DEVELOPMENT OF THE PROFESSIONAL IDENTITY OF FUTURE TEACHERS IN THE ENVIRONMENT OF SERVICE LEARNING

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Abstract

The article highlights the results of research on the peculiarities of the implementation of service learning for the community, organized as part of the training program for future teachers, it integration into the educational process of universities, approaches to the definition of current issues of communities as future topics of service learning. It is proven that the organization of the educational process as a component of service learning contributes to the development of the professional identity of the future teacher. The peculiarities of the organization of the educational-scientific pedagogical project as a learning technology aimed at forming the professional identity of the future teacher and laying the foundation for the implementation of the third mission of the university by means of service learning are highlighted.

Key-words: service learning, future teachers, educational-scientific pedagogical project, professional identity of the future teacher, third mission of the university.

Formulation of the problem. The problem of the professional identity of an individual is an important subject of research in various fields of humanitarian knowledge. The professional identity of the future specialist is a system-forming property of the individual and ensures self-acceptance of oneself as a professional, motivation for professional development, quick adaptation to new conditions of professional activity, and becomes an internal source of professional and personal growth. The future teacher's emotional and positive acceptance of his belonging to professional training at the early stages of professional training ensures a thorough, more conscious mastery of the profession, the future teacher's activity in professional formation, building prospects for professional self-development.

Work experience and annual research revealed a low level of development of future teachers' professional identity in the second year of study, and as a result, a low level of learning motivation. From the third year, students master the methods of teaching disciplines, so it is important to develop their professional identity in a targeted way.

Analysis of current research. The mission and idea of the university are substantiated in the works of V. Humboldt, D. Newman, K. Jaspers (Jaspers K., 2002), H. Ortega-iGasset, etc. Comparative pedagogical studies of certain aspects of the development of pedagogical education abroad are highlighted in the works of O. Zabolotnaya, H. Ivanyuk, M. Krasovytskyi, N. Lavrychenko, O. Lokshina, O. Ovcharuk, O. Ogienko, A. Sbrueva, S. Sysoeva, I. Taranenko, G. Stepenko. etc.

In recent decades, the researched problem has become the subject of increased attention of such foreign scientists as N. Allen, R. Bogler, A. Hoffmann, M. Graunaier, A. Huberman, S. Day, G. Kelchtermans, A. Kington, G. Philippou, V. Chen, S. Cherelembouz and others. The professional identity of a teacher is considered by scientists in the context of the psychology of personality development (I. Beh, G. Bordovskyi, I. Icaev, O. Kochkurova, S. Maksimenko, A. Mudryk, K. Torop, V. Shadrykov, L. Shneider, etc.) ; psychological features of the formation of a teacher's professional identity are presented in the scientific studies of such researchers as

O. Anicimov, V. Davydov, M. Kashapov, M. Pavlyuk, etc.; problems of the formation of the teacher's professional identity are considered by scientists M. Abdullayeva, G. Garbuzova, V. Galuzyak, O. Yermolayeva, N. Ivanova, I. Vachkov, O. Hrynyova, N. Hoga, O. Ishchuk, M. Klishchevska, V. Koziyev, A. Lukiyanchuk, O. Romanyshina, M. Savchyn, V. Safin, M. Sherman, V. Yakunin and others.

The purpose of the article: to investigate the features of professional identity development of future teachers in the environment of service learning.

Research methods. To achieve the goal, the following methods of psychological-pedagogical research were used: theoretical - categorical-terminological and comparative-paradigmatic analysis - to substantiate the stages of the model of the formation of the early professional identity of future teachers by means of project-training technologies; comparison, generalization, systematization, systematic, structural and logical analysis - in order to determine the stages of formation and structural components of the early professional identity of future teachers; abstraction, synthesis; modeling - for the development and theoretical substantiation of a structural-functional model of the pedagogical system of forming the early professional identity of future teachers by means of project-training technologies; forecasting - to build the structure of the pedagogical system, clarify the relationships and integration of its components; empirical: interviews, questionnaires, surveys, observations, generalization of teachers' pedagogical experience, diagnosis, introspection, self-observation, method of analysis of activity products - for the purpose of experimental verification of selected stages of the pedagogical system of forming the early professional identity of future teachers by means of project-training technologies.

