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TÍTULO: Formación de la preparación de los futuros docentes para el autodesarrollo moral y profesional.

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RESUMEN. El artículo está dedicado al problema de la formación de la preparación del maestro moderno para llevar a cabo su autodesarrollo profesional y moral. Su relevancia está relacionada con el cambio de los valores sociales tradicionales y el desarrollo de procesos de democratización que han llevado a la libertad de elección de la autodeterminación espiritual y moral de la generación más joven. Los métodos de investigación son: análisis teórico de literatura científica y documentación metodológica programática, sistematización, generalización. El resultado del estudio fue identificar el contenido potencial de las disciplinas pedagógicas en la formación de conocimientos, habilidades de autodesarrollo moral y profesional. El uso de los datos ayudará a resolver el problema de crear condiciones favorables para el desarrollo espiritual, moral y personal.

PALABRAS CLAVE: formación de preparación, preparación, maestro moderno, condiciones favorables.

TITLE: Formation of Future Teachers' Readiness to Professional and Moral Self-Development

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ABSTRACT. The article is devoted to the problem of formation of readiness of the modern teacher to carry out his professional and moral self-development. Its relevance is related to the change of traditional social values and the development of democratization processes that have led to the freedom of choice of spiritual and moral self-determination of the younger generation. The research methods are: theoretical analysis of scientific literature and program-methodical documentation, systematization, generalization. The result of the study was to identify the content potential of pedagogical disciplines in the formation of knowledge, skills of professional and moral self-development. The use of the data will help to solve the problem of creating favorable conditions for spiritual, moral and personal development.

KEYWORDS: formation of readiness, Readiness, modern teacher, favorable conditions.

INTRODUCTION.

The processes of changes in traditional social values observed in modern society have caused an urgent need for the education system to promote spiritual and moral self-determination and personal growth of the younger generation. This fact determined the increase in the degree of social responsibility of modern teachers, increased the level of requirements for professional and personal component of pedagogical activity: readiness to carry out their professional and moral self-development.

At the same time, a weak focus on the implementation of this type of activity is stated among teachers, its quality level does not meet the requirements of society. That, in turn, can not affect the creation of favorable conditions for spiritual, moral and personal development of students.

In this regard, the need to prepare a teacher for moral self-development at the stage of vocational training at the University becomes particularly relevant. In the FSES 3++ in the direction of "Pedagogical education" (bachelor), this task is reflected in the formation of such competencies as: the ability to carry out spiritual and moral education of students in educational and extracurricular activities; build and implement a trajectory of self-development.

According to the researchers, the process of formation of readiness for professional and moral self-development is complicated by the insufficient level of formation of the relevant knowledge; low efficiency of technologies used in the formation of this readiness; insufficient use of opportunities of pedagogical education in general for this process.

We believe that the problems of formation of readiness for professional and moral self-development can be solved using the potential of the disciplines of the pedagogical cycle.

The purpose of this study is to identify the potential of pedagogical disciplines for the formation of readiness for professional and moral self – development of the future teacher.

METHODS.

The methodological basis of the research is the theory of professional development and self-determination (Markova, 2004; Vasileva et al., 2017; Cole, 1992; Fakhurtdinova & Konopatskaya, 2015); professional and moral development of teachers (Markova, 2004; Auhadeeva et al., 2017; Velea & Farca, 2013; Sockett, 1993; Goodlad, 1992; Fahrutdinova et al., 2014); research on motivation for professional development through interdisciplinary integration (Fahrutdinov et al., 2017).

The methods of the research are the theoretical analysis of scientific literature and program-methodical documentation, systematization, generalization.

Self-development refers to the main categories of pedagogy and is defined as a continuous process of setting and achieving specific goals by changing one's own activities, behavior, oneself on the basis of internally significant aspirations and external influences (Maralov, 2004). The essence of any self-development is a qualitative change in the vision of the world, himself, his role in this world, restructuring, not only in relation to the world as a whole, in communicating with others and himself, but also in actions that the subject begins to practice actively (Markova, 2004).

