PROFESSIONAL AND PERSONALITY ASPECTS 
IN THE STRUCTURE OF AWARENESS OF 
THE CORRECTIONAL PEDAGOGUE

In the article the author provides an analytical review of the problem of determining the correlation of the personal and professional in the structure of the correctional teacher’s consciousness. The relevance of the problem is determined, the results of scientific developments of leading scientists on the study of the relationship of consciousness with the professional activity of the individual, the influence of professional and personal factors on the professionalization of the specialist, the structural elements of professional consciousness, presented in the psychological literature. Given the theoretical analysis of scientific sources, the author attempts to modify the structure of professional consciousness in accordance with the allocation of five key blocks in it: cognitive, reflexive, axiological, motivational, affective. According to this structure, each block has the corresponding indicators. The functioning of the cognitive block of the professional consciousness of the correctional teacher is manifested by the formation and enrichment of professional knowledge; reflexive block – formation of professional self-concept, adequate self-esteem, opportunities of self-awareness; axiological block – the development of the orientation-value system, stable professional interests, formation, determination of priorities and authorities; affective block – by regulating professional emotions and feelings, ability to empathy, resistance to emotional burnout. All identified blocks and their indicators have
a direct impact on the personality of the correctional educator, which is shown in
the structure, as well as substantiated in the presentation of the main results of the
research work; in addition, the interaction of blocks is determined by cognitive-ref-
flexive, reflexive-axiological, axiological-motivational, motivational-emotional. An-
alyzing all these aspects, the author points out, on the one hand, the interconnection
of the blocks of professional consciousness with the general world perception of the
person, on the other hand, their personality, separation from personal consciousness.
The basic criteria for assessing the professional consciousness of the correctional ed-
ucator are the levels of formation of each of its blocks.

Key words: correctional teacher; professional activity; professional conscious-
ness; personality consciousness; structure of professional consciousness.

I. INTRODUCTION

The problem setting in general. The strategy for the development of
Ukrainian society is a fundamental reform of the spiritual, social, economic
and political spheres of life. The labour market requires a specialist to think
critically, to see long-term prospects, to develop and learn constantly. In im-
plementing this task, the leading role is played by the pedagogue, who must
provide the upbringing of such a personality and, thus, promote positive
changes in all spheres of society. That is why the search for the best ways of
vocational training for workers of the educational sphere is a leading trend
in national education.

The new Ukrainian school is changing the dogmas, targeting the edu-
cational process not only to the formation of pupils’ theoretical knowledge
but also to the ability to apply it in practice. This is a nice school to attend,
where no one is afraid to express their opinions, where children are not di-
vided into the “norm” and “pathology”: only the personality, individuality
and needs of the pupil do matter. A key figure in the implementation of
these provisions is the correctional pedagogue, who is to help children to
adapt to new conditions, to provide individual and corrective assistance,
to direct learning activities and socialization of the pupil. Today’s society
requires progressive professional views, powerful reflection, an appropriate
motivational-value system from the correctional pedagogue.

In modern pedagogy and psychology, the problem of studying the
peculiarities of the individual perception of the professional reality by the
pedagogue, his/her professional reflection, orientation-value system, motivations and professional emotions, which in the complex of the components forms the basis for professional awareness, is becoming urgent. Professional awareness is the result of the professional choice of the personality, it determines his/her orientation and is implemented in the practical interaction with the world around.

The development of the concept of professional awareness, the purpose of which is to increase the effectiveness of the professional activity of the correctional pedagogue under the conditions of the New Ukrainian School, requires the definition of the necessary psychological principles and foundations, which would form its basis, in particular, would determine the relationship between the personal and professional in the structure of the pedagogue’s awareness, which will allow understanding better the mechanisms of his/her growth as a specialist and achieving professionalism.

**The analysis of recent studies and publications.** Professional awareness is an integral quality of the personality and manifests itself directly in his/her professional activity. Whereas, the scientists O. Bodalov, S. Vasylykivska, H. Bielokrylova, T. Hovorun, O. Dontsova, V. Karikash, Ye. Klimov, S. Maksymenko, N. Pov‘iakel, V. Fedorchuk, N. Chepelieva have confirmed in their studies that professional activity is the basis for forming and developing professional awareness of the personality.

