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Professional and career development of teachers

Abstract: The article is devoted to the problem of the professional development of teachers, and the major approaches for addressing this issue are presented in the paper. The first approach assumes that the personality plays a determining role and that one's profession is selected according to the characteristic features of one's personality. The second approach asserts that profession has a significant influence on personality and determines the development of the qualities necessary for the profession. The basic concepts of 'professional development' and 'professional self-development' are discussed. The professional development of teachers is associated with the formation of motives for professional activity and professional abilities and competences. The professional development of teachers is closely connected with their personal development. It leads to the self-movement toward the needs, motives, goals and tasks of teachers. The dynamics of this process depend on the teacher's activity, initiative, responsibility, self-regulation and self-determination. The professional development of teachers is not only a process but also the result of increasing his/her self-organisation, self-assertion and self-realisation in the social, cultural and professional environment. The authors conclude professional development continues throughout the professional life of a teacher, which starts at moment of professional self-determination.

Keywords: professional development, career, psychological and pedagogical problem, professional formation, professional activity, teacher

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*'Continuous personal and professional development
is your key to the future'.
(Brian Tracy)*

Introduction

The educational process is the subject of constant change (Galustyan 2015, 2017, Mažgon & Mrvar 2017, Peček & Ermenc 2016, Stošic & Stošic 2013). The study of the professional development of the individual in psychology and pedagogy began in the twentieth century. Several approaches to the issue of the professional development of the individual within the framework of labour psychology (Bodrov et al. 2007, Markova et al. 1990, Zeer 2009, Zeer & Pavlova 2008), age and pedagogical psychology (Klimov 2005, Kudryavtsev et al. 1985, Stepanova et al. 2015) and the aspects of the formation of the personality (Ananiev 2010, Klimov 2005, Kudryavtsev et al. 1985) are presented in psychological studies.

Two main approaches to the problem of professional development and to the problem of human interaction and profession can be identified, which have become widespread in the theory and practice of career guidance in psychological works.

The aim of the first approach is to deny the influence of the profession on the individual. This involves choosing a single profession that is appropriate to the abilities of a person, and the choice does not change during the individual's mastering of the profession. This is the approach from the position of the theory of traits and factors (Holland & Toelle 2001, Munsterberg 1996, Parsons 1977).

The second approach (Ananiev 2010, Pryazhnikova et al. 2012, Stepanova et al. 2015, Zeer 2009, Zeer & Pavlova 2008) relates to the recognition of the fact of the influence of professional activity on the individual, suggesting the professional development of the person. The choice of a profession is considered to be the most important stage of professional development of teachers, which determines the further path of a person. This approach, in its essence, reflects the position of the theory of development, while developing it in several main areas such as psychoanalysis, theory of solutions and theory of development.

The first approach (theory of traits and factors) assumes that the personality plays a determining role and that one's profession is selected according to the precise characteristic features of one's personality, which does not affect his/her personality or development. The second approach, on the contrary, asserts that the profession has a significant influence on the personality and determines the development of the qualities necessary for this profession.

Professional development: Theoretical aspects in the west psychology

Parsons (2006), the founder of career counselling in the United States, while talking with the schoolchildren of a city district about their professional intentions, discovered their lack of such intentions or a vague idea of their future activity and suitability for it. He collected information such as heredity, living conditions, material security, appearance, character, inclination, temperament, education and experience. Parsons (1977) recognised that the initial professionalism of a person, his/her predisposition to a certain type of work, relates to his personal characteristics. Professional choice, in this case, is carried out by means of a 'meeting' of personal structure, the structure of professional requirements and professional counselling. The prediction of the profession that can bring success and satisfaction to a person should be tested. The experience of Parsons (1977) was summarised in the book 'Career Choice'. The main provisions of the theory of traits and factors were formulated as follows:

- each person is suited for a certain profession due to his/her individual qualities;
- professional success and satisfaction are determined by the degree of conformity of individual qualities to the requirements of the profession; and
- the process of professional choice itself is conscious and rational.

Parsons (1977) understood rationality as a compromise between the abilities, interests and values of the individual and the possibility of their implementation in various professions. At the same time, this choice was perceived as a one-step act, the essence of which is to establish a strict correspondence of the individual psychological characteristics of a person and the requirements of the profession.

