

# Formation of auto-competence of a preschool teacher in the process of professional development

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**Abstract.** The article deals with the problem of forming the auto-competence of a preschool teacher as a universal characteristic as a part of the structure of professional competence. The article substantiates the idea of auto-competence in the dynamic adaptation of the teacher in modern educational realities. The formation of auto-competence is presented in the form of a step-by-step model that reveals the logic of the process based on objectively existing contradictions between the understanding of the importance of increasing the level of awareness of the subject's own personality, and insufficient knowledge of a specific set of means and conditions that motivate him to self-knowledge. The authors trace the features of the formation of auto-competence at each of the stages described in the study. The article summarizes the practical experience of implementing the program for the auto-competence formation into the process of psychological and pedagogical support of teachers.

## 1 A problem statement

The current education system is facing global changes, which are aimed at revising the existing educational traditions. In the new pedagogical realities, we meet the ideas that require the teacher to correct not only the strategies of his professional activity, but also to transform his own personal qualities. One of the leading ideas that determine the main goal of modern education is not to ensure that a student or pupil learns a certain amount of knowledge, but to create conditions for the development of a free personality. The student is considered in this regard not as an object, but as a full-fledged subject of learning and upbringing, moving from repetition to creativity, actively participating in the creation of a new one. Such a subject of the educational process can influence on its own development.

The idea of individualization in the context of the digital environment, which provides students with the opportunity to choose the trajectory of their own development themselves, becomes relevant. These trends in the educational paradigm can also be traced in the new concept of inverted learning or organization of inverted classes

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(flipped classroom, inverted classroom) [1-3], where the activity of the student increases significantly, and the teacher from the position of a direct translator of knowledge acts as a stimulator of this process. This type of education is based on the problem-based dialog approach of D.A. Leontiev, which initiates the child's cognitive activity and ensures the assimilation of knowledge and methods of action through the dialogue of subjects of the educational process [4].

### **1.1 The objective of the work**

The purpose of the article is to provide a scientific substantiation of the process of formation of a new teacher, who is ready for self-change and development, who has an internal resource of auto competence, as a basic characteristic of the personality of a modern specialist.

The new organization of education implies a transition to a new format: from passive listening to active action, where the key unit of learning is activity. It should be taken into account that in the current situation in the educational space, the share of distance learning has recently increased significantly. This is due to the natural development of information technologies that expand the possibilities of training and upbringing. In addition, the situation with the pandemic has forced the pedagogical community to develop new formats of interaction between the participants of the pedagogical community processes that not everyone was prepared for.

These realities require "restructuring" of the teacher himself, who needs to have a certain set of qualities and properties that contribute not only to quick adaptation to changing external conditions, but also provide assistance to himself in the process of professional development, as well as in the event of professional crises that occur in the process of becoming a profession.

## **2 Results of the research**

Using the terminology of the competence approach, which is currently one of the leading ones in the education system, it is important to highlight auto competence, which is considered in science as a basic characteristic of a specialist of any profile, which implies success in socialization of the individual, reflecting his adaptive abilities, the ability to independently make decisions and responsibly relate to his professional activities.

Auto-competence is closely related to the processes of self-knowledge, self-realization and self-actualization of the individual, the ability to consciously manage their behavior, to function effectively in the profession, contributes to the improvement of reflexive skills, social and communicative interaction skills, as well as the formation of professional development strategies [5, 6].

However, the problem of auto-competence formation is currently poorly understood. In the modern organization of the pedagogical process, insufficient attention is paid to creating conditions for professional and personal growth of the teacher. Therefore, the most relevant aim is the search for conditions that contribute to the most effective development of a teacher in the profession, within which it will be formed the auto competence.

In theoretical studies devoted to the problem of auto competence, the need to increase the importance of reflection on personal characteristics, one's own activities and social contacts is particularly emphasized, which is reflected in the tools of conscious and unconscious auto competence [7]. In foreign studies, it is noted that success in the profession depends not only on a high level of professional knowledge, skills and abilities,

but also on such features as team orientation, communication skills, ability to organize, mobility, emotional intelligence, motivation, competitiveness, creativity, analytical and logical thinking, and, what is the most important, the ability to recognize, to manage and to correct the above-mentioned competencies [8].

Special attention is paid to the importance of such an indicator as emotional intelligence, which affects professional success more than the level of professional knowledge, because managing emotional manifestations gives control over one's own mood, and this is especially important for the profession of a caregiver [9-11].

The success of professional activity is largely related to the ability to adapt to the profession and to develop continuously, which reflects the process of professional development [12]. However, in the process of professional development, a teacher may face professional crises, professional conflicts, and insufficiently successful adaptation to the profession [13]. Despite the deep elaboration of these issues in the scientific literature, a large selection of professional development technologies, and additional education programs, not all teachers manage to cope with the difficulties that arise by themselves.

Our study was conducted on the basis of preschool educational institutions in the Volgograd and Kaluga (№ 89, №101, №102, №105, № 393) and it shows that a significant part of teachers are aware of the occurrence of possible negative professional phenomena (31.08%), some teachers note manifestations of this kind. The majority of the surveyed caregivers find a need for preventive measures (70.27%) aimed at preventing and overcoming destructive professional phenomena.

However, often such accompanying psychological activities are formal personality. In practice, it is found that teachers are more burdened with psychological classes and propaedeutic information of this kind, perceiving such activities not as an opportunity for development, but as an additional burden (49.73%).

