realisation in pedagogical activity. It means an active quality reform of the inner world and its new structure. Perception of the core of professional growth requires answering the questions: what is the object of the growth? What are its premises and sources? What changes?

The key determinant of the personality growth is a creative activity, professional autonomy of the personality (Rubinshtein, 1997; Vygotskij, 1996). "Development of inner capabilities of a

person does not depend on symbolic or imitating, but on real creative actions", claims Rubinshtein (1997, p. 14).

In order to distinguish the tendency of pedagogical growth, it was focused on personal qualities of a teacher (Mulligan, 1999; Mumford, 1995). Kagan, Kogan (1997, p. 14): "All teachers are persons of creative structure. Nevertheless, each teacher has to reflect on one's self, his/her activities, because in this way his/her skills will improve and resourcefulness will appear, but it takes methods to overcome difficulties and failures".

New in-depth and purposeful pedagogical studies were undertaken: Kuzmina (1999), Fridman (1997), Iljasov (1996), Bodaliov (1995), Shcherbakov (1981). They were devoted to analysis of peculiarities of the teacher's personality and activity, pedagogical skills. Zimniaja (1997), Orlov (1991), Kovaliov (1987) studies provide for a new perspective for research in the teacher's professional growth. Theses studies enabled to switch from fragmented analysis of the teacher's pedagogical activity to the perception of *entire developing social, psychological and cultural reality.*

A three-dimensional model of areas of teachers' integral professional growth in the educational conception can be developed (Fig. 1).
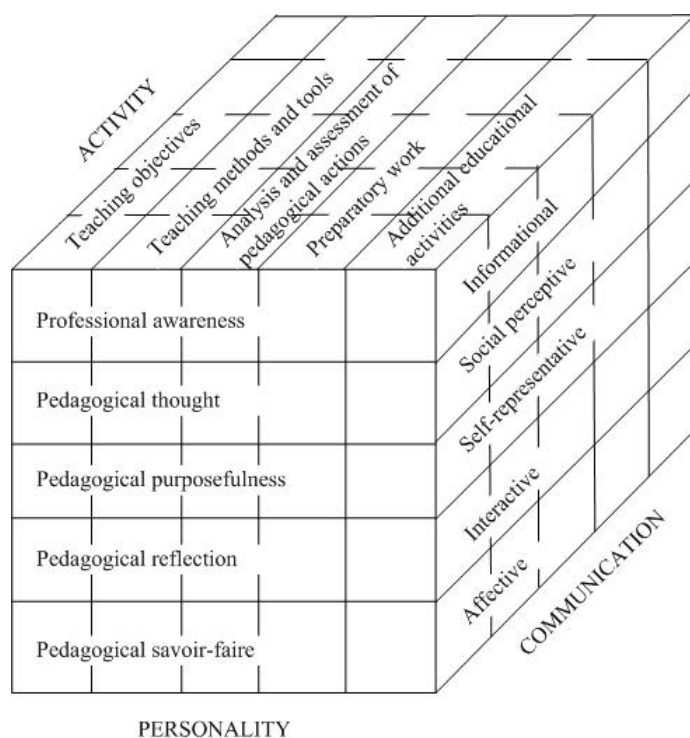

Fig. 1. Three-dimensional model of teachers' integral professional growth

Teachers with rich inner world may reveal it in education, therefore it is possible to analyse congruent self-expression, because congruence is a counterpart of what a teacher communicates by his/her voice, body language, an equivalent to the beliefs and speech content (Tolochek, 1991; Stolin, 1983; Titarenko, 1974). It is *concluded that the teacher's individuality is a constant entirety of psychological dynamic characteristics of the teacher* (Rusalov, Bazilevich, 1993). Another feature of individuality is interface with individual traits of the teacher pre-conditioned by a system of relations and the career.

A number of researchers (Osnickij, 2001; Anufrijev, 1993; Bozhovich, 1978) refer to a personality as a subject characterised by a certain stage of development unfolding through the ability to define oneself as existing "among others", "for others" and "for himself/herself". Anufrijev (1993) points out that in this stage a new system of education as the subject's relationships emerges, the essence of which is formed of *relationships with his/her inner world.*

Perception of professional and life activities of a teacher is associated to the main feature of his/her as the subject, i.e. socially-conditioned ability to manage his/her activity, wilfully regulate his/her behaviour, coordinate a system of relationships, consciously organise his/her life, identify the direction of professional development and psychological mechanisms. This is the ultimate level of the teacher's professional development.

The conducted research (Kagan, Kogan, 1997; Rogov, 1996; Mumford, 1995; Klein, 1990) enabled to distinguish three integral characteristics of the personality and the teacher's personality: professional purposefulness, competence and flexibility, which basically are characteristics of his/her as a subject of activity in life and determine not only pedagogical efficiency of activities in general, but also professional growth of the teacher, presents him/her as a dynamic and sustained process of personality self-projecting.

Another integral characteristic describing professional development of the teacher is *pedagogical competence.* Psychology (Guest, 1999; Harrison, 1998; Hersey, Blanchard, 1982) maintains a prevailing view that a concept "competence" covers knowledge, abilities, skills and methods for undertaking the activity.

In the opinion of Alferov "Competence is an assessment category defining a person as a subject of specialised activities where development of skills enables him/her to perform qualified work, make responsible decisions in problematic situations, plan and improve one's actions determining rational and successful realisation of the identified goals" (1998, p. 78). The author conceives competence as a constant ability to act understanding the goal, tools and methods.

A different view is presented by Secord, Backman (1994), who proposes the following formula: *Competence = mobility of knowledge + flexibility of the method.*

The concept justifying professional development of a teacher "pedagogical competence" comprises knowledge, abilities, skills and ways of their realisation in activities, communication and growth of the personality. To put it differently, *we perceive pedagogical competence as a harmonious combination of subject knowledge, didactics, and methodology, skills and competences (culture) of pedagogical communication as well as development, self-improvement and self-realisation tools*.

Improvement of general and specific professional culture and communication culture of the teacher as well as awareness of the need for individual growth become the conditions of pedagogical competence development.

Another feature of integral expression of professional individuality is *pedagogical flexibility* perceived as an intricate multi-dimensional psychological, social and cultural formation of characteristics. It comprises content-based and dynamic characteristics of individual professional expression determining the teacher's ability to abstain from ways of behaviour, thought and emotional reaction easily, where they are incompatible with the situation and develop new original ways for solving a problematic situation without altering activity in life and moral principles.

Professional growth of a personality means certain deviations from the generally accepted behaviour associated with a concept of "code of behaviour". According to Merlin (1986) the optimal functioning of a personality is possible through combination of different levels of the personality structure (neurodynamic, psychological – dynamic and social types). The thrust of this process lies is in a person's ontogenetic development where incompatibility among individual features of various levels gradually disappears. Level integration and disintegration depend on whether the selected efficient ways of activity correspond to personality characteristics and requirements of the social environment. Selection of conformist (adaptive) forms of behaviour in one of the levels may be an alternative, but according to Merlin (1986) it deforms the whole structure of the personality.

The structure of professional activity is unstable, its content changes along with development of the personality and it stimulates a reform of the professional activity, imbues it with a new meaning (Fonariov, 1997).

The professional position is based on the teacher's attitude to the life, himself/herself, people. It is the view of himself/herself, ability to set goals professional and personal improvement of a

certain level, helps to avoid a state of "Self Loss", which can be caused by psychologically traumatic impact of the teacher's profession (Abramova, Judchic, 1998).

Serikov (1998) notes one more trend of individual professional deformation of teachers – increased aggressiveness. This data is validated by result of the research conducted by Simonova (1996), referring to which she claims that pedagogical communication is characterised by repressive purposefulness. The conclusion was made based on a survey of diaries of over 200 pupils from 10 to 15 years old, which evidence teachers' aggressiveness and manipulating tendencies in communication with a child.

Menshikova (1981) divides individual changes of a personality into two spheres: *the area of professional orientations* – what appertains to the professional sphere of individual professional activity and *personality area*, the nucleus of which is values of a person.

Chapter 2. Empirical research of individual professional becoming of college teachers

The second chapter considers organisation, methodology and methods of the research; aims and factors of individual professional development of the teacher; perception of the teacher's individual adequacy for the career; experience of self-knowledge (directions, ways, content); perception of individuality expression as a pre-requisite for professional becoming of teachers; barriers of individual professional becoming and expression; types of individual professional becoming of college teachers (in terms of self-knowledge and expression).

Aim of the research was to survey tendencies of individual professional becoming of college teachers by identifying attitudes characteristic to the teachers and their experience in self-knowledge and professional self-help.

The research of individual professional becoming of college teachers is based on educational concept of the subject who is perceived as creating his/her professional "Self" in the interaction with acquired experience of self-knowledge. The constituents of individual professional becoming of the teacher are the focus on individual professional traits, individuality in general, oneness and freedom to be different actualised by the teacher.

The empirical research is based on the concept of the professional self-image, which is more or less assimilated system of an individual's images and opinions about oneself or the internal image. Self-image consists of skills, features of a personality, values, perception and assessment of interests.

The empirical study is substantiated by the humanistic approach to the optimal conditions necessary for realisation of personal goals of the subjects, one of such conditions being self-knowledge defined by Adamonienė, Daukilas (2001) as the key area significant to the individual professional development of a teacher. Its major element is self-image as a relatively stable and assimilated system of an individual's images and opinions about himself/herself. Self-image later becomes a factor stabilising the personality and imparts on professional behaviour certain purposefulness, expediency in selecting professional decisions.

Professional becoming is perceived as *the key dynamic characteristics of the teacher's personality* covering self-development, growth, self-knowledge, range of interest in himself/herself, perception of essential individual characteristics of professional development. However, it is presumed that every sphere of a personality (emotional, cognitive, communicative and intellectual) appears only in interaction with the others and neither of them is superior with respect to the others. Teachers are characterised by an individual style of professional expression, which forms a basis for the development of personality elements. The image of "Self" is based on fixed formations of the personality (emotions, cognitive styles, creativity, interpersonal communicative relations).

Construction of the empirical study is based on processes of individual professional becoming of teachers and elements of the personality (Fig. 2).
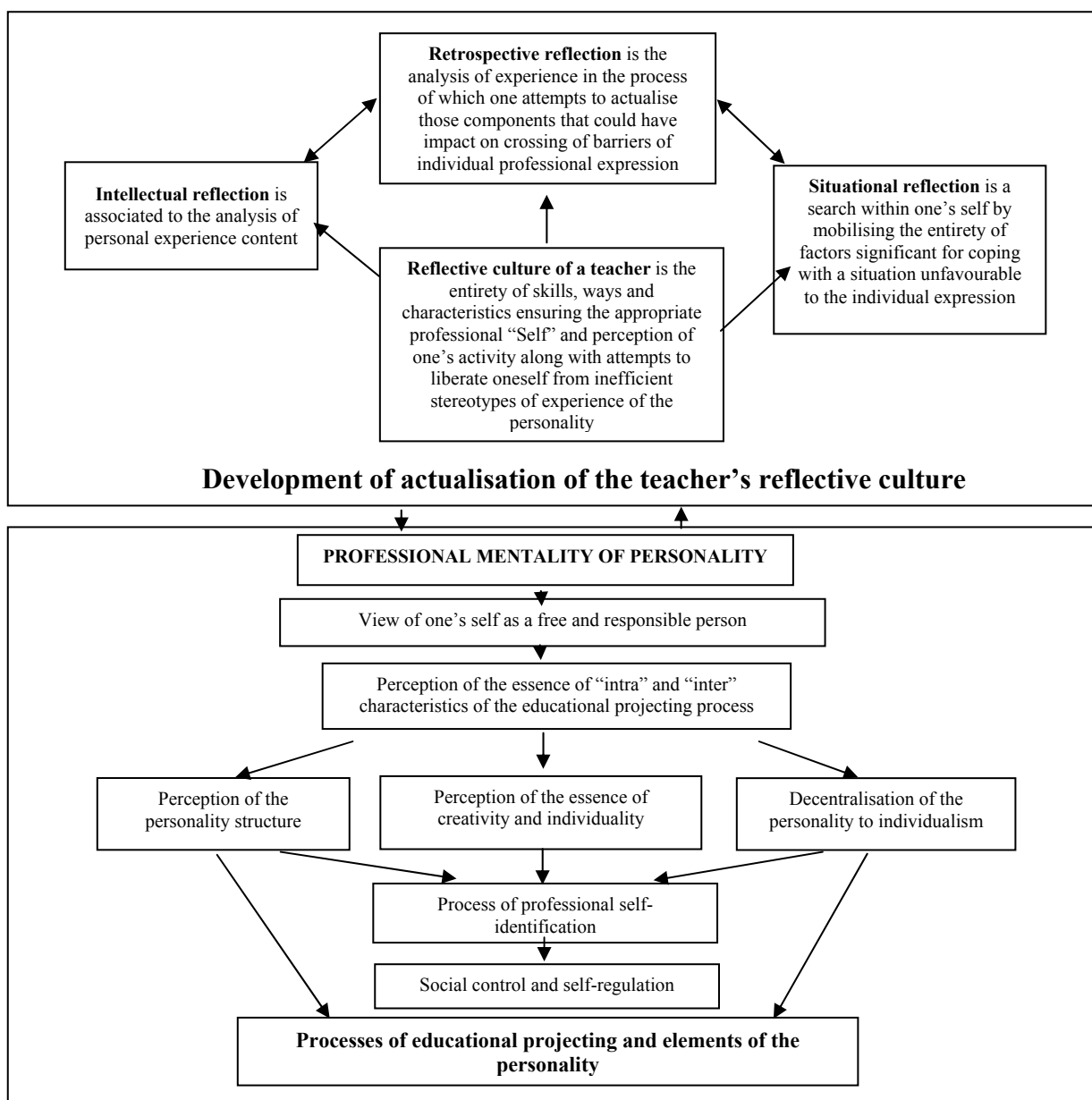
Fig 2. Processes of individual professional becoming of teachers and elements of the personality

The process of individual professional becoming of teachers is determined by actualisation and development of the teacher's *reflective culture*, including intellectual, retrospective and situational reflection.

The experience of the teachers who participated in the study corresponds to the trends of the curricula undertaken by the colleges. Pedagogical experience (standing) of the teachers in the colleges or the school of further education is quite substantial – 22.8% of the surveyed teachers have worked from 5 to 10 years, 59.9% of the teachers have worked for over 10 years.

The substantial part of the surveyed teachers (38.7%) are teachers of social science and humanities. Only 11.7% - teachers of general subjects, 17.3% - teachers of speciality subject and the remaining teachers of specialisation subjects.