The model of professional counselling developed by Parsons (1977) included three stages:

- studying the personality and mental characteristics of the applicant for the profession;
- studying the requirements of the profession for a person; and
- comparing the data obtained in the previous stages with the purpose of working out recommendations on the choice of profession.

At the same time, the German psychologist Munsterberg (1996) developed a method for assessing the professional abilities of a person and determining suitability for specific specialties.

The second approach to the problem of professional choice was based on the theory of development introduced by Roe (1956). The main idea here is that the primary role in the choice of profession belongs to different forms of needs. For example, the successful sublimation of the activity of a surgeon or a fisherman is the sublimation of a sadistic need.

According to Roe's (1956) theory of professional development, needs lead to the appearance of the dominant motives in the future, which are manifested in one's way of life and professional behaviour. And it is not the need in itself that is most important but the attitude towards it (protective, demanding, loving, hostile, etc.), determined by the peculiarities of the parents' interaction with the child. Roe (1956) identified groups of professions according to the orientation of interests, as follows:

- a group of service (service workers, waiters, bakers, concierges, dishwashers, maids, cleaners, etc.);
- a group of business (businessmen, auditors, budget analysts, agents of various companies, etc.);
- a group of organisers (administrators, instructional coordinators, managers, etc.);
- a group of occupations requiring work in the open air (forest rangers, landscapers, groundskeepers, agricultural workers, etc.);
- a group of technical professions (computer programmers, data warehousing specialists, web designers, graphic designers, etc.);
- a group of science professions (editors, research scientists, etc.); and
- a group of professions of culture/artistic professions (artists, film directors, cinematographers, etc.).

According to Roe (1956) there are six professional levels in each group listed above, each of which depends on education and qualifications. Data on personality traits, features of the development of psychophysiological qualities and the most general characteristics of the personalities of professionals are given for all groups.

The typological theory of professional development of Holland and Toelle (2001) emphasises the connection between the individual and his/her environment. The process of professional development includes the definition by the individual of his/her personal 'type' and the search for a professional environment. It should be mentioned that professional environment is appropriate to personal type. Each type (realistic, research, conventional, entrepreneurial, social, artistic) is characterised by certain psychological characteristics, such as abilities, interests, character and preferred environment. They are caused by the interaction of several factors, such as family influence, significant people, experience and social and cultural environment. These factors determine a person's preferences for certain types of activities, which become the leading interests stimulating the development of the specific abilities. The interests and abilities of a person form certain personal dispositions that determine a person's perception of the surrounding world, feelings, thoughts and acts. Satisfaction with work and the aspiration toward professional development depend on the correspondence of the individual's type of chosen professional activity and the environment.

Super's (1952) theory of professional development combines the conceptual ideas of the two theories described above, such as the following:

- people are characterised by their abilities, interests and personal traits;
- each person is suitable for several professions;

- the objective and subjective conditions of professional development determine the multiplicity of one's professional choice;
- professional development takes place in a series of successive stages;
- the features of professional development depend on the social and economic level of a person's parents, characteristics of the individual, his/her professional capabilities, etc.;
- there are opportunities to manage the development at different stages through the formation of the person's interests and abilities;
- professional development consists of the development and realisation of the self-concept;
- professional development relates to the interaction of the 'I-Concept' and reality;
- one's satisfaction with work depends on the opportunities for realising his/her abilities, interests and personal traits in professional situations.

From the point of view of Super (1952), a person should choose a profession considering the following aspects:

- the image of the 'I', which includes the image of the person, the way one thinks about oneself and evaluates oneself;
- intelligence, which includes general abilities and abilities to learn and to teach;
- special abilities, which include the level of the development of these general and special abilities;
- interests, which include trends of behaviour manifested in the desire and search for and fulfilment of certain activities by a person;
- the values of the individual at work, including internal (substantial), reflecting the content of the process of labour and its product, and external (related), in particular, payment, prestige and social and psychological conditions;
- attitudes towards work and one's profession;
- the needs that determine the motives for choosing a certain profession and success in this profession;
- personality traits, which include the most common patterns of behaviour that affect a person's form of work behaviour; and
- professional maturity.