Presentation of the main research material. It has been found that the formation of future teachers' professional identity is non-linear, wave-like, and goes through crises that are important for its formation. We have found a decrease in all indicators of the formation of early professional identity of future teachers in second-year students compared to first-year students.

Early professional identity of future teachers (EPIFT) we define as:integral, dynamic, unstable, focused on external factors awareness and acceptance of the future teacher as a professional in the context of personal and social identity in the early stages of vocational and pedagogical training at higher education institutions

The structure of early professional identity of future teachers is represented by the following components
- cognitive-valuable (image of the profession, image of the professional, professional knowledge, skills, abilities, beliefs; awareness of professional roles and responsibilities, professional meanings);
- emotionally-reflexive (emotionally positive attitude to: himself as a subject of educational and professional activity, teaching profession, professional group, identification with representatives of the professional group);
- motivational and activity-based (readiness for self-realisation in the teaching profession, availability of areas of professional development, awareness of professional prospects) [4, c.355].

The morphological analysis of the definition of psychological and pedagogical conditions for the formation of early professional identity of future teachers
- modelling professional situations (0.96);

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- use of practice-oriented tasks (0.89);
- integration of future teachers into the professional community (0.79);
- activation of reflection and identification (0.76);
- supportive environment of practicing teachers (0.74);
- modelling images of future professional activity and oneself in it (0.67);
- training forms of personal and professional identity formation (0.64);
- acceptance of a student as a teacher by the professional community (0.55) [5, c.330].

Technology that takes into account the designation of conditions was selected - educational-scientific pedagogical project (ESPP) is a pedagogical technology based on the integration of academic discipline "Pedagogy", educational pedagogical practice and pedagogical research by future teachers, united by a relevant educational topic, based on the joint school and university project (students, lecturers, administration and teachers of secondary education institutions).

Educational approaches to the creation of ESPP: Project-based learning, Problem-based learning, Student-centered learning. The basic principle of ESPP organization-learning in practice, with practice, for practice. Participants in the educational process at ESPP are pupils, students, teachers, scientists, lecturers

The planning of an educational and scientific pedagogical project begins before the start of the academic year. In cooperation with the head of the practice, teachers of school, the topics of the upbringing week are determined [8, c.433]. This issue becomes a systemic, cross-cutting issue in the organisation of the Educational-scientific pedagogical project, determines the content of the topics of the discipline "Pedagogy", the topics of practice at school and the direction of the students' course pedagogical research.

The research stage involved students conducting a psychological and pedagogical study of pupils' attitudes towards the selected topical issue of the project. As part of the study of the discipline "Pedagogy", students study the features of psychological and pedagogical research methods, develop their own questionnaire (individually or in creative groups), receive expert advice from school psychologists, and conduct research at school. The results of this study become the basis for the course research and the choice of topics for educational work during the internship.

For example, within the framework of the online EPSP "Emotional Intelligence: A School and University Project", when planning to study the gender peculiarities of the development of students' emotional intelligence components, students assumed that they would get lower results for boys than for girls, since students believed that boys understand the emotions of others worse. The results of the overall level of emotional intelligence development did indeed reveal the predicted trend. However, a deeper look at the results showed that boys showed higher results in the components of understanding their own emotions and understanding the emotions of others, but the results in the ability to show emotions were much lower.

The results of student research prompted changes in the purpose and content of educational work at school, with an emphasis on the ability to show emotions in exercises for boys and to understand emotions for girls.

The modelling stage involved the development of a system of educational activities at school by students in collaboration with practicing teachers; testing of the developed materials

in the academic classroom; development of pedagogical skills [7, c.379]. At this stage, training technologies are widely used (to develop pedagogical skills of future teachers) and training exercises for the development of professional identity.

The fourth stage of the ESPP - on-the-job training - involved the implementation of an educational product created jointly by students, teachers, lecturers (school-wide events, game lessons, mutual observation, reflection among professionals). Starting the academic year and the study of the discipline "Pedagogy", students have time to realise the importance of their future research, upbringing work for schoolchildren, to prepare for the tasks of practice, to test fragments of upbringing activities in the academic audience.