The research results enabled to establish why the college teachers are interested in problems of pedagogical competence.
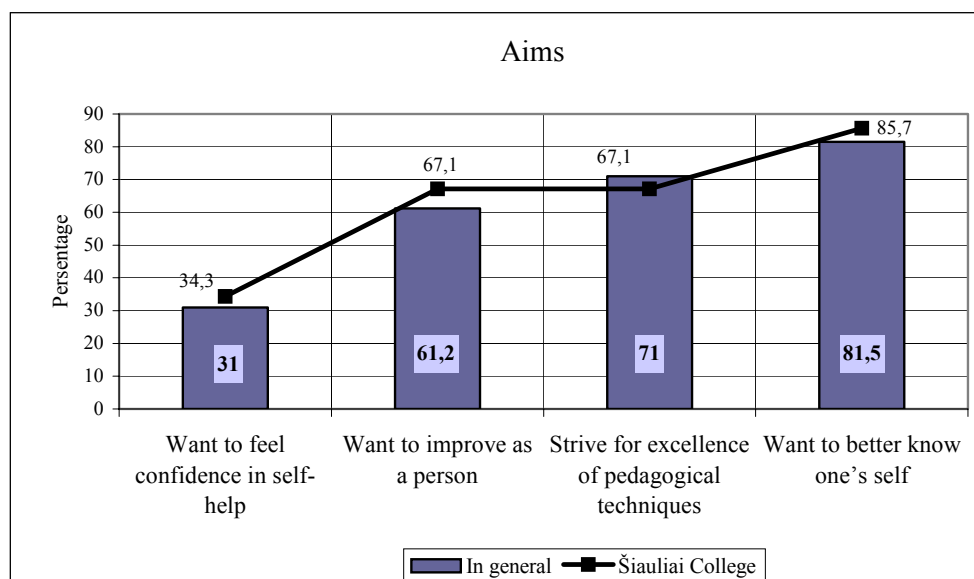
Fig. 3. Aims of the interest in pedagogical competence

The major portion of the teachers are interested in pedagogical competence in order to better know themselves (81.5%), gain excellency in educational techniques (71%), seek improvement (61.2%). The teachers of Šiauliai College provided similar answers.

A special importance is attributed to the ability "to render a subject" (72.1%), other significant abilities are "communication with the trainees" (59.2%), "activities of the teacher meeting the set requirements" (58.7%). The abilities "to render a subject" (75/.7%), "activities of a teacher meeting the set requirements" (61.4%) and "setting of educational objectives" (48.6%) to Šiauliai college teachers were more important than to the whole research sample. Thus, the teachers noted rendering of a subject and the required skills.

Correlation rates between pedagogical skills indicate a weak (from 0.31 to 0.40) or essential correlative relation (from 0.47 to 0.63). It can be stipulated that the distinguished abilities correlate among themselves.

The established correlative relation between the teacher's traits and results of educational activities.

Table 1

Correlation between the teacher's traits and individual professional becoming

Teacher traits	Flexibility and originality of thought	Emotional reacting	Self-confidence	Activeness	Considerateness	Communicativeness	Ability to tolerate an opinion of others	Strong will and stamina
Flexibility and originality of thought	1	0.254	0.351	0.386	0.346	0.497	0.497	0.362
Emotional reacting	0.254	1	0.311	0,409	0.379	0.303	0.242	0.348
Self-confidence	0.351	0.311	1	0.409	0.432	0.428	0.467	0.428
Activeness	0.386	0.409	0.409	1	0.458	0.455	0.351	0.433
Considerateness	0,346	0.379	0.432	0.458	1	0.418	0.475	0.445
Communicativeness	0.497	0.303	0.428	0.455	0.418	1	0.516	0.417
Ability to tolerate an opinion of others	0.497	0.242	0.467	0.351	0.475	0.516	1	0.391
Strong will and stamina	0.362	0.348	0.428	0.433	0.445	0.417	0.391	1

All correlation rates are significant on the level of 0.05.

Values of the correlation rates from 0.24 to 0.39 indicate a weak correlative relation and from 0.41 to 0.52 indicate the essential correlative relation. Traits of the teachers correlate with the results of pedagogical activities.

Factorial analysis of individual features of the teacher's personality

Features of the teacher	Factorial weight L	Differential capacity r / itt	KMO	Discussed development %	Cronbach α
Communicativeness	0.740	0.63			
Ability to tolerate an opinion of others	0.723	0.61			
Considerateness	0.720	0.61			
Activeness	0.707	0.60	0.89	47.74	0.84
Self-confidence	0.696	0.58			
Strong will and stamina	0.693	0.58			
Flexibility and originality of thought	0.670	0.55			
Emotional reacting	0.563	0.45			

The results shown in Table 2 indicate that a sub-scale is suitable for a factorial analysis. In addition, a strong internal consistence of the factor "traits of a teacher" has been established.

The teachers think that pedagogical competence is mostly determined by the striving for continual improvement (89.1%) and education (72.7%). Other factors insignificantly differ from each other (from 28.6% to 47.1%).

A correlative relation among the factors influencing development of the teacher's competencies has been established:

Correlation rates of the factors influencing development of the teacher's competencies

Factors	Education	Participation in seminars, conferences	Beneficial working atmosphere	Self-knowledge	Strongest traits of the personality
Education	1	0.244**	0.130*	0.184**	0.238**
Participation in seminars, conferences	0.244**	1	0.243**	0.295**	0.237**
Beneficial working atmosphere	0.130*	0.243**	1	0.514**	0.298**
Self-knowledge	0.184**	0.295**	0.514**	1	0.481**
Strongest traits of the personality	0.238**	0.237**	0.298**	0.481**	1

* - correlation rates are significant on the level of 0.05.
** - correlation rates are significant on the level of 0.01.

The features indicate either weak or essential ("self-knowledge" and "beneficial working atmosphere" - $r = 0.51$) correlative relation.
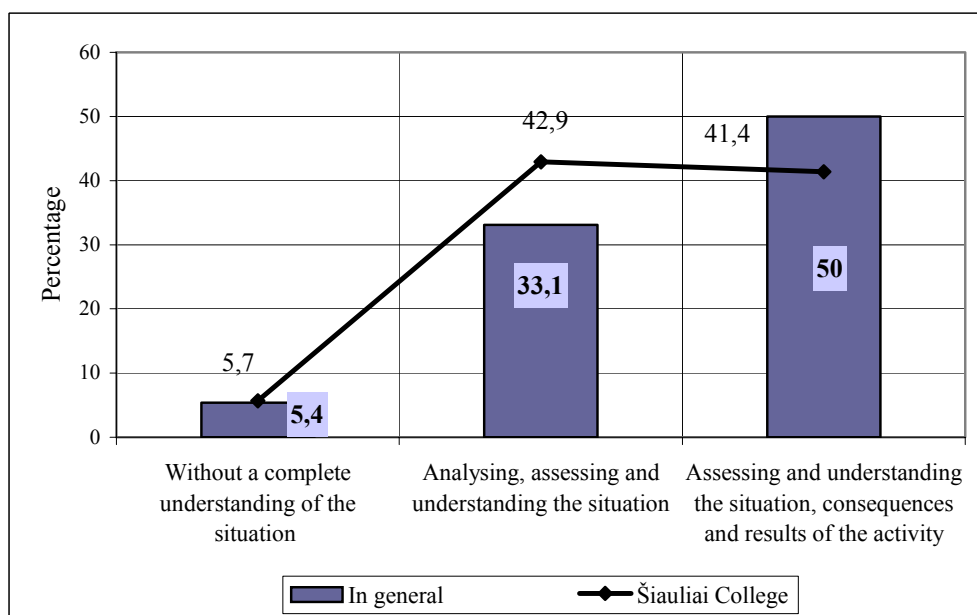
Fig. 4. Expression of individual professional competence of the teachers in the situations

Figure 4 shows that the teachers of Šiauliai College (42.9%) more often than others refer to "Activeness" expressed by "Analysing, assessing and understanding the situation".

Expression of the motives determining the competence of teachers' individual professional development in terms of the teachers' education according to the z value is provided in Figure 5.
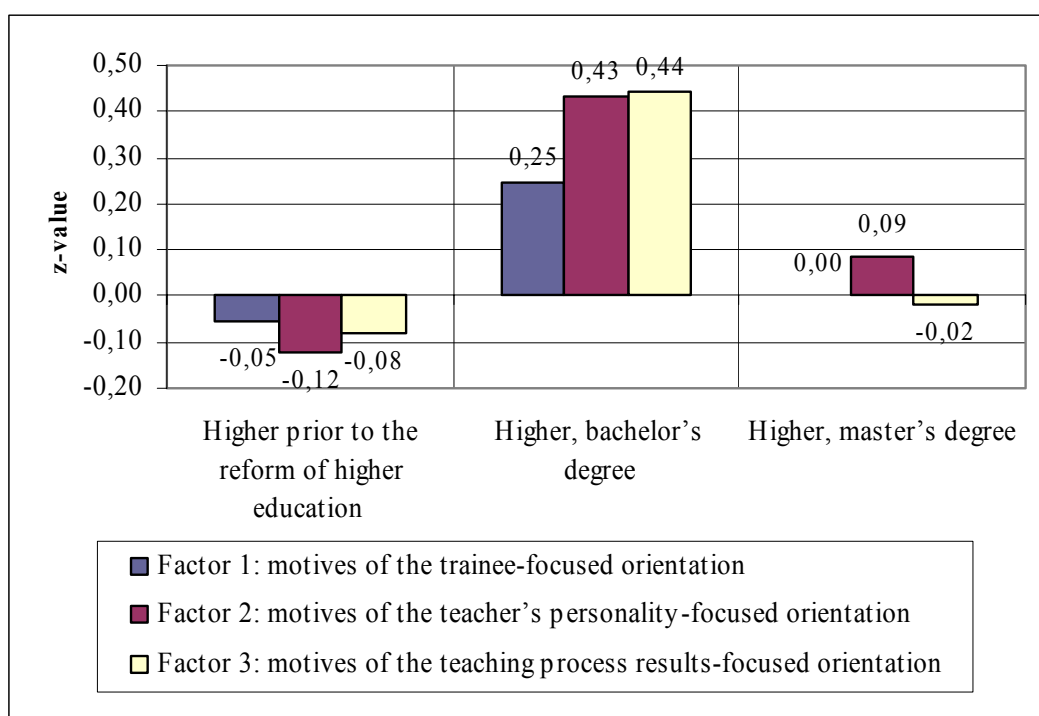

Fig. 5 Expression of the motivation of the teachers' individual professional becoming in terms of education

The teachers with the higher education and bachelor's degree evaluate two ways of expression of the motivation almost in the same way – orientation targeted at the teacher's personality and the teaching process results (0.43 and 0.44), and are less apt to associate pedagogical competence to the trainee-oriented motives (0.25). The teachers who acquired the higher education (prior the

reform of higher education) do not focus on all three factors, z-values of their results appeared below the mean average line of z-values, but almost reach the mean average of z-values (-0.05, -0.12, -0.08). The college teachers with a higher education and master's degree more often tend to relate a teacher's competence to the motives oriented to the teacher's personality (0.09) and z-values related to the teaching process results and the trainee correspond to the average of the whole sample.

It might be noted that two goals of improvement are important to the sample of respondents: "wish to be a good teacher" (34.8%) and "wish to achieve excellence" (34.1%). Šiauliai College teachers work for similar goals: the greater part of the teachers want to be "good teachers" (39.7%), and the minor portion (29.4%) "achieve excellence". A portion of the teachers of Šiauliai and other colleges selected the statement "wish to agree with himself/herself" (25.0% and 19.2%). However, the statement "want to be liked by the colleagues" was selected significantly less often than by the teachers of other colleges (5.9% and 9.5%).

By means of the disperse analysis the difference of frequencies (averages) in terms of education of colleges and teachers was verified: there is no statistically significant difference of averages of frequencies in the colleges ($F = 0.785$, $p = 0.561$), such difference was not observed in the groups surveyed according to education ($F = 0.506$, $p = 0.679$).

Most of the college teachers "rarely think" of adequacy of their pedagogical professional activity to their nature (63%), the teachers of Šiauliai College think "constantly" (61.4%), i.e. 25.2 percent of the teachers. It has been verified whether there is a statistically significant difference of averages of frequencies in the colleges. The outcome of the disperse analysis proved that there is no statistically significant difference among the colleges ($F = 0.557$, $p = 0.733$). Considering these features in terms of education it has also been established that there is no statistically significant difference of averages of frequencies ($F = 0.826$, $p = 0.480$).

The data about the teachers' tendencies in terms of types of activities associated with the teachers' tendencies in terms of field of activities is provided in Figure 6.
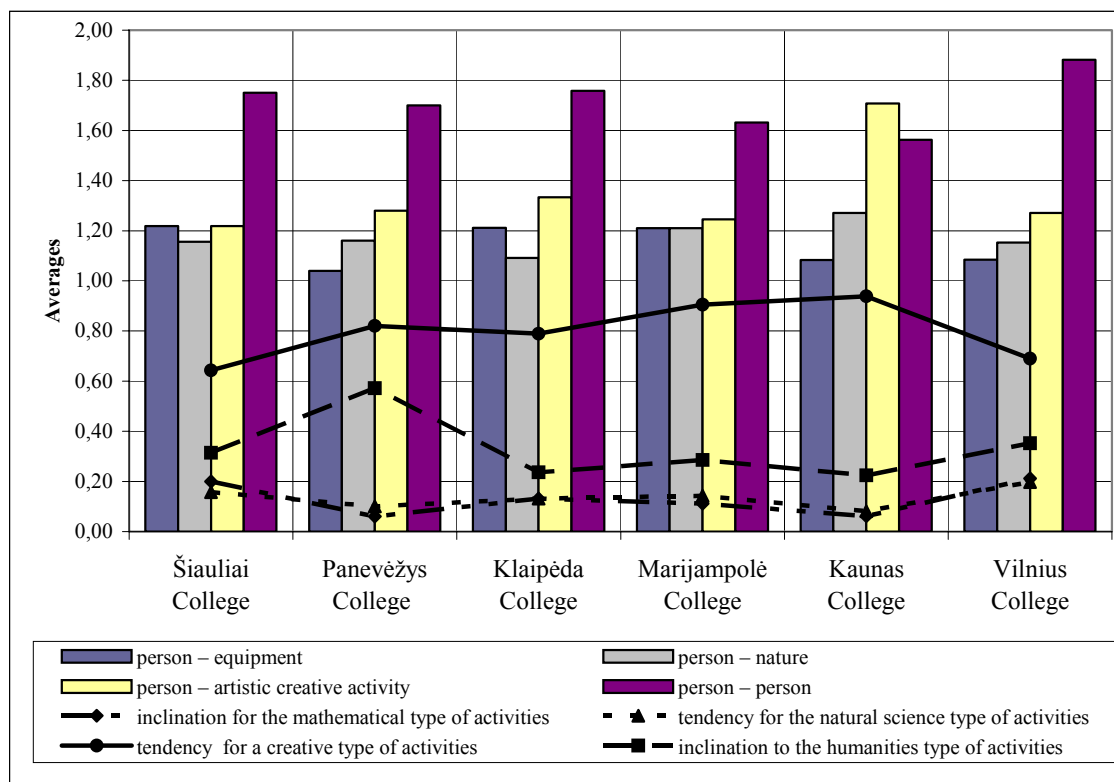

Fig. 6. Tendencies in terms of a field of activities and a type of activities (in the colleges)

Analysing the data the following tendency emerges: the teachers have more inclination toward a field of activities rather than a type of activities. The most distinctive tendency is for a creative type of activity, less distinctive is for mathematical, and the least distinctive is for natural science and humanities type. Out of the field of activities the field "person- person" was distinguished most.

The teachers more often referred to the features that are significant in the interface with others: "responsibility" (70.40%), "sense of duty" (68.30%), "communication" (52.80%), "morality" (43.10%). Other teachers held important the following features: "thought" (36.7%), "will" (34.90%), "creativity" (33.10%), "motivation" (27.30%). The teachers of Šiauliai College more than the teachers of other colleges distinguish a sense of responsibility (71.4%), sense of duty (71.4%) and interests (17.1%).

Analysing distribution of traits of the personality in the colleges we may state that: 1) The teachers of *Kaunas College* mostly distinguish expression of goal achievement, ability to concentrate, communication and moral traits: 2) the teachers of *Klaipėda College of Business and Technologies* primarily emphasise "moral characteristics", "thought", "ability to concentrate", and less often "communication"; 3) the teachers of *Marijampolė College* mostly distinguish "sense of responsibility", "ability to concentrate" and "communication"; 4) the teachers of *Šiauliai College* – "sense of responsibility: and "thought"; 5) the teachers of *Panevėžys College* – "moral traits"; 6) the teachers of *Vilnius College* indicated only one trait, the most significant to them, i.e. "sense of responsibility".