Siefert and Eckhardt (1977) understand an individual's profession and professional activity in the context of life development. Career is determined by the perception and formation of the individual, especially from the point of view of the subjective unity of individual steps or phases of life development, and these aspects of career considerations have certain interrelationships.

Russian psychological and pedagogical views on professional development

The problem of professional development is widely represented in Russian psychological and pedagogical works (Ananiev 2010, Pryazhnikova et al. 2012, Stepanova et al. 2015, Zeer et al. 2008, 2009). The following main directions of professional development are distinguished in these works:

- the development of professional orientation and the necessary abilities of the individual;
- the professional development and improvement of mental processes;
- the development of life position and the concretisation of life (professional) plans;
- an increase in the proportion of self-education and the formation of the qualities which are necessary for the future professional activities; and
- the formation of psychological readiness for the professional activity.

There are various definitions of the concept of ‘professional development’ in Russian psychology and pedagogy (Bodrov 2007, Klimov 2005, Markova et al. 1990). Traditionally, ‘professional development’ was considered as the process of socialisation, which is aimed at various appropriate aspects of the world of work, professional roles, professional motivation and professional knowledge and skills. The main driving force behind professional development is the individual’s desire to integrate into the social context identifying himself/herself, social groups and institutions.

Different aspects of the definitions of ‘professional development’ have been emphasised according to this process. Druzhinin (2005) views professional development as an integral part of the professional development of individual. The scientist presents it as a process which begins at the stage of mastering the profession and continues at subsequent stages. Moreover, it does not end at the stage of the independent performance of activities but instead continues until the person completely withdraws from the affairs, acquiring a specific form and content. Thus, professional development is a rather complex process which has a cyclic character. A person not only improves his/her knowledge, skills and professional abilities but can also experience the negative impact of this process. Such impact leads to the appearance of various kinds of deformations and states that not only reduce professional success but also negatively reflect in ‘unprofessional’ life. In this connection, Druzhinin (2005) concludes that there are the ascending (progressive) and descending (regressive) stages of professional development.

The progressive stage of the individual’s professional development relates to the formation of the motives behind professional activity and professional abilities and competences. As a rule, work affects a person and his/her personal character-

istics in a positive way. However, professional development can also be descending (the regressive stage of professional development of an individual). The negative impact of the profession on the individual can be partial or total. Partial regression of professional development happens when one of its elements is affected. Total regression means that negative processes have affected the individual structures of the psychological system of the activity, leading to their destruction, which can reduce the effectiveness of work. The sign of the negative impact of the profession on the personality is the emergence of a variety of professional deformities or specific conditions, for example, emotional burnout.

Most scientists (Bodrov 2007, Klimov 2005, Markova et al. 1990) emphasise the close connection between professional and personal development. In this connection, the concept of 'professional and personal development' has appeared. Many researchers point out that the professional development of the personality is associated with the life path of the person as a whole (Bodrov 2007, Klimov 2005, Markova et al. 1990). The researchers offer various options for the dynamics of the correlation and the mutual influence of personal and professional development. The professional achievements of a person can determine the increase of his/her motivation. Professional choice can be carried out depending on individual psychological abilities (Bodrov 2007, Klimov 2005, Markova et al. 1990). Problems of professional development in the context of identifying its essence and stages are revealed in the works of Bodrov (2007), Klimov (2005), Kudryavtsev et al. (1985), Markova et al. (1990), Zeer (2009) and Zeer and Pavlova (2008). These researchers consider professional development to be the growth, formation, integration and realisation of professionally significant personal qualities and abilities; professional knowledge and skills in regard to pedagogical work; and the active qualitative transformation of the inner world by a person – leading to a fundamentally new structure and way of life. Professional self-development is a dynamic and continuous process of personal self-projecting. Thus, the relationship between personal and professional development is emphasised. It makes it possible to consider individual characteristics as prerequisites for choosing and performing professional activities successfully.

Kolesnikova (2005) notes that the logic of professional development of specialists whose occupation related to work with people does not come from the development of individual operations, functions and types of activity but, on the contrary, from the formation of integrative qualities according to their concretisation and development.

