

**Opalyuk Tetyana –**

Ph.D. (Pedagogy), Assistant Professor at the Social Pedagogy and Social Work Department, Kamyanets-Podilsky Ivan Ohienko National University, Ukraine.

A range of scientific interests: the study of didactic principles of the formation of social reflection of future teachers in the process of humanitarian disciplines studying. The author and co-author of over 80 scientific and methodical works. The scholar of the Cabinet of Ministers of Ukraine as a young scientist.

e-mail: pidgorna87@ukr.net

DOI <https://doi.org/10.32405/2411-1317-2018-4-38-44>

UDC: 316.628:[316.3:159.955.4:37.011.3-051]

PERSONALITY'S SOCIALIZATION MOTIVATION AS A FUNCTIONAL AND STRUCTURAL COMPONENT OF A FUTURE TEACHER'S SOCIAL REFLECTION

The article researches the problems of personalities' motivational sphere peculiarities in regard to their socialization as a component of a future teacher's social reflection. We have analyzed theoretical backgrounds of motivation (mechanisms, structure, development factors) according to the general priorities of the modern education in general and professional in particular and in their context – the motivational-socialization component within the structure of social reflection. We have suggested approaches to the determination and grounding of the major motives of the social-reflective competence of a teacher, who implements one's socialization functions as a student, the formation of preparedness to fostering of schoolchildren's socialization in one's future professional activities. We have also determined the requirements to the improvement of the efficiency of the socialization motivation of future teachers in the process of their social reflection development at the professional becoming stage.

Key words: motivation; motivational sphere; social reflection; social-reflective competence; personality's socialization; sociocultural environment.

Articulation of the issue. The articulation of the problems, related to personalities' socialization at the current stage of the state's development is grounded by:

- a) Fundamental change of the social and economic development paradigm, shifting towards the standards of democratic state building, market economy and respective change of basic social values;
- b) reformation of the society's social structure, people's significant disorientation in the system of social relations;
- c) domination of spontaneous social processes, leveling of public administration mechanisms in social sphere;
- d) challenges and controversies of the transition period, crises in versatile areas of activeness.

Understanding theory and practice of personalities' socialization is of special importance for students – future teachers, because they have to be concerned with these processes not only by securing their own socialization, but also to foster in future that of schoolchildren, forming their ability to be subjects of integration into social environment.

It's natural that social adaptation of a future teacher is mostly related to:

- e) the necessity to integrate into the environment with new purposive and value priorities;
- f) strengthening self-sufficiency and thus the actualization of the problems of self-determination, self-regulation, self-control;
- g) the importance of a reference group search, meeting the needs for communication, interpersonal equal, democratic and collaborating intercommunion;
- h) integration into the sociocultural environment of a region in order to meet the spiritual, esthetic, intellectual, developmental and other needs.

Analysis of the latest research and publications. The following scholars have been studying various aspects of personalities' socialization and its motivational component in particular: T. Alekseenko, O. Bezpalko, I. Zvereva, M. Živitere, A. Kapska, M. Lukashevych, E. Minkov, A. Orlov, S. Savchenko, V. Semichenko, I. Yakimanska. They have suggested fundamental approaches to the interpretation of the essence of the socialization processes, its tasks in the system of professional training. Has been formed a fundamental methodological basis of the further research of the mentioned processes, concentrating upon their components and aspects, in particular of the motivation of students' socialization, mechanisms of its formation under the conditions of competency-based education system development.

The purpose of the article is the interpretation of the essence of the personalities' socialization motivation as a functional-structural component of a future teacher's social reflection; the determination of key motives, their structural organization, the provisions, which can secure efficient practical realization within the system of vocational education.

Presentation of the major material. The concept of socialization is a complicated and multifunctional one, that is why there are a lot of options of its interpretation. A sociologist M. Lukashevych defines the socialization process as a comprehensive multilateral "process of a personality's development as a social being, during which are established different links of the personality with the society; orientations, values and norms are adopted; activeness and integrity of the personality is formed, social experience, accumulated by the humanity for its entire development period is acquired" [2, p. 31].

