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Aspects of categorization of the concept "personality" in the professional consciousness of teachers (for example, teachers of Belarusian schools)

Abstract: The article presents research results of the concept of “personality” in the categorical grid of consciousness of primary and secondary school teachers. The data obtained demonstrate the presence of orientation in the teachers minds and activities to the implementation of personality-oriented, humanistic models of learning. At the same time, the structure of the concept of “personality” revealed in the pedagogical consciousness is not cognitively complex and holistic, which determines the specific tasks of psychological education to clarify and enrich teachers' perceptions of personality.

Key words: personality, personality-oriented education, pedagogical consciousness, associative experiment, factor analysis.

In modern pedagogy and psychology researches that are addressed to students, teachers and practicing psychologists, the concept of “personality” has a variety of theoretically substantiated approaches, supported by experimental studies. There are different points of view on the relationship of biological and social in the development of personality, on the ratio of the concepts of "individual", "individuality", "person", "personality" in psychology.

Since 1927 G.W. Allport identified about 50 different definitions of the complex term “personality” after analysis of the literature (Allport, 1998). It still unknown how many formulations exist today because person is the object of research in many sciences and social disciplines. In psychological science term "personality" has two main meanings. First of all it means a person, an individual who has consciousness, who has his own life position, formed as a result of great conscious work in the process of social activity. Secondly, it means a person who has such a level of psyche that makes him able to control his behavior and mental development.

In the history of USSR psychology, the original understanding of the personality as a psychological category was based on the enumeration of the components that form the personality as a kind of mental reality. Such an approach deprived the concept of “personality” of its categorical content. By the end of the 1970s the problem of personality was considered in the framework of the structural and systemic approaches, which were developed in the works of USSR psychologists.

In textbooks of 1960-1980's for students who studied pedagogical specialties the concepts of “personality” was revealed by leading USSR psychology scientists B.G. Ananyev (1980), A.N. Leontiev (1977), A.V. Petrovsky (1986), S.L. Rubinstein (2000). The definitions of

personality designated by these scientists were united by representations of the socio-historical and predominantly social nature of a person's personality.

At the present stage of development of psychological science and, accordingly, in educational publications, we can observe a transformation of the meaning of this concept. The phenomenon of personality is described in the relationship of biological and social in the mental development and life experience of a person, in their interaction and mutual influence. For example, personality is the integrity of subjective reality and the way for person to exist in the system of relationships with others; personality - a subject who is freely determined in the space of culture and time of history (Slobodchikov, Isaev 2013, p.370); man is a socio-genetic being not only because he was born in society. Behind his birth is the most complex process of transforming the evolutionary patterns of lifestyle in the history of phylogenesis, anthropogenesis and sociogenesis. The socio-historical way of life of a person is a source of personality development in the system of social relations (Asmolov, 2019). According to V.F. Petrenko (2010), a person's personality is the basis of his picture of the world, which acts as a problem of categories of consciousness, where cognition subject experience is structured and ordered. V.F. Petrenko thoughts that the picture of the world determines a person's behavior and includes its cognitive, value and emotional aspects. The picture of the subject's world is revealed through the formation himself in the broad context of its meaning-formation of "not yet become being", in the context of the little-studied category of "fate", and perhaps in overcoming it. Because not only our knowledge about person is evolving, but also he is evolving in the course of self-awareness (Petrenko, 2010, p. 86). Thus it is emphasized not only socio-historical nature of personality but also the characteristics of internal activity and individual identity.

The relevant task of modern education is the implementation of personality oriented, humanistic models of learning. According to some researchers, the essence of these models is to put the personality and prospects of its development in the center of attention (Asmolov & Guseltseva, 2016, Guslyakova, Vetkhova & Kirsanov, 2019, Mendel, 2016, Slobodchikov, 2005, Sysoeva, 2019). The existing variety of theoretical approaches to the concept of "personality", on the one hand, and the need to focus the activities of a modern teacher not so much on the transfer of knowledge, skills, as on solving the problems of personal development of students, on the other hand, determined the purpose of this study: studying of the concept "personality" that exists among educators. The subject of the research is the categorical structure of the concept of "personality" in professional pedagogical consciousness.

Organization of the research. In this research was involved 300 teachers of Belarusian comprehensive schools: he study involved 300 teachers: 100 primary school teachers and 200 subject teachers (chemistry, biology, music, Russian, Belarusian, German languages teachers).

The research was carried out from 2018 to 2019 by the author of the article and consist of several stages.

At the first stage, an associative experiment was conducted with teachers ($n = 200$), in which the concept of “personality” was the stimulus word. The instruction limited only the associative flow (it was necessary to answer with the first word), but it leaved freedom in the choice of possible associations (the grammar class of associations could be any).

The material obtained at this stage was processed by means of frequency analysis, since words that occur only once in the subjects' answers are considered “not semantically related to the main word and are the result of random or individual association” (Leontiev & Gippenreyter, 1972, p.188). After excluding of single answers to the stimulus word “personality”, a list of 16 associations was obtained: a person (27% of answers), a child (20%), a student (19%), “I” (13%), an individual (7%), individuality (3%), respect (2%), teacher (2%), character (1%), outstanding (1%), bright, authority, soul, interesting, problem, creativity (less than 1% of answers).

The task of the second stage was to check the completeness of the content of the compiled list of associations, to clarify how they represent the desired concept in the minds of teachers. For this, a reverse associative experiment was conducted, in which 40 primary school teachers and 60 subject teachers ($n = 100$) were the respondents. Respondents were offered a list of associations that they needed to indicate in one word.

Data processing revealed a high accuracy in determining the initial concept, because the word-stimulus “personality” was correctly identified by 87% of the participants in the experiment. Obviously, the compiled list of associations really represents the concept in the minds of educators.

At the third stage, the list was offered to teachers ($n = 100$) for classification with the instruction: combine the available words into any number of groups. The data obtained (similarity matrix 100×16) were processed by factor analysis using the principal component analysis with the varimax rotation.

Results and its discussion. As a result of factor analysis, 6 factors were identified in the group of teachers: 2 strong and 4 weak according to the Humphrey criterion according to which a factor is considered subjectively significant if the absolute value of the product of two maximum factor weights (load of qualities) is twice as large as a unit divided by the square root of the number of observations. The Humphrey criterion is used to determine subjectively significant factors and the cognitive complexity of respondents (Buyul, Tsefel, 2005).

For discussion, the identified category factors are presented in descending order of their subjective significance for teachers. The percentage of total variance indicates the subjective

significance of the factor, and the numbers (factor weights) represent the load of qualities combined into a factor.

The first power factor (31% of the total variance) is formed by the scales: student (0.957), child (0.957), teacher (0.944), individual (0.835), "I" (0.833). The content of this factor as a whole can be described as a "role position". Because the first constituents are the "student" and "child", it can be said that the personality of the student as a subject of the educational process is the most important for teachers.

The second powerful factor (17% of the total variance) is formed by scales: authority (0.899), character (0.893), problem (0.589), creativity (0.457). The content of this factor is a combination of diverse personal manifestations, which complicates its interpretation. That's why to more accurately indication of the identified category as an auxiliary, the expert method was applied. According to most experts (psychologists, n = 50), it is advisable to combine the qualities discussed as a "creative leader."

Let's discuss weak, insignificant factors.

The third powerful factor (11.5% of the total dispersion) is formed by the following scales: bright (0.980), interesting (0.962). The content of this factor can be described as "originality of the individual."

The fourth powerful factor (10.5% of the total variance) is formed by two scales: respect (0.891), people (-0.803). The content of this factor is interesting as a more complex, bipolar in structure. It fixes the opposition between respect and a person that exists in the minds of teachers, so the general name of this construct can be fixed as "an unrespectable person." Idea of disrespectful, negative attitude towards a person is, in our opinion, a kind of projection of respondents on the existing attitude to the teacher on the part of society, associated with the insufficient importance of the status of a teacher in modern society (low wages, incompetence in solving different problems, etc.).

The fifth most powerful factor (8.5% of the total dispersion) is formed by the scales: outstanding (-0.832), soul (0.659). This factor presents the dichotomy of extraordinary (close to the content of the third factor "originality of the personality") and the soul, which allows us to designate the selected category as "extraordinary soullessness".

The sixth the weakest factor (7.5% of the total variance) is represented by only one "individuality" scale (0.895). It is interesting that this characteristic is isolate from close meanings in the pedagogical consciousness That's why we can assume that in the minds of educators knowledge about the differences and individual characteristics that distinguish one particular person from other people is present. But this knowledge is more declared and not

related to other knowledge, that's why not always implemented in the practice of the educational process.

Conclusions. As a result of the study, it was found that the concept "personality" is described by teachers through two significant categories: "role position" and "creative leader". The leading categories demonstrate that in the minds of educators there is no scientific understanding of a personality. The revealed general categorical structure of the concept suggests that this idea is quite contradictory (the categories of "disrespectful person" and "outstanding soullessness").

The presence of the categories "creative leader" and "originality of the individual" indicate the assimilation and specific rethinking by teachers of modern ideas in the field of understanding the person with their emphasis on the importance of the subject's activity. This fact is evidence of the ongoing reorientation of professional consciousness and the teacher's activity from the traditional, cognitive education paradigm to a more modern, humanistic one. A change in the direction of the teacher's professional activity is also indirectly evidenced by the absence in the content of the concept "personality" of characteristics indicating cognitive processes and the achieved level of knowledge and skills.

The humanistic ideas that are being introduced into school practice in the pedagogical consciousness are presented somewhat one-sidedly, because the attention of teachers is mainly focused on the personality of the student. Teachers need to study not only the individual and personality characteristics of students, but also individual characteristics of themselves. You become a person only through interaction with another person, that's why professional and personal growth is as important a task for teachers as well as taking care of the personal development of students.

Research data confirm the need for psychological and pedagogical education of teachers to strengthen the orientation of their professional activities towards the implementation of a personality-oriented, humanistic model of education, which center of attention is focused on the development prospects of the personality of the teacher and his pupils. Personality-oriented education provides the transformation of traditional conservative, authoritarian, enlightening pedagogy into a new cultural pedagogy, which subject is not only intellectual, professionally competent, but also an original, tolerant, self-developing and self-developing person.

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