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**FORMING OF PROFESSIONAL IDENTITY OF TEACHERS TO BE IN
CONDITIONS OF RUSSIAN PEDAGOGICAL TERTIARY EDUCATION
MODERNIZATION**

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Abstract:

In modern conditions of Russian pedagogical tertiary education modernization the methods changing the process of teacher's preparation are being sought. The implementing innovations are to create proper conditions for highest possible immersion of teachers into a school education environment, which allow participation in the active teaching process. The present study gives proofs of significant purport in educational work and students' professional identity formation as a necessary condition of development in their chosen work field. The study exposes the necessity to organize the system in support of teachers, which aims to enhance their professional self-determination. The results of students' professional identity formation are given in this research.

Key words: *professional self-determination, professional identity, academic training, sense of educational work.*

The modern pedagogical training in Russia is needing new requirements.

It is caused by adjusted educational standards implemented within 2009-2012, which has made significant changes in the school education process and demanded a new quality of teacher training. Following the acceptance of professional standard "Pedagogue" [1] in 2013, the process of renewal of academic standards of teaching training began [2]. There were proposed conceptually new approaches and ideas, which aimed to provide a basis for supply of modern quality of pedagogical education [3, 4, 5].

Modernization of pedagogical education in Russia provides students with new opportunities to obtain the teacher work experience directly during the studying period. At the same time it is necessary to bring the process of teacher training nearer to the conditions of future professional activities, while maintaining the traditional Russian fundamental nature of higher education. Modern standards of teacher academic training stipulate an increase of practical lessons, organization of networking of universities and schools, creation of practically orientated chairs in educational institution and personal guidance of students, which in turn benefits future teacher formation.

In 2014-2015 by order of the Ministry of education and science of Russian Federation, the federal innovative project "Complex program for development of professional level of pedagogical staff of educational institutions" was implemented. The project targeted the modernization of pedagogical staff training according to professional education standards and federal state education standards of general education [6]. Forms and methods of organization of teacher training in Bachelor's and Master's programs, essentially new for Russian educational practice, were approved by new content in students practice. This is to provide the integration of knowledge obtained at a higher educational institution, with practical activity of students in the course of solving provisionally important issues. It has been suggested to change the structure of the educational program in pedagogical training, in which each module must be constructed as a complex unit of theory and practice. Each module is to develop a certain set of professional operations, which correspond to requirements of professional pedagogical standards. The practice has acquired a strong role to continue with its core element of the educational module and in the program in general. This role has shown to increase the developing orientation [7].

The aspect of professional self-determination of students of pedagogical institution is having certain significance according to conditions of reforms mentioned. Emphasizing of practically orientated training is definitely important but it cannot end in itself. The process of professional activity assimilation has an implication in coordinated development of both of its sides: first, knowledge-tool-practice (accumulating the knowledge obtaining and practical tools forming processes) and semantic (determination of teacher work sense and accumulation of this in motivation and value system of future pedagogue, in his «I am» concept) (A. Leontyev, V. Laudis, M. Ginsburg, N. Bordovskaya et al.). In accordance with propositions from student activity and personal semantic approaches the priority is in forming activity. The subject belongs to its sense side; it is the base for construction of sensible practical experience, which is based on fundamental knowledge. In so doing, all above mentioned components are certainly important in their interconnection; neither can be excluded or highlighted as self-sufficient. No sensible practical operation is possible without a knowledge base and or a reflected or emotionally received experience that grows the base for professional identity forming.

Professional self-determination in teachers work supposes the forming of motivation and value ground of the pedagogical profession, professionally orientated personality of future teachers, realisation of humanist sense and importance of pedagogical profession and forming a professional individual students identity in accordance to their choice of professional area [8]. In so doing the students' professional identity may be considered as criteria of their professional formation.

It should be noted, that issues of professional development in personality have been analyzed in detail, covering different aspects of such science as Psychology and Pedagogics. Regular occurrences are revealed namely stages of professionalisation and their content, crisis of professional development, factors and conditions of professional formation and deformation of personality under influence of professional activity etc. This theme in teacher work has been exposed through a wide range of research [9, 10, 11]. Nevertheless with the modernization of the Russian education system has highlighted many different aspects of entering into the profession of pedagogue. Thus far no data demonstrates how these new conditions in teachers training affect the forming of a students' professional identity.

The purpose of this study was to test the hypothesis of interconnection between practical experience of students and the degree of formation of their professional identity. Note that the current institution programs for teachers training are to provide the implementation of professional context, mastering in professional skills and operations in close connection with new pedagogical standards. These have already been applied to educational practice.

It had been supposed that external students, who had had comparatively greater experience of work in educational organizations, possessed a higher degree of professional identity in comparison to full-time students and therefore could demonstrate higher results.

Institution of Psychology and Pedagogics of Tyumen State University had been used as a base for research. On the base of the aforementioned Institution the Bachelors in the field of Pedagogical education are being prepared. The Institution also had implemented the modernization of its educational programs according to federal project "Reinforcement of practical orientation of teachers". Trainings in Bachelors programs within the aggregative qualification group "Education and Pedagogics" in training field "Psychology and Education training" (Primary school teacher) on the grounds of organization in networking cooperation of educational organizations implementing the programs of tertiary and elementary general education" (2015).

The study involved 16 full-time and 17 external final year students of the course "Pedagogical education", corresponding group 1 and group 2. All students had taken an advanced training course.

To measure the results of our research we used the methodology for the study of professional identity (MSPI) of L. Shneider, Professional identity questionnaire by A. Azbel, J. Marcia and self-developed survey enabled to expose students' attitude to conditions of their professional forming and to their professional future.

It is ascertained that according to MSPI methodology pseudo positive professional identity is typical for the majority of full-time and external students (in a greater degree with full-time students). At the same time the achieved positive identity has been displayed by minority of interrogated students.

Table 1

Distribution of professional identity degree in groups of full-time and external students (MSPI methodology of L. Shneider)

Identity degree	Group	
	1	2
Premature identity	0	1
Diffusive identity	0	1
Moratorium	1	4
Achieved positive identity	3	1
Pseudopositive identity	13	9

Degree of professional identity according to methodology of A.Azbel, J. Marcia in both students' groups is relatively equal, all versions are presented.

This methodology has exposed higher results which demonstrate formed professional identity by interrogated students. Thereby, the formed identity has been displayed in the group of external students. (Table 2)

Table 2

Group mean of professional identity degree in full-time and external students (methodology of A. Azbel, J. Marcia)

Identity degree	Group	
	1	2
Indefinite identity	3,3	3
Forced identity	1,5	0,6
Moratorium	10,7	6,9
Formed identity	10,3	14,1

The study has insufficiently exposed professional identity forming with students of both mode of study by a simultaneously lowered valuation of opportunities to obtain the experience of practical work during the study. The survey results have ascertained that a majority of both modes of study students supposed to achieve professional level after 2 or 3 years of practical pedagogical work. The students have also highlighted the shortage of practice during the period of study despite the use of modern teaching methods which favour the mastering in professional activities and obtaining of necessary skills and competence. Whereas our research was taken by the students who had been taught within educational programs, this result is pointing at the problem of professional self-determination. This may be defined as the effect of delayed professional maturing, when graduating students sense the deficiency of experience and unreadiness in solving professional issues.

Thus, despite the renovations in educational programs in accordance with new standards of tertiary teacher training, the problem of professional self-determination of students is not solved.

The results of this study has demonstrated, that even after three years of training the majority of full-time and external students do not possess the formed professional self-identity but display different degrees of those. This result points out the necessity to organize the system support of student's professional determination, which is to have been implemented through unity of developing a sense base of professional activity (prospective image: 'I am professional', motives, sense and value of pedagogical activity), its cognitive (knowledge base) and practical tool (work experience) components.

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The article is containing two tables

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