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**Educational Studios:  
Theory and Practice**  
**Monograph**

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### 3.9.PROFESSIONAL SELF-REALIZATION OF TEACHERS OF HIGH SCHOOL IN INTERNATIONAL EDUCATIONAL-PROJECT ACTIVITY

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**Abstract.** *The article proves the necessity of developing a pedagogical incentive system in Ukraine, which would encourage high school teachers to professional self-realization in international educational-project activities. It is noted that the personal contribution to the theory and practice of school education is the development and implementation of pedagogical conditions for the encouragement of high school teachers to professional self-realization through educational and project activities. In practice, the pedagogical incentive system as an activation of the teacher's internal potential by means of educational and project activities, providing him with scientific and methodological assistance from the authorities of the educational administration, organization of cooperation and partnerships of educators with scientific organizations and social institutes turned out to be effective in practice.*

**Key words:** *the personality's self-realization, peculiarities of pedagogical work of the teacher of high school, stereotypes in education, promotion, stimulation, international educational project activity, cooperation in education.*

In the educational space, which has recently become open and accessible for a broad discussion of the actual issues of education and training of young people, the guidelines for professional self-determination and designing the future living space of each person are changing. Increasing the efficiency of pedagogical activity requires an appeal to the teacher's personality, because its identity and uniqueness reveal new prospects of professional self-realization, enrich the pedagogical experience with new ideas and views.

The specifics of the high school teacher's work oblige him to "awaken" the interest of senior students in designing the future, to reveal their ability to design in their personal and professional life, to imagine the prospects of their becoming as a person, an individual, a subject, to satisfy the ambitions and needs of their professional self-determination. Consequently, the said above is reflected in the existing contradiction between the social demand and the objective need of highly skilled teachers capable of self-knowledge and self-improvement in the educational space, and the inadequate identification of their own resource opportunities in educational and project activities. This is also explained by the lack of an incentive system that would encourage high school teachers to professionalize themselves in international educational and project activities.

The questions of teacher's self-realization are connected with the study of ways to increase his professionalism, professional competence, pedagogical skills and reveal in the following areas: preparing future teachers for professional activity through self-knowledge and disclosure of innovative potential (I. Gavrish, Y. Ermak, I. Konovalchuk, O. Mandrazhy, O. Popova); formation of readiness of future teachers for professional self-realization in the process of professional and psycho-

logical-pedagogical preparation (I. Lebedyk, A. Lisnichenko, V. Mazin, L. Rybalko); improvement of qualification of pedagogical workers in the system of postgraduate pedagogical education (L. Armeyska, N. Bilyk, O. Marinovska, T. Sorochan, R. Chernovol-Tkachenko); stimulation of teachers for professional self-realization and development of its components (A. Zarytska, O. Kolodnitska, I. Kharkavtsiv, L. Suschenko) [1-7].

Traditionally, additional stimulation of the teacher to educational and project activities is encouragement, based on individual interest in educational projects, extraordinary certification and obtaining the pedagogical titles of the senior teacher, teacher-methodologist, awarding diplomas of various levels, breastplates, free trips and trips to the theater. However, nowadays this is not enough and there is a lack of experience in encouraging high school teachers to professional self-realization in international educational-project activities. The incentive system should be geared towards the needs of the teacher's professional self-fulfillment, their satisfaction.

**The purpose of the article.** To prove the need to encourage high school teachers to professional self-realization in the international educational-project activity; to expand the imagination of the practice of encouraging high school teachers to professional self-realization in international educational-project activities.

**Methods of research:** theoretical - analysis, comparison, systematization of different views of scientists (philosophers, psychologists, teachers, acmeologists) on various aspects of the problem of teacher's self-realization; empirical - observation of the teachers' work; testing, interviews, conversations, analysis of acting products in order to identify teachers' attitude towards professional self-realization.

The research for the first time is theoretically substantiated and experimentally verified pedagogical conditions of professional self-realization of high school teachers in educational and project activities, as: stimulation of positive motivation of professional self-actualization of high school teachers in educational and project activities; providing high school teachers with scientific and methodological assistance in disclosing their educational and design potential from the authorities of the administration of education, administration, district and school methodological associations of teachers; creation and implementation of educational projects with senior students and various educational and social institutions (higher educational establishments, scientific institutions, family, public organizations).