Mitina (2010) believes that professional development is inseparable from personal development. Both professional and personal development are based on the principles of self-development, which determines the ability of an individual to transform his/her vital activity into an object of practical transformation, leading to the highest form of one's personal vital activity.

Ideas of integrity and the unity of personal and professional development are the basis of the concept developed by Mitina (2010), where the development factor is the inner environment of the individual, the activity and the need for self-realisation. The object of professional development and the form of realisation of personal creative potential in professional work are integral characteristics of

an individual's personality, such as orientation, competence and emotional and behavioural flexibility. The integral characteristics of professional personality are the psychological basis for all types of activity. Each integral characteristic is a certain combination of significant personal qualities which are essential for successful performance within a certain profession. The fundamental condition for the development of the integral characteristics of the professional's personality is the awareness of the need for change, the transformation of one's inner world and the search for new opportunities for self-realisation.

Professional development of teachers

One of the urgent problems of modern pedagogy and psychology is the professional development of teachers. This is due to the fact that the contemporary educational system requires raising the professional level of teaching staff. Moreover, people with pedagogical education should be engaged in the professional development of the representatives of other professions. This is why we consider accentuating the importance of the professional development of teachers to be necessary. Borytko (2006), in studying the professional development of teachers, understands it as a result of professional and pedagogical preparation and the acquisition of individuality, uniqueness, spirituality and subjectivity. He emphasises that the professional development of future teachers can be carried out when a person acts as a subject of educational activity in an educational institution.

The professional development of teachers relates to the teacher's innovative culture, which is associated with an increase in one's professional interest in innovations. A teacher's innovative culture relates to developing the necessary conditions for the effective use of one's individual potential (Guskey 2002, 2003, Lunenberg et al. 2017, Troesch & Bauer 2017). The concept of the 'innovative culture' of a teacher denotes a critical and creative attitude towards pedagogical activity, the ability to work with information using modern information technologies in the pedagogical practice and openness to the new forms and methods of teaching and readiness to use them. The formation of a teacher's innovative culture is the process of raising his/her qualification according to the development of the information society. The continuous informational spate is one of the defining challenges of the modern world, the main task of which is receiving, storing, transforming and using information. Teachers face the most difficult problem of mastering the information and communicative culture, which is part of the innovative culture (Louws et al. 2017, Mansfield & Thompson 2017, O'Leary & Wood 2017, Tavakoli & Baniasad-Azad 2017, Trust et al. 2017). Accordingly, educational institutions should have not only a wide choice of information resources but also the material, technical and human resources to teach pedagogues of all ages and categories how to work with them.

The professional development of teachers is also associated with the development of adaptive abilities and the realisation of one's creative personal potential (O'Leary & Wood 2017). Changeable conditions in the educational nature and in

the development of a professional system of training in the context of global educational trends have led to the phenomenon of lifelong learning, the main idea of which is the adaptation of the educational process to the requests and needs of the individual. The realisation of lifelong learning is possible only if personal interests, requests and needs are taken into account. The orientation of the learning process should be based on providing opportunities for self-development, self-disclosure, self-realisation, autonomy and independence in solving any problems related to pedagogical professional activities. In these conditions, the innovative culture reflects the teacher's holistic orientation, based on motives, knowledge, competences and skills as well as the teacher's image and norms of behaviour (Chang & Koo 2017).

Studying the problem of the professional development of teachers (Louws et al. 2017) revealed that the content of the professional activity is the essence of the teacher's innovative culture and professional development, which implies the incorporation of the creating process; mastering and using pedagogical innovations in the practice of teaching, educating and developing students; and creating a certain innovative environment and a system of interaction with other educational institutions.

It should be noted that the professional development of teachers is a complex procedure – a set of interrelated, interdependent and mutually complementary components that ensure a high level of readiness for the adoption, creation and subsequent implementation of pedagogical innovations in the process of further professional activity (Lunenberg et al. 2017).

The structure of the teacher's professional development includes the two components of methodological and information competences. The first is the methodological culture of the teacher, which is a component of the general and psychological and pedagogical culture and presupposes a focus on scientific search, the development of methodological competence and methodological reflection (Galustyan 2017, Louws et al. 2017). A teacher's methodological culture is a special frame of thinking based on the knowledge of methodological norms and the ability to apply them in the process of resolving problems of pedagogical situations, which is necessary for the teacher's implementation of innovations in professional practice. It is also based on the ability to implement pedagogical practice, relying on the set of the teacher's attitudes.

