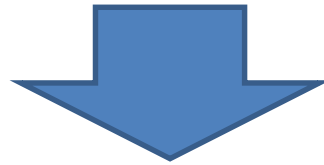


Professional identity and personality orientation of a modern teacher as a factor of education ecology

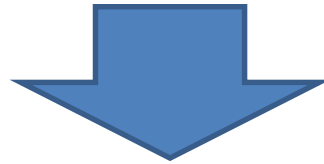
Obydenkina L. V., the head of the branch
of the center of pedagogical excellence in
Uralsk.

Three arguments about why it is necessary to talk about identity

Membership



Motivation



Competence



"Professional identity is a category of professional self-consciousness, reflects the unity of a person and his business, professional skills are generated by professional experience and professional communication. Professional identity reflects the characteristic of yourself, choosing and implementing a way of professional interaction with the world and gaining a sense of self-esteem through the performance of this activity (I want, I can, I do — and this is Me)»

L. B. Schneider



The structural components of professional identity are the **meanings** of the activity, individual **values** of a person, prototypical professional **images**.

Orientation is the leading quality of the personality defining its psychological warehouse, "sense-forming motive" as the motive of activity which allows to distribute motives between motives of activity and to realize hierarchy of motives in it.

A. N. Leontiev

Orientation as a marker of the prototypical professional image of identity (by the method of E. I. Rogov)

Prototypical structure (Orientation) of the teacher's personality	Semantic core (philosophy) of professional activity	Characteristics
The structure of the personality type as "Organizer»	Education is a social task, its content and results define society and serve its development. There will be an understanding of social tasks – there will be everything else.	Demanding, organizing, strong will, energy. The main activity is in the plane of extracurricular activities. He transfers his personality traits in the course of various extracurricular activities; the result of his influences will often be found in the sphere of business cooperation, collective interest, discipline, etc.
The structure of personality type as "Subject teacher»	The meaning of education is to give understanding and solid knowledge in the field of science to which a particular subject belongs. The task of the teacher is to be an expert in his subject, no multitasking! There will be knowledge – there will be everything else.	Observation, professional competence, the desire for creativity, more orientation of students on the subject, and the organization of their activities is within the subject knowledge. The education of the student by means of the studied subject, by changing his perception of the scientific picture of the world, involvement in the project, etc.
Personality structure of the type as "Communicator»	The meaning of education is to teach communication, interaction and cooperation with people. There will be a capacity for conflict-free collaboration and communication-there will be everything else	Sociability, kindness, external attractiveness, high morality, emotionality and flexibility of behavior. Realizes its educational impact through the search for mechanisms of compatibility with the student, through finding common ground in personal life
Structure of personality type "Intelligent»	The purpose of education is to awaken the intellect and to teach the ability to understand the world as a complex phenomenon, to think critically, to understand concepts-processes and phenomena, to have beliefs based on this understanding. There will be an understanding of complexity and critical thinking-there will be everything else.	High intelligence, general culture and high morality, integrity, compliance with moral norms. He realizes himself through highly intellectual educational activities, brings morality, spirituality, a sense of freedom to his students

Questions :

- What is the focus of identity to the greatest extent meets the needs of modern schools of Kazakhstan?
- Is it possible to combine two or more types of personality orientation?
- How is the issue of identity and orientation related to the issue of ecology of education, school, professional environment?

Research

Where ? Who ? When ?

Branches of the center of pedagogical excellence in Uralsk and Aktobe. The number of respondents is 560.

Time - June-July 2019.

Group of researchers-5 participants.

Why?

To understand the characteristics of the professional orientation of teachers of different professional and age groups, to determine the mechanisms through which professional activities affect the ecology of the school environment, and then-to develop strategies to overcome deformations and improve the environment.