The effectiveness of these pedagogical conditions is evidenced by the positive dynamics of the levels of teachers' professional self-actualization (high, medium, low), which was manifested by means of refined criteria with the relevant indicators, such as:

- motivation-potential (the desire to realize its own potential in educational-project activities, the desire to succeed and avoid failures);
- cognitive-activity (knowledge of own professional «I» -concept, the

essence of educational and project activities, its significance for achieving the goal and the result of teachers' professional self-realization, the method of creating and developing educational projects, age features of senior pupils and the features of profile education; designing skills to put the purpose of professional self-realization, to plan, model, construct a new educational product, to organize work in the creative group on the basis of cooperation and partnership);

- reflexive-personal (analysis of the results of educational and project activities and adequate self-assessment of the degree of self-activity, initiative, creativity, independence, communicative and organizational abilities).

The need to stimulate the positive motivation of professional self-realization of high school teachers in educational and project activities is due to the needs of teachers to design a successful professional career, to enjoy the work in educational projects, to create their own image and authority in order to increase the social significance of the teacher's profession. We found a number of factors, internal (stereotypes work traditionally, focus on a knowledgeable paradigm, and not on personality development, unwillingness to change oneself, weak development of willpower, anxiety, low level of self-organization) and external nature (lack of opportunities for material stimulation and financing of educational projects, underestimation of the results of educational activities by teachers on the part of the administration and in district competition competitions) that negatively affect the professional self-realization of teachers. Such obstacles reduce the level of teachers' professional self-actualization, lead to uncertainty in the results of search activity, anxiety in the process of implementing educational projects, low self-esteem of their own educational outcomes. At the same time, the elimination of obstacles facilitates the teacher's solving of creative tasks both intellectual and practical, revealing them the novelty and practical significance of the topic of research, the presentation of the results of educational and project activities at the areal, regional, international levels.

Teachers were explained the importance of setting the goal of professional self-realization, correct matching of their own potential and requirements for educational and project activities, adequate assessment and correction of their own educational outcomes. The examples of educational projects «Intelligence of Ukraine» (directed by I. Beh, I. Gavrish), «Gifted youth» (directed by L. Karpova), «Lyceum education of schoolchildren» (directed by S. Kirichenko) proved that the effectiveness of teachers' professional self-actualization increases in the process of cooperation, because self-perception is itself due to the development of collective thought and partnership, the satisfaction of realizing their own position as a result of teamwork. Removing the obstacle «lack of time» was due to self-management exercises, in which teachers realized the role of designing in organizing their own activities, increasing the level of self-organization. At the meetings of methodological associations, they discussed topics: «What is teacher lacking for educational and project activities?», «The role of educational projects in raising the teachers' methodological competence». Scientists were invited to the methodological seminars on the topics: «The teacher's innovative activity »,

«Priorities in education and in own activities», «Implementation of acmeological ideas in school education». The assimilation of these topics increased the confidence of teachers, eliminated their anxiety in the implementation of educational projects.

Preparation for the annual scientific and practical conference «Lyceum Education and Contemporary Science» positively influenced the identification of teachers' resource opportunities, senior students and parents. Experienced teachers demonstrated the results of educational projects on the Days of Educational and Methodological Departments «Country Studies», «Philology», «Integral», «Natura», they invited to other schools and shared experiences.

According to the data of the pilot study, teachers (264 people) state that for their effective professional self-realization they lack: a) the experience of organizing and executing educational projects, information on educational projects, selection criteria for the participants (32%); b) well-coordinated interaction in implementing joint educational projects with parents and senior students (25%); c) modern material and technical base, equipped with modern information and communication means of the workplace (21%); d) creative initiative team of like-minded people, positive attitude of colleagues and scientific and methodological assistance from the administration (14%). Some teachers (8%) are indifferent to educational project activities. Thus, based on the results of the survey, own experience in the development of educational projects, it has been found that teachers need scientific and pedagogical assistance in the disclosure of educational and design potential.

Teachers were encouraged to work the author's scientific and methodical seminar «Theory and method of professional self-actualization of senior school teachers in educational and project activities». The teachers together projected the image of the future student and the place of the teacher at the school of the future, they simulated an individual trajectory for the development of the teacher's educational and design potential, and developed a model of a graduate of the lyceum. Together with the Methodists developed and conducted the training «Educational-project activity of the teacher», in which the teachers did exercises such as «Image of the scientist», «Types of the personality of the scientist», «The qualities which the researcher possesses», «The teacher is the organizer and the executor of the educational project», «Change the point of view on the object», «Statement of purpose, tasks, formulation of the hypothesis on the topic of research».