Exploring the problems of professionalization of the specialist, A. Markova noted that the personal sphere is much wider than the professional one, it “is the basis of the” professional “, determines its beginning, course and end” [8, p. 66]. O. Pryazhnykova, while continuing to study this area of scientific issues, in her turn noted, even more broadly than the personal sphere, is the sphere of vital self-determination. The scientist emphasized that any professional cannot be called a Person only because the personal is wider than the professional. For example, if a specialist is not interested in anything but his profession, it will probably be difficult to characterize him as a full-fledged Personality [11].

In domestic and foreign psychology, a number of attempts have been made to identify in the general structure of the professional consciousness of the specialist individual components that would determine its content and
essence (O. Angelovsky, O. Gulbs, N. Kucherovskaya, V. Zvik, N. Herbert, D. Super and others), directions of formation (J. Verna, E. Klimov, G. Lazutin, V. Sergachov, N. Shevchenko, etc.), role in defining professional identity (O. Ostapovsky). O. Angelovsky and V. Zvik distinguished normative and individual-personal aspects in the structure of professional consciousness. The normative aspect was determined by: the system of professional ideology, that is, reducing the demands of society to professionals; a system of norms that regulate the relationship of specialists. The individual-personal aspect of professional consciousness was defined as professional psychology, individual beliefs of specialists, a system of views on work and professional responsibilities [1]; [15].

Professional consciousness is an integral quality of personality and manifests itself directly in its professional activity. In turn, scientists O. Bodalev, S. Vasylkivska, G. Belokrilova, T. Govorun, O. Dontsova, V. Karikash, E. Klimov, S. Maksimenko, N. Povyakel, V. Fedorchuk, N. Chepelyeva have confirmed in their research that professional activity is the basis for the formation and development of professional consciousness of the individual.

Thus, the fundamental basis for understanding the mechanisms of development of professional awareness of the specialist is a clear understanding of the general and peculiar characteristics of his/her professional activity.

**The purpose of the article.** The purpose of the article is to modify and substantiate the structure of the professional awareness of the correctional pedagogue.

**2. THE RESULTS OF THE STUDY**

2.1. Modification of the structure of the professional awareness of the correctional pedagogue.

Summarizing the attempts to structure the professional awareness in domestic psychology, which is, first of all, the works of Zh. Virna, O. Hulbs, N. Kucherovska, O. Ostapiovskyi, N. Shevchenko, it has been made the attempt to modify the structure of the professional awareness (PA) of the specialist as a separate, but interconnected with the category of the personality consciousness that has structural blocks corresponding to the content meaning and their component indicators (Fig. 1).
As can be seen in Figure 1, the modification of the structure of the awareness of the specialist is in the fact that we consider it from the standpoint of the presence in its structure of five blocks: cognitive, reflexive, axiological, motivational, affective.

2.2. The content of the cognitive block of the professional awareness.

The cognitive block of the professional awareness of the correctional pedagogue is determined by the presence of a system of professional knowledge and ideas, the content of which, according to modern psychologists O. Bolycheva, K. Dubovyi, V. Kurysh, L. Todoriv, B. Dickson, Ch. Kulgemeyer, M. N. Lambani, J. Riese and others is determined by the nature of the professional activity and, in many respects, corresponds to the professional training of students.
In the context of the analysis of the process of forming the cognitive block of the professional awareness in the course of vocational training, two approaches to the classification of professional knowledge can be considered. The cognitive levels corresponding to the stages of the professional formation, according to V. Bespalko, are:

- the 1st level is recognizing an object when re-perceiving the material learned before and performing actions with it (knowledge-acquaintance);
- the 2nd level is reproductive actions by individual reproduction of previously learned material (knowledge-copies);
- the 3rd level is productive actions to achieve new knowledge by acting on the model (knowledge-skills);
- the 4th level is creative actions aimed at the independent acquisition of new knowledge (knowledge-transformations) [2].

It is necessary to point out one more approach originated by V. Slastonin and found feedback in L. Podymova’s studies:

- the 1st level is imitational (acquaintance with the professional activity, its awareness);
- the 2nd level is interpreting (the theoretical analysis and estimation of sources and peculiarities of the professional knowledge, synthesis and summarizing the received results, processing them for use);
- the 3rd level is creative (designing new schemes to solve professional tasks, creating new means to solve them, etc.) [10].

Highlighted in both the first and second approaches, the levels of knowledge demonstrate the dependence of the level of professional training of the specialist on the content of the cognitive block in the structure of his/her professional awareness. Thus, the cognitive block of the professional awareness of the correctional pedagogue includes knowledge in the field of special pedagogy and psychology, the basics of medicine and biology, philological fundamentals, knowledge of techniques, educational correctional technologies, etc. For the pedagogue, it is also important to possess legal knowledge with the basics of family law, the rights of persons with disabilities, etc.

