

**PROFESSIONAL SELF-ASSESSMENT OF FUTURE HEALTH BASICS TEACHERS AS
PROFESSIONALLY IMPORTANT QUALITY**

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Abstract. *Purpose:* to theoretically substantiate and experimentally test professional self-assessment of future health basics teachers as professionally important quality. *Material:* 152 students participated in experiment. *Results:* assessment of images “I am real”, “I am student” and “I am future professional” is rather high in most of students. The strength of these three images was assessed also approximately equally. But portion of average marks in indicator of image strength is much higher than in indicator of mark. Activity of three images differs a little and has significant quantity of average and high marks. Analysis of three main images’ wholeness witnesses that students’ self assessment is rather holistic. With it image “I am future professional” is formed on the base of image “I am student”. Dynamic of images’ self assessment witnesses that increasing of assessment and respect to image “I am future professional” depend on year of studying. Besides, assessment of strength and activity of this image also increases. *Conclusions:* in the process of studying students are oriented on professional formation as well as on formation of professionally important qualities, revelation of potential for self realization in the future. It was found that responsible attitude to professional functioning, future relations with children depend on self-assessment of formation.

Key words: teacher, health basics, professional self-assessment, professional, professional training.

Introduction

One of the most important tasks of modern education is training of high cultural level and mentality conscious personality, who would be able to independently take non standard decisions, to think creatively, flexibly respond to changes and create them by oneself. Formation of professionally important qualities directly depends on theoretical principles of specialists’ professional training, which are elucidated in researches of G. Apanasenko [1], V. Gorashchuk [2], M. Gryniova [3], V. Cooks [7], O. Mukheyenko [8] et al. In their works scientists solved problems and specificities of formation of this profile specialist: functional duties of future health basics teachers; responsible attitude to own health and health of surrounding people in all its criteria; teacher’s training for formation of pupils’ knowledge of health basics and save life activity; complex of ideas and scientific principles, conditioned by conception of healthy life style. But professional self-assessment of future health basics teachers has not been opened completely.

The basis of professional self-assessment research is creation of dynamic and flexible educational environment, which would facilitate acquiring of the mentioned quality.

Purpose, tasks of the work, material and methods

The purpose of the article is to study professional self-assessment of future health basics teachers as professionally important quality.

Results of the research

Studying of self-assessment was conducted with the help of methodic “Personality’s differential” [11, pg.236-237], which permits to determine mark, strength and activity of image. For assessment students were offered three images: “I am real”, “I am student” and “I am future specialist”.

Table 1. Level of self assessment of future health basics teachers through assessment of “I am real” image

Mark	Low	Average	High	χ^2	p
I am real	2	19	79	61.19	<0.0001
I am student	0	27	73	12.65	0.0004
I am future professional	0	18	82	25.81	<0.0001

As we can see self assessment is rather high by all images. With it, it is necessary to note that the highest self assessment reflects students’ positive attitude to their professional future.

Table 2. Wholeness of personality's images of future health basics teachers

Wholeness of images	Low	Average	High	χ^2	p
I and I am student	6	24	69	39.13	<0.0001
I and I am future professional	11	32	56	19	0.0001
I am student and I am future professional	2	23	76	54.42	<0.0001

Results of the researches show that only in 6% of students images I am real and I am student are disconnected and contradict each other. In 24% we did not noted wholeness of images. Most of students (69%) have high coincidence of images I am real and I am student. In images I am real and I am future professional quantity of contradictory cases is higher – 11%, and 32% of full absence of coincidence cases. Only in 56% of cases we registered wholeness of these images. Quantity of contradictions of images I am student and I am future professional – only 2%. It is the lowest indicator. Absence of coincidence of these images was found in 23% of cases. 76% of students have high coincidence of images I am student and I am future specialist.

Thus, role of student is closely connected with role of future professional. “I am real” is relatively less connected with role of future specialist. Judging by it, exactly qualities of student’s social role form ideas about professional future.

Comparison of different years’ students showed that assessments of “I am real” and “I am student” do not depend on year of study. However, image “I am future professional” has great distinctions, which depend on year of study.

Table 3. Comparison of mark, strength and activity of images of future health basics teachers

	1 year	2 year	3 year	F	p
Mark	4.78	5.04	5.23	7.58	0.0078
Strength	4.49	4.76	4.9	5.59	0.0213
Activity	4.21	4.61	4.52	5.08	0.0278

All three indicators of images’ assessment increase from first to third year of study. It witnesses about gradual formation of “future professional” image though strengthening of respect to it, increasing of strength and activity of this image.

Wholeness of images does not depend on year of study. Thus, the process of study influences on assessment of image “I am future professional”. But it does not influence on correlation of images.

Discussion

Research of professional self-assessment of future health basics teachers as professionally important quality witnessed, that future teachers would also be responsible to society for correctness of their actions. Results of our researches confirm and supplement the data of O.A. Dubaseniuk [4], N.A. Yermolayeva [5], M.D. Ilyazova [6]. The authors affirm that in period of studying students receive professional information about content and prospects of their profession as well as about forms and conditions of its mastering; state and demands of labor market; requirements and potentials of professional attitude and formation of professional self-assessment. Cognitive searching stage of future health basics teachers’ professional self-assessment covers first year of study. It envisages formation of value orientation, motivation of self-cognition, orientation on own activity in professional self-determination; formation of self-assessment skills, self analysis for understanding of own professional orientation; consultations about future professional functioning.

Conclusions

Assessment of images “I am real”, “I am student” and “I am future professional” is rather high in most of students. The strength of these three images is also assessed approximately equally. But part of average marks in indicator of strength I much higher than in indicators of assessment. Activity of three images differs a little and has significant quantity of average and high marks. Analysis of wholeness of these three images shows, that students’ self-assessment distinguishes by high wholeness. With it image “I am future professional” is formed on the base of image “I am student”. Dynamic of image self-assessments witnesses that there is increase of respect to image “I am future professional”, depending on year of study. Besides, assessment of strength and activity of this image also increases.

The prospects of further researches imply determination of future health basics teachers' professional formation through professional responsibility and formation of creative thinking as professionally significant qualities.

Conflict of interests

The author confirms that there is no conflict of interests.

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