Applying the disperse analysis the statistically significant difference of averages of frequencies has not been determined neither in terms of colleges (F =1.131, p = 0.344), nor of education (F = 0.662, p = 0576).

The college teachers apply the tests provided in academic literature for self-knowledge (32.9%). This is particularly typical of the teachers of *Šiauliai College* (46.43%) and contrarily, the teachers of *Šiauliai College* for self-knowledge often apply found in the popular literature (35.7%). The teachers of other colleges apply such methods more rarely (25.0%). The college teachers quite rarely apply the ways offered by the people they know or their friends (7.14%). The teachers of *Šiauliai College* apply them particularly rarely (5.7%). It can be claimed that the college teachers for self-knowledge mostly apply the tests found in the popular periodicals, more rarely the tests found in the academic literature. In this area they almost never use assistance of their friends and acquaintances.

It has been determined whether the diagnostic methods applied by the teachers for self-knowledge differ in different colleges. The outcome of the disperse analysis evidence that there is no essential difference among the ways employed by the teachers in different colleges (F = 1.340, p = 0.248). There is no difference in applying the methods of self-knowledge in terms of education in different groups – higher, secondary vocational or secondary (F = 0.361, p = 0.781).

Table 4

Correlation rates of importance of evaluation of others and awareness of their opinion

Features	**Know how they are evaluated by others**	**It is important for them how other people evaluate them**
Know how they are evaluated by others	-	0.224*
It is important for them how they are evaluated	0.224*	-

* level of importance 0.01.

Correlative relation between the features: "Know how they are evaluated by others" and "It is important for them how other people evaluate them" is weak.

Applying the disperse analysis the differences of averages of the ways used by the teachers for "observing of others" and "asking others about oneself" and levels of importance in terms of

colleges and the teachers' education have been established. The results are generalised in Tables 5 and 6.

Table 5

Methods of self-control in the colleges (ANO V A, *Scheffe)*

Self-control method	College (I)	College (J)	Differences of the result averages (I-J)	Level of importance, *p*
Observing of others	Panevėžys College	Kaunas College	0.29*	0.020
	Kaunas College	Vilnius College	-0.28*	0.029

Table 6

Relation of methods for self-control with the teachers' education (ANOVA, *Scheffe*)

Self-control method	Education (I)	Education (J)	Differences of the result averages (I-J)	Level of importance, *p*
Asking others	Higher prior to the reform of higher education	Higher, bachelor's degree	0.179*	0.020

The teachers for self-knowledge mostly apply the diagnostic methods found in the academic literature (46.3%), the key motive for self-control is "wish for improvement" (53.6%), the most popular method of self-control is "self-analysis" (76%), and the areas controlled most often are "professional activity" (26.98%) and "behaviour" (21.99%). The reasons for self-knowledge among the teachers of different colleges differ insignificantly. The teachers know how they are evaluated by others and it important for them.

The teachers are interested in themselves as personalities "often" (43.99%) and "not very often" (40.47%), a far less number of the teachers are interested "very often" (6.74%), and "very rarely" (5.57%), a small fraction of the respondents are "never interested" (2.05%).

A greater portion of the teachers of Šiauliai College are interested in themselves as personalities "not very often" and a portion of those who are "often" interested is lesser among them than in other colleges in general (40.0%).

Relation of "Self-knowledge" and "interest in himself/herself as a personality" in the colleges based on z-values is analysed in Figure 7.
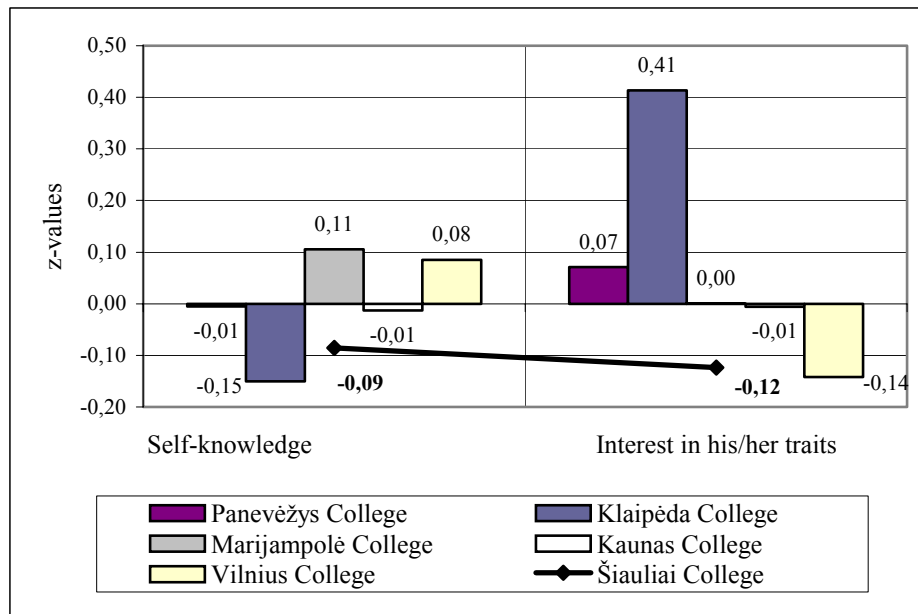
Fig. 7. Self-knowledge and interest in himself/herself as a personality (in colleges)

Substantial interest of the teachers of Klaipėda College of Business and Technologies in themselves as personalities is not associated to self-knowledge (0.41 and -0.15), values of the teachers of Vilnius College in terms of self-knowledge is -0.08 and interest in his/her traits -0.14, in Panevėžys College -0.01 and 0.07 respectively. The interest in themselves as personalities and self-knowledge are not very important to the teachers of Šiauliai College (-0.12 and -0.09), the teachers of Kaunas College are indifferent both to self-knowledge and interest in himself/herself (-0.01 and -0.01).

The major aim of the teachers' communication with others is receiving of information (29.33%), sharing of experience (23.4%) and emotional relations (21.9%). A large number of the teachers of Šiauliai College indicate that receiving of information from others (40.0%) and emotional relations (21.99%) are important to them. The teachers of this college attribute less importance to "sharing of experience", "search of contacts", "showing of attention" (20.0%). Such aim of communication as "sending of signals" is not set by the teachers of Šiauliai College at all and in the total sample it accounts for 0.88%.

In determining the difference of frequencies averages according to the colleges ($F = 0.196$, $p = 0.964$) and the teachers' education ($F = 1.921$, $p = 0.126$) there are no significant differences.
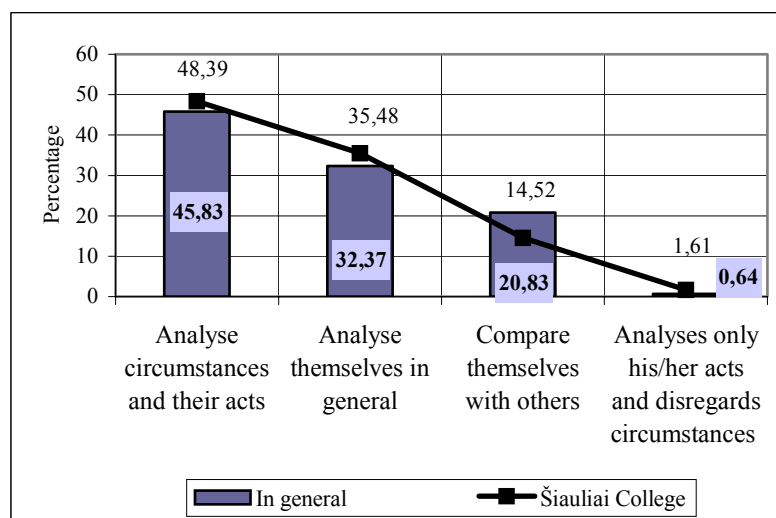

Fig. 8. Ways and content of self-criticism

The major part of the teachers in the analysis of circumstances and their acts apply self-criticism (45.83%), a lesser portion analyse themselves in general (32.37%) and compare themselves with others (20.83%). The smallest fraction of the teachers analyse only their acts disregarding the circumstances (0.64%).

The teachers of Šiauliai College as well as the other teachers refer to the same content of self-criticism as most acceptable. Comparison of himself/herself with other teachers and analysis of acts irrespective of the circumstances are less acceptable.
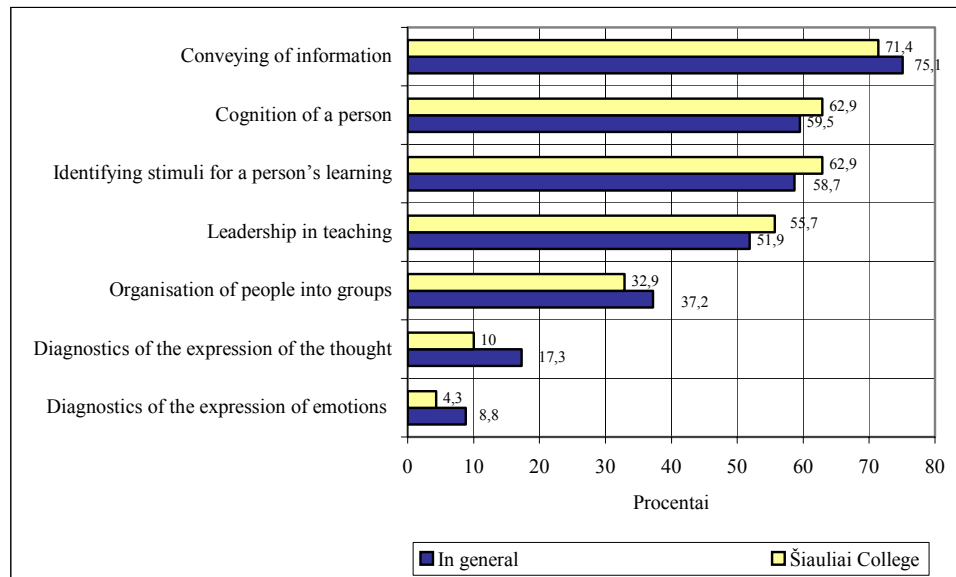

Fig. 9. Features characteristic to the teachers' communication

In the opinion of college teachers an "ability to convey information" (75.1%), "perceive a person" (59.5%), "identify stimuli for learning" (58.7%), "manage the teaching" (51.9%) and organise people into groups (37.2%) distinguish teachers from other professions most. Diagnostic abilities (17.3%) and expression of emotions (8.8%) distinguish teachers from other professions least.

Table 7

Factorial Analysis of abilities characteristic to the teachers

Factors	Abilities	Factorial weight L	Differentiating capacity r / itt	Cronbach α	KMO	Discussed development %
Ability to organise a teaching process	Manage the teaching	0.716	0.39	0.55	0.67	42.78
	Identify stimuli for learning	0.683	0.35			
	Convey information	0.651	0.33			
	Organise people into groups	0.555	0.27			
Diagnostic ability	To foresee expression of a person's thought	0.809	0.34	0.45	0.55	51.02
	To foresee expression of emotions	0.798	0.36			
	To perceive a person	0.498	0.19			

Differentiating capacity of all abilities is higher than 0.20, except the "ability to perceive a person" (0.19), which does not represent the group of measured abilities and therefore must be eliminated. Significance of separate abilities in the factors is also quite substantial (it is evidenced by high factorial weights). Quite high rates of Cronbach α (for the factor "ability to organise a teaching process" it is over 0.5, and for the factor "diagnostic ability" it is lower than 0.45). However, upon elimination of the last ability, a different internal consistence of the factors and psychometric adequacy of the variables appear. The discussed development indicates that the factor "diagnostic ability" sufficiently reflects the measures features.

The result of the correlative analysis revealed that there is a weak relation among the following factors: "prone to conflicting relationships" and "unapt to communicate" (0.4), "prone to conflicting relationships" and "self-confident" (0.39), "prone to the relationships based on goodwill" and "self-confident" (0.37), "prone to conflicting relationships" and "unconfident" (0.38), "prone to the relationships based on goodwill" and "unconfident" (0.27), "unconfident" and "unapt to communicate" (0.31).

Table 8

Correlation rates among factors

Factors	Self-confident	Unconfident	Prone to conflicting relationships	Prone to relationships based on goodwill	Unapt to communicate
Self-confident	1	0.193**	0.389**	0.371**	0.184**
Unconfident	0.193**	1	0.384**	0.266**	0.314**
Prone to conflicting relationships	0.389**	0.384**	1	0.146**	0.402**
Prone to relationships based on goodwill	0.371**	0.266**	0.146**	1	0.003
Unapt to communicate	0.184**	0.314**	0.402**	0.003	1

** All rates of the correlation are significant on the level of 0.01.

The Features distinguishing teachers from others have been established and their rating undertaken in the colleges and Šiauliai College (Fig. 10).
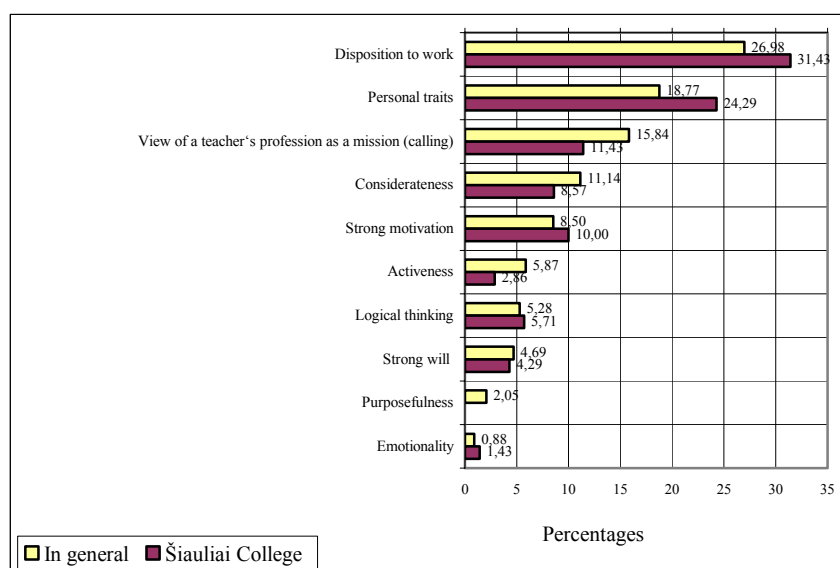

Fig. 10. Features distinguishing teachers from others

The following features are less important to the teachers: "considerateness" (11.14%, 8.37%), "strong motivation" (8.5%, 10%), "activeness" (5.87%, 2.86%), "logical thinking" (5.28%, 5.71%), "strong will" (4.69%, 4.25%). The majority of the teachers indicated that they are distinguished from other teachers most by "disposition to work" (26.98% in the colleges and 31.43% in Šiauliai College), "personal traits" (18.77% and 24.29%), "view of a teacher's profession as a mission (calling)" (15.84% and 11.43%). Such features as "purposefulness" and "emotionality" are less important to the teachers (2.05, 0.88), therefore they are excluded from assessment further in the research.

