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Personal and professional growth of teacher at informal education

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Аннотация

В статье рассмотрено влияние информального образования на личное и профессиональное развитие преподавателя на фоне окружающей его действительности. Статья показывает мнение авторов на проблему роста преподавателя в призме информальной подготовки. Авторы подчеркивают актуальность поднятой проблемы.

Ключевые слова. Педагогика, компетентность, образование, информальное образование, концепция непрерывного образования

Abstract

The article considers the influence of informal education on the personal and professional development of a teacher against the background of reality surrounding him. The article shows the authors' opinion on the problem of teacher growth in the prism of informal training. The authors emphasize the relevance of the raised problem.

Keywords. Pedagogy, competence, education, informal education, the concept of continuing education

Modern society is undergoing a difficult period of reform. The complex and controversial reform process concerns all areas of reality surrounding us, including the sphere of education.

The educational development process also requires the reform of higher education teachers, which is determined by innovative approaches in the field of education. The basis of this development is the continuity of education.

An avalanche of diverse and contradictory information that falls daily on the teacher leads to the realization that previously acquired knowledge is now outdated and requires transformation. This transformation is carried out through a system of formal and non-formal education. It is determined by the need for professional development. At the same time, the problems of professional burnout, self-realization, the choice of ways to achieve professional growth and the formation of life values and attitudes are raised. Formal and non-formal education not only enhances the professional growth of a teacher, but also shapes his life attitudes.

During the transformation period, the university teacher himself restructures his life attitudes and beliefs, enriches spiritual values. This does not take into account formal and non-formal education.

The process of development of a teacher in a professional way and as a person is based on his interaction with the surrounding society. It has a significant constant increase in the requirements for the quality of pedagogical activity, but also changes in the country, economy, etc.

To increase their competence, «the teacher should not only have good professional skills, but also be sufficiently developed in cultural, moral, psychological relations, fully feel like a full-fledged personality, a full member of the society, professional team, family» [1, p. 64]. This obliges the teacher to the systematic development of professional and personal creative abilities, enrichment with new knowledge, skills, abilities and competencies. At the same time, the teacher should become a spark, a source, a person on whom the worldview, formation and formation of the personality of students depend. Therefore, today more than

ever, the statement of the French physicist Pascal becomes more relevant: «A student is not a vessel that needs to be filled, but a torch that needs to be lit.»

Many people think that the learning process is the transfer from a teacher to a student of a certain amount of knowledge, skills, and competencies. But all this is the result of the active interaction of both participants in the educational process.

From practical experience, formal and non-formal education on their own do not help the teacher in the reconstruction of target life indicators, in broadening their horizons, in analyzing their personal, professional and creative capabilities. An informal education comes to their aid, the concept of which is updated by academic teachers.

And the need for which has increased significantly today. The growth of informal education is due to the fact that the success and self-realization of students largely depends on the ability to go beyond the standard framework and on the ability to learn independently. Moreover, the concept of «education» is becoming a more multifaceted category than «formal education».

The Ministry of Education and Science of the Republic of Kazakhstan formulated a model of national education. This model gives a new definition to informal education, calling it «an important element of modern educational systems» [2]. This extends the conceptual framework of types of education, highlighting:

- 1) Formal education. It takes place in an organized and hierarchically structured context [3], has a certain duration in time and is based on the state curriculum and ends with the issuance of a universally recognized diploma or certificate [4].

- 2) Non-formal education. It takes place in organizations of additional education, during individual lessons with a tutor or trainer [4]. Non-formal education should include educational courses, trainings, short-term programs. Non-formal education is aimed at achieving a specific goal (filling in the gaps in training, studying additional material for passing the exam, UNT, entering university ...) and is not accompanied by the issuance of a document, most often [5].

- 3) Informal education - cognitive activity that accompanies everyday life and is not necessarily purposeful [6]. This is a spontaneous education, when a person turns the educational potentials of society into effective factors of their development, the result of everyday work, family and leisure activities. Informal education does not have a specific structure. It is characterized by the presence of a persistent or momentary personal interest in something; the emergence of a situation that prompts the search for answers, and therefore, learning; by chance [7]. Informal education, as a rule, is implemented under the influence of the surrounding society: streets, friends, families, work, television, information and social networks, books.

P. Jarvis refers this term to the form of education that takes place when people learn directly from their environment. According to S. Merriam and R. Caffarella, this is an everyday life experience that teaches us something [8].

Thus, informal education is a spontaneous self-education education that affects the formation of the learner's personality.

To date, the subject of scientific and pedagogical research has been the impact of informal education on the personality of the student, student, but in no case the personality of the teacher.

The urgency of the problem of teacher informal education in Kazakhstan has changed the direction of scientific research from general principles and trends in the development of student education to fundamental research of various types of student education, including informal. Therefore, informal education «becomes the life style of a student and teacher, striving for the maximum realization of their potential» [10, p. 66].

According to [3, p. 90] the professional competence of the teacher is divided into the following types: special competence (determined directly by the field of transferred knowledge); methodological competence (determined by the methods of transmitted knowledge); socio-psychological competence (determined by the social activity of the

individual); differential psychological competence (determined by the motivation and abilities of the trainees); autopsychological competence (determined by the self-esteem of the learner's personality). [3, p. 90].

An analysis of the first type of teacher's competence in modern conditions indicates that informal education greatly expands the possibilities of personal and professional growth of a teacher. At the same time, a combination of different types of competence is traced.

Thus, informal education becomes a source of spiritual and cultural enrichment of the teacher and an important aspect of his special competence. The realization of him as a person in emotions, impressions, sensory perceptions, and personal development leads to the teacher's professional growth. All this ultimately becomes one of the main conditions for successful professional activity.

Defining informal education as the main condition for the teacher's personal and professional growth, it is necessary to highlight the following aspects of the development of a teacher as an individual: the teacher's personality itself; system of its values; updating knowledge, both professional and creative.

Systematic observations of the psycho-emotional states, reaction and behavior of teachers in critical situations, revealed significant contradictions. These contradictions have developed between the surrounding reality and the teacher's readiness for transformation; the need for qualified teachers of a new formation with a high degree of professional competence on the one hand, and the lack of theoretical and methodological foundations and scientific and methodological support on the other hand.

Thus, informal education is an important aspect for the personal and professional development of a teacher. At the same time, scientific studies of informal education and its impact on the professional and personal growth of a teacher require in-depth study, evaluation, development of fundamental principles and methods for its implementation, taking into account the poor, and in some cases the complete lack of international and domestic experience in this field.

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