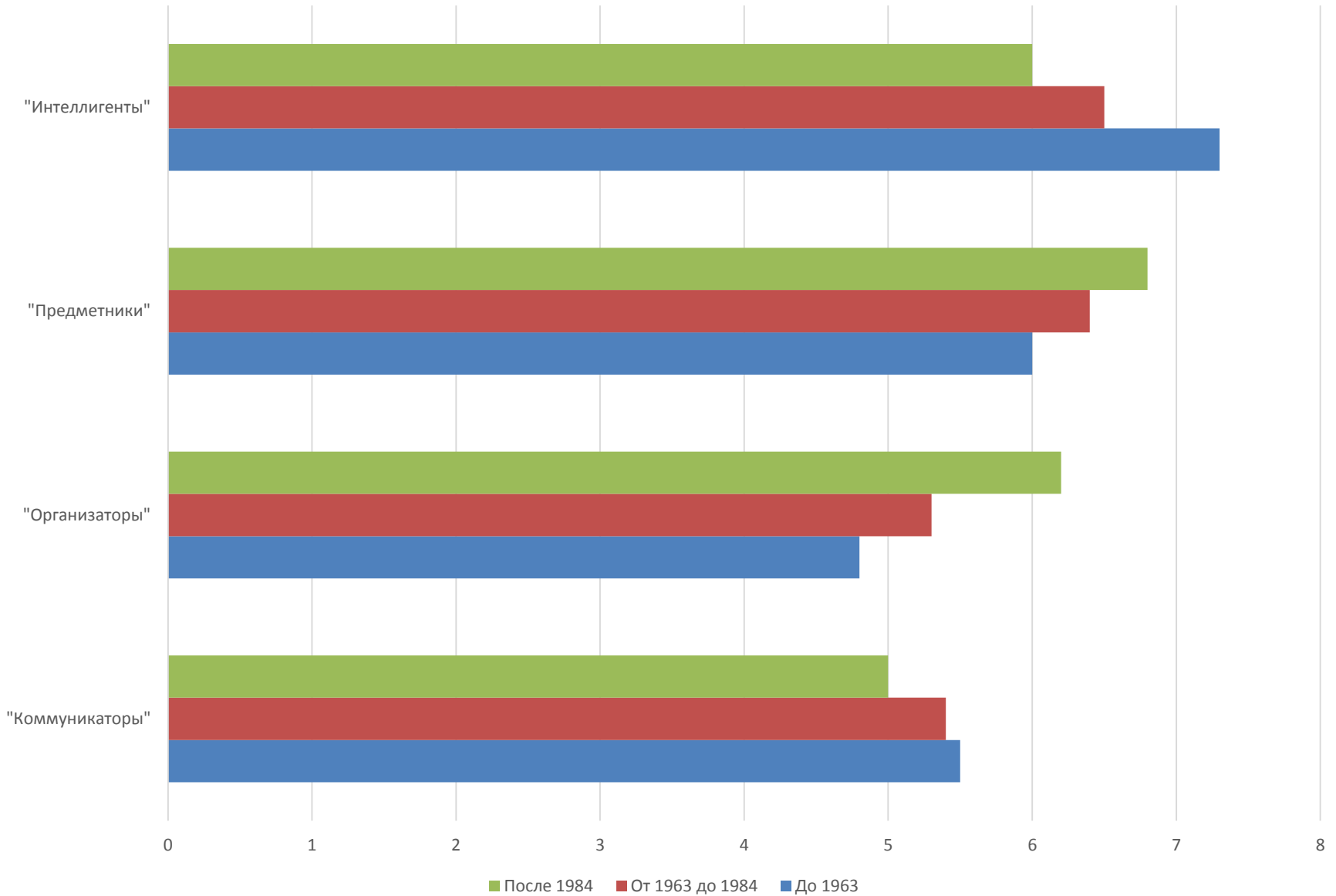
How?

With the help of the methodology of the doctor of psychology E. Rogov "Assessment of professional orientation of the teacher's personality". Survey. Mathematical data processing. Analysis. Interpretation.

What does this give us?

The obtained data allows to develop a project to improve the ecology of the professional environment of the school