A teacher's information competence includes knowledge about the achievements of modern pedagogical science, the essence of the innovative activity of the teacher, the appointment and structure of psychological and pedagogical research and the organisation of experimental work in the conditions of an educational institution.

A teacher's information competence is a set of worldview information and a system of knowledge, the ability to use both traditional and new informational technologies and skills that provide targeted independent activity for classifying and determining the usefulness of information (Galustyan 2015, 2017, Rutherford et al. 2017, Trust et al. 2017). At the same time, the information culture promotes successful professional activity and the social security of the person in the information society and is aimed at the information support of the teacher's innovative activity as well as the reinforcement of his/her constant information needs – that

is, the effective search, collection, evaluation, processing, storage, transformation and transmission of information.

However, in general, the process of developing the teacher's information culture is connected with the ability to use sufficient equipment. There are great possibilities in using new information technologies in organising effective activities for raising one's level of professional skill, such as external databases (normative documentation and educational, methodological and scientific materials) and internal information, which includes the results of educational activities and personnel support (Galustyan 2015, 2017, Kim et al. 2017, Rutherford et al. 2017, Trust et al. 2017).

The qualitative realisation of educational activities within the professional development of the teacher is based on the use of multimedia, various software, internet resources and the expansion of the opportunity for self-realisation and self-education. Electronic document management simplifies the processing of documents and the implementation of orders of higher institutions, and e-mail provides communication and correspondence with other teachers (Galustyan 2015).

The creation of the appropriate educational environment requires developing managers' and teachers' personal competencies in the field of computer technologies. The ability to use the technical capabilities of computer software, the methods of working with information technologies and the implementation of the norms and rules of the use of computers are necessary in developing a teacher's informational competence (Galustyan 2015, 2017).

The information education space of a university should become a tool for processing information and a powerful technical implementation of teaching and communication, which are necessary for the united activity of teachers and students (Galustyan 2015, 2017, Kim et al. 2017, Rutherford et al. 2017, Trust et al. 2017). The selection and formulation of a pedagogical problem, the definition of the ways and means for its solution and their subsequent verification, the designing of educational space and the implementation of pedagogical professional activity are determined by teachers' information competence, which is associated with the acquisition and processing of information.

Innovative activity is also very important for the teacher's professional development in that it determines the functioning of innovation activity at various levels in the system of professional development. This is largely determined by the dynamics of the perception of innovation and the degree of their development and which are allocated in accordance to the levels (adaptive, reproductive, heuristic, creative) of the innovative activity of the educator (Guskey 2002, 2003, Lunenberg et al. 2017). The adaptive level of the teacher's innovative activity is characterised by an unstable attitude towards innovations, where the attitude of the teacher towards the new is indifferent and there is no firmly mastered system of knowledge and readiness for their use in appropriate pedagogical situations. Concerning professional activity, a previously worked out scheme, algorithm or creative activity is not practically developed. Innovation is mastered under the pressure of circumstances.

The innovative activity of the teacher at the reproductive level is carried out

within the reproductive activities. However, there are elements of finding new solutions under standard conditions. The positive orientation of needs and interests in studying alternative approaches to the construction of educational process is formed. The teacher's thinking is characterised by ready-made methodological development with small changes within the use of teaching methods. Educators are also aware of the need for self-improvement (Guskey 2002, 2003, Lunenberg et al. 2017, Troesch & Bauer 2017, Wilson 2008).

Professional practice shows that greater focus is given to the heuristic level. It is connected with the changes that take place in technology, which testify to the formation of the personality of the educator as a subject of an alternative concept and the content of education (Guskey 2002, 2003, Lunenberg et al. 2017, Troesch & Bauer 2017, Wilson 2008). Teachers at this level are always open to the new, and they are characterised by the desire to receive new information from a wide variety of sources.