In contrast to traditional higher education, the proposed model involves subordinating educational goals to a single practice-oriented goal that is relevant to students and the community (tolerance, anti-bullying, waste sorting, etc.). Thus, lecture work, research and individual work of students are focused on solving the intermediate tasks of the chosen project. Of course, not all educational goals of a discipline can have a direct continuation in an educational project. Therefore, we should not try to combine all the goals, as such a process will become illogical, artificial, and irrational, and may overload the tasks of the three components of the pedagogical component of second-year students' training: academic discipline, course research, and practice.

The study revealed significant differences in the formation of the early professional identity of future teachers in the experimental group compared to the control group. The results at the end of the experiment demonstrate greater positive dynamics in the experimental group, which was involved in the Educational and Scientific Pedagogical Project

We consider an educational and scientific pedagogical project as a form of service learning, an opportunity to implement the "third mission of the university" in community development, focused on the production of knowledge based on the needs of the community, a tool for scaling knowledge, its dissemination, and the development of communities to which the university belongs.

Service-learning is a joint initiative of the university (other educational institutions) and the community (public organisations, community representatives, professionals), based on the needs of the community, implemented within the framework of the agreed position of the parties concerned and providing a valuable service to the community and integrated into the educational process of universities. It is important to add in this context,that in 2018 we created the NGO "Educational Studies" together with students, which gives us the opportunity to raise funds and to disseminate and scale projects and repeat them in communities.

Conclusions from the conducted research. The educational and scientific pedagogical project integrates the characteristics of several types of projects: educational, research, educational, projects of individual development, projects of social action. The following principles are characteristic of ESPP: conceptuality, systematicity, efficiency, reproducibility. The content of the ESPP provides for the integration of the components of the system of professional and pedagogical training of future teachers of the second year of study. ESPP integrates project and training technologies; traditional forms of organization of student education (lecture, practical session, independent work, etc.); and developed special ones (training sessions, training consultation, etc.). The unification of the components of the professional and pedagogical training of future teachers with a common practical-oriented goal,

the implementation of which in the form of a large-scale project showed effectiveness in the formation of the professional identity of the future teacher. Prospects for further research consist in determining the psychological and pedagogical conditions for the formation of the early professional identity of future first-year students by means of ESPP.

Thus, the concept of the ESPP as a joint project of the school and the university ensured the immersion of students in a professional environment, pedagogical activity, the space of creativity, the creation of a pedagogical product for specific groups of students, in collaboration with professionals, and developing projects jointly by students, psychologists, teachers, and university professors. Service-learning as an educational approach combines theory and practice, giving students the opportunity to participate in the creation of services that meet the needs of the community, followed by a discussion of the experience in the classroom. Service-learning helps to develop the professional and civic identity and social responsibility of future teachers.

Therefore, service learning allows students to develop professional and cultural identity, competences and strengthens their civic activity. This form of education and partnerships with the community contributes to personal growth of students, improvement of communication skills, problem solving, teamwork, critical thinking, ability to create new innovative solutions. An important aspect is the development of professional and social responsibility of future specialists.

Educators have various ways of applying theoretical knowledge in communities, in the context of the real environment. During their studies, they can perform tasks related to their future profession and thus acquire skills that they can apply in their future careers.

The educational process of universities combines elements of theory and practice, eliminates the gap between the academic curriculum and the future career of students, and the gap in the development of skills necessary for work. Teachers will receive an effective tool for systematic updating of the content of educational material, approbation of educational tasks, overcoming the gap between knowledge and practice, and examples of the best examples from the professional sphere.

For the community, service training is a process of regional recovery and support, promotion of public goals. Partners from communities have access to modern knowledge and technologies, are customers of educational services and initiators of developing initiatives for the community. The needs and requests of the community become the basis for service learning, aimed at public welfare and public benefits, volunteering in the community, social participation and responsible citizenship.

At the same time, there are difficulties in the development and implementation of service learning: unification of the content of educational tasks, as they are determined by the needs specific to each community; limited time and conditional stability of the community's request for services, this causes changes in educational tasks; significant preparatory work of the project team (scientists, practitioners, community representatives, education seekers, etc.); the interest of the parties (the needs of communities do not always correspond to the content of the disciplines and vice versa), etc.

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