In this process it's hard to overestimate the significance of motivation which is interpreted as one of the most important factors which induce a person to act, contain sort of energetic primary source, which guide the person's activeness in a certain sphere of activities, thus granting their purposefulness. Of special importance is the motivation problem within the system of a specialist's professional training, including that of a future educator. The scientific literature contains different approaches towards the interpretation of the concepts of "motive", "motivation", "motivational sphere", including those related to the pedagogical activities of a teacher. Taking this into account, E. Minkov defines the concept of motivation as "a special condition of a subject, which, as it appears, may directly cause the subject to conduct a corresponding action (behavior act, conduct, a fragment of action) here and now and is a subjectively specific emotional experience, and inside the brain – a stimulation of an "ensemble" of specific integrated neural structure" [3, p. 23].

Most scholars are unanimous in their defining the motive as a complicated, multilateral psychological formation, which has a high motivational potential. Transforming the mentioned positions upon the sphere of professional training of a future educator, we are emphasizing the motivation as a subjective determinant of the process and results of students' professional education which is naturally based upon such kinds of motivation as: meanings, aims, needs, interests, inclinations, commitment, etc. Apart from the professionally defined ones, such socially oriented motives as satisfaction of vital needs, preserving one's life, securing psychological comfort, personal self-esteem, acknowledgement of the achieved success, etc. is also important. All of them are interdependent and have direct impact not only upon the quality of living environment, but also upon the efficacy of professional training.

The problem of researching the motivational sphere of students' personalities, its implementation in the system of professional education is of special importance and complexity at the stage of transition to the competency-, personality-oriented education, for which the cornerstone factor is the activeness of a personality, its self-actualization not only in the educational environment, but also in the loving and

social ones. If the personality-oriented education is defined as an interaction of experiences of the one who teaches and the one who is trained then there is no need to prove that the student's experience is certainly a personally determined integral formation, that in the student's consciousness objectifies not only the understanding of theoretical and practical grounds of professional activeness, gained during studying at a higher educational establishment, but also the life experience, social practices, obtained as a result of one's own experiments, excitements, active acknowledgement of life and one's place in it, surrounding social reality in the complex of its contradictions and development dynamics.

As mentioned by M. Živitere and V. Ryashenko, students' educational activities motivation is multisystem. This mechanism has both, objective and subjective reasons. The major ones are life sustenance, personal development, educational activity, social interaction, professional becoming. This means that any kind of students' activities includes projections of the corresponding subsystems. Absolute predomination of each of these subsystems leads not only to the violation of balance, but also to significant future deformations. At the same time, the specific of the students' period is such that the key factor (for objective reasons) is their professional becoming. This is why the professional becoming has to secure synchronization, mutual compensation, complementarity of all other components of the system [1]. Transforming the positions onto the educators' professional activity, it's necessary to mention that their motivational sphere is formed not only in the purely didactic and professional context, but also within the broad social-cultural one, integrating educational, professional, social, vital values and needs. Reflexive processes which embody the analytic and diagnostic functions also have to cover the social sphere, securing multifunctionality, integration of one's self-consciousness, the processes and results of one's educational and professional activities.

As in the process of a future educator's social adaption, as well as in the formation of one's motivational sphere reflective functions, which are interrelated and interdependent, are embodied. We may analyze the peculiarities of personalities' socialization motivation from the perspective of a system-synergetic approach to the interpretation of the phenomenon of the future teacher's social reflection, its elaborated structural organization in accordance to which the following components have been outlined: motivationally-socialization (the future teacher's personal motivation for socialization), values-oriented (socially valuable orientations), cognitively-semantic (meaningfulness of the educational process in the context of the future teacher's social reflection formation); instrumentally-active (attraction of the educational process subject at the pedagogical higher educational institution to the social and subjective kinds of activities as means of the future teacher's active socialization); socio-analytical (acquiring the ability for evaluative and reflective activities when solving socially significant situations in the educational process) [4].