Numerous studies devoted to the problem of psychological health of a teacher emphasize the special importance of the emotional and physical health of a specialist, which directly affects the effectiveness of pedagogical work [14-16, 17]. However, high emotional workload, irregular working hours, forced transition to the use of electronic interaction tools, the need for constant mobilization of internal resources, and a number of other factors negatively affect the professional health of representatives of pedagogical professions.

The scientific literature devoted to this issue presents facts that reflect an unfavorable picture of the psychological state of specialists in the pedagogical profession. So, studies have shown that after 10-20 years of working in the education system, most teachers have a burnout syndrome, which manifests itself in such forms as: intemperance, rudeness, uncertainty, anxiety, emotional exhaustion. In addition, the majority of specialists in the field of professional pedagogical activity can be traced to chronic fatigue, depression, feelings of insecurity, lack of any desires, fear of making mistakes, anxiety in unfamiliar situations, fear of imperfection. Such States are often characterized by a special character of thoughts: about the injustice of actions against oneself, about dissatisfaction with one's social position and external assessment of one's labor efforts, etc. At the level of actions, some manifestations can also be noted: a critical attitude towards yourself, a desire to stand out or, conversely, to be unnoticed, an excessive desire to do the job perfectly, or, on the contrary, an inattentive attitude towards yourself her.

Researchers note that one of the important factors is a reduced sense of self-esteem, which can lead to perfectionism, workaholicism, depressive manifestations, aggressive tendencies. The complexity of psychological correction is associated with the growing

conservatism as a feature of a long stay in the profession, which negatively affects the change in existing behavioral stereotypes.

The peculiarity of the professional activity of a teacher is that successful functioning within the framework of this activity is impossible without internal satisfaction with the profession. However, the data presented in scientific papers and recorded in their own empirical studies indicate that teachers have a sense of frustration or a mismatch of desires with the available opportunities in their professional activities. Low material component of the teacher's salary, insufficient level of prestige of the profession, a sense of confusion of digital technologies give rise to a number of fears among many teachers, which negatively affect the quality of professional activity [18, 19].

It is natural to raise the question of the formation of teachers' readiness for purposeful internal work on themselves, building relationships with the professional community and social environment through the use of an internal locus of control, which is auto-competence.

We consider auto-competence as a universal competence of a teacher, which is a part of the structure of professional and pedagogical competence, the formation of which ensures a high level of awareness of one's own activities, interpersonal interaction and the individual as a whole. Being a super structural education, auto-competence performs the function of reflection on other types of competencies, facilitates their acquisition and assimilation.

The formation of auto-competence is presented in the form of a step-by-step model that reveals the dynamics of the process based on objectively existing contradictions between the understanding of the importance of increasing the level of awareness of the subject's own personality, activity and interpersonal interaction and insufficient knowledge of a specific set of tools and conditions that encourage him to self-knowledge. The technology of deployment of the process of forming auto-competencies implemented through the organization of a system of professional and personal tasks, the consistent solution of which promotes teachers from the unconscious auto-competence to a stable personal neoplasm – unconscious auto-competence.

The theoretical basis for the development of the process was the problem approach of V.A. Petrovsky [20]. The first stage involved solving object-oriented tasks, where the requirements for activities are set from the outside. The main goal of this stage was to help the teacher to accept their own self-competence and increase motivation to understand and recognize difficulties and problems in professional activity and communication. The previous diagnosis at the ascertaining stage of the experiment served as a material for a joint discussion of the results obtained, which characterize the psychoemotional state of teachers.

In terms of our study, there was a transition from unconscious non-auto-competence (low level of awareness of their problem areas in the field of professional activity, interpersonal relationships and satisfaction with the quality of life in general) to conscious auto-competence (the teacher discovers and states his problems and recognizes the need to overcome them). This encouraged the participants in the experiment to set individual development goals and objectives.

At the second stage, we carried the solution of the second type of tasks – the subject-oriented ones, where the requirements for activities are also set from the outside, mainly in the field of communication. The purpose of this stage was to stimulate the teacher to self-knowledge and self-assessment. The transition to the level of conscious non-auto-competence caused by the previously identified problem areas in professional activity and communication encouraged teachers to correct the existing barriers to professional development and personal interaction.

Through practical classes and exercises, psychological support, correction of habitual patterns of thinking and activity was provided. In the course of business games, modeling professional situations, communication situations, viewing photos and videos, educators found ineffective behavior and activity strategies, which contributed to the formation of reflection and self-esteem. As a result, we abandon the usual template maladaptive strategies and move to a new level-conscious auto competence.

The third stage was carried out on the basis of solving object-oriented subject-based tasks. The main goal of this stage was to deepen the processes of self-knowledge and self-analysis of teachers, to strengthen their motivation for self-change. In the process of performing the proposed independent tasks was formed conscious auto competence and the teacher's formulation of tasks for himself in solving individual difficulties identified during psychocorrective work.

### 3 Conclusions

Coaching and feedback from colleagues regarding the personal characteristics and strategies of the teacher, understanding their weaknesses and strengths gave an opportunity to use deep immersion techniques to understand their emotional reactions and behavioral strategies in their professional activities and in real life. The result is a willingness to change yourself. This stage reflects the transition from conscious non-auto competence to conscious auto-competence.

The fourth stage involved solving subject-oriented internally determined tasks. The main distinguishing feature of this stage is that the main work is carried out exclusively within the individual. The underlying processes can be described as existential, focused on the search for life meanings that are not directly related to activity and communication. Unconscious auto competence is a perspective of self-development, the manifestations of which the teacher will be able to detect later as a result of previous training and independent work. The goal of this stage is to support the teacher's desire to live this kind of experience, which opens up completely new ways of development. The results of passing this stage cannot be tracked directly, since its deployment is carried out throughout the rest of your life.

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