The specificity of moral self-development is manifested in its functional features associated with self-regulation of behavior based on changes in the system of values. In turn, professional and moral self-development, according to V. V. Markova, is a constant, purposeful and conscious process of the teacher's work on himself in order to improve the level of professional and moral self-consciousness and behavior (Markova, 2004). The nature and content of moral activity and relations of the teacher in the professional environment is determined by the pedagogical ethics, which is a set of rules of communication and behavior, due to the specific educational environment. The substantive value of moral attitude of a teacher is expressed by the notion of "awareness" as the ability to have empathy, compassion, mutual understanding, facilitation, dialogue. Moral teacher builds his professional activity, guided by the principles: orientation to the Student, the priority of the Student's interests, absolute responsibility, the Student as a goal.

Professional and moral self-development involves consistent passing of the stages: the definition of the problems of this process in one's activity through self-knowledge; the definition of the purpose of one's improvement and the development of a program of professional and moral self-development; implementation of the program in the course of active practice; reflection and determination of moral position in professional activities.

The researchers consider readiness for professional self-development as an integrative quality of the individual, characterized by its positive attitude to pedagogical activity; the presence of a critical attitude to the personal result of educational activity, providing an understanding of one's

pedagogical capabilities; the ability to self-development in the process on the basis of self-education (Rumyantsev, 2009).

As the rate of formation of readiness for vocational and moral self-development Romanova L. Y. offers the level dynamics of the complex of appropriate qualities and skills. They are reflected in the content of value-self-actualizing, value-cognitive and value-activity operating components (Romanova, 2012). According to Rybina I. S., the criteria for assessing the level of readiness of the future teacher for professional and moral self-development are cognitive, moral, personal and reflexive-activity ones (Rybina, 2015). As criteria of readiness Akhmetova A. I. considers it appropriate to consider the desire for moral growth (motivational-valuable component of readiness), the development of axiological knowledge (cognitive), the development of professionally important qualities (professional and personal), the formation of skills of reflection and the ability to spiritual and moral development (reflective component) (Akhmetova et al., 2016).

RESULTS AND DISCUSSION.

In connection with the stated purpose, we conducted a substantive analysis of the curriculum of the module "Pedagogy" in the direction of training "Pedagogical education" (bachelor).

We relied on the study by Vlasova E.A. (Vlasova, 2008), who, as criteria for the readiness of the future teacher to professional self-development, calls the following:

- according to motivational and target component - professional orientation of the individual (indicator: motivation of professional activity, the need for professional self-development);
- according to content-operational component - ability to implement professional self-development (indicators: the amount of knowledge and skills in the field of professional self-development; the need for professional knowledge, skills; the ability to design and implement their own professional self-development);
- according to reflexive component - the development of reflexive skills (indicators: the ability to evaluate their actions in the process of targeted professional self-development; the ability to make adjustments to professional self-development).

The potential of pedagogical disciplines was evaluated from the position of their ability to ensure the formation of all components of readiness. It was also based on the thesis that development and self – development are two parallel and closely interrelated processes. In this context, the content potential of the module "Pedagogy" was considered in two aspects:

- as the formation of knowledge about the essence of self-development, its mechanisms and factors and skills to design self-development, to carry out its self-assessment;
- as the development of knowledge about the moral foundations of pedagogical activity and the ability to carry out their own professional and moral development.

Table 1 shows examples of didactic elements of the content of pedagogical disciplines, effective for the formation of the readiness of future teachers to moral self-development.

Table 1. Didactic elements of the content of pedagogical disciplines and formed components of readiness for professional and moral development and self-development

Disciplines of the module "Pedagogy"	Subjects, questions of the disciplines	Formed components and indicators of readiness (knowledge, skills, interests, the needs of professional and moral development and self-development)
History and philosophy of education	"Domostroy" is about the education of morality. Moral education in the writings of K. Ushinsky and L. Tolstoy. Tolstoy's advices on the right life. The life of YA Korchak as an example of the moral position of the teacher.	<i>Motivational:</i> - interest in the process and result of the professional and moral development and self-development of the teacher, the need for self-knowledge.