Results of numerous pedagogical researches of modern domestic scientists V. Bilan, Y. Boychuk, O. Borodina, V. Gladush, I. Demchenko,
M. Kononova, K. Kosova, Y. Pinchuk, L. Pryadko, L. Rudenko, A. Savosta, O. Shevchenko and others prove that the considerable amount of knowledge that future specialists will acquire in the process of vocational training does not always ensure high efficiency of activity in practice. It is often possible to observe a situation where, for example, the student’s teaching of the pedagogical method is directed not so much to practical application of knowledge, but to memorization for the purpose of realization on examinations (knowledge-acquaintance and knowledge-copy). The value of professional knowledge and ideas of the correctional teacher is determined by their use in professional practice: determining ways to achieve professional goals and predicting the results of work [16]. According to T. Ksenzova, the system of adequate professional knowledge and ideas organizes and directs the activity of the teacher, gives her qualitative originality, uniqueness, individuality and social account. The scientist also emphasized that professional knowledge and ideas in the structure of the specialist’s consciousness perform different functions (regulatory, motivational, evaluative, prognostic, etc.), according to which they act in three aspects: the idea of the profession and personality of the professional (a certain social standard of the professional, an image of one or another specialty, reflected by the subject and supplemented by his own impressions of a particular profession); conception of himself as a future professional (“image of I”, “identified” with a certain specialty and transformed on its basis); the idea of a possible professional future (an image of a possible professional future, related to the prediction of social status and personal and professional growth) [7].

The levels and forms of professional knowledge and ideas presented in the context of the cognitive block of the professional consciousness of the correctional educator are rather conditional, but they determine the character of the next block – the reflexive one.

2.3. The contents of the reflexive block of the professional awareness.

Researching the genesis of the professional awareness and self-consciousness in the works of scientists V. Davydov, O. Lentiev, V. Merlin, S. Rubynshtein and others allows defining the reflexive block of the professional awareness of the specialist as a reflection of his/her professional self-consciousness, which, in turn, is a derivative of the personality con-
sciousness. Accordingly, the content components of the reflexive block of the professional awareness are professional self-esteem; level of professional harassment; job satisfaction; designing a professional path; professional plans; professional ideals and anti-ideals; professional pride; professional conscience; professional identification, etc. At the same time, modern domestic and foreign psychologists V. Haluziak, R. Kalamazh, Ya. Katliuk, L. Klots, U. Kosar, N. Mashchenko, D. Beijaard, S. Neary, H. S. Slay, D. A. Smith, N. Verloop, etc. indicate that the significance of these phenomena is to ensure the determination and regulation of professional activity and the process of professionalization. These statements are conditioned by the identification of the professional “Self”-image of the person with the system of ideas about himself/herself as a subject of professional activity.

Studying the influence of “reflexivity” on professional self-development, self-upbringing and self-education, Ye. Klymov considers that the successful realization of the professional reflection is ensured not only by the direct perception of the surrounding professional reality but also by the psychophysical characteristics of the person. The scientist also emphasizes that professional self-esteem, identification, other components of self-consciousness act as the criteria of control and self-control over the effectiveness of professionalization in terms of interests and capabilities of the individual [6].

Summarizing the above-mentioned views of the scientists on the problem of reflection of the professional activity, we define the following content components of the reflexive block of the professional awareness of the correctional pedagogue:

- awareness of his/her belonging to the professional community;
- knowledge and understanding of his/her own suitability as a specialist in the professional requirements of society and the educational sphere;
- awareness of his/her professional status;
- awareness of his/her successes and failures, both positive and negative sides as a specialist;
- understanding of ways of professional development and self-improvement;
- awareness of his/her own style of the professional activity;
- awareness of professional prospects.
The presence of the determined components in the structure of the reflexive block of the professional awareness of the correctional pedagogue helps to bring him/her to professional self-realization, that is, a feeling of deep self-satisfaction, or, in other words, professional happiness [8]. According to the adherents of the acmeological approach to professional development (A. Derkach, E. Zeier, N. Kuzmina, O. Seleznova, H. Sikorska, etc.), the achievement of professional happiness is impossible without functioning the axiological component of the personality, which in the structure of the professional awareness of the specialist we define as the axiological block.

