

### Development of personal qualities for university teachers

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**Abstract.** The modern period of the higher education system operation in Kazakhstan is related to the fact that university teachers need to revise their attitude to personal qualities. The paper identifies the key tendencies and conditions in the development of personal qualities for high school teachers. It is emphasized that within the university it is necessary to create conditions conducive to the maintenance and development of the teacher's personality. There are shown the results of a pilot study on this problem on the basis of the Aktobe Regional State University named after K. Zhubanov. The conclusions on the done work are drawn.

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#### Introduction

The problems of education and personal development of student while studying in a high school, the formation of their professionalism and competitiveness are major ones in the field of higher education. Specialist training is currently associated with the changes that occur in the Kazakh society, economy and production in Kazakhstan, which determine the need to create conditions conducive to self-development and self-identity of the students, while the personal and professional development of the future specialist in the course of university education is decisively influenced by the identity of their teachers.

In this connection, the special importance is devoted to the problem of personal-professional development of university teachers, finding ways to optimize this process; the teachers initiate internal mechanisms of personal-professional development.

According to researchers, pedagogical activity of teachers requires continuous development of the following individual psychological qualities: empathy, tolerance, positive thinking, optimism, as during the achievement of professional activities "a teacher is forced to play the role of educator and facilitator, and animator, and mentor. Ideally, there should be created a personality worthy emulating, capable of taking decisions, not avoiding liability and thus believing that he or she is aimed to teach the same to others" [1].

To effectively carry out the mission of a university teacher, a person must become a mature

individual personality. Personal maturity is most pronounced in the ability to connect and relate individual personality traits, social (status) and age-related opportunities, personal aspirations with the needs of society and others. Needless to say that personal maturity involves social maturity, which has a developed ability to adapt to all situations and forms of communication. This ability is based on adequate and stable representations of oneself. The latter allows to consistently correlate own real possibilities and requirements of a particular situation, one's own behavior and expectations of others, which means the presence of vital stability and personal courage [2].

Interesting is the conclusion of some researchers about the importance of the value of such personal qualities of university teachers, as benevolence, tolerance (both political and religious), integrity, responsibility and honesty. Another factor in the personal self-development of university teachers is their self-sufficiency, which aims to identify the person to achieve the highest level of demands on themselves. And this is the most effective motivation for the constant personal cultivation [3].

Significant opportunities for modern communication tools have their own negative sides, and, specifically, the spread of professional, including research and teaching interests and needs. In this regard, targeted and controlled process of personal self-improvement is the greatest instrument of selection and ordering of incoming information as

a foundation for personal change, the challenges of today [4].

Summarizing the findings of many scientists [5,6,7], we can say that personal and professional development of university teachers is an active qualitative transformation of their own inner world, which resulted in their obtaining a fundamentally new system and way of life, leading to self-actualization in the teaching profession.

Development of personal qualities of university teachers is performed through constant enrichment and transformation of their own subjective experience as a significant source of development.

Personal development of university teachers from positions of acmeology, according to Derkach, A.A. is based on the following provisions:

- development as a type of self-awareness, promotion to the optimal highest level;
- understanding of the subjective nature of the development;
- implementation of development through contradictions resolved by the individual, followed by an analysis of the development process;
- examination of the development as an activities evolution on the way of life and profession [8].

The process of personal development of university teachers is largely determined by positive I-concept. Formation of I-concept, including "I-image", depends on the degree of coherence of the ideal and real I-image, the ratio of which defines the requirements of human to himself as a person.

The aim of our study is to analyze the features of university teachers striving for self-actualization, their structure, the image of "I" and its influence on the development of personal qualities among university teachers.

To achieve this goal we used the following diagnostic methods and techniques: the self-attitude study methodology (SSM) (Stolin, V.V.) [9], the «SAMOAL» methodology (Lazukin, A.V.) [10], method of association experiment [11].

The study involved teachers of the Aktobe Regional State University named after K. Zhubanov in the amount of 87 people.

In our study, we made a number of assumptions:

1. the development of personal properties of university teachers is shown in the individual's desire to self-actualization;
2. the level of personal qualities development of university teachers is characterized, first, by a high level of "I"-image, including such components as attachment to oneself, self-confidence, inner honesty, a sense of self-importance

and self-acceptance; secondly, by the level of awareness and elaboration of different sides of the "I"- image.

At the first stage of the study using the «SAMOAL» technique, there was studied the teachers striving for self-actualization.

The analysis of the results showed that 47% of respondents are at an average level of desire for self-actualization; 33% of respondents are at a high level of commitment to self-actualization; 20% are diagnosed to be at the low level of commitment to self-actualization.

Based on these findings, we isolated three relative groups of university teachers: with high, medium and low levels of commitment to self-actualization.

At the second stage of the study, using an SSM method, there was studied the structure of "I"-image of university teachers, as well as by the association experiment, allowing to build associative stimulus field as a set of responses to the application of the stimulus - the level of awareness and elaboration of different sides of the "I"-image.

This phase of the study was carried out on the basis of the pre-separation of university teachers into three groups.

Analysis of the obtained during the SSM technique performance results revealed that the first group of teachers (low desire for self-actualization) is characterized by uncritical, low reflective activity, high tension, inability to recognize unpleasant for themselves issues and other traits and activities. The subjects of the first group are often not satisfied with the results of their activities. They doubt that can cause respect to themselves, underestimate their personal "I", question the value of their own personality, and have little interest in their inner world. They are characterized by a low acceptance of themselves, which may be indicative of an internal alienation. However, this group of teachers is tempted to change themselves in accordance with the concept of "ideal - I". These results, in our opinion, can talk about the low level of development capacity for personal self-improvement.