Expression of the teachers' originality and a wish "to be like others" is provided in Figure 11.
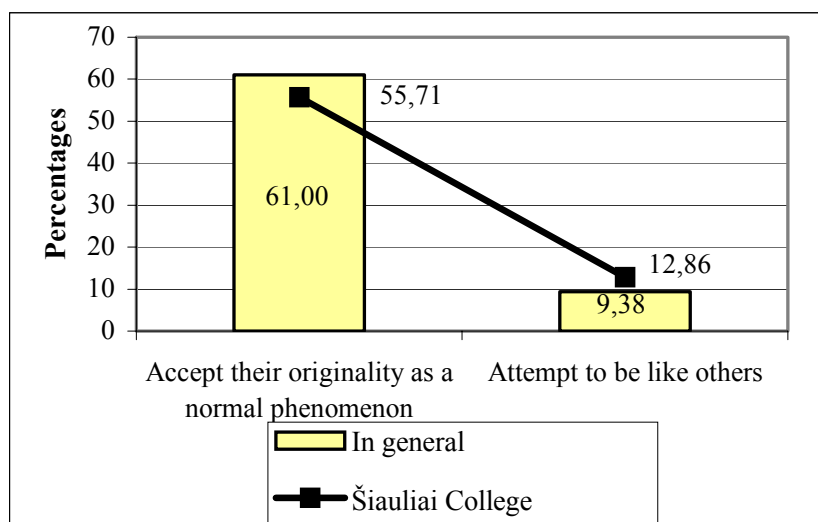

Fig. 11. Expression of originality and a wish "to be like others"

The greater portion of the teachers see their originality as a normal phenomenon (in general 61.0% and in Šiauliai College 55.71%) and only s small fraction attribute more importance to a wish "to be like others" (in general 9.38%; in Šiauliai College 12.86%).

In the opinion of the teachers uniqueness of thought is mostly expresses when they are "reasoning" and "share ideas with others" (33.43%), when "apply theory in practice" (21.41%), when "on the bases of the discovered truth establish a new one" (17.6%). Less important features for uniqueness of thought are as follows: "discovery of truth for himself/herself" (12.9%) and "search of new theoretical truths" (8.21%). The opinion of Šiauliai College teachers concerning ways of expression of uniqueness of thought is little different from the opinion of other college teachers, except for reasoning and sharing of ideas with others. This way of expression of thought is less important for them than to the other college teachers (25.7% and 33.4%), and "search for new theoretical truths" is more important for these teachers than other college teachers (14.29% and 8.21%).

The teachers may define themselves as creative by the following features: "inquisitiveness" (45.45%), "creative view of activity" (40.76%), "intuition" (39.59%). In the opinion of the teachers these features are most important. In describing themselves as creative they are expressed in a stronger way. Other features, which are expressed moderately, are a "sense of humour" (33.14%), "imagination" (30.79%) and "creative thought" (30.50%). According to the teachers' the following features are least suitable for them as creative personalities: "creative thought" (56.30%), "creative view of activity" (48.09%), "unconventionality" (48,68%). The teachers think that the following features would not be appropriate to describe them as creative people: "empathy" (21.34%), "emotionality" (24.34%).

The teachers are mostly distinguished by the following features: "hearing of others" (73.8%), "considerateness to others" (46%), "ability to work in a team" (45.5%). A far lesser portion of the teachers indicate "tenacity in seeking a goal" (32.8%), "decision making" (28.4%). The least

expressed abilities among the teachers are as follows: "to reason "aloud" in front of the class" (10.9%), "to employ body-language and mime" (6.7%, 6.7%, 5.9%).

The teachers find it most difficult to develop students' positive attitude to studies (33.43%), work with problematic trainees (21.11%), select tools of pedagogical influence (14.08%) and identify reasons for students' behaviour (14.08%). Least problematic is the analysis of various features of students' groups (10.26%). Comparing difficulties of Šiauliai College Teachers with the difficulties indicated by the respondents of the general sample it may be stated that the teachers of this college find it difficult to develop students' positive attitude to studies (37.14%), work with problematic trainees (25.71%) and analyse various features of students' groups (14.29%). The other two difficulties "selection of tools of pedagogical influence" (8.57%) and identifying of reasons for students' behaviour" (8.57%) were easier to cope with for the teachers of this category than for the teachers of other colleges.

Stereotypes and intentions as well as ways for coping with them typical of the college teachers are provided in Table 9.

Table 9

Stereotypes typical of the teachers and their overcoming

	Stereotypes	N	%
Stereotypes typical of the teachers	Instinctively refer to pedagogical truths	69	20.2
	Instinctively refers to the tested practice	70	20.5
	Does not change anything himself/herself, observes how other change something	55	16.1
	Perceives the change but changes only when prompted by others	97	28.4
	Perceives the need for change but base their activities on the old truths	106	31.1
	Knowingly avoids stereotypical actions	17	5.0
Stereotypes the teachers would like to overcome	Labelling	79	23.2
	Wish to discipline students by moralising	60	17.6
	Wish to punish by grading	51	15
	Discussing of students' behaviour with colleagues	100	29.3
	Too high confidence in one's experience	67	19.6
Would expect external assistance for coping with the stereotypes	Colleagues	63	18.5
	Family	7	2.1
	Friends	12	3.5
	Close friends	4	1.2
	Himself/herself	127	37.2
	Self-analysis	55	16.1

College teachers indicated that the same stereotypes of the way of thinking and activity are typical of them as of any other teachers. Usually the following ones distinguish from them: understand the necessity of alteration, ground their activity on "old truths" (31.1%) and unconsciously rely on well-tried practice (20.5%) as well as educational truths (20.2%). The teachers mostly aspire to overcome the following stereotypes: "discussion of student behaviour with colleagues " (29.3%), "labelling" (23.20%) and "too high self-esteem" (19.6%).

Attempting to overcome stereotypes the majority of teachers usually "on themselves" (37.2%) or "seek help with their colleagues" (18.5%).

More than a third of the teachers can be described as follows: "I am a person who likes impressions, who understands others and is understood be them, but nonetheless has his/her own view on life, events, world and people" (35.5%) as well as "A lot of different features, states and life experience are manifested in me and this forms the whole of my personality" (35.8%). Less acceptable are the following statements: "I am the person who knows other people, who feels and

understands them but who makes decisions on his/her own" (22.7%) and "I am the person who is well perceived, understood and appreciated by others and this is what matters to me" (13.5%). Thus, the majority of teachers attributed themselves to the types who like impressions, understand others and manifest a variety of features and tempers.

The correlative relation between the features "I am the person who knows other people, who feels and understands them but who makes decisions on his/her own" and "I am the person who is well perceived, understood and appreciated by others and this is what matters to me" is weak even though it is the strongest relation that is observed between any of the features (0.368) and between the descriptions "A lot of different features, states and life experience are manifested in me and this forms the whole of my personality" and "I am a person who likes impressions, who understands others and is understood be them, but nonetheless has his/her own view on life, events, world and people" in principle there is no correlative relation at all (0.124).

The majority of the teachers who participated in the research consider educational competence to be equally associated with the skills of the teacher and with the personal traits of the teacher though the latter is given more prominence.

College teachers manifest moderate interest in the factors of professional growth and a little less than a half of them are (40.2%) indifferent to those factors.

Analysing personality traits with which college teachers are most satisfied certain features which reflect: "responsibility for duties", "aspiration to reach the goal" and "the ability to concentrate" can be distinguished. Besides, the teachers defined self-esteem according to the following features: "way of thinking", "communication" and "moral features".

There are not many teachers who are satisfied with their features and skills and this should stimulate them to seek perfection in future.

Chapter 3. Educational Conditions for Individual Professional Becoming of College Teachers: Process of Self-projecting and Modelling of Management

Section 3 is devoted to the description of the conditions of self-projecting (through modelling): the individual professional becoming of college teachers as the process of adaptation and as development; the structural components and directions of development of the teacher's professional self; the construct of individual professional expression as the development of style and expression; the philosophical basis of the educational self-projecting of the individual professional development of teachers; the formation of the professional world image and the coherence of the components of educational activity; positions of the formation of the network of professional expression management in the organization; the management of the individual potential of professional teacher; the expression of the adaptability of style and professional potential in the teacher's career (the processes of style formation and adaptability); the diagnostic map of individual professional expression (types of competence).

Low level of teacher's self-reflection expresses adaptive behaviour and is described by processes which were defined by Rubinstein (1997) as the initial professional life style when the teacher is as if "inside" his/her professional sphere and acquires an attitude only towards separate aspects of his/her personality, professional expression as well as characteristics, and not towards the activity and himself/herself in general. The specifics of professional self-reflection in the model of adaptive behaviour is determined by the situations which require certain integration abilities which allow them to get involved into activity with others when it is necessary to coordinate one's activities with other people's activities (administration, colleagues, trainees etc.).

In the model of adaptive development (model I) the teacher's self-reflection is dominant when the professional activity is subjected to external circumstances, social requirements, expectations and standards. Processes of adaptation to the environment are considered. Besides, the teacher always follows "the postulate of power economy" (Martynova, 2002, p. 74) and usually uses familiar algorithms for the solution of educational situations which have become certain stereotypes.

In the model of professional development and perfection (model II) it is typical for the teacher to have the ability to "transcend" the everyday educational practice and to "look" at his/her professional expression and activity from aside. This gives the teacher the opportunity to be a competent author of educational expression, who constructs his/her own present and future, as well as to accept, understand and assess the difficulties and incongruities of the process; besides, he/she is able to decide independently and constructively according to his/her system of values, to analyse difficulties as the stimulus of professional development and the opportunity to overcome his/her limitation. The perception of potential powers, personality and professional development stimulates the teacher to constantly experiment, which is understood as search, creative work and the opportunity to choose. The main element of the situation of the individual professional development of teachers is the possibility and necessity to choose - which means to feel free.

Professional becoming can be discussed only in those cases when the teacher realizes his/her participation in the process of professional development and feels the responsibility for everything that is happening with him/her, his/her trainees (and the school in general) and actively tries to resist the negative external circumstances, to plan the objectives of his/her professional activity and on the basis of them be ready to change his/her achievements (Kolesnikova, 2001).

This model is the most productive in the activity of a creative teacher because a *strong, mature and flexible personality,* which is able to raise and achieve objectives and goals that often can be different from those generally accepted in a particular institution of education, *is necessary for the successful realization of educational activity.* Thus, everything that facilitates personal and professional improvement develops the potential creative abilities of the teachers (Zeev, 1998; Kagan, Etkind, 1989).

The models of individual professional becoming manifest through the reflection of the teacher to "look" at his/her professional activity from aside. Nevertheless even in this case spontaneously manifested features of the teacher are completely understood. Successful development of the career depends on the teacher's ability to balance those features and their manifestation in common and individual activity. This kind of balance (coordination) is an action of compensatory nature which ensures the teacher's professional individual development. Separation into stages is important to the modelling of *the process of professional development.*

In the stage of professional development the necessity to adapt to the requirements of the authority and the community appear even though the requirements may contradict to the teacher's style of individual activity and communication, methods and "techniques".

In the stage of professional stagnation the teacher coordinates individual abilities and possibilities with the requirements of professional activity and considers previous achievements and stereotypes to be his/her guidelines. The stagnation of the teacher's educational activity and growth, indications of "exhaustion" and "burn-out" as well as the rejection of innovations become possible. In the cases of a "pedagogical crisis", "exhaustion" and "burn-out" it is recommended to boost the teacher's self-esteem, to form methods of educational self-control and self-regulation (Martynova, 2002; Levities, 2001; Melik-Pashajev, 2001; Maksimova, 2000).

The stage of self-search is marked by the interconnection of the knowledge about oneself in the aspect of juxtaposition of "Self" and the "Other". At first, a certain individual professional feature of the teacher is perceived and understood in the other, later, it is transferred into oneself and an act of conscious choice of self alteration and its consolidation takes place. This is determined by the specific interaction with other people which is marked by the possibility to identify oneself with other people (for example, to absorb new content from others) and the ability to distinguish one's "Self" (this allows to make this content one's own). It is extremely important to remain the subject of educational activity, preserving his/her own professional attitude, resist influence of the negative educational microenvironment.

Another link of the individual professional development of teachers is the stages of self-reflection. The models of personality growth are determined by the teacher as the nucleus of the subjectivity in the process of formation. Analysing professional growth as the continuous process of

the self-projecting of the individual professional development of the teacher, Klimov (1996) distinguishes three main stages which have qualitative differences on the level of self-reflection.

In the stage of self-expression interrelation of the knowledge about oneself in the framework of "Self" and "Self" takes place. The teacher operates with the knowledge about himself/herself which he/she already has and which has already formed at a certain level received at different stages in different situations. In this stage the teacher juxtaposes his/her behaviour with motivation. The motives themselves are assessed on the basis of social requirements. The most important *motivational factor* is the aspiration of the teacher to reveal his/her possibilities and creative powers as thoroughly and as properly as possible.

One starts to understand the potential situation of self perception as infinity which allows "transcending" the everyday educational practice, to perceive innovations and to create.

In the stage of self-realization the interrelation of knowledge about oneself is carried out through "Self" and "Superior Self". The general life philosophy of the teacher and the social value of his/her personality and individual professional development are formed. The extension of oneself, one's place in life, the perception of one's mission, determined by the high attitude of the teacher towards his/her profession which is based on the meaning and values and which is perceived as an extremely important value in life, as a means of self-realization that allows to actualize oneself, to satisfy the necessity of professional growth i.e. the necessity to actualize one's "creative Self".

It is obvious that the perspectives of professional growth depend on those individual-typological characteristics, psychological and spiritual load with which the teacher moves from one stage of his/her professional development into another.

One of the methods to intensify professional expression in the contemporary management of schools (Everard, Morris, 1997) is self-analysis and reflection. It facilitates the possibility to study educational processes and to analyse the expression of qualities. Self-analysis can be carried out only when the teacher knows which features reveal his/her professional development and towards which spheres of professional development one should be orientated as well as which of those features could express his/her individual professional development best. The complexity of such analysis is determined by the fact that one's achievements should be interrelated with the standards or at least with the achievements of other teachers. Thus, pedagogical self-analysis without external assessment is rarely used in contemporary management of schools. Usually it is coordinated with the evaluation of the manager because as any other system of the management of objective reality it is based on the principles of management (Barvydienė, Kasiulis, 1998). The perfection of the procedures of external management influences the procedures of internal management.

Thus, *the management of individual professional expression of the teacher* reflects the mixed type model of the management of educational processes when the teacher who seeks to grow and acquire competence by the means of self-analysis, manages (in the educational sense) his/her professional expression as individual, constantly getting involved into its perception, expanding the content of educational self-awareness and self-perception by directing them to the right direction, and the head master of the school, on the basis of certain formal criteria, acquires the possibility to analyze, assess and manage those processes. One of the necessary conditions in such management is constant interrelation with the teacher stimulating him/her to get involved into the processes of self-analysis.

CONCLUSIONS AND GENERALISATIONS

1. The social, psychological and educational basics of individual professional becoming of college teachers

- The view that the subject of professional activity (the career) has the special ability to alter himself/herself and to propose various methods for the existence of the organization as well as the attitude that the subject represents a specific system which never coincides with the objective system, is observed in contemporary educology, psychology and management. Thus, the perfection of every personality in the process of professional activity is related with self-organization when the subject "Self" gets involved into professional activity which becomes individually important to him/her.

- The professional becoming of teachers can be perceived as the development of personal qualities, the integration of skills, knowledge and abilities as well as their implementation in educational activity. This predetermines active, qualitative reconstruction of the world which reflects its new structure. Creative self-action and professional independence become the main determinant of the professional personality development.

- The individual professional becoming of teachers is carried out through the interaction with the knowledge and is directed towards self-knowledge. The direction of professional cognition is the sphere of interpersonal relations "Me-You-We" which means the direction towards oneself – "Self" and towards others – "We" as well as towards the content based on a sense "Self-We". The professional becoming of an integral personality is described by the system of values which reveals the hierarchical structure of the teacher's personality motives, interactive professional directions and professional competence.

- One of the most important components which has direct influence on the individual professional becoming of teachers is self-awareness which is determined by the following factors falling into two groups: the expectations, assessment (received in the process of communication) and motivation of the teacher's social environment, which arises from the practical educational activity.

- In the process of professional development and improvement the ability to transcend the everyday educational practice and to look at the professional expression "from aside" appears. The perception of the processes of professional growth stimulates the teacher to experiment and these experiments are understood as research and creative work. The most important incentive for professional becoming is the "Reflected Self" and the "Acting Self" the incongruity of which is predetermined by the necessity to alter not only one's inner world but also his/her environment.

- Self-cognition becomes to the teacher the sphere of reality where he/she can acquire wider experience of updated self-reflection. Teachers are involved into processes of self-reflection which are perceived as self-creation, self-cognition, perceived professional educational "Self", which becomes the epicentre of the construction of knowledge and constant attention.

- In the process of professional activity certain new formations are acquired which fall into two groups: alterations that facilitate successful adaptation in social environment and alterations that interfere with the functioning of the personality in environment; those alterations can be defined as constructive and destructive methods of the individual professional expression.

- The attitude towards professional and personal perfection, the perception of its objective allows escaping the state of "Self Loss" (Merlin, 1996) which can cause psychologically traumatizing influence upon the individual professional becoming of the teacher. A condition of professional deformation is educational conservatism and insularity when the tendency to enforce one's "Self" upon others and the aspiration to exploit "Others" become obvious.

- The professional deformations of the teacher's personality can be described as follows: low level of professional purposefulness and obvious purposefulness in rendering of the subject, educational inflexibility (inadequate emotional reactions), single-sided methods of psychological defence, intellectual "entrapment", ill-structured self-awareness and low level of the self-regulation

of self-knowledge. The main factor which prevents the occurrence of professional deformations is the teacher's personality. The obstacles in individual professional expression are related to the lack of personality professional deformations which are caused by the management of professional "Self" and the processes of self cognition.

2. The management of the processes of individual professional becoming of college teachers in the reality of education

- Empirical research has revealed that the majority of college teachers are interested in educational competence and "seeking perfection" (61.2%) and "aspiring to know themselves better" (81.5%).
- The following competencies are typical: to render the subject (72.1%), to communicate with the trainees (59.2%). Adaptation and the aspiration to adjust to the requirements of the school receive significant attention from college teachers (77%).
- In the individual professional becoming college teachers distinguish the following features as important: "flexibility and originality of the way of thinking" (73.6%) and "tolerance of different opinions" (65.1%). The above mentioned features correlate with educational results (from 0.1 until 0.52). However, in some colleges (Klaipėda, Panevėžys) such feature of the teachers as "attentiveness to each other" (71.4%) and "its influence upon the educational results" (p = 0.0332; p = 0.014) was especially obvious.
- College teachers attribute the inclination for creative work to the competencies of individual professional becoming of teachers (78.5%). Teachers from different colleges assess the influence of the inclination for creative work on the competencies of individual professional development of teachers differently, for example, the teachers from Kaunas College emphasise the influence of the inclination for creative work more than others. The correlative relation between the inclination of the teachers for the type of activity based on mathematics and natural science (r = 0.327) and that for creative and humanitarian activity (r = -0.26) is weak.
- Particular ways of emotional expression are typical of the individual professional becoming of teachers: intense and open expression as well as control of emotions (moderate and complete). The majority of teachers indicate that their emotions are under strict control (47.5%) or they are moderately controlled (41.6%). Teachers from Šiauliai College relate the expression of controlled emotions with the competence of individual professional becoming more than others (42.8%).
- The competence of individual professional becoming of teachers is determined by activity which is manifested when the teacher assesses, analyses and perceives certain situations with the orientation to the consequences and results of educational activity. Activity depends on the teacher's education. The higher the education (master degree) a larger number of the teachers are apt to analyse and assess the situation and to relate it to the results of the activity. The lower the education (vocational training or secondary education) the less attention the teachers devote to analysis and assessment and the more they are oriented towards the result.
- The perception of the individual adequacy for professional activity of the teachers is carried out through the expression of certain personality traits which are important to the teachers and by which they describe the fitness for professional activity. The most significant traits for the teachers are: "responsibility" (70.4%), "sense of duty" (68.3%), "communication" (52.8%), "morality" (43.1%). Less important are: "will" (34%) and "motivation" (27.3%). Teachers from Šiauliai College distinguish "responsibility" (71.4%) and "sense of duty" (71.4%) more than others. The most important traits for the teachers are those which demonstrate the attitude towards work (sense of duty, responsibility). Less important is creative self-expression which is highly valued by the teachers from Vilnius and Klaipėda colleges (9.04%).
- Certain spheres of individual professional expression are notably of little significance for the teachers: "mime" (0.29%), "body language" (9.6%). The most important are: "educational

activity" (26.9%), "behaviour" (21.9%), "mood" (15.5%) and "language" (13.2%). Interests, motives and relations are important only to a small group of teachers (4.1%).

- The majority of college teachers are usually (43.9%,) or seldom interested (40.7%) in themselves as personalities, significantly fewer are very often interested (6.74%) and only a small fraction is never interested in themselves as personalities (2.05%). The main objectives of communication with others are: "the acquisition of information" (23.9%), "interchange of experience" (23.4%), "emotional relation" (21.9%). The motives of the communication of teachers are: "acquisition of new experience" (29.3%), "possibility to express oneself" (15.8%), "possibility to influence others" (8.5%).

- Lack of self-esteem, tendency to participate in conflicts and moderately expressed inclination for relationships with others based on goodwill are typical of *teachers from Šiauliai College. The teachers from Klaipėda College* manifest high level of self-esteem and aspiration for relationships based on goodwill and they are not inclined towards participation in conflicts. Teachers from *Marijampolė College* lack self-esteem but they are good-natured. Teachers from *Kaunas College* lack self-esteem, they are inclined towards the participation in conflicts but the express moderate tendency towards relationships based on goodwill. Teachers from *Vilnius College* posses no inclination towards conflicting situations, their self-esteem is average and they manifest a moderate tendency towards relationships based on goodwill.

- Two objectives of personality perfection are important to college teachers: "aspiration to be a good teacher" (34.8%) and "aspiration to reach perfection" (47.4%).

- College teachers apply various methods of self-esteem and self-control: usually they apply self-assessment (47.14%), are evaluated by others (38.7%) apply self-analysis (76%), self-observation (49%), observation of others (24.6%) or question others about themselves (9.7%). Evaluation by others is important to college teachers and it makes no difference if the know about the evaluation (65.4%) or not (47.8%). Almost a quarter of all teachers know what kind of evaluation they receive from others, 8.87% are not sure and 17.3 % do not know anything. Only a very small group of teachers know what evaluation they receive but it is unimportant to them. The correlative relation between indications "You know how you are evaluated by others" and "It is important to you how you are evaluated by others" is weak (0.37).

- The reasons of teachers' self-control are as follows: "aspire to perfect themselves" (53.6%), "avoid trouble" (24.3%), "fear to be misunderstood" (6.74%). Least significant are the following reasons: "aspiration to make a pleasant impression" (3.81%) and "fear to be underestimated" (0.88%). Self-control is mostly determined by self-preservation and frustrations (avoidance of trouble, fear to be underestimated) as well as educational incentives (aspiration to perfect). Thus, aspiration for self-preservation is more important to the teachers than education.

- Teachers can describe themselves as personalities. The most important trait is "attitude towards work" (63.6%), less important are "relations with others" (61.5%). This factor is statistically significant (L<0.6). Least important trait is the expression of (21.7%). There are no significant differences in different colleges. Distinctive capacity (r/itt) revealed that the relation between single variable and the grade of the general scale is sufficient (0.74).

- Direct personal criticism is acceptable to college teachers (61.6%), criticism from colleagues is less acceptable (25.8%), and the least acceptable is indirect criticism (3.7%) from administration (3%) and public (11%). Besides, one of the least forms of criticism is criticism from students.

- More than a half of all college teachers described themselves as "naturally active" (56.3%), few of them doubt that (29.6%). A small part of teachers could not describe themselves as "naturally active" (13.4%). There is no statistically significant difference neither according to the colleges (F = 1.266, p = 0.278), nor according to the teachers' education (F = 1.076, p = 0.359). These teachers who attribute themselves to those "naturally active" manifest the following features of activity: "activity is important in the sense of knowledge and achievements" (63.5%). Less important to teachers are the following features: "attempt to reach the objectives with purposefulness" (37%), "to use the ideas in their activity" (36.4%).

- Almost half of all teachers are interested in their differences from other teachers but there is the smaller part to which "it is unimportant" (18.7%). Differences in different colleges and groups with different education are statistically insignificant (F = 1.266; p = 0.248). The following features distinguish college teachers from representatives of other professions: "positive disposition for work" (26.9%) and "attitude towards their profession as vocation" (18.7%). Such features as "professional purposefulness" and "emotionality" are of little importance to teachers (7.2%; 6.8%).

- The following features are important to college teachers who are interested in individual and professional originality: "personality traits and characteristic features" (18.2%) and "strong motivation" (11.6%). College teachers manifest the aspiration to be different from others but at the same time they seek to be similar to others. The majority estimate their exclusiveness as a normal phenomenon (61%) and only a small part of teachers prefer the aspiration to be similar to others (9.38%). The teachers are interested in personality traits which are important for the perception of professional individuality and they distinguish the uniqueness of the way of thinking and creativity. The teachers use the following traits to describe themselves as creative personalities: "inquisitiveness" (4.5%) and "intuition" (39.5%). The rate of correlation between the factors "traits oriented towards the description of personality" and "traits oriented towards the description of communication" is very strong (L = 0.746). The most powerfully expressed are the traits oriented towards the description of personality (z = 0.14).

- The following obstacles interfere with the individual professional becoming of college teachers: socially – inefficient activity of administration (35.4%), and politicians (39.3%), colleagues (20.7%); influence of well known truths (for example, "the teacher is responsible for the results" (4.8%), "the teacher has to teach everyone" (30.2%)); "pressure of educational approaches" (28.7%), "moral pressure" (24.1%), "pressure from established authorities" (21.7%). The majority of teachers have received neither moral pressure (53.6%), nor pressure from established authorities (55.4%). The stereotype that "theory should not be trusted as it does not substitute practice" is most obvious (15.3%). The teachers would like to overcome the following stereotypes of behaviour: "the discussion of student behaviour with colleagues" (29.3%), "labelling" (23.2%) and "too high self-esteem" (16.6%). Attempting to overcome stereotypes the teachers usually "rely on themselves" (37.2%) or "seek help from their colleagues" (18.5%).

- The types of individual professional expression of college teachers can be distinguished according to the competencies and concepts of expression of the factors determining them, aspirations and needs for professional growth, activity and expression, orientation towards the trainee and the result of education, features of professional activity, organizational skills and the expression of creativity.

- According to the concept of competencies and the expression of factors certain types of teachers can be distinguished. The teachers explain professional competencies on the basis professional skills and features, giving more prominence to skills than to features. Other teachers who participated in the research consider educational competence to be equally related to skills and features (39%) but educational features are given more prominence (46%).

- The types of teachers according to aspirations and needs for professional activity and growth are as follows: moderate interest in personality traits and the need for professional activity, indifference to the factors of professional growth (32.1%) and the lack of need (29.3%); the need for productive educational activity is stronger than the aspiration to understand personality traits; strong interest in the factors of individual professional development of teachers. (47.2%).

- According to the orientation towards the trainer, trainee and the results of education the following types of teachers are distinguished: is oriented towards the results of education and the trainee but not towards the personality of the trainer (36.4%); professional growth is associated not with the orientations towards the trainee, the trainer or the results of education but with the orientation towards the perfection of personality (55.4 %).

- The types of teachers' individual exclusiveness according to traits and features are as follows: "responsibility", "aspiration to reach the goals" and "the ability to concentrate". The following types can be distinguished: teachers dissatisfied with certain personality traits such as

communicability (32%); satisfied with all personality traits and the features of the individuality of personality (45.1%).

- The types of teachers' individual professional expression according to organizational skills are as follows: posses "organizational skills" (40.2%); posses "organizational skills and skills necessary for group work" (38.7%), manifest "neither organizational nor team work skills" (21.1%).

- According to two factors ("creativity skills oriented towards oneself" and "creativity skills oriented towards communication with others") three types of teachers can be distinguished: "strongly manifested creativity skills oriented towards communication" (38.6%); "moderately manifested skills oriented towards oneself" (34.2%); "weakly manifested skills oriented towards oneself" (27.2%).

- According to the expression of competencies and factors certain types of individual professional expression of teachers can be distinguished: "aspiration and need for professional growth and effectiveness of activity, orientation towards total perfection of personality" (36%); "orientation towards partial perfection of personality according to traits and features" (32%), "orientation towards the perfection of organizational skills and towards the improvement of the effectiveness of the expression of creativity" (32%).

3. The processes of self-projecting of individual professional becoming and the outline of the modelling of management

- The individual professional becoming of teachers can be described as a continuous process of self-projecting and three stages according to the levels of self-projecting can be distinguished in it with the help of which the teacher as a subject can "transcend" the limits of his/her activity and can implement the creative attitude towards himself/herself.

- The management of the processes of self-projecting of individual professional expression of teachers corresponds with the model of process management of mixed type when the teacher through self-analysis gets involved into the perception of its essence and the manager acquires the possibility to manage those processes from the outside. However, one of the pre-requisites is constant interaction with the teacher stimulating the processes of self-analysis.

- Considering personal abilities of an employee the manager can predict behaviour in different situations. However, this is related to the manager's features as well: friendly attitude towards the employee, when dealing with official tasks, and orientation towards individual professional features. Usually the two-dimensional aspect of behaviour is applied when the task as well as professional individuality of the employee are taken into consideration. This aspect determines the formation of a multidimensional network of management which ranges over two positions: concern for the person and concern for the task. The principle of personally oriented activity allows perceiving the teacher as the subject of common activity. This can be achieved with the application of educational model which is oriented towards professional growth, the expression of competence, the management of the process and autonomy through the construction of knowledge and self-cognition in the management of the processes of self-projecting which can be understood and modelled by the teacher.

On the basis of the accomplished research it can be stated that the hypothesis that "*Provided the educational basics of individual professional becoming of college teachers were examined, it would render possible to develop strategies promoting individual professional becoming of teachers by educational means*" proved to be correct.

REZIUMĖ

ĮVADAS

Mokslinės problemos aktualumas: Pedagogų individualioji patirtis, savęs, kaip veiklos subjekto, raiškos suvokimas profesinėje veikloje tampa viena iš tobulėjimo sąlygų. Tačiau šiuolaikinėje edukologijoje vis dar tebesiorientuojama į bendruosius pedagogo profesinės veiklos reikalavimus, o ne į jo profesinį individualumą.

Naujosios humanistinio ugdymo paradigmos neįmanoma realizuoti be pedagogo asmenybės supratimo kvintesencijos, tikslo, turinio, procesinio tapsmo charakteristikų. Visa tai negali vykti ir be profesinio individualumo raiškos, kuris ir realizuoja humanistinį ugdymo potencialą. Tačiau šių problemų sprendimui edukologijoje šiuo metu yra dar nemažai trukdžių: nėra pakankamai apibrėžtos pedagogų veiklos ribos, sferos, tikslai, už kurių realizavimą būtų atsakinga pedagogo individualybė, nes bendruoju vardikliu įvardijama visa tai, kas yra individualu. Deklaratyvus lieka ir Ušinsko (1983) teiginys, jog mokyme viskas yra grindžiama asmenybe ir „tik asmenybė gali ugdyti asmenybę" (1983, p. 14).

Kolegijų pedagogų individualaus profesinio tapsmo procesai nėra ištirti, bet jie nuolat skatina mokslininkų domėjimąsi, nes pedagogas vis labiau pradedamas vertinti pagal savitumą, individualumą, nepakartojamumą, individualų stilių (Pukelis, 2004; Laužackas, 2003; Leontjev, 1999; Kornilov, 1995; Krupenin, 1995).

Edukologijos mokslas ir praktika pedagogo individualaus profesinio tapsmo klausimą sprendžia skirtingai: jis dažnai priskiriamas prie gyvenimiškų, patyriminio pobūdžio, o ne abstrahuotų žinių. Tačiau kasdieniniame pasaulyje pedagogas, kaip pažįstantis subjektas, nuolat įsitraukia į savęs pažinimo procesus ir sąveikauja su saviidentifikacijos problema, nes asmenybė nėra duodama, ji sukuriama, projektuojama individo pastangomis, keičiančio ir išsaugojančio savo būties visybiškumą (Kuzmina, 1999; Markova, 1993; Mariščiuk, 1992; Levin, 1982).

Šiuolaikiniame ugdyme pedagogams vis dažniau atsiveria galimybės savirealizacijai, kai savikontrolė ir savirefleksija tampa tiek priemone pedagoginių barjerų įveikimui, tiek ir sąlyga individualiai raiškai (Martynova, 2002; Kuzmina, 1999; Kruteckij, 1997; Kozijev, 1990; Kon, 1984). Dažnai pedagogų individualaus profesinio tapsmo procesų analizėje vyrauja šie *prieštaravimai:*

• teigiama, jog ugdymo realybėje pedagogas nepriklauso nuo asmenybės parametrų, o veikia kaip pedagoginių funkcijų atlikėjas, neatsižvelgdamas į tai, jog dėl kai kurių savo asmenybės savybių daugelio funkcijų jis negali tinkamai realizuoti (Kagan, Kogan, 1997; Cole, 1996);

• pedagogas dažniausiai priskiriamas prie žemos psichinės diferenciacijos subjektų, kai grupinę veiklą jis renkasi mieliau nei individualią, ir sėkmę patiria bendraudamas, todėl nepakankamas dėmesys skiriamas profesinio tinkamumo suvokimui, psichinių savybių sistemai, darančiai įtaką individualiam profesiniam pajėgumui (Maddern, 1994; Lickona, 1991);

• savikontrolė ir savikorekcija yra suvokiama kaip priemonė individualios raiškos pedagoginių barjerų įveikimui, tačiau neatskleidžiama, kaip jie trukdo priimant naują vaidmenį ne tik realiose, bet ir įsivaizduojamose situacijose (Marton, Wenestam, 1988).

Mokslinės temos ištirtumas: Pedagogo individualią profesinę raišką išorėje pastebėti sunku, todėl ji yra mažai ištirta. Atsiranda požiūris į individualaus profesinio tapsmo procesą, kaip pedagoginį profesionalumą lemiantį veiksnį (Klimov, 1996; Kagan, Etkind, 1989), o savęs pažinimas siejamas su nauja savęs projektavimo kompetencija ir profesinės saviegzistencijos kultūra (Vačkov, 2002; Kuzmenkova, 1997; Klimov, 1996; Kornilov, 1995). Pedagogas kaip profesinės veiklos subjektas yra analizuojamas visoje struktūruotoje asmenybės ir subjektyvioje, aktyvioje plotmėje, kuri reiškiasi kaip siekis tobulėti ir yra grindžiama tam tikromis vertybėmis, žiniomis, gebėjimais (Veršlovskij, 1997; Brušlinskij, 1996; Boriščevskij, 1980).

Ištirta pedagogų individualių savybių sistema, priklausanti vidinėms struktūroms, užtikrinančioms asmenybės pastovumą, svarbą pedagoginėje veikloje, o individuali raiška analizuojama kaip vidinė subjekto erdvė, išeinanti už aktualių sąveikų su „kitais" ribų, kaip sklaida

„kito" asmenybėje (Vasserman, Berebin, 1997; Dorfman, 1994; Elkanov, 1989). Tyrinėjama profesinio „Aš" tapsmo kultūra tam tikroje edukacinėje plotmėje, nustatoma asmenybės decentracija į individualumą apibūdinančias savybes. Aiškinama, jog pedagogui yra būdingas naujas požiūris į profesinį tapsmą, kuris yra susijęs su kitokiu mąstymu, elgesiu, požiūriu į save ir į ugdytinį, kaip laisvus ir atsakingus individus (Zeev, 1998; Vaizer, 1997; Berulava, 1996; Iljasov, 1996; Triandis, 1981).

Išskiriami asmenybės tipai (monolitinis, harmoningas, nominalus, sutraukytas, išbarstytas ir kt.), nustatytas kūrybingumo ir individualumo ryšys, pedagoginė kompetencija nagrinėjama kaip dalyko žinių, didaktikos, pedagoginio bendravimo įgūdžių ir mokėjimų, savęs tobulinimo, savirealizacijos priemonių harmoningas derinys (Vačkov, 2002; Laužackas, Pukelis, 2000; Bragina, 1996).

Lieka spręstinomis dar šios *problemos*:
- neišaiškintos kompetencijos, lemiančios pedagogų individualų profesinį tapsmą;
- neaiškūs profesinio tapsmo edukaciniai pagrindai ir neatsakyta į klausimą, kokie veiksniai yra svarbūs individualiam profesiniam tapsmui ir kokias galimybes turi pedagogas savipažinimui, saviugdai;
- neišaiškinta, kaip pedagogas tampa sąmoningos veiklos subjektu ir kaip jis įsitraukia į pažinimo procesus bei sprendžia profesinio individualumo saviidentifikacijos problemą ir ar turi galimybes tapti save pažįstančiu subjektu, įsitraukiančiu į individualią profesinę savirealizaciją.

Tyrimo problema: kokie yra kolegijų pedagogų individualaus profesinio tapsmo edukaciniai pagrindai ir kaip juos galima teoriškai bei empiriškai ištirti?

Tyrimo objektas: kolegijų pedagogų individualus profesinis tapsmas.

Tyrimo dalykas: kolegijų pedagogų individualaus profesinio tapsmo procesų efektyvinimas edukacinėmis priemonėmis.

Hipotezė: jeigu būtų ištirti kolegijų pedagogų individualaus profesinio tapsmo edukaciniai pagrindai, galima būtų rengti strategijas, edukacinėmis priemonėmis skatinančias pedagogų individualų profesinį tapsmą.

Tikslas - teoriškai pagrįsti ir empiriškai ištirti kolegijų pedagogų individualaus profesinio tapsmo edukacinius pagrindus bei parengti edukacinio saviprojektavimo strategijos metmenis.

Uždaviniai:

1. Atlikti mokslinės literatūros analizę ir išsiaiškinti teorinius pedagogų individualaus profesinio tapsmo filosofinius, kultūrologinius, psichologinius, edukacinius pagrindus.

2. Atlikti empirinį tyrimą ir edukacinėmis priemonėmis nustatyti Lietuvos kolegijų pedagogams būdingą požiūrį į individualumą bei jų savęs pažinimo patirtį.

3. Nustatyti kolegijų pedagogų galimybes konstruoti naują patyrimą individualaus profesinio tapsmo, savęs pažinimo, saviprojektavimo procesuose ir ištirti barjerus bei veiksnius, neigiamai veikiančius šiuos procesus.

4. Parengti pedagogų individualaus profesinio tapsmo edukacinio saviprojektavimo strategijos metmenis.

Disertacinio tyrimo ginamieji teiginiai:

- Kolegijų pedagogų individualaus profesinio tapsmo edukacinį pagrindą sudaro socialiniai, psichiniai procesai ir asmenybės dariniai, kurie reiškiasi kaip pedagogų integrali profesinė savimonė, kurią galima valdyti edukacinėmis priemonėmis.

- Pedagogų individualų profesinį tapsmą galima skatinti šiais būdais: ugdant požiūrį į save kaip į laisvą, atsakingą individą, projektuojant profesinės raiškos savybes „intra" ir „inter" savybių supratimo pagrindu, orientuojantis į individualaus profesinio kūrybingumo esmės suvokimą bei decentraciją į individualumą per saviidentifikacijos, savireguliacijos, savikontrolės procesus.

- Pedagogas tampa sąmoningos veiklos subjektu, kai jis: įsitraukia į savęs pažinimo procesus bei sprendžia profesinio individualumo saviidentifikacijos problemą; turi galimybę tapti save pažįstančiu subjektu, įsitraukiančiu į individualią profesinę savirealizaciją kaip save stebintis, suvokiantis individas bei nuolat tobulinantis edukacinio žinojimo, saviprojektavimo procesus.

• Kolegijų pedagogų individualus profesinis tapsmas yra kūrybingas saviugdos procesas ir sudaro pagrindą pedagogų profesinei refleksijai. Jai tampant intelektine, retrospektyvia, siekiama aktualizuoti tuos komponentus, kurie galėtų turėti poveikį individualios profesinės raiškos barjerų įveikimui edukacinėmis priemonėmis.

Tyrimo metodai:

1. *Teoriniai*: edukologinės, psichologinės, filosofinės, sociologinės literatūros pasirinktąja tema studijavimas, analizė, lyginimas, apibendrinimas.

2. *Empiriniai*: anketinė apklausa raštu, modeliavimas.

3. *Statistiniai*: matematinės ir aprašomosios statistikos metodais atlikta tyrimo duomenų analizė, naudoti: VARIMAX rotacija, KMO (*Kaizer-Meyer-Olkin*) koeficientas, *Cronbach α* koeficientas, faktorinis svoris L, *Principal Components* modelis, klasterinės analizės *(k-Means)* metodas, *Spearman* koreliacijos koeficientas, dispersinė analizė (ANOVA – ANalisys Of VArience), diferencinės galios koeficientas *r / itt (Item Total Correlation)*, F testas.

Metodologinį tyrimo pagrindą sudaro pedagoginės tikrovės pažinimas, kuris yra grindžiamas tiek racionalia-empirine, tiek ir emocine-refleksine mąstymo sritimis. Formuluojama prielaida, jog pakanka pedagogui pademonstruoti idėjų bei jų rekonstrukcijų reikšmingumą ir galima tikėtis, jog pedagogas jas noriai priims. *Konstruktyvizmas* reiškia tam tikrą grįžimą į realybę, kai nuolat ieškoma sąsajų su ja, ir tai yra alternatyva tokiam ugdymo tikrovės pažinimui, kuriam yra būdingos nuolatinės klaidos, paklydimai ar jų taisymai.

Pedagogų individualaus profesinio tapsmo procesas yra suvokiamas kaip tam tikra struktūra, susidedanti iš pedagogo „gyvojo žinojimo", kuris parodo ne tik tam tikras žinias, bet ir reikšmes, į kurias reikia nuolat gilintis. Tokiu būdu konstruktyvizmas yra siejamas su mąstymo, emocijų ir patirties savireguliacija, tikrinama paties pedagogo.

Svarbus yra ir *evoliucionistinis požiūris į profesinę pedagogo veiklą bei asmenybę*. Jo pagrindą sudaro samprata, jog profesinėje veikloje pedagogas nuolat įgyja naujų charakteristikų, kurios pastiprina arba susilpnina jo individualųjį tapsmą. Suvoktos ir pažintos naujosios charakteristikos gali suteikti galimybę įtvirtinti individualųjį pradą profesiniame tapsme, kuris yra kaip *savižina ir jos nukreiptumas į individualaus profesinio tapsmo procesus*, jų turinį. Patirties analizė yra viena iš patyriminio mokymosi sąlygų, turinčių įtakos savižinos ir savivaizdžio formavimuisi.

Kolegijų pedagogų individualaus profesinio tapsmo procesas yra suvokiamas kultūros požiūriu, akcentuojant tarp pedagogų esančius skirtumus, kai individualumas yra tam tikra *kultūrinė būsena*. Vienas iš pagrindinių, kultūras skiriančių kriterijų yra *vertybių sistema*, į pirmą vietą iškeliant individualumą, savikontrolę.

Profesinėje veikloje asmenybė reiškiasi funkcinių santykių aspektu, kurie atskleidžia jos požiūrį į normatyvinius reikalavimus ir neformalias normas. Atsiranda pasiekimų profesinėje veikloje matavimų laukas, kuris rodo asmenybės profesinį tobulėjimą. Norėdama tapti veiklos subjektu, asmenybė turi skatinti vidinius rezervus, kompetencijas, motyvus. Tuo pasireiškia *individualusis, profesinis asmenybės mentalitetas*.

Teorinį tyrimo pagrindą sudaro *konstruktyvizmo teorija*, kuri orientuoja į pasaulio pažinimą per realybės pojūtį, jungiantį savyje konstruktyvų-pertvarkomąjį mąstymą ir jį atitinkančią sąveiką su ugdymo tikrove. Konstruktyvus mąstymas yra logocentristinis, padedantis išskirti tuos ugdymo tikrovės komponentus, kurie gali būti konstruktyviai atgaminti per reikšmingą pedagogui sąveiką su profesinio tapsmo procesais. Konstruktyvizmo pagrindu pedagoginis patyrimas yra ne tik sureikšminamas, bet ir įasmeninamas ir tampa svarbiu pačiam pedagogui.

Kita teorija - *fenomenologija*. Ji atitinka postmodernios epochos dvasią ir nagrinėja fenomenų struktūrą, esmę, nes fenomenas - tai subjektyvusis, prasminis reiškinys, kuriuo įsitraukiama į gyvenimiško aiškinimo schemas, ir kuris yra mūsų sąmonėje esančio reiškinio, apibūdinamo žodžiais, esmė. Tai ištobulinto asmeninio supratimo su ryškiu kognityviuoju „Aš" akcentai, kai savisąmoningumas tampa lyg „permatomas", o jo pagrindą sudaro „mąstantis žmogus", reflektuojantis ir kuriantis naują supratimą (Pukelis, 2004; Kliene, 1999; Mickūnas, Stewardt, 1995; Spiegelberg, 1992).

Tyrimas grindžiamas šiuolaikinėje vadyboje vyraujančia *savivaldos teorija*, kurios pagrindu individas yra suvokiamas kaip sąmoninga, save reguliuojanti sistema, gebanti savyje akumuliuoti aplinkos socialinius-kultūrinius poreikius, juos transformuoti tinkama linkme bei, pasitelkdama vidines galias (žinias, gebėjimus), nukreipti jas vidinio pasaulio pertvarkai, atitinkančiai profesinės veiklos kompetencijas (Serikov, 1998; Slobodčikov, 1994; Sventickij, 1986).

Tyrimo pagrindą sudaro *individualiosios psichologijos* idėjos dėl asmenybės saviraiškos būtinumo kognityviniuose procesuose bei socialinių vaidmenų perimamumo (tarp jų ir profesinių), įeinant į juos per elgesio taisyklių ir santykių sistemą, sudarančią pagrindą savipažinimo procesui. Šis procesas yra vienas iš sąmoningos asmenybės raiškos bruožų, leidžiantis išlikti jai adaptyviai socialinėje realybėje, tarpusavio santykius kuriant pagal „Aš" ir „Kito" sąveiką, „Aš" pažįstant situacijose, saviraiškos procesuose bei nuolat ir sistemingai įsijungiant į jų valdymo strategijas (Kagan, Kogan, 1997; Noddings, 1995; Kuper, 1989; Klein, 1970).

Vadovaujamasi *akmeologijos mokslo teiginiais*, įrodančiais, jog profesinės veiklos subjektas gali būti analizuojamas visoje struktūrinėje, tiek turininėje asmenybės plotmėje, tiek ir subjektyvioje, aktyvioje, kuri reiškiasi, kaip siekis tobulėti, yra grindžiama tam tikromis orientacinėmis vertybėmis, žiniomis, gebėjimais, suvokiant individualios veiklos prioritetus kolektyvinėje veikloje. Visa tai yra apibūdinama šiais samprotavimais: specialistas yra *asmenybė*, kuri įvaldo profesines kompetencijas naratyvinio, neformalaus bei vertybinio komponento pagrindu, sąveikaudama su veiklos aplinkos dalyviais. Tokiu būdu gali išryškėti, kaip subjekto profesinė veikla tampa individualia turinio ir formų prasme.

Humanistinės psichologijos (Maslow, 1967) savirealizacijos teorija teigia, jog asmenybė yra atvira sistema, kuriai būdingas *saviaktualizacijos siekis*. Yra svarbus požiūris *į profesinės veiklos subjektą kaip į personaliją*, kuris turi ypatingą gebėjimą save keisti ir siūlyti įvairių organizacijos egzistavimo būdų. Todėl pedagogas, kaip profesinės veiklos subjektas, niekada nesutampa su objektine sfera, nes bet kurios asmenybės tobulėjimas veiklos procese yra susijęs su saviorganizacija, įsijungiant į individui reikšmingą savo profesinio „Aš" analizę.

Tyrimo organizavimo etapai ir bazė: Tyrimas vyko 2001-2004 metais. Į tyrimą buvo įtrauktos studentų skaičiumi ir studijų programų kryptimis panašios didžiųjų Lietuvos miestų kolegijos: Kauno, Klaipėdos, Marijampolės, Panevėžio, Šiaulių, Vilniaus. Siekiant palyginti individualaus augimo galimybes kolegijose, buvo analizuojama Šiaulių kolegijos, kaip vienintelės valstybinės kolegijos Šiaulių apskrityje, pedagogų patirtis.

Tyrimo imtis. Tyrime dalyvavo 341 kolegijų dėstytojas: Kauno kolegijos – 49, Klaipėdos verslo ir technologijų kolegijos – 38, Marijampolės kolegijos - 63, Panevėžio kolegijos - 50, Šiaulių kolegijos - 70, Vilniaus kolegijos - 71 dėstytojas. Tyrimo metu Lietuvoje veikė 15 valstybinių kolegijų, jose pagrindinėse pareigose dirbo 1194 dėstytojai. Galima teigti, kad tyrime dalyvavusiųjų dėstytojų ir kolegijų skaičius yra pakankamas, imtis patikima, nes proporcingai atstovaujama tiriamųjų vienetų grupėms.

Tyrimas vyko trimis etapais:

1 etapas*: 2001-2002 metais* - atliekama teorinės literatūros analizė ir metaanalizė, nustatomi filosofiniai, kultūrologiniai, psichologiniai, edukaciniai kolegijos pedagogų individualaus profesinio tapsmo pagrindai.

2 etapas: *2002-2003 metais* atliekamas edukacinis, empirinis tyrimas ir siekiama nustatyti kolegijų pedagogų individualaus profesinio tapsmo kompetencijų raiškos tendencijas, savipažinimo ir saviugdos patirtį.

3 etapas: *2003-2004 metais* atliekama duomenų interpretacija, nustatomos sąlygos ir veiksniai, palankiai įtakojantys kolegijų pedagogų individualaus profesinio tapsmo procesą ir rengiami saviprojektavimo strategijos metmenys.

Tyrimo mokslinis naujumas:

• Pirmą kartą Lietuvos edukologijoje ištirtas individualus kolegijų pedagogų profesinio tapsmo procesas ir nustatyti edukaciniai šio tapsmo pagrindai. Nustatyta, kokie veiksniai lemia individualų pedagogų profesinį tapsmą ir kokias galimybes pedagogas turi savipažinimui ir saviugdai.

• Individualus profesinis pedagogų tapsmas yra moksliškai pagrindžiamas per humanistinio pažinimo funkciją, atskleidžiant, kaip pedagogas siekia apmąstyti profesijos pasaulį bei suteikti jam tam tikras prasmes, suvokiant save ir savo veiklos prasmingumą jame. Atskleidžiama, kaip žinios apie profesinį individualumą yra subjektyvuojamos, ir tampa nuoseklaus, nuolatinio domėjimosi sritimi, į kurią įsitraukia pats pedagogas.

• Moksliškai pagrindžiamas požiūris į kolegijų pedagogus, kaip save pažįstančius profesine prasme bei gebančius kūrybingai projektuoti profesinį tapsmą per „intra" ir „inter" asmenybės savybes, įsijungiančius į nuolatinio mokymo(si) procesus. Taip plėtojama nauja šiuolaikinės edukologijos mokslo kryptis – pedeutologija, nagrinėjanti pedagogų individualų profesinį tapsmą kaip mokymo(si) per gyvenimą procesą.

Praktinis naujumas:

• Sudarytas ir pagrįstas kolegijų pedagogų individualaus profesinio tapsmo tyrimo diagnostinis instrumentas, kuris gali būti taikomas kolegijos pedagogų individualaus profesinio tapsmo saviprojektavimo ir valdymo procesuose bei sudaryti pagrindą profesinių kompetencijų sklaidos programoms, monitoringų projektams.

• Parengtas kolegijų pedagogų individualaus profesinio tapsmo saviprojektavimo modelis, kurį sudaro filosofinio žinojimo bei edukacinio saviprojektavimo konstruktai, atskleidžiantys pedagogo profesinio individualumo raiškos sąsajas su kitų pedagogų individualumu, prasminių orientacijų harmoningumą, kai profesinė veikla yra pripildoma gyvenimo prasmės, kuri leidžia atsiskleisti pedagogo individualybei ir išlaisvina ją nuo negatyvių išgyvenimų.

• Parengtas pedagogų individualios profesinės raiškos saviprojektavimo modelis, kuris gali būti valdomas per teorinių ir praktinių žinių apie savęs tobulinimą refleksijos pagrindu, nuolat evoliucionuojant pedagogų domėjimuisi savimi kaip individualybe profesinėje veikloje.

• Pademonstruota, kaip pedagogų individualaus profesinio tapsmo saviprojektavimo procesai gali tapti pagrindu neformaliai pedagogų saviugdai, kuri sudaro mokymo(si) per gyvenimą turinį ir esmę.

Disertacijos struktūra: įvadas, trys skyriai, išvados ir apibendrinimai, literatūros sąrašas ir priedai. Literatūros sąrašą sudaro 238 šaltiniai. Disertacijos apimtis – 172 puslapiai, 46 lentelės, 65 paveikslai.

TURINYS

IŠVADOS IR APIBENDRINIMAI

1. Kolegijų pedagogų individualaus profesinio tapsmo socialiniai, psichiniai, edukaciniai pagrindai:

- Šiuolaikinėje edukologijoje, psichologijoje, vadyboje vyrauja nuostata, jog profesinės veiklos subjektas turi ypatingą gebėjimą save keisti ir siūlyti įvairius organizacijos egzistavimo būdus ir kad subjektas atstovauja specifinei sistemai, niekada nesutampančiai su objektine. Todėl kiekvienos asmenybės tobulėjimas profesinės veiklos procese yra susijęs su saviorganizacija, įsitraukiant subjektui į „Aš" profesinę veiklą, tampančią jam individualiai reikšminga.

- Pedagogų profesinį tapsmą galima suvokti kaip asmenybės savybių tapsmą, gebėjimų, žinių ir mokėjimų integraciją bei jų realizaciją pedagoginėje veikloje. Tai reiškia aktyvią, kokybinę vidinio pasaulio pertvarką, tuo pačiu atspindinčią ir naują jos sandarą. Pagrindine profesinio asmenybės augimo determinante tampa kūrybinė saviveika bei profesinis savarankiškumas.

- Pedagogų individualus profesinis tapsmas vyksta per interaktyvią sąveiką su žiniomis, savipažinimo link. Profesinio pažinimo kryptis yra tarpasmeninių santykių sfera „Aš-Tu-Mes", reiškianti nukreiptumą į save - „Aš" ir į kitus - „Mes" bei į prasminį turinį „Aš-Mes". Integralios asmenybės profesinį tapsmą apibūdina vertybinių orientacijų sistema, atskleidžianti pedagogų asmenybės motyvų hierarchinę struktūrą, interaktyvų profesinį kryptingumą bei profesinę kompetenciją.

- Vienas svarbiausių komponentų, tiesiogiai lemiančių pedagogų individualų profesinį tapsmą, yra savimonė, kurią apsprendžia dvi veiksnių grupės: pedagogo socialinės aplinkos lūkesčiai, vertinimai (interiorizuojami bendravimo procese) ir motyvacija, kylanti iš praktinės, pedagoginės veiklos.

- Profesinės raidos ir tobulėjimo procese atsiranda gebėjimas išeiti iš savo kasdieninės pedagoginės praktikos ir žiūrėti į profesinę raišką „iš šalies". Profesinio augimo procesų suvokimas skatina pedagogą nuolat eksperimentuoti ir šie eksperimentai suprantami kaip paieška, kūryba. Svarbiausi skatuliai profesiniam tapsmui – „Aš atspindėtas" ir „Aš veikiantis", kurių nesutapimą lemia būtinumas keisti ne tik savo vidinį pasaulį, bet ir išorinę aplinką.

- Savęs pažinimas tampa pedagogui realybės sritimi, kurioje jis įgyja platesnę atnaujintos savirefleksijos patirtį. Pedagogai įsitraukia į savirefleksijos procesus, suvokiamus kaip savikūra, savižinojimas, kaip pažintas profesinis pedagoginis „Aš", tampantis žinių konstravimo ir pastovaus dėmesio epicentru.

- Profesinės veiklos procese įgyjami ir tam tikri naujadarai, kuriuos galima suskirstyti į dvi grupes: pokyčiai, padedantys aktyviai adaptuotis sociume, ir pokyčiai trukdantys asmenybės funkcionavimui aplinkoje, kuriuos galima apibūdinti kaip konstruktyvų ir destruktyvų individualaus profesionalumo raiškos būdą.

- Požiūris į profesinį ir asmenybės tobulėjimą, jo tikslo suvokimas leidžia išvengti „savęs praradimo" (Merlin, 1996) būsenos, galinčios sukelti psichotraumuojančią įtaką pedagogo individualiam profesiniam tapsmui. Profesinės deformacijos sąlyga yra pedagoginis konservatyvumas ir uždarumas, kada tampa ryški „Aš" primetimo kitiems tendencija bei „Kitų" eksploatacijos siekis.

- Pedagogo asmenybės profesines deformacijas galima apibūdinti taip: žemas profesinio kryptingumo lygmuo ir ryškus dalykinis kryptingumas, pedagoginis rigidiškumas (neadekvatus emocinis reagavimas), vienpusiški psichologinės gynybos būdai, intelektinis „užstrigimas", nestruktūruota savimonė, žemas savęs pažinimo savireguliacijos lygmuo. Pagrindiniu garantu, apsaugančiu nuo profesinių deformacijų, yra pedagogo asmenybė, kuri gali įsijungti į profesinį tobulėjimą ir augimą. Individualios profesinės raiškos barjerai yra susiję su asmenybės profesinių deformacijų, nulemtų profesinio „Aš", ir savęs pažinimo procesų valdymo, stoka.

2. Kolegijų pedagogų individualaus profesinio tapsmo procesų valdymas ugdymo realybėje

- Empirinis tyrimas atskleidė, kad didžioji dalis kolegijų pedagogų domisi pedagogine kompetencija „norėdami tobulėti" (61,2%) bei „siekdami geriau save pažinti" (81,5%).

- Būdingos šios kompetencijos: dėstyti dalyką (72,1%), bendrauti su ugdytiniais (59,2%). Nemažą dėmesį kolegijų pedagogai skiria adaptacijai, siekimui prisitaikyti prie mokykloje esančių reikalavimų (77%).

- Kolegijų pedagogams individualiame profesiniame tapsme reikšmingos šios savybės: „mąstymo lankstumas ir originalumas" (73,6%), „kitų nuomonės toleravimas" (65,1%). Minėtosios savybės koreliuoja su pedagoginiais rezultatais (nuo 0,1 iki 0,52). Tačiau kai kuriose kolegijose (Klaipėdos, Panevėžio) ypač išsiskyrė tokia pedagogų savybė, kaip „dėmesingumas vieni kitiems" (71,4%) bei „jo įtaka pedagoginiams rezultatams" (p = 0,0332; p = 0,014);

- Pedagogų individualaus profesinio tapsmo kompetencijoms kolegijų pedagogai priskiria polinkį kūrybinei veiklai (78,5%). Skirtingų kolegijų pedagogai nevienodai vertina polinkio kūrybinei veiklai įtaką individualioms pedagogo profesinėms kompetencijoms, pvz., Kauno kolegijos pedagogai labiau nei kiti pabrėžia kūrybinio polinkio įtaką. Silpnas koreliacinis ryšys tarp pedagogų polinkio matematiniam, gamtamoksliniam veiklos tipui (r = 0,327) ir polinkio kūrybinei ir humanitarinei veiklai (r = -0,26).

- Individualiam pedagogų profesiniam tapsmui yra būdingi konkretūs emocijų raiškos būdai: intensyvi, atvira raiška bei emocijų valdymas (saikingas ir visiškas). Didžioji dalis pedagogų nurodo, kad jų emocijos yra valdomos visiškai (47,5%) arba - valdomos saikingai (41,6%). Šiaulių kolegijos pedagogai labiau nei kitų kolegijų individualaus profesinio tapsmo kompetencijas sieja su valdomų emocijų raiška (42,8%).

- Pedagogų individualaus profesinio tapsmo kompetencijas lemia aktyvumas, pasireiškiantis tuomet, kai pedagogai susidariusią situaciją vertina, analizuoja ir suvokia, orientuodamiesi į pedagoginės veikos pasekmes bei rezultatus. Aktyvumas priklauso nuo pedagogų išsilavinimo. Kuo išsilavinimas aukštesnis (magistrantūra), tuo pedagogai labiau linkę situaciją analizuoti ir vertinti bei sieti su veiklos rezultatais. Kuo išsilavinimas mažesnis (vidurinis-specialusis ar vidurinis), tuo pedagogai mažiau dėmesio skiria analizei ir vertinimui, labiau orientuojasi į rezultatą.

- Pedagogų individualaus atitikimo profesinei veiklai suvokimas vyksta per jiems reikšmingų asmenybės bruožų, kuriais jie apibūdina tinkamumą profesinei veiklai, raišką. Pedagogams labiausiai yra reikšmingi šie bruožai – „atsakomybė" (70,4%), „pareigingumas" (68,3%), „bendravimas" (52,8%), „moralumas" (43,1%). Mažiau svarbūs yra: „valia" (34%) ir „motyvacija" (27,3%). Šiaulių kolegijos pedagogai labiau nei kiti išskiria „atsakomybę" (71,4%) ir „pareigingumą" (71,4%). Mažiau svarbi – „kūrybinė saviraiška", ypač vertinama Vilniaus ir Klaipėdos kolegijų pedagogų (9,04%).

- Kai kurios individualios profesinės raiškos sritys pedagogams yra itin mažai svarbios: „mimika" (0,29%), „gestai" (9,6%). Svarbiausiomis yra šios: „pedagoginė veikla" (26,9%), „elgesys" (21,9%), „nuotaika" (15,5%), „kalba" (13,2%). Interesai, motyvai, santykiai yra svarbūs tik nedidelei daliai pedagogų (4,1%).

- Savimi kaip asmenybe kolegijų pedagogai domisi dažnai (43,9%,), ne itin dažnai (40,7%), labai dažnai domisi kur kas mažiau (6,74%), nesidomi tik maža dalis (2,05%). Svarbiausias bendravimo su kitais tikslas – „informacijos perėmimas" (23,9%), „dalijimasis patirtimi" (23,4%), „emociniai ryšiai" – (21,9%). Pedagogų bendravimo motyvai – „naujo patyrimo įgijimas" (29,3%), „galimybė reikštis" (15,8%), „galimybė daryti įtaką kitiems" (8,5%).

- *Šiaulių kolegijos pedagogams* yra būdingas nepasitikėjimas savimi, polinkis konfliktuoti ir vidutiniškai išreikštas polinkis į geranoriškus santykius su kitais. *Klaipėdos kolegijos* pedagogai yra savimi pasitikintys, nelinkę į konfliktus, siekiantys geranoriškų santykių. *Marijampolės kolegijos* pedagogai yra savimi nepasitikintys, tačiau nusiteikę geranoriškai. *Kauno kolegijos* - savimi nepasitikintys, linkę į konfliktinius santykius ir vidutiniškai linkę į geranoriškus santykius. *Vilniaus kolegijos* pedagogai yra nelinkę į konfliktinius santykius, vidutiniškai savimi pasitikintys ir vidutiniškai linkę į geranoriškus santykius.

- Kolegijų pedagogams yra svarbūs du asmenybės tobulėjimo tikslai: „noras būti geru pedagogu" (34,8%) ir „noras pasiekti tobulumo" (47,4%).

- Kolegijų pedagogai taiko įvairius savivertės bei savikontrolės būdus: dažniausiai save įvertina patys (47,14%) arba juos įvertina kiti (38,7%) bei taiko savianalizę (76%), savęs stebėjimą

(49%), kitų stebėjimą (24,6%), klausinėja kitų apie save (9,7%). Kolegijų pedagogams yra svarbus kitų vertinimas, nepriklausomai nuo to, žino (65,4%) ar nežino jie apie tai (47,8%). Pedagogų, žinančių, kaip juos vertina kiti, yra beveik ketvirtadalis, o abejojančių, ar kiti juos vertina, yra 8,87%, visai nieko apie tai nežinančių – 17,3 %. Tik labai maža dalis dėstytojų žino, kaip juos vertina kiti, bet tai jiems nėra svarbu. Koreliacinis ryšys tarp požymių „Žinote, kaip Jus vertina kiti“ ir „Jums svarbu, kaip kiti Jus vertina“ yra silpnas (0,37).

• Pedagogų savikontrolės priežastys yra tokios – „siekia save tobulinti“ (53,6%), „vengia nemalonumų“ (24,3%), „bijo būti nesuprastais“ (6,74%). Nereikšmingiausios yra šios priežastys: „siekimas sudaryti malonų įspūdį kitiems“ (3,81%) ir „baimė būti neįvertintiems“ (0,88%). Savikontrolė labiausiai yra nulemta savisaugos ir frustracijų (nemalonumų vengimas, baimė būti neįvertintiems) bei edukacinių paskatų (siekimas tobulėti). Tokiu būdu savisaugos siekimas pedagogams yra svarbiau už edukaciją.

• Pedagogai gali save apibūdinti kaip asmenybę. Reikšmingiausias bruožas yra „požiūris į darbą“ (63,6%), mažiau svarbus – „santykiai su kitais“ (61,5%). Šis faktorius yra statistiškai reikšmingas (L<0,6). Mažiausiai reikšmingas bruožas yra emocijų raiška (21,7%). Esminių skirtumų atskirose kolegijose nėra. Skiriamoji geba (r/itt) atskleidė, jog ryšys tarp pavienio kintamojo ir bendros skalės balo taip pat yra pakankamas (0,74).

• Kolegijų pedagogams priimtina „tiesioginė-asmeninė kritika“ (61,6%), mažiau – „kolegų kritika“ (25,8%), mažiausiai priimtina – „netiesioginė“ (3,7%), „administracijos“ (3%) bei „vieša kritika“ (11%). Studentų kritika taip pat yra viena iš nepriimtiniausių formų.

• Daugiau nei pusė kolegijų pedagogų apibūdino save kaip esantį „aktyvų iš prigimties“ (56,3%), mažesnė dalis tuo abejoja (29,6%). Nedidelė dalis pedagogų negalėjo savęs apibūdinti kaip „aktyvaus iš prigimties“ (13,4%). Statistiškai reikšmingo skirtumo nei pagal kolegijas (F = 1,266, p = 0,278), nei pagal pedagogų išsilavinimą (F = 1,076, p = 0,359) nėra. Pedagogams, priskiriantiems save „aktyviems iš prigimties“, veikla yra „svarbi žinių ir pasiekimų prasme“ (63,5%). Pedagogams mažiau svarbiomis yra tokios savybės: „kryptingai siekti tikslų“ (37%), „idėjas panaudoti veikloje“ (36,4%).

• Beveik pusė pedagogų domisi, kuo jie skiriasi nuo kitų, tačiau mažesnei daliai tai „nėra svarbu“ (18,7%). Skirtumai atskirose kolegijose ir skirtingo išsilavinimo grupėse yra statistiškai nereikšmingi (F = 1,266; p = 0,248). Kolegijų pedagogai labiausiai nuo kitų profesijų skiriasi šiais bruožais: „pozityviu nusiteikimu darbui“ (26,9%), „požiūriu į profesiją kaip pašaukimą“ (18,7%). Tokie bruožai kaip: „profesinis kryptingumas“, „emocionalumas“ pedagogams yra mažai reikšmingi (7,2%; 6,8%).

• Kolegijų pedagogams, besidomintiems individualiu ir profesiniu išskirtinumu, reikšmingi tokie bruožai: „asmenybės ir charakterio savybės“ (18,2%), „stipri motyvacija“ (11,6%). Kolegijų pedagogams būdinga dar ir tai, jog jie ir nori išsiskirti, ir būti panašiais į kitus. Didelė dalis savo išskirtinumą vertina kaip normalų reiškinį (61%) ir tik maža dalis labiau vertina siekį būti panašiu į kitus (9,38%). Pedagogai domisi asmenybės savybėmis, reikšmingomis profesinio individualumo suvokimui, ir išskiria mąstymo unikalumą bei kūrybingumą. Save, kaip kūrybingą žmogų, pedagogai apibūdina tokiais bruožais: „žingeidumas“ (4,5%), „intuicija“ (39,5%). Koreliacijos koeficientas tarp dviejų faktorių „savybės, orientuotos asmenybės apibūdinimui“ ir „savybės, orientuotos bendravimo apibūdinimui“ yra labai stiprus (L = 0,746). Labiausiai išreikštos yra savybės, orientuotos į asmenybės apibūdinimą (z = 0,14).

• Kolegijų pedagogų individualiam profesiniam tapsmui trukdo šie barjerai: socialiniai – „neefektyvi administracijos“ (35,4%), „politikų veikla“ (39,3%), „kolegos“ (20,7%); „žinomų tiesų įtaka“ (pvz., „pedagogas atsako už rezultatus“ (4,8%), „pedagogas turi visus išmokyti“ (30,2%)); „pedagoginių krypčių spaudimas“ (28,7%), „moralinis spaudimas“ (24,1%), „autoritetų spaudimas“ (21,7%). Didžioji dalis pedagogų nepatyrė nei moralinio (53,6%), nei autoriteto spaudimo (55,4%). Labiausiai reiškiasi stereotipas - „nepasitikėjimas teorija, nes ji neatstoja praktikos“ (15,3%). Pedagogai labiausiai norėtų įveikti tokius elgesio stereotipus – „studentų elgesio aptarimas su kolegomis“ (29,3%), „etikečių klijavimas“ (23,2%), „per didelis pasitikėjimas savo jėgomis“

(16,6%). Norėdami įveikti stereotipus, pedagogai dažniausiai „pasitiki savo jėgomis" (37,2%), „laukia pagalbos iš kolegų" (18,5%).

- Kolegijų pedagogų individualios profesinės raiškos tipus galima išskirti pagal kompetencijas ir juos lemiančių veiksnių raiškos sampratas, siekius ir poreikius profesiniam augimui, veiklai bei raiškai, orientacijas į ugdytinį ar ugdymo rezultatą, profesinės veiklos bruožus, organizacinius gebėjimus, kūrybingumo raišką.

- Pagal kompetencijų ir veiksnių raiškos sampratą galima išskirti konkrečius pedagogų tipus. Profesines kompetencijas pedagogai aiškina per gebėjimus ir savybes, didesnę reikšmę skirdami ne savybėms, bet gebėjimams. Kiti pedagogai mano, kad pedagoginė kompetencija vienodai susijusi ir su pedagoginiais gebėjimais, ir su savybėmis (39%), tačiau pedagoginėms savybėms yra skiriamas didesnis dėmesys (46%).

- Pedagogų tipai pagal siekius ir poreikius profesiniam augimui ir veiklai yra tokie: „vidutiniškas domėjimasis asmenybės bruožais ir poreikiu produktyviai veiklai", „abejingumas profesinio augimo veiksniams" (32,1%) ir „poreikio stoka" (29,3%); „poreikis produktyviai pedagoginei veiklai" stipresnis nei „siekis suvokti asmenybės bruožus"; ryškus „domėjimasis pedagogo individualaus profesinio tapsmo veiksniais" (47,2%).

- Pagal orientaciją į ugdytoją, ugdytinį ir į ugdymo rezultatus išsiskiria šie pedagogų tipai: „orientuojasi į ugdymo rezultatus bei ugdytinius, bet ne į ugdytojo asmenybę" (36,4%); „profesinis augimas orientuojamas ne į ugdytinį, ugdytoją ar ugdymo rezultatą, o į asmenybės tobulėjimą" (55,4 %).

- Pedagogų individualaus išskirtinumo tipai pagal bruožus ir savybes yra šie: „atsakingumas", „tikslo siekimas" ir „gebėjimas susikoncentruoti". Galima išskirti tipus: „pedagogai nepatenkinti komunikabilumo ir kiek mažiau asmenybės savybėmis" (32%); „patenkinti visomis savybėmis ir asmenybės individualumo bruožais" (45,1%).

- Pedagogų individualios profesinės raiškos tipai pagal organizacinius gebėjimus yra tokie: turi „organizacinių gebėjimų" (40,2%), „organizacinių ir darbo grupėje gebėjimų" (38,7%), nepasižymi „nei organizaciniais nei komandinio darbo gebėjimais" (21,1%).

- Pagal du faktorius („kūrybingumo savybės, orientuotos į save", „kūrybingumo savybės, orientuotos į bendravimą su kitais") galima išskirti 3 pedagogų tipus: „stipriai išreikštos kūrybingumo savybės, orientuotos į bendravimą" (38,6%), „vidutiniškai išreikštos savybės, orientuotos į save" (34,2%), „silpnai išreikštos savybės, orientuotos į save" (27,2%).

- Pagal kompetencijų ir veiksnių raišką galima išskirti konkrečius pedagogų individualios profesinės raiškos tipus: „siekis ir poreikis profesiniam augimui ir veiklos efektyvumui, orientacija į visuminį asmenybės tobulėjimą" (36%), „orientacija tik į dalinį asmenybės tobulėjimą pagal bruožus ir savybes" (32%), „orientacija į organizacinių gebėjimų tobulinimą ir orientacija į kūrybingumo raiškos efektyvinimą" (32%).

3. Individualaus profesinio tapsmo saviprojektavimo procesai ir valdymo modeliavimo metmenys

- Pedagogų individualų profesinį tapsmą galima apibūdinti kaip nepertraukiamą saviprojektavimo procesą ir išskirti jame tris etapus pagal savirefleksijos lygius, kurių padedamas pedagogas kaip subjektas gali „išeiti" iš savo veiklos ribų ir įgyvendinti kūrybinį požiūrį į save.

- Pedagogų profesinis augimas priklauso nuo įvairių veiksnių ir individualių savybių dermės, o profesinis tapsmas yra siejamas su asmenybės augimu, integracinių ir dezintegracinių asmenybės darinių raiška, jų suderinamumu. Pastarieji priklauso nuo to, ar profesija atitinka asmenybės savybes ir sociumo reikalavimus.

- Pedagogų individualios profesinės raiškos intensyvinimo priemonė yra savianalizė ir refleksija. Ji sudaro galimybę įsigilinti į pedagoginius procesus ir analizuoti savybių raišką. Tačiau pedagogui reikia žinoti, į kurias savybes ir profesinės raiškos sritis reikia orientuotis. Savianalizė derinama su išoriniu vertinimu ir tampa ne tik subjektyvios, bet ir objektyvios realybės valdymo sritimi. Pedagogų individualus profesinis tapsmas tampa ne tik formaliu mokyklų kokybinio tapsmo kriterijumi, bet ir funkcionavimo sąlyga.

- Pedagogų individualios profesinės raiškos saviprojektavimo procesų valdymas atitinka mišraus tipo edukacinių procesų valdymo modelį, kai pedagogas per savianalizę įsijungia į jos esmės supratimą, o vadovas įgyja galimybę valdyti šiuos procesus išoriškai. Tačiau viena iš būtiniausių sąlygų – nuolatinė sąveika su pedagogu, skatinant jo savianalizės procesus.

- Žinodamas darbuotojo asmenybės galimybes, vadovas gali prognozuoti elgesį įvairiose situacijose. Tačiau tai siejama ir su vadovo savybėmis: draugišku požiūriu į darbuotoją, sprendžiant tarnybines užduotis, orientavimusi į individualias profesines savybes. Dažniausiai taikomas dvimatis elgsenos aspektas, kai orientuojamasi ir į užduotį, ir į darbuotojo profesinę individualybę. Šis aspektas lemia daugiamačio valdymo tinklo sudarymą, kuris yra ranguojamas per dvi pozicijas: rūpinimasis žmogumi ir rūpinimasis užduotimi. Į asmenybę orientuotos veiklos principas leidžia suvokti pedagogą kaip bendros veikos subjektą. Tai pasiekiama taikant edukacinį modelį, orientuotą į profesinį augimą, kompetencijų raišką, proceso valdymą ir savivaldą per žinių konstravimą bei savęs pažinimą saviprojektavimo procesų valdyme, kurie gali būti pedagogo suprasti ir modeliuojami.

Atlikto tyrimo pagrindu galima teigti, kad hipotezė *„jeigu būtų ištirti kolegijų pedagogų individualaus profesinio tapsmo pagrindai, galima būtų rengti strategijas, edukacinėmis priemonėmis skatinančias pedagogų individualų profesinį tapsmą“* pasitvirtino.

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Publications on the subject of the dissertation which appeared in the reviewed Lithuanian scientific periodicals:

1. Gumuliauskienė A., Šedžiuvienė N. (2002). Neuniversitetinės studijų programos: studentų ir socialinių partnerių požiūriai *(Non-university Curricula: The Attitudes of Students and Social Partners). Pedagogika, 56,* 86-95.

2. Šedžiuvienė N. (2003). Kolegijos dėstytojų pedagoginio meistriškumo tobulinimas: bendroji struktūra ir vertinimas *(The Perfection of Educational Techniques of College Teachers: General Structure and Evaluation). Pedagogika, 69,* 208-215.

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Other important publications on the subject of the dissertation:

5. Šedžiuvienė N. (2004). Formation of Estimation System of College Teachers' Pedagogical Practice. The international scientific conference "Theory and Practice in teacher training II". April 5-6th, 2004. Riga Teacher Training and Educational Management Academy. RPIVA, 20-27.

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Natalija Šedžiuvienė

EDUCATIONAL BASICS OF INDIVIDUAL
PROFESSIONAL BECOMING OF
COLLEGE TEACHERS

Summary of Doctoral dissertation
Social science, educology (07 S)

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