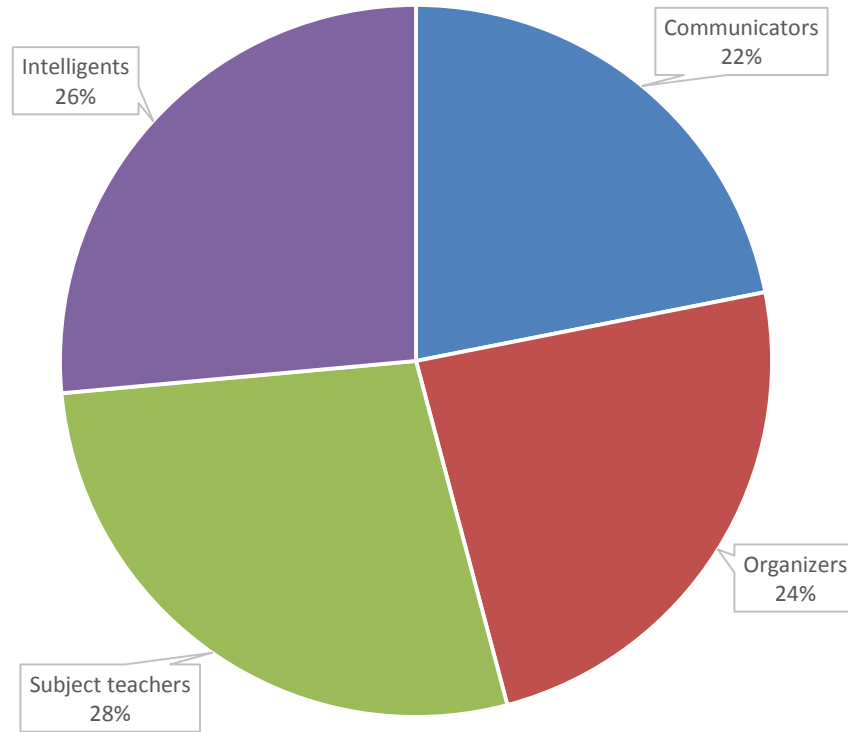
The results in the context of "generations»



The prevailing orientation of the personality of teachers of different specialties

	«Communicators»	«Organizer»	«Subject teacher»	«Intelligents»
Primary school	4,6	4,7	5	6,4
Mathematics	6,1	6,5	7,5	6
Physics	5,5	4,9	7,3	5,6
Chemistry	5	4,8	6,5	6,8
Biology	5,3	7,3	6,3	6,3
Geography	4,9	6,1	6	6
History	6	6,3	7	7,3
Kazakh language and literature in Russian classes	4,5	6,3	7,3	5,8
Kazakh language and literature in Kazakh classes	5,4	5,8	7,4	6,8
Russian language and literature	5,8	5,8	7,1	6,8
English	5,3	5,1	6,5	6,3
Total	5,3	5,8	6,7	6,4

Total



Interpretation of results

States:	Concludes:	Threats to the ecology of the professional environment:
<p>The most pronounced professional orientation of identity is noted in the teachers of the older generation (B-B), the orientation of the "Intellectual" is more widely represented. The least expressed orientation as "Organizer".</p>	<p>Older teachers are more likely to identify as people of independent beliefs in the profession and less likely to share a belief in the importance of social tasks.</p>	<p>Difficulties and "resistance" to changes and reforms.</p>
<p>Teachers of generations "X" and "Y" there is a tendency to greater scatter direction, the gap in the number of representatives of focus decreases, the younger contingent, the more different are the focus</p>	<p>With the decrease in the age of teachers, the diversity of identity and professional beliefs increases, but the severity of the orientation is poorly represented, which indicates some disorientation in identity and basic values in the profession</p>	<p>Difficulties in understanding the general goals of education, the threat of transition to the operational level of work</p>
<p>The greatest number of "subject-centric " knowledge is represented among teachers of exact and language disciplines, as well as historians</p>	<p>Teachers of physics, mathematics, and languages are traditionally focused on the task of mastering the subject itself. Their professional orientation and identity creates difficulties in accessing other tasks of teaching children. Indicators characterizing the history teachers in this way may indicate a certain crisis in the subject teaching of this discipline.</p>	<p>Implicit disregard of such aspects of the work on updated programs as the presence of cross-cutting common goals and concepts, integration and integrity of knowledge. Misunderstanding of goals</p>
<p>The orientation of identity is most weakly expressed in primary school teachers (none of the indicators shows scores close to 7)</p>	<p>Demonstrates a low level of understanding of one's own professional position, beliefs and identity.</p>	<p>The ability to shape students' learning motivations may be reduced if teachers do not have a clear vision and conviction about the direction of professional efforts</p>

Strategies to improve the ecology of education through the development of professional identity of the teacher

Strategy 1. Professional discussion

Strategy 2. Increasing the importance of identity and analysis of its orientation

Strategy 3. Creating conditions for the formation of professional identity at the stage of training of the future teacher at the Universities and Colleges

Thank you for your attention!