

Отже, навіть цей стислий аналіз доводить, що в працях професора Д. І. Багалія в межах дослідження історії Харківського університету ХІХ ст. висвітлюються актуальні проблеми розвитку педагогічної освіти, які не втратили свого значення і в наш час.

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CONTINUITY OF PROFESSIONAL DEVELOPMENT OF TEACHERS

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In the National Strategy for the Development of Education in Ukraine up to 2021 [4] it is stated that public policy in education, training and employment is based on world trends of continuous education - lifelong education, according to the socio-economic, technological and socio-cultural changes. Continuous education is realized through:

- ensuring the continuity of content and coordination of educational activity at different stages of education that function as a continuation of the previous ones and provide training of individuals for a possible transition to the next stage;

- formation of the necessity and ability to self-education according to the intellectual capacity of the individual;

- optimization of the employees retraining system and improvement of their skills;

- communication between the secondary, vocational and high school and post-graduate education establishments;

- the formation and development of educational, scientific and industrial complexes of a multi-level training system.

T. Desiatov notes that "continuity of education – is the most important socio-pedagogical principle of continuous formation and development of a personality. This principle should at all stages of individual's education in future provide adequacy of adult to requirements of time" [2]. L. Sigayeva offers this definition: "Continuous education - is an integrative element of life of the individual, condition of the permanent development of individual human experience in the process of socialization" [5].

It is well known that the personal and professional development in acmeology understood as a process of personal development (in the broad sense). It is mostly focused on the high level of professionalism and professional achievements, ministering the process of learning and self-development, professional activity and professional interactions at different stages of human life [5, p. 37].

The concept of adult education in Ukraine [3] emphasizes that the main task of adult education in Ukraine is to produce, respectively, an educational environment that is capable of providing favorable conditions for training and education on the principles of Life education (lifelong education). A person must learn for life. But throughout their life people are changing and studying at different times in different ways, that is why the education system must be saved and must be flexible enough. Today not only the main (formal), but also additional education (non-formal and informal education) is distinguished.

In terms of European integration profession of a teacher is changing and acquires new characteristics that are interpreted by European experts as principles or strategic requirements to the profession of the European teacher of the XXI century, including:

- requirements for high qualification of teachers stipulate that each teacher must possess not only extensive subject knowledge and profound pedagogical knowledge but also skills and abilities for managing and pedagogical support of learning process and understanding of the social and cultural dimensions of education;

– requirements for lifelong learning are based on the necessity of continuing professional development throughout the career (awareness of the importance of acquisition of new knowledge and capacity for innovation);

– mobility requirements of the teaching profession determine mobility (internal readiness of a person to quality changes) as the principal component of teacher training programs and skills upgrading of teachers through the prism of the continuity of education;

– requirements for the partnership as the basis for the teaching profession imply close interconnection of the pedagogical education institutions with schools and local authorities in the education sector [1, p. 152].

So, solving of fundamentally new problems at the beginning of the XXI century is impossible without taking into account current trends in the professional development of teacher's individuality, challenges and threats towards Eurointegration development. The results of research on the above and other directions will promote upbringing of patriotic, moral and ethical qualities of the individuals, formation of professional intelligence, creativity, critical thinking, leadership, entrepreneurship and social responsibility for results of their work. There are new signs of development of social partnership, spiritual, moral and ethical and socio-economic factors in the formation of professional qualities of teachers.

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КОНЦЕПЦІЇ ІДЕНТИЧНОСТІ ДЖ. МАРСІА ТА А. ВАТЕРМАНА

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Серед багатьох понять, що ввійшли в категорійний апарат психології з роботами Зигмунда Фрейда, було й поняття ідентифікації, якому він надав принципово нового значення на відміну від усієї попередньої філософсько-психологічної традиції. Ідентифікація для нього – це самосуперечливе вподоблення дитини своєму батькові, що викликає амбівалентні почуття, які ведуть до формування так званого «Едипового комплексу».

Послідовники Фрейда уточнювали та розширювали поняття ідентичності. Найбільша заслуга в розробці категорії ідентичності по праву належить Еріку Еріксону, і всі подальші дослідження цієї проблематики, так чи інакше, співвідносилися з його концепцією. Еріксон розумів ідентичність у цілому як процес організації життєвого досвіду в індивідуальне «Я», що природно припускало його динаміку протягом всього життя людини. Основною функцією цієї особистісної структури є адаптація в самому широкому значенні цього слова. Більше того, ідентичність виконує певну організуючу