The creative level is associated with high efficiency, stable creative activity and sensitivity to pedagogical problems. Improvisation plays an important role in the activity of the teacher (Louws et al. 2017, Lunenberg et al. 2017). The scientific and pedagogical interests and needs are harmoniously combined in the teacher with a high level of reflection and creative independence, and the teacher is inclined towards effective self-realisation, purposefully searching for the necessary information and existing experience in organising and conducting a collective discussion, resolving conflict situations.

In conclusion, it should be noted that the choice of profession is the choice between the strategy of human adaptation through subordination to the environment and the strategy of releasing the internal resources of personal development, including the ability to solve moral problems and, if necessary, confront the environment, on the other hand. Therefore, professional development is a result of personal development at different stages of human life.

Summarising the content of various interpretations of the term 'professional development', we define it as an internally determined process of the development of one's own potentials, the formation and improvement of properties, and then transforming them into personally significant social and professional qualities. Professional development continues throughout the professional life of a person, starting from the moment of professional self-determination.

Conclusion

One of the most important stages of the professional development of teachers is the stage of professional training. Professional development in the educational process is represented as a purposeful self-creation of new properties, abilities, opportunities or transformation (positive change). This self-movement towards the needs, motives, goals and tasks of the individual should be generated and realised. It is carried out in the development of professional skills and the mastering of socially significant standards in the form of concepts, ideals and patterns of behaviour

which happen during the interaction of the participants in the educational process.

The important requirement for the professional development of teachers is their professional and personal self-development. Teachers should strive for constant improvement, both for personal and professional qualities. The driving force behind professional self-education is the need for self-improvement. It is important that the teacher be the key figure who listens to the students' thoughts and plays an important role in their life. What kind of teacher does a modern school need? And what needs to be changed in the training and retraining of teaching staff so that they are more responsive to the needs of modern society? The education system has changed dramatically in recent years. It has become variable: teachers work on various programs, including authors' programs; new courses for schools are being introduced and there are various textbooks. The requirements for teachers are very high today. Among them are research skills and the ability to use modern information technologies in the educational process. To fulfil all these requirements the teachers have to regularly attend qualification programs and take part in scientific and practical conferences, workshops and seminars to discuss educational problems and new forms and methods of teaching and to conduct individual or collaborative research on the different topics of their professional interests.

The dynamics of this process depend on the activity, initiative, responsibility, self-regulation and self-determination of a teacher as a subject of activity. The task of the professional development of teachers is to realise the need for self-creation, self-movement and aspiration for self-improvement to create an appropriate educational environment. Thus, the professional development of teachers is not only a process but the result of increasing his/her self-organisation, self-assertion and self-realisation in the social, cultural and professional environment.

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PROFESIONALNI IN KARIERNI RAZVOJ UČITELJEV

Povzetek: Članek se ukvarja s profesionalnim razvojem učiteljev. Avtorji predstavljajo nekaj glavnih modelov profesionalnega razvoja učiteljev. Prvi pristop predpostavlja, da ima glavno vlogo osebnost, posameznik svoj poklic izbere glede na svoje osebnostne značilnosti. Po drugem pristopu pa ima poklic močan vpliv na osebnost in določa razvoj osebnostnih značilnosti, ki so za poklic potrebne. Predstavljeni so temeljni koncepti, kot sta »profesionalni razvoj« in »profesionalni samorazvoj«. Profesionalni razvoj učiteljev je povezan z razvojem motivov za profesionalno aktivnost, za profesionalne zmožnosti in kompetence. Profesionalni razvoj učiteljev je tesno povezan z njihovim osebnostnim razvojem. Vodi k samovrednotenju potreb, motivov, ciljev in nalog učiteljev. Dinamika tega procesa je odvisna od aktivnosti, iniciativnosti, odgovornosti, samonadzora in odločanja. Profesionalni razvoj učiteljev ni le proces, ampak tudi posledica samoorganiziranosti, samozavestnosti in samorealizacije v družbenem, kulturnem in profesionalnem okolju. Avtorji ugotavljajo, da profesionalni razvoj poteka skozi celotno učiteljevo profesionalno življenje, ki se začne, ko se učitelj odloči za svoj poklic.

Ključne besede: profesionalni razvoj, poklicni razvoj, psihološke in pedagoške težave, profesionalna formacija, profesionalna aktivnost, učitelj

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