We shall mention that despite outlining the motivationally-socialization component of the social reflection as a separate one, which determines the necessity for social reflection in the future professional activities, it is also represented in each of the following elements thus integrally making a complicated formation with the defined complex of links and interdependence. Students are forming a conviction that social reflection is based upon a student's necessity for socialization and is perceived as a way to form harmonized, mutually developing relations with the environment, as a factor of the formation of activeness, subjectivity towards the social environment and one's own living space.

When analyzing the structure of the future teacher's personality socialization motivation, it's important to mention the considerable relative share of the reflective processes which are predominantly related to the personal adaptation to the social environment during one's professional becoming: a) comprehension of the purposes of integration into a corresponding social environment (region, city, students' collective, immediate circle, groups of interest, groups for spontaneous implementation of certain functions, etc.), analysis of opportunities and development prospects with the corresponding environment and its subject of mutually beneficial relations; b) self-rating of one's potential for constructive interaction, overcoming possible difficulties, resolving conflict situations; c) self-analysis of the capacity to secure positive microclimate, favorable atmosphere in the process of interpersonal relations.

On the other side, we can see the actualization of the professional necessity to form the ability for motivation of the socialization of future schoolchildren, encouragement to setting adequate

aims, selection of means and methods of the formation of constructive relations with social environment of different levels and kinds, self-analysis and self-correction of these processes. In this context the reflective processes are related to the self-esteem of the teacher's (future teacher's) readiness to organize and manage this complicated activity, abilities to project on it the process of one's own self-perfection.

The future teacher can program the work in the motivational sphere in: a) the static dimension as analytic and reflective activities in researching, comprehending and evaluating the present complex of urgent social and professionally important motives; b) dynamic, centered on the processes, mechanisms, forms and their development methods, optimization, bringing in balance with topical issues and possibilities of their implementation.

The peculiarities of the motivational sphere of the educator's social activities can be characterized by using the centering mechanism (according to A. Orlov's theory). He defines centering as the specifically constructed interaction between a teacher and students, based upon empathy, unbiased acceptance of another person and congruence of their emotional experiences and behavior. At the same time the centering is defined as the result of personal growth of both, the teacher and the students, progress in their communication, creativity, subjective (personal) advancement in general [5, p. 142]. Thus, according to A. Orlov, a teacher's personal centering is "integral and backbone" characteristic of an educator's activities, defining value priorities, style and attitude within the system of interpersonal relations.

A. Orlov describes seven major kinds of centering, each of them may dominate in one's general pedagogical activities as well as in specific pedagogical situations [5, p.142-143]: self-centered (centering for the benefit of one's own self); bureaucratic (centering for the benefit of the administration, executives); conflict (centering for the benefit of the colleagues); authoritative (centering for the benefit of the students' parents); cognitive (centering on the requirements of the and upbringing teaching mode); altruistic (centering for the benefit of the students); humanistic (teacher's centering, based upon the benefit (exhibition) of one's nature and that of other people (administrator, colleagues, parents, students)).

The centering mechanism gives an opportunity to determine in the system of the motives for the realization of an educator's social functions, on which students are oriented, the basic, core ones, which direct the configuration and hierarchy of interdependent motives, defining the type and particular characteristics of a personality's socialization. The future teacher's ability for reflection gives an opportunity to detect and analyze, to which extend the motivational sphere is centered on the positive motives (according to A. Orlov's classification – authoritative, cognitive, altruistic, humanistic [5, p.142-143]) and which factors precondition these processes.

The maturity of students' motivational readiness for the implementation of socially-pedagogical, socially-reflective functions is a complex structured formation, at the heart of which lie *basic* motives: altruism – activeness, related to unselfish care for a different person and affiliation – the necessity for interaction with the surrounding people, provide them assistance through communication and support), which integrally precondition the formation of a personal trait, which defines the character of social interaction with other people (in professional activities with schoolchildren) and implements the need for unselfish assistance to others. Naturally, this leads to the appearance of *concurrent* motives, which have immediate personal value (self-actualization, experiencing success, gratitude from people around, other's readiness to help).

For this very reason the motivation of students as future educators, in the sphere of socially oriented activities, is determined by the necessary individual psychological peculiarities, like optimism, belief that a child is able to reach success in education and life in general, treating a child as a personality, ability for interaction with them on democratic principles, emotional sensitivity, ability for empathy, harmonization of relations with schoolchildren, reaching harmony with oneself.

In this context we lean towards the idea of the Ukrainian psychologist V. Semychenko, according to whom the major specific of the pedagogical activities lies in its orientation on another person. It defines the implementation levels of this structural element of pedagogical activity. The first level: teachers' motivational sphere covers the range of their vital needs, and fitting them preconditions the character of their activities. Students, the taught subject, and relations with colleagues become a toll to fit those needs.

The second level is that of formally role-based correspondence which in one hand limits the sphere of fitting the needs localizes it in the school-specific functional relations. On the other hand, teachers' behavior starts to be greatly dependent on which motives they think are acceptable. Sometimes the teachers themselves, having reached this level (jumping over the first one), refuse the fullness of self-actualization. The third level is mainly determined by the shift of teachers' attention on the students' needs [6, p. 307-309].

The mentioned levels can also serve as the stages of the future educator's motivational sphere development, purposefully shifting from the predominating egocentric motives to the altruistic ones. And this doesn't mean that they exist "purely", motivation is a complicated configuration, which includes all kinds of motives, and the important thing here is not to let the negative, egocentric ones become leading, determinative in social and pedagogical activities

In the aspect of the activating of the processes of a personality's socialization, and their motivational sphere in particular, the most efficient is the influence of the social environment (direct and indirect ones), along with social influence, which is implemented through the specially organized educational system (teaching and upbringing). There is no need to prove the fact of interdependence of the mentioned subjects of influence (social conditioning as a principle of education). For this reason of special importance becomes the problem of studying the level and specific peculiarities of the mentioned subjects' interaction in order to assure their best possible interrelation, process management. A common problem is the development of social reflection in the context of the abovementioned processes, which are based on self-awareness, self-analysis, self-diagnostics, self-esteem, self-determination (integrally – self-cognition), which is the basis for securing purposefulness and the efficacy of the processes of self-actualization, self-development, self-cultivation, self-education, self-perfection through the individual, optimal for every personality, development pathway. In the light of the education peculiarities, its sociocultural potential upon the formation of the motivational sphere of a personality's socialization: through the system of student's educational and upbringing system organization; the formation of a friendly, non-confrontational educational environment, that is based upon the system of interrelations among the subjects of educational activities; personified self-development, formation of the position of a social development subject upon the "self-conception".

The abovementioned theoretical analysis of the problem, the results of the experimental learning gives us an opportunity to define **the major motives of a teacher's social-reflective competence development**, when exercising one's functions of socialization, along with fostering schoolchildren's socialization in future professional activities. It's hard to overestimate the social value of the education, because it forms the major capital of erudition in the society, determining its development prospects.

1. Motive of the formation of capacity to comprehend innovative processes in education, their essence, logics, character of social conditionality. In general, the social function of education is implemented through the preparedness of the young generation to living in social reality, which tends to constant changing. At the same time, it is the education that sets standards, lays the grounds for the state's social development, and forms a future human. It's important to analyze the problems of the evolution of the educational paradigm in its social context, since every stage of the society's development defines an adequate system of education and upbringing.

2. Motive of the adaptation to the innovative social development, intensification of the process of a personality's socialization during the reforms period. Education implements the functions of comprehension and adoption of the sociocultural values, sociocultural norms, examples of social activities and behavior, forms of civil life under different social and political conditions. It's able to provide the understanding of the consistent patterns of the processes of innovative development and traditionally formed social realities, peculiar for a certain historic development period. That's why, performing the function of a stabilizing factor, the education has a high potential for the harmonization of the innovatively-transforming and the conservatively-established. All the forms of human life (learning, professional activities, interpersonal interaction, communication, etc.) are reconsidered form the prospective of the new values. In general, educational institutions are social institutes, which purposefully prepare young generation to personal self-actualization, living in a constantly changing society.

3. **Motive of the educational space formation as a component of the sociocultural space of state, a subject of regional sociocultural systems development**, which forms and develops upon the unified basic sociocultural values. An educational institution carries out the functions of the youth's socialization practice. A higher educational institution can form the social environment, basing upon the progressive social values, development priorities, that may serve as an innovational unit, transmitting its values on a wider social environment (a university as a core subject of the sociocultural space of a region), and integration into the system of values as elements of the macro-society.

4. **Motive of transmitting and spreading of sociocultural values**, patterns of social life, acting in accordance with the established norms and rules of social relations, behavioral standards (moral postulates, interpersonal relations, behavior in public places, etc.).

Basing on the results of the theoretical and experimental research of the given problem, we have defined the following **requirements to the enhancement of the efficiency of the socialization motivation** of a future teacher within the process of social reflection:

- a) Creating conditions for the transformation of external socially important motives into the internal ones, serving as the basis of the self-regulation of students' behavior and activities within educational process;
- b) the necessity for periodical comprehensive diagnostics of the formation level of the motivational sphere of students' socialization – the basis of the personal social self-actualization, a component of an educator's professional competence;
- c) defining the socialization process as a subject of self-inquiry and self-development, formation of the program of socialization process optimization upon the personally-oriented grounds;
- d) securing the integration of educational, professional and social components of the pedagogical process organization.

Conclusions. Therefore, the problem of the optimization of the motivational sphere in the process of a future teachers' personality socialization in the framework of their professional training is a complicated and versatile one, gaining special urgency at the period of the educational paradigm changing, securing its socio-forming potential, intensification of integration processes which have to be centered on the formation of students' necessity to increase the level of their social competence, treating social reflection as a valid mechanism for its self-development and to foster its development in future schoolchildren.

The main motives of developing the teacher's social and reflexive competence include: the motive for formation the ability to comprehend innovative processes in education; the motive of adaptation to innovative social development, intensification of the process of socialization of the personality of the period of reforms; the motive of the formation of the educational space as a component of the socio-cultural space of the state; the motive of the broadcasting and dissemination of socio-cultural values. The main motives of the development of social reflexive competence will help a future teacher to realize the functions of own socialization, as well as to promote the socialization of students in the future vocational activity.

The approach to the modernization of the practical and methodical components of a future teacher's personality socialization and the motivational basis requires a more profound and systematic research of processes on the conceptual, systematically-syncretic levels and upon their basis – the formation of structural and functional models for their practical realization.

Використані джерела

1. Жвігерє М., Рященко В. Концепція професійної мотивації студентів за напрямком підприємництва. Науковий вісник Полтавського університету економіки і торгівлі. — 2013, № 6. С.172–173
2. Лукашевич М. П. Соціалізація. Виховні механізми і технології : навч.-метод. посіб. Київ: ІЗМН. 1998. — 112 с.
3. Минков Е. Г. Мотивация: структура и функционирование. Дубна: Феникс+, 2007. 416 с.
4. Опалюк Т. Л. Соціальна рефлексія майбутнього вчителя: зміст, сутність, структура // International academy journal «Web of Scholar», 1(19), Vol.4, January, 2018. – P. 29-33
5. Орлов А. Б. Психология личности и сущности человека: Парадигмы, проекции, практики: Учеб. пособие для студ. психол. фак. вузов. – М.: Издательский центр «Академия», 2002. – 272 с.
6. Семиченко В.А. Психология педагогической деятельности: навч. посібник / В.А. Семиченко. – К.: Вища школа, 2004. – 335 с.