2.4. The contents of the axiological block of the professional awareness.

The social values of the specialist reflect the nature and content of values that function in the relevant society and are manifested in the public consciousness as morality, religion, philosophy. These are ideas, images, norms and rules that regulate the professional activity and communication throughout society.

The collective values of the specialist are defined as ideas, concepts, norms that regulate the professional activity of a certain group (collective) of specialists (correctional pedagogues) within the relevant educational institute and act as a guide in determining the strategy of the professional activity. Thus, they act as a relatively stable and repetitive cognitive-activity system.

Actualizing and structuring the professional values of the specialist gives reasons to consider the axiological block of the professional awareness as one that determines to form the motivation and set the professional goals, which, respectively, determine the content of the motivational block.

2.5. The content of the motivational block of the professional awareness.

The mechanisms of goal-setting revealed in the studies of M. Harypov, O. Tykhomyrov, E. Telehina, V. Terekhov allow asserting that together with the formation of the axiological block of the professional awareness, professional goals are born and appear as generalized and directed regulators of behaviour that equate to long-lasting life programs [3]. In view of the above said, in the structure of the specialist’s motivational block of the professional awareness, the professional and personal interests can be distinguished. The professional interests, as a rule, correspond to the content of the activity of the correctional pedagogue (what he/she works on, what
he/she does specifically, whom he/she helps, what kind of result he/she ex-
pects, and so on). The personal interests in the structure of the motivational
block of the professional awareness reflect what the person seeks or expects
from the personal side (remuneration, compensation, pleasant addition,
status in society, etc.). Occasionally, a conflict of professional and personal
interests can be observed, with the point of the conflict contact being the
goals of the professional activity [3].

As it is shown by the practice of psychological studies of Ye. Ilin, O. Le-
ontiev, A. Maslow, O. Potiomkina, N. Reinvald, M. Rokych, P. Simonov,
D. M. Buss, understanding the motives of the professional activity optimizes
the professional development of both individual specialists and the effec-
tiveness of the organization as a whole. On this occasion, it is interesting
to address the needs, identified by S. Ritchie and P. Martin [12], that can be
met in the course of the work:

the need for earnings and material rewards; it is important to note that
the influence of this motive may change according to the life situation of the
individual (new family circumstances, additional expenses, financial obli-
gations, etc.);

the need for comfortable working conditions; typically, this motive ap-
ppears when working conditions are extremely unsatisfactory;

the need for structured work, for establishing the rules and directives
for the performance of work; this motive is realized through the organi-
zation of labour activity (as it is shown by the research of A. Savost, the
pedagogues who have a low need for a clear structure of work, better show
themselves in a free environment: they can be very resourceful, persistent,
strive for creativity; the greater their will and autonomy, the higher their
professional performance [14];

the need for social contacts; this motive is manifested in the desire to
work and interact with as many people as possible; it should be noted that
the need for social interaction is a prerequisite for the professional activity
of the pedagogue since his/her professional duties require constant commu-
nication;

much more influential is the motivational factor – the need for recogni-
tion from others: the desire for approval and attention from others, especial-
ly from those who are authoritative for the individual; the desire for others to see and appreciate merits and achievements;

the need to achieve results of the professional activity, the desire to set goals and achieve them, as a rule, concerns people with high motivation to work in general; in the professional work of the correctional pedagogue, a commitment to achieving results means a desire to help children with special needs adapt to life in society, to help them prepare for the preschool institution, and then to school, thus, to involve the child in the learning and upbringing process; the focus on the effectiveness of the professional activity, as rightly noted by S. Druzhylov, has a positive effect on all the structural components of the professional awareness, greatly contributes to professional growth [4];

the need to own and influence (the desire to manage others) can also be a motivation for the professional activity; if the correctional pedagogue has such motives, it indicates that he/she constantly compares himself/herself with others, seeks to influence them; the ability to manage and influence others is also an important factor in professional growth that allows others to empower and concentrate the efforts of many people in one direction [9];

the motivation for changes and stimulations can be quite significant and valuable for the activity of the correctional pedagogue; this need is the desire to avoid routine, the desire to constantly do something interesting, to use different incentives;

the need to be creative, extraordinary, open to new ideas and designs; a pedagogue who strives for creativity and is in search of ways to implement new ideas needs a personal space, an environment in which displays of creativity will be relevant and will increase the efficiency of the professional activity;

the pedagogue's need for professional development and personal development is the indicator of the desire for independence and self-improvement; such professionals should aim at acquiring the knowledge and skills necessary to succeed in the professional activity, seeking the continuous professional development.