		<p><i>Substantive-operational:</i></p> <ul style="list-style-type: none"> - an understanding of the essence of self-programming and the possibilities of self-development
<p>General principles of pedagogy</p>	<p>Axiological component of the professional culture of the teacher. Pedagogical values.</p> <p>Pedagogical ethics, pedagogical tact.</p> <p>Professionalism and self-development of the teacher's personality. Personal growth and career of the teacher.</p>	<p><i>Substantive-operational:</i></p> <ul style="list-style-type: none"> - knowledge of personal and professional requirements for the teacher, his moral qualities; - knowledge of the essence, mechanisms and conditions of self-development; - knowledge of the essence of professional self-awareness and reflection. <p><i>Reflexive:</i></p> <ul style="list-style-type: none"> - the ability to design the program of self-education and self-learning.
<p>Theory and methodology of upbringing</p>	<p>Types of pedagogical interaction. Styles of leadership, styles and positions of the teacher in communication. Pedagogy of cooperation and technology of pedagogical support.</p>	<p><i>Motivational:</i></p> <ul style="list-style-type: none"> - the need for professional knowledge, skills and skills in self-education and self-development.

	The ratio of upbringing, development and self-development. Self-education of personality.	<p><i>Substantive-operational:</i></p> <ul style="list-style-type: none"> - knowledge of the moral foundations of professional interaction and communication; - Knowledge of the characteristics of self-education: self-regulation, self-control, self-instruction, self-report; - Ability to develop self-upbringing programs.
Didactics	Didactogeny and its consequences. The educational environment and health of pupils. Psychological climate of the school.	<p><i>Substantive-operational:</i></p> <ul style="list-style-type: none"> - knowledge of the influence of the teacher's attitudes on the results of educational activity. <p><i>Reflexive:</i></p> <ul style="list-style-type: none"> - the ability to assess the consequences of their actions from the moral point of view as a manifestation of responsibility for the result of their work

The potential of pedagogical disciplines was also considered through the possibility of organizing training, based on the solution of pedagogical situation, based on the need for moral choice (moral dilemmas).

With the democratization of education and freedom of choice, the demands on the individual responsibility of the teacher for the consequences of pedagogical decisions increase, and this

responsibility increases in situations of moral dilemmas. The criterion of responsibility is morality. Studies have shown that the development of the moral position of the individual occurs mainly through the experience of situations of moral choice, which requires a person to abandon his own desires and interests, conscious effort over himself for the benefit of others (Beituganova, 2016). Only the ability to self-development allows the teacher to make the right decision and within free moral choice to reach a higher level of responsibility in professional activities.

Table 2 provides the examples of situations that contain moral dilemmas that are appropriate for the study of the Pedagogy module.

Table 2 Situations of the moral choice

The choice between different kind of moral behavior	Short description of situation
the choice between professional values	Should You, for motivation purposes, to slightly overestimate an assessment for a weak student who actually performed the work at the limit of his abilities, tried very hard, but did not reach the required criteria
the choice between your interests and others' interests	The control work, which you prepared children for a whole week, is broken because of the need to prepare a responsible for school event called "Meeting with War Veterans". How to be?
the choice between personal beliefs and public opinion	The teacher of history who gave the pupil an assessment of "satisfactory" is asked to be more loyal to him and not "spoil the certificate," because he has an excellent mark on mathematics, the Russian language and other complex subjects, and the history teacher simply could not find an approach to him
paternalism or self-determination of a child	When pupils choose the profile of education in the upper grades, should the teacher reorient the pupil if he sees that his interests and inclinations do not respond in any way to his abilities

personal values or professional values	The pupil asks to study with him on the eve of the control work, but the teacher promised to help his elderly parents this day
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SUMMARY.

The results of the study show that the disciplines of the module "Pedagogy" effectively contribute to the formation of all components of students' readiness for professional and moral self-development: motivational-target, content-operational and reflexive. Components should be formed on the basis of mastering theoretical knowledge about the essence of the processes of self-development and reflection, understanding the moral foundations of pedagogical activity, development of cognitive interests and needs. The content also provides an opportunity to organize training through the use of situations, containing moral dilemmas, the resolution of which will contribute to the formation of skills of professional and moral behavior of future teachers.

CONCLUSIONS.

The need for the formation of readiness for professional and moral self-development is due to the fact that its achievement acts as a key condition for the implementation of effective professional and educational activities.

The strategy of formation of moral readiness of the future teacher involves the enrichment of the traditional content of education with humanitarian ideas about self-awareness, moral feelings, attitudes, norms of behavior; inclusion in the educational process of activities that stimulate the search for appropriate professional and moral forms of communication. The results of the research prove that pedagogical disciplines have a great substantial potential for the implementation of this strategy.

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