References

1. Zhivitere M., Riaschenko V. Kontseptsiiia profesiinoi motyvatsii studentiv za napriamkom pidpriemnytstva [The concept of professional motivation of students in the field of the entrepreneurship]. *Naukovyi visnyk Poltavskoho universytetu ekonomiky i torhivli - The Scientific Bulletin of Poltava University of Economic and Trade*, 6, 2013. – P. 172-173.
2. Lukashevych M.P. Sotsializatsiia. Vykhovni mekhanizmy i tekhnologii [Socialization. Educational mechanisms and technologies]. Kyiv :IZMN, 1998. – 112 p.
3. Minkov E. G. Motivatsiia: struktura i funkcionirovanie [Motivation: the structure and the functioning]. Dubna: Feniks+, 2007. – 416 p.
4. Opaliuk T. L. Sotsialna refleksiiia maibutnoho vchytelia: zmist, sutnist, struktura [The Social reflection of a future teacher: the content, the essence, the structure]. *International academic journal "Web of Scholar"*, 1 (19), Vol.4, 2018. – P. 29-33.
5. Orlov A.B. Psihologija lichnosti i sushhnosti cheloveka: paradigmy, proekcii, praktiki: uchebnoe posobie dlja studentov psihologicheskikh fakul'tetov vuzov [Psychology of personality and essence of a man: paradigms, projections, practices: a manual for students of psychological faculties of universities]. Moscow: Academiia, 2002 – 272 p.
6. Semychenko V. A. Psykholohiia pedahohichnoi diialnosti:navch, posibnyk [Psychology of pedagogical activity: study guide]. Kyiv: Vyscha shkola, 2004. – 335 p.

Опалюк Т. Л., кандидат педагогічних наук, старший викладач кафедри соціальної педагогіки і соціальної роботи, Кам'янець-Подільський національний університет імені Івана Огієнка, Україна

МОТИВАЦІЯ СОЦІАЛІЗАЦІЇ ОСОБИСТОСТІ ЯК ФУНКЦІОНАЛЬНО-СТРУКТУРНА КОМПОНЕНТА СОЦІАЛЬНОЇ РЕФЛЕКСІЇ МАЙБУТНЬОГО ВЧИТЕЛЯ

У статті досліджуються проблеми особливостей мотиваційної сфери особистості щодо її соціалізації як складової соціальної рефлексії майбутнього вчителя. Аналізуються теоретичні основи мотивації (механізми, структура, чинники розвитку) відповідно до пріоритетів розвитку сучасної освіти загалом, професійної зокрема, у їх контексті – мотиваційно-соціалізаційна компонента у структурі соціальної рефлексії. Пропонуються підходи до виділення та обґрунтування основних мотивів розвитку соціально-рефлексійної компетентності вчителя, що реалізує функції власної соціалізації як студента, формування готовності до сприяння соціалізації школярів у майбутній професійній діяльності. Також визначено вимоги щодо підвищення ефективності мотивації соціалізації майбутнього вчителя у процесі розвитку їх соціальної рефлексії на етапі професійного становлення.

Ключові слова: мотивація; мотиваційна сфера; соціальна рефлексія; соціально-рефлексійна компетентність; соціалізація особистості; соціокультурне середовище.

Опалюк Т. Л., кандидат педагогических наук, старший преподаватель кафедры социальной педагогики и социальной работы, Каменец-Подольский национальный университет имени Ивана Огиенко, Украина

МОТИВАЦИЯ СОЦИАЛИЗАЦИИ ЛИЧНОСТИ КАК ФУНКЦИОНАЛЬНО-СТРУКТУРНЫЙ КОМПОНЕНТ СОЦИАЛЬНОЙ РЕФЛЕКСИИ БУДУЩЕГО УЧИТЕЛЯ

В статье исследуются проблемы особенностей мотивационной сферы личности по ее социализации как составляющей социальной рефлексии будущего учителя. Анализируются теоретические основы мотивации (механизмы, структура, факторы развития) в соответствии с приоритетами развития современного образования в целом, профессиональной частности, в их контексте – мотивационно-социализационного компонента в структуре социальной рефлексии. Предлагаются подходы к выделению и обоснованию основных мотивов развития социально-рефлексивных компетентности учителя, реализующего функции собственной социализации как студента, формирование готовности к содействию социализации школьников в будущей профессиональной деятельности. Также определены требования по повышению эффективности мотивации социализации будущего учителя в процессе развития их социальной рефлексии на этапе профессионального становления.

Ключевые слова: мотивация; мотивационная сфера; социальная рефлексия; социально-рефлексивная компетентность; социализация личности; социокультурная среда.