All the listed professional needs of the specialist can act as influential motivational factors, however, according to modern scientists N. Pakhomo-va, O. Proskurniak, Kh. Saiko, the need for interesting work, filled with the
meaning and essence, with the elements of the social cortex remains the most powerful professional motivation.

2.6. The content of the affective block of the professional awareness.

Agreeing with S. Rubynshein’s view that a subjective form of expression of the needs of the individual is emotions and experiences, one can assert the belonging of the emotion to the processes of the internal regulation of behaviour. Emotions express the specialist’s appraisal of particular conditions at the motivational level, through which they promote, or, conversely, interfere with professional activity [13]. In the professional activity, emotions and feelings occupy a special place and determine the content of the affective block of the professional awareness. All professional activity is full of emotional manifestations and emotional overloads associated with a high level of responsibility, lack of information support, slowing down the progress of work, etc.

Professional emotions and feelings as an important factor in the interaction of the specialist with all the subjects of the professional environment are considered in the studies of E. Ilin, I. Matiukiv, C. Balducci, S. Mann, etc., in this case, the scientists, in most cases, consider the emotional contact as a necessary condition for pursuing the professional activity (especially the pedagogical one), which, in much, determines its effectiveness. The emotional state of a specialist is a kind of response of the functional system to the external and internal influences which arise during performing his/her professional activity [5].

In the context of this research area, one can assume that the essence of the affective block of the professional awareness of the correctional pedagogue is determined by the main function of emotions and feelings in the professional activity – the function of the internal regulation of the activity (evaluation of information, prompting to perform the necessary actions).

3. THE CONCLUSIONS AND PROSPECTS OF FURTHER STUDIES

Thus, the analytical review of the scientific sources on the problem of studying the structure of the professional awareness of specialists allows arguing that the separate components of the professional awareness of the correctional pedagogue – cognitive, reflexive, axiological, motivational, af-
ffective blocks, although interconnected with the general world perception of man, feelings, experiences, and ideas, however, are personified, do not constitute the personality consciousness. At the same time, the main criterion for assessing the professional awareness of the correctional pedagogue should be considered the level of forming each of his/her blocks. The definition of the structural blocks gives grounds for further study of the mechanisms of the professional awareness of the correctional pedagogue as the determining one in achieving professionalism.

References


Марина Омельченко. Професійний і особистісний аспекти у структурі свідомості корекційного педагога

У статті автор здійснює аналітичний огляд проблеми визначення співвідношення особистісного й професійного в структурі свідомості корекційного педагога як фахівця. Визначено актуальність проблематики, розглянуто результати наукових розробок провідних вчених з вивчення взаємозв'язку свідомості з професійною діяльністю особистості, вплив професійних і
особистісних факторів на професіоналізацію фахівця, структурні елементи професійної свідомості, представлені в психологічній літературі. З огляду на теоретичний аналіз наукових джерел, автор робить спробу модифікувати структуру професійної свідомості відповідно до виокремлення в ній п’яти ключових блоків: когнітивного, рефлексивного, аксіологічного, мотиваційного, афективного. За цією структурою, кожен блок має відповідні показники. Функціонування когнітивного блоку професійної свідомості корекційного педагога проявляється формуванням і збагаченням професійних знань; рефлексивний блок – формуванням професійної Я-концепції, адекватної самооцінки, можливостями самоусвідомлення; аксіологічний блок – розвитком орієнтаційно-ціннісної системи, стійкими професійними інтересами, формуванням, визначенням пріоритетів та авторитетів; афективний блок – регулюванням професійних емоцій і почуття, здатністю до емпатії, стійкістю до емоційного вигорання. Усі визначені блоки й їхні показники чинять пряме вплив на особистість корекційного педагога, що показано в структурі, а також обґрунтовано у викладені основних результатів дослідницької роботи; окрім цього визначається взаємовплив блоків: когнітивный-рефлексивного, рефлексивний-аксіологічного, аксіологічний-мотиваційного, мотиваційний-емоційного. Аналізуючи всі ці аспекти, автор вказує, з одного боку, на взаємозв’язок блоків професійної свідомості із загальним світосприйняттям людини, з іншого – їх уособленість, відокремленість від особистісної свідомості. Як основні критерії оцінки професійної свідомості корекційного педагога зазначено рівні сформованості кожного з її блоків.

**Ключові слова:** корекційний педагог; професійна діяльність; професійна свідомість; свідомість особистості; структура професійної свідомості.