For teachers of the second group (the average level of desire for self-actualization) are typical, critical, and self-confident. They are interested in their inner world, their personal "I". They feel the value of their personality for themselves and for others. The high level of self-acceptance indicates a positive attitude towards themselves, approval of their plans and desires, unconditional acceptance of themselves together with their drawbacks. Results, in accordance with the scale of self-acceptance, of the teachers related to this group are higher than of the others.

Teachers of the third group (high level of desire for self-actualization) are characterized by a high level of reflexivity and criticality, the ability to complete openness even specified as unpleasant both for personal and professional information. Their self-understanding indicates independence, energy, reliability, will, lack of internal tensions. These studies say about their own interest in their "I", a positive attitude towards it, feeling the importance of their personalities and perceived value of the "I" for others. All of the above indicates, in our opinion, the high level of capacity for personal self-improvement.

To determine the level of awareness and elaboration of university teachers from different sides of the "I"-image, there was conducted analysis of the meaningful signs of the changes revealed depending on the structure of the "I"-image. We proceeded from the assumption that within the structure of the "I"-image one of the key positions belongs to the concept of "personality." When analyzing the content features of the "I"-images and "Personality" there was used the method of free association.

The carried out analysis of the images-representations included an analysis of substantial features of each of these images ("I", "Personality") depending on the level of desire for self-actualization.

Analysis of the concepts list of the teachers related to the group with low desire for self-actualization showed that in describing the "I"-image there are commonly used concepts that reflect the personality and social status. In describing the image of the "personality", the concepts volume slightly increased (+ the "world view" concept).

It should be noted that during the description of the "I"-image there are applied concepts more relevant either to role positions (friend, wife) or adjacent to the field of interpersonal communication (kind, smart, funny, sympathetic). In describing the image of the "personality" there are presented personality traits and characteristics of the system such as a world view.

Teachers with an average level of desire for self-actualization (when compared with the first group) are observed to possess an increase in the number of terms used in describing the "I"-images and "Personality". In describing the "I"-image, relevant becomes the sphere of interpersonal interaction (humanity, kindness). However, for the first time there appear concepts of communicability, responsibility and intelligence (smart), which can be called as the means of the personal self-improvement level increase. In our opinion, the use of the "I"-image description of these concepts may be a characteristic of the dynamics of personal cultivation of university teachers.

However, the greatest importance is the image of the "personality." And if the description of the "I"-image in the list contains only 8 concepts, in describing the image of the "personality" there were used more than 15 concepts.

The most frequently used were the concepts that related to interpersonal interaction (humanity, communication); means to improve their personal level (mind (smart), determination, independence, originality, independence). Complication of the associative array can be an indication of a significant commitment to personal development for university teachers in the group.

Teachers with high aspirations for self-actualization increase in the number of concepts in describing the "I"-image and the "Personality" image in comparison with the previous groups.

The most significant in describing the image of "Personality" are the concepts that characterize the process of implementation of professional activity (self-fulfillment and success), as well as quality, contributing to the achievement of excellence (commitment).

For teachers of this group there is markedly increased the total number of terms used in describing the "I" and "Personality" images. While still significant is the area of interpersonal interaction (confidence). Also for the first time in description of the "I"-image there are used concepts that reflect the level of professionalism (professional and specialist).

It is particularly notable for the fact that these concepts are used in the description of the "I"-image, which means increasing importance in the system of self-representations of concepts characterizing themselves as the subject of professional activity, a greater confidence in their professional capacities. In describing the image of the "Personality" there is still relevant the intellectual sphere (mind), the features of professionalism (purpose, creativity, autonomy).

The total area of the semantic fields of "I" and "Person" includes such concepts as mind, purpose, creativity, responsibility, hard work, and confidence. Hence, the importance of teachers in this group retains the intellectual sphere, the means of excellence achieving.

It should also be noted that there is an increase number of the terms used in describing the "I" and "Personality" images (in the aggregate). If the group of teachers with low aspirations for self-actualization uses only 12 concepts, the subjects with an average level of desire for self-actualization use 18 concepts, respondents with high aspirations for self-actualization use 23 concepts.

Thus, university teachers, who have been related to the high level of commitment to self-

actualization, exhibit high emotional value of "I", and a deep awareness of the "I"-image. Their personal understanding is characterized by a high level of reflexivity and criticality, independence, vigor, reliability, will, lack of internal tensions, personal interest in their "I", a sense of their personality importance and values of their "I" for others.

Teachers with high aspirations for self – actualization demonstrate a high need for cognition, openness to new experiences, interest in objects not related to the satisfaction of any requirements, high level of creativity, autonomy, independence and integrity of the individual in their actions and judgments, sensitive to their needs, assured, do not cater for social standards in the formation of their own desires. They were well aware of the positive self-concept, which is the basis for the development of adequate self-esteem and are characterized by high commitment to professional self-improvement.

Thus, there are confirmed the assumptions that the development of personal qualities of university teachers are shown in the desire of the individual for self-actualization; and the level of development of university teachers personal properties is characterized, first, by the high level of the "I"-image, including such components as attachment to oneself, self-confidence, inner honesty, a sense of self-importance and self-acceptance; secondly, by the level of awareness and elaboration of different sides of the "I"-image.

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