For teachers it was created a master class to develop an educational project «Involving students in scientific activities through participation in the tournament movement», where, during the simulation game, each participant had the opportunity to try himself as a speaker, an opponent and a reviewer. Teachers performed tasks for the development of the ability to focus on the main, synthesize the ideas of other people, to identify their own point of view; viewed video footage of educational tournaments for senior students.

Scientific and methodological assistance to senior school teachers was of

a differentiated nature. For teachers who did not have experience in educational and project activities, they used algorithms for developing educational projects, offered to solve professional situations, cited examples of generation of their own ideas, exercised imagination and observation, acquainted with the materials of developed educational projects, conducted a scientific and methodological seminar on the theme: «Organization of self-education activity of the teacher», compiled a plan of self-education, developed the educational route of the teacher. Teachers who had experience in educational and project activities raised their professional self-realization by initiating new educational projects, attracting senior pupils and parents, designing electronic textbooks on educational subjects, designing the process of preparing senior pupils for testing, and mastering foreign languages. Teachers used the information and skills of educational and project activity in designing the presentation of the subject lessons, conducting circles, organizing a research organization of schoolchildren, and preparing senior pupils to perform competitive research papers.

In the current conditions, the teacher must prepare students for the socio-cultural educational space in which they find the meaning of life and are determined by the profession, which requires a change in the structure of the teacher's relationship with other educational and social institutions. The cooperation of high school teachers with the teaching staff extends the teacher's outlook and the limits of professional self-realization, promotes the acquisition of additional knowledge and skills in preparing high school students for subject competitions and competitions. Joint educational projects bring the theory closer to practice, raise the interest of teachers in exchanging pedagogical ideas and experience in educational and project activities, replenish the thesaurus of working terminology on pedagogical technologies and author's concepts, and stimulate a pedagogical experiment. Establishing communication with scientific institutions increases the scientific depth of self-knowledge of teachers from educational subjects, promotes acquaintance with scientific developments and new equipment, forms an impression about the practical application of scientific knowledge by schoolchildren. In the work of public organizations, a teacher implements organizational and communicative abilities, develops his own socio-cultural competence and helps senior students in designing ways to implement their own Self in society. Interaction in joint educational projects contributes to a better understanding of the needs of senior pupils, correction of their behavior, adjustment of family relations, contact between parents and senior students.

Within the framework of the developed educational project, according to the directions of cooperation, the following programs were implemented:

- 1) «Steps to Higher Educational Institution» - the teachers established the correspondence of the depth and orientation of the subject material they are teaching, analyzed the quality of preparation of senior pupils for testing on educational subjects, the requirements of a particular higher school, faculty, specialty;

2) «The future of science and technology» - teachers and senior students were introduced to the organization of various types of production, senior students designed their own future according to the scheme «school - higher education - production or science», received new information teachers included in the material on educational subjects, singled out its practical significance, used the bases of scientific institutions for professional orientation activities, showed students who are prone to scientific activity;

3) «Civic Position of the Person» - the teachers got acquainted with the normative and legal bases of the activity of the volunteer movement, the ecological state of the Kharkiv region, the overcoming of human crisis situations - dependence on alcoholism, drug addiction, measures to prevent HIV / AIDS, tuberculosis;

4) «Pedagogy for All» - popularized the profession of a teacher during the organization of the Day of Pedagogy in the Lyceum, the work of university departments in the School of Economics and the combined scientific and methodological studies for teachers, heads of institutions, and teachers. At the Open Door Day, the teachers presented with their students their own editions, talked about graduates who became famous people in Ukraine and abroad, delivered presentations at pedagogical councils, meetings of methodological associations. The best teachers were invited to be methodologists from the pedagogical practice of students.

**Conclusions and results.** The study proves the need to develop an incentive system that would encourage high school teachers to engage in international educational and project activities. In general, the educational and project activity of teachers is understood as designing in the pedagogical process, self-designing of positive changes in pedagogical activity, creation and implementation of educational projects.

According to the results of monitoring studies, the number of teachers who were interested in educational projects showed intentions to succeed in pedagogical activities, appreciated the work in educational projects for creative self-expression in pedagogical activities (in experimental groups the increase was + 66.3%). The number of teachers (+ 54.5%), who worked at the creative level, took an active part in educational projects, trained students for competitions, and had winners. The effectiveness of professional self-actualization of high school teachers shows their received awards, letters of praise, letters of instruction, pupils' victories on subject competitions, competitions.

**Prospects for further research.** The study does not exhaust all aspects of the affected problem. Prospects and further explorations are the involvement of the development of an incentive system for administrative bodies, which would contribute to the successful establishment of educational projects at the international level.

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