

Teacher Career Monitoring And It's Active And Interactive Forms

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Abstract: The article in question deals with the search for mechanisms for career development of teachers. Some suggestions are made for creating favorable conditions for teachers' professional development in the process of the teacher's self-determination and his career advance. This process is made dynamic, integral and continuous thanks to its complexity and multi-sidedness. Thus, the aim of this article is to develop and lay a foundation of pedagogical conditions to provide professional career development of teachers. The leading method of investigation is the method of the pedagogical experiment which enables us to show that a teacher can realize his weak and strong points in his pedagogical occupation if he adapts his activity in methods and teaching to his own needs. In our article, we suggest a complex of pedagogical conditions which provide the career growth of teachers in educational institutions. The first condition consists in building methodical activity in an educational institution on the basis of the acmeological approach. This approach envisages assistance to teachers as objects of the educational process in the promotion of teachers from the stage of realizing their own needs and possibilities to the stage of being able to compete with other teachers. The second condition is to involve a teacher into a process of controlling the quality of the education in an educational institution on the basis of monitoring the results of his professional-pedagogical activity. The third condition is to involve teachers of an educational institution to active and interactive work (exchange of opinions, roundtables, conferences, discussions, group projects, etc.) The suggested pedagogical conditions provide activation of the subjective position of teachers in an educational institution on the basis of reflection of the results of the personal pedagogical activity. This reflection enables teachers to define and realize their own professional and pedagogical problems and to find ways and means to self-development and also choose the direction of their career growth.

Keywords: professional career development, teachers, controlling the quality of education, monitoring, active and interactive forms.

I. INTRODUCTION

The Actual Necessity of the Investigation

Until the 21st century, individuals were engaged in a single occupation throughout their lives. In this century, there is a paradigm change in the way individuals view their career and occupational life. It seems that individuals are beginning to gain the view that their careers are not just an instant decision [1]. Any social organization is always a system where career can be made.

However, not all organizations have formalized career development systems, which support individuals wishing to implement their career aspirations [2]. The market economy has changed considerably the attitude of a man to himself as a personality, to himself as a specialist, to labor, to his professional duty. Formation of an individual has come to the fore in the social-economic sphere, as well as his status promotion in his professional career, increase of his compatibility, maximum adaptation and ability to use and improve his skills [3 - 7]. So conditions for successful human activity are created, which is reflected in a teacher's personal achievement of a high position in his profession and society. This finds its expression not only in the material aspect but, first of all, in purposefully directed results of his professional career. Under modern dynamically changing conditions, the role of planning one's own professional career and personal professional development also become acuter. The questions of the algorithm of making a professional career, ability to develop one's own career advance come to the foreground. The chief task of achieving professional growth and even successful life way become essential under the unstable social-economic condition [8]. Theoretical and practical foundations of pedagogical conditions are necessary for guiding the professional career of a teacher in an educational institution. They are based on the balance of career requirements, motifs, and aims of an individual, on the one hand, and interests of an educational institution, on the other. In Soviet times the idea of a career growth was not supported and there used to be a negative attitude to people who cared about the growth of their career. This notion was associated with "sharks of business". In foreign firms, it was a usual practice to plan specialists of the given professional activity for years ahead. In Russia, this factor seemed senseless and career growth had a spontaneous character, and, as a result, there were no such plans in a professional sphere. In recent years the negative connotation of the word 'career' has vanished. A successful career becomes one of the features of the successful life of a human being, the quality of life of this man, an indicator of a certainly well-deserved status in society, of his own professional level [9]. Now, various aspects of a career building of officials and military offices are studied to a great degree. But the career of a teacher is paid little attention to. At the same time, a task appears to provide competitive stability, continuous professional development, a formation of a teacher's ability to plan and realize his career ambitions at present and in the future under changing and unstable conditions. The social economic development of the society, modernization of the labor market and demand of specialists possessing broad professional possibilities formulate clear requirements to employees for university graduates, able to adapt themselves to unforeseen situations and to search their own conduct strategy, that provides his being multi-functional as a teacher [10 - 16].

If we consider the term 'career' in different languages, we'll see that the word 'carrier' in the Italian language means 'running, life way, walk of life' And it was from the Italian language that it was borrowed into Russian.

Career – a job for which you are trained and in which it is possible to advance during your working life so that you get greater responsibility and earn more money [17].

The American Scholar T. Hooley [18] gave the following definition: 'a career is a process which a man uses, building his work, career is a way which a man covers throughout his lifetime, education and work'. Russian scholars, when studying the question of planning a career, treat this notion as a person's promotion in his social, career and professional activity.

Aims and Tasks of the Investigation

The aim of the investigation is to single out and give foundation to conditions of providing professional career growth of teachers.

The following basic tasks were set out: to define the essence of the process of professional career growth of teachers on the basis of theoretical methodical analysis of philosophical, psychological and specialized literature; to define the criteria and levels of professional advance of teachers; to show the criteria and indices of the quality of professional pedagogical activity of teachers; to give a theoretical foundation and approbation of a complex of pedagogical conditions, which will provide the process professional career advance of teachers; to work out scientific practical recommendations for organization of a methodical work in educational institutions, which will enable to orientate anew the methodical activity for the needs of the teacher himself.

II. LITERATURE REVIEW

The analysis of the psychological and pedagogical literature shows that there exists a certain amount of knowledge necessary for setting and solving the problem in question. While analyzing the foreign and home literature within the given investigation some questions of creating conditions for a professional growth of a teacher in an educational institution were considered. The research of theoretical and practical questions of guiding a teacher's career in Russia is in an initial stage. The process of a career growth as a question of scientific investigations in Russia suffers a number of complications at a present stage. Thus, very often, we come across contradictions, incoherence and, to a certain degree, illogical recommendations, based on the translation of Western literature, which is not enough adapted to the Russian economic conditions. Nevertheless, it is quite possible to use the international experience in the question of guiding a career from the books of the following authors: T. Kleickmann et al. [11], S. Lange [19], T. Werler [20], L. Christine [21], A. Nordin [22]. This problem attracted the attention of foreign scholars within a long period of time in the works of e. g. N. Mansour et al. [23]; A. Eren [24]; S. Lange [19] etc. Russian literature and practice do not vary in questions of guiding a career of a teacher, and there is neither any unity in complex methods of forming the system of guidance of a career in an organization. Nevertheless, a number of scholars are worth attention. The work of R.M. Asadullin et al. [10] is one of them, in which the author correlates a career growth of a teacher with the development of his subjective position. G.I. Gaysina [25], in her turn, observes the ties between improving the professional and key competence with the growth of a teacher's professionalism.

It was determined that a career professional growth of a teacher depends not only on external factors (social, economic, political, industrial, etc., but, to a great degree, on individual characteristics of a person's achievements [26, 27]. Communication technology plays an important role in a professional improvement of a teacher [28]. A wide range of investigations of a teacher's professional development is devoted to his development in an electronic environment [29 – 31]. It was discovered that career success existed in the system of educational secondary school [32 – 36].

A number of investigations are devoted to additional, trans-professional, inter-discipline competences, which are also important in the professional growth of a teacher [37 – 40]. Some works deal with the professional growth of teachers, working with foreign students [41].

Involvement of a teacher into monitoring of educational results is also of great importance, as is shown in the research of C.E. Richards [42], D. Seo, J. McGrane and H. Taherbhai [43], E.S. Ghatala [44], P. Nääkki et al. [45].

But still, the questions of the influence of the system of guidance of the career on the stiff potential of an organization remain acute, while they are not properly investigated, as well as the realization of differentiated approach in the choice of vector career growth of teachers.

III. RESEARCH METHODOLOGY

Methods of the Investigation

The leading method of the problem in question was the method of pedagogical experiment, which enables us to show that the change of the orientation of the methodical activity in an educational organization for the needs of the teacher himself is directed to the realization of his strong and weak points in his professional activity. It enables teachers to plan and direct their professional career.

Stages of the Investigation

There were three stages of the investigation.

On the first stage we analyzed theoretically the existing methodological approaches in philosophic, psychological and pedagogical scientific literature on the problem of the investigation; theoretical and methodological foundation of the investigation were defined; the experience of guiding the career growth of teachers in Russia and abroad were studied; the problem of the object and the subject of the investigation was singled out; the purpose, tasks, and methods of the investigation were defined; a hypothesis was suggested; a notional apparatus was worked out; a plan for an experimental investigation was written; a contact experiment was fulfilled. On the second stage the approbation of the singled out problems and a complex of the theoretically proved conditions was carried out. The system of methodical work, which helped to realize individual approach to the choice of directions in the professional career growth of teachers was worked out and approbated under natural conditions in the work of a secondary school, a kindergarten and an institution of additional education. The effectiveness of realization of the singled out and realizing pedagogical conditions on the bases of the worked out criteria and diagnostically based results were tested.

The experimental work was completed on the third stage, theoretical and practical conclusions were tested, the results were generalized and systematized; scientific methodical recommendations of how to realize the systems of methodical work were worked out, which provided the realization of the variety of approach to the choice of career growth of teachers, tasks were set for further work on the given problem.

The following stages of the experimental work were necessary for defining the effectiveness of the complex of pedagogical conditions:

- 1) Diagnostical (at the entrance)
- 2) Working out the introduction of scientific methodic of the complex of pedagogical conditions. On the given stage monitoring of the development of the career growth of teachers in educational institutions was carried out in experimental groups and also in test groups where methodical work was carried out traditionally.
- 3) Diagnostic (at the exit).

At this stage experimental and test, groups were defined. The low level of psychological pedagogical and special (on the taught subject) knowledge and skills were shown diagnostically, that prevented the career development.

While analyzing the state methodical activity in an educational institution, defining its weak and strong points, pedagogical conditions were cleared out, a realization of which will enable to make career growth of teachers more active that will reflect in the quality of their pedagogical activity.

The Complex of Pedagogical Conditions, Providing the Career Growth of Teachers of the Educational Institution

Pedagogical activity on the basis of the acmeologic approach is one of the most important conditions. Acmeology deals with naturally determined factors, which provide the highest level of achievement in any sphere of activity of adults. But the development of skills, acquiring social moral experience, proper attitude to one's activity, motivated readiness which are the integral parts of professionalisms are acquired at earlier stages of a person's development [20, 21]. All the previous stages of development have an impact on a person's development. Consequently, ability to plan your promotion which was not acquired at the beginning of your career cannot be compensated later, that influences negatively on the personality. "The subject of acmeology in a wide meaning of the word are objective and subjective factors, which interact with each other and either promote or hinder the progressive development of an adult, and also natural ways and mechanisms which permit a man to reach the highest point in his development, which is defined by the term Acme".

In the initial stage of formulating the term 'acmeology' there are two ways: deductive (acmeology as a science of adult development) and inductive, connected with the investigation of the mastery category, factors which promote or prevent self-development to the top of mastery, comparative modulation of a productive solution of professional tasks Inductive ways also create acme-technologies to assist teachers and learners to improve the productivity and quality of education. The quality of educational services -socio-economic category, which characterizes the degree of satisfaction of consumer expectations set of properties of the resulting services and the extent to which the objectives that society puts in front of all participants in the educational process [46].

The first method brought to the development of productive direction in acmeology, which appeared within psychology, - classical direction. The second method brought to appearing acmeology, which shows natural ways and mechanisms of achieving real Acme. We speak about the degree of human maturity and the peak of this maturity, which shows the place of a human being in a certain sphere of activity, and also conditions and factors, which promoted or prevented it.

The combination of psychological pedagogical conditions of realization of the acmeologic approach in education is defined, on the one hand, by the essence of the acmeologic approach itself (its main notions and basic principles etc.), on the other hand, by the contents of acmeologic direction of a person as a purpose of realization of the acmeologic approach, and thirdly, by the specific professional environment, organized conditions and activity of institutions, in which the acmeologic approach is realized [11].

The above facts enable us to single out the main features of organizing methodical work in educational institutions on the basis of the acmeologic approach, as a means of creating

professionally developing environment, which helps a teacher to promote himself as the member of educational process from the necessity of the environment to the competitive behavior, which will provide his advance in the profession. It shows the necessity of the purposeful pedagogical impact on the motivated valuable and regulated active sphere of a teacher's personality [22].

The standardized process of professional tuition in a higher educational institution enables to prepare teachers to solve typical tasks. But, in real educational practice, the tasks are not typical, and it is practically impossible to teach to solve them in every concrete situation [26, 27]. That is why it is necessary to instruct teachers to use general methods of pedagogical activity already during methodical work, which will teach them to master new kinds and functions of pedagogical activity and to solve not typical pedagogical tasks [17, 47].

It is possible to give a teacher social and professional stability, increase his compatibility under various reorganizations, to help build the stages of his professional way and overcome professional and personal obstacles only while purposefully formulating a future teacher as an individual who constantly develops his professional competency and his own active subjective position. That is why the second condition is to involve teachers in the process of guiding the quality of education on the basis of monitoring the results of one's own professional pedagogical activity [44].

The analysis of scientific-pedagogical literature shows that while solving the task of guiding the pedagogical system it is transformed into the task of guiding the quality of education through guiding the professional career of teachers [42, 48]. It is possible to guide the quality of the education only on the basis of back connection, which appears when the results of professional pedagogical activity are monitored [43, 49]. While defining and relaxing the results of his own pedagogical activity, the teacher defines and then realizes the professional and pedagogical problems, and begins searching the ways of improvement [45].

Colleagues and higher authorities demonstrated and analyzed their own lessons, which helped young teachers to understand professional pedagogical problems. 137 demonstrative lessons were given on the municipal, city and republican level.

Each teacher defined his own theme of self- education on the reflexive method of professional pedagogical activity, in which he saw both theoretical and practical preparation. Teachers are better promoted in their professional career if they are involved in active and interactive labor during their methodical work. The traditional model of methodical work in educational institutions presupposes domination of passive method of tutoring teachers when they are given theoretical material by invited lecturers and leading specialists. But modern educational practice proves that the effectiveness of professionalism of teachers grows when they are involved in active exchange of opinions in the roundtable discussions, conferences, creation and realization of group projects, etc. [50 – 53]. while studying and generalizing their own pedagogical positive experience, defending their pedagogical position in interactive methodical communication, teachers find support for their correct pedagogical activity or realize their own pedagogical errors, improve their pedagogical activity, that promotes further professional growth.

While realizing the results of the experimental work, the following things were done:

Pedagogical sittings in the interactive form:

Modern requirements for writing programs for the secondary education were suggested. Methodical foundation for research activity of experimenting teachers was recommended. New educational standards gave a new quality of education. Federal educational standards of elementary education are the first results of innovations. Tuition motivation was introduced as an indicator of the quality of education. Federal educational standards for the elementary education are a new challenge to the teacher's competence. Modern approaches to the estimation of the pupils' achievements were introduced

Methodical seminars:

Standards of the second generation: what must a teacher know/ understand, be able to

Purpose: structure, conditions for achieving results

Requirements for a modern lesson when new federal state educational standards are introduced

New roles of a teacher

Speaking at seminars:

Republican level- 21

City level- 17

District level- 5

Participation in scientific-practical conferences:

Russian (Moscow, St. Petersburg, Sochi)- 15 reports

Republican- 19 reports

City- 4 reports

Masterclasses:

City masterclass according to the annual program- 7

City single masterclasses- 13

Participation and victory in contests of professional competence:

The city contest "the teacher- master"- 1 person

Republican contest "The best teacher of the year- 1 person

The absolute winners of the city stage, the winners of the Republican stage.

Publications:

Russian publications- 15

Republican publications- 23

IV. RESULTS

Criteria for professional mastery and career growth of teachers at the beginning and end of the experiment (106 people) were held according to the following criteria:

- motivated valuable (valuable personal attitude of teachers, a motivation of teachers to professional career advance, teachers' necessity to self- improvement, a realization of the importance of career advance by teachers, emotional person realization of a professional position, when the career advance becomes an integral part of the professional activity).
- cognitive (possession of the subject and special knowledge (theory, facts, laws, notion about methodological knowledge, etc.) and their quality (depth, volume, generalization, system, mobility, etc.) about essence and ways of building a professional career, its directions and kinds, about necessary personal and professional qualities etc.);
- operationally active (ability to choose individually the direction of career growth and realize it in real professional pedagogical activity; readiness of a teacher to professional activity on the productive and active level; professional pedagogical skills);
- reflective estimating (ability to analyze the results of one's pedagogical activity, to correct the educational process and one's own career advancement, to find the level of the professional development on the basis of the singled out criteria).

The Analysis of the Career Growth of the Professional Skills and Career Growth of Teachers

The analysis of the results of the stating experiment enabled us to make a conclusion that teachers, in general, have a low level of professional mastery and career growth in all criteria (**table1**).

Table 1. The condition of the professional mastery and career growth (PMandCA) of teachers of the experimental and test groups at the stage of stating experiment

Group	criteria	the level of being formulated					
		low		middle		high	
		men	%	men	%	men	%
EG-54 men	Motivative valuable	19	35,2	27	50,0	8	14,8
	Cognitive	22	40,8	28	51,8	4	7,4
	Operational active	21	38,9	23	42,6	10	18,5
	Reflexive estimating	29	53,7	23	42,6	2	3,7

	PMandCA	21	38,9	29	53,7	4	7,4
Cg-52 men	Motivative valuable	15	28,8	29	55,8	8	15,4
	Cognitive	22	42,3	26	50,0	4	7,7
	Operational active	24	46,2	24	46,2	4	7,6
	Reflexive estimating	14	26,9	31	59,6	7	13,5
	PMandCA	19	36,6	29	55,8	4	7,6

In Table 2 given below, we present the final picture of the growth of professional mastery after the formulating experiment that is on the stage of the test experiment.

Table 2. The state of the professional mastery of teachers (PMandCA) of experimental and test groups on the stage of test experiment

Group	criteria	the level of being formulated					
		low		Low		Low	
		men	%	men	%	men	%
EG-54 men	Motivative valuable	1	1,9	35	64,8	18	33,3
	Cognitive	2	3,7	30	55,6	22	40,7
	Operational active	9	16,7	25	46,3	20	37,0
	Reflexive estimating	2	3,7	32	59,3	20	37,0
	PMandCA	3	5,6	32	59,3	19	35,1
Cg-52 men	Motivative valuable	10	19,2	27	51,9	15	28,9
	Cognitive	14	26,9	31	59,6	7	13,5
	Operational active	22	42,3	26	50,0	4	7,7
	Reflexive estimating	14	26,9	33	63,5	5	9,6
	PMandCA	15	28,8	33	63,5	4	7,7

The gained results on the level of the stating experiment suggest that there is no essential difference between experimental and test groups in the analyzed criteria. The analysis of the results of the test

experiment suggests that there is essential difference between the studied group in all empirical data, that, in its turn, proves high effectiveness of the formulating influence.

Essential changes took place in the experimental group thanks to the formulating influence in such parts of the mastery characteristics of professionalism as motivative valuable, operational active reflective estimating.

Consequently, we can conclude, that changes took place in the levels of professional mastery development of teachers in the experimental group as a result of the complex realization of pedagogical means found by us.

It was proved in the course of the experiment, that the usage of active and interactive methods, as well as involvement of teachers into the process of influencing the quality of tuition in the educational institution on the basis of monitoring of the results of the professional pedagogical activity, increases the teachers' desire for career advance. The dynamism of changes of the reflexive estimating component reflects the considerable increase of the number of teachers with a high level of ability to analyze the results of the pedagogical activity, to correct the tuition process and personal professional advance, and understand the level of professional development on the basis of the understood criteria in the experimental groups. In the test groups, the changes in reflective estimating components are not big.

After observing the experimental groups, talking with the authorities working with the groups, we came to the conclusion that teachers learned more about ways of self- education and methods of professional growth, their professionalism was improved and, consequently, the quality of their professional activity. The teachers' self-esteem grew and their satisfaction by the professional advance. They acquired more special knowledge (theory, facts, laws etc.) and their quality improved (depth, volume, generalization, mobility etc.)

It is worth noting that within the experiment teachers improved considerably their knowledge about the essence and ways of advancing in their career and the necessity of possessing certain qualities, that certainly promote the professional growth of teachers. Teachers became convinced that it is necessary to advance in their career.

We have noticed while observing the dynamism of professional growth of teachers that the reflexive estimating and operational active component depend considerably on the cognitive component that is from a teacher's scope of vision and intellectual level. We bore this dependence in mind during the experiment and built our work with teachers both with concrete components, united by interdependent ties, as well as with all professional components.

The tendency to the increase the professional level of teachers was observed on the comparative analysis of constructive and test experiments, which proves the adequacy of the realized pedagogical efforts in the experimental group.

The professional growth in all the groups changed considerably as was proved by the analysis of their professionalism. The greater tendency was observed in the experimental group. Thus the observed pedagogical conditions were necessary and proved their effectiveness.

Practical (external) Results of the Experiment

As a result of the teachers' participation in the experimental activity on the theme "Peculiarities of guiding the career growth of teachers" some methodical materials. Attention should be paid to the fact, that the offered experience is based on the analysis of a big bulk of the material, which was studied during the experiment, and enriched by the practical activity of each teacher on an important problem- organization of the tuition process based on the systematic active approach for achieving new educational results. The teacher of history and country study studied a very acute direction of the education development, she gave the foundation for creating conditions for cognitive activity of pupils with the help of case-technology, and its effectiveness is defined for forming competences.

The teacher of additional education presents novelty in the questions of improvement of contents and methods of education. After the analysis of a great number of works of home and foreign scholars and approbation of her own practical experience of a teacher, the author came to the conclusion that it is useful to teach junior children Philosophy. The novelty of the suggested material is that the author, together with the program "The Land of Wisdom" gives the mechanism forming meta-subject results of education, showing how to use methods of philosophizing- critical, discursive understanding of reality, reflection of one's own and alien thoughts, actions, decisions contrary to using reproductive forms of presenting information of points of view and meaning of life.

A teacher of mathematics worked out a program of elective course with the properly selected system of tasks, which promote the realization of modern methodological approach to tuition. His book has various tasks, rich in content, which help, on the one hand, to acquire, by pupils the ability to solve text tasks in mathematics, and, on the other hand, to use mathematical methods to solve problems, which might appear in the surrounding world. The work is done on a proper professional level. Note should be made that the author created the system of tasks built on inner methodic construction.

The teacher of chemistry studies a problem of introducing into the educational system the idea of competent approach when teaching Chemistry. The practical value of the work is that it suggests the technology of competently orientated tasks, their structure, and peculiarities of contents. The method of creating tasks will help efficient teachers to work out similar tasks individually, minding the specific feature of their own educational institutions, needs, and requirements of pupils.

The tasks themselves present a certain interest. The additional material, which is used as a stimulus to be involved in a problem, helps to activate the mental activity of pupils and promotes the solution of the given task.

The method of the English teacher "Interactive methods of the English language tuition as a means of forming communicative competence of pupils" is worked out on the basis of the investigation of the dependence of methods and results of tuition. Correctly chosen methods of investigation- experiment- enabled the author to analyze in detail, the state of the problem under investigation in the Lyceum and the possibility to test the hypothesis. As a result of the experiment, the author cleared out and put forward for practical usage the most effective interactive means for forming communicative competence. The author analyzed if the monitoring competence in the written part of the Unique State Examination (USE) was formed for communicative competence in the English language. The author enclosed an appendix where she included samples of pupils' works.

A teacher of Russian and Literature in masterclass "Forming key competence of pupils at literature lessons in senior grades" worked out problems of forming key competence of senior pupils at

Literature lessons after profound analysis of this problem. The methodic manual in questions contains theoretical material about the present approach to the analysis of fiction which is very important for a modern teacher. The program of the master lesson is practically orientated and much knowledge is given to organizing work with teachers. This master lesson enables every teacher to define his way of work and this is undoubtedly the merit of the book.

New requirements for the level of professionalism of a modern teacher demand a new quality of estimating teachers' work. The Head Master assistant attempts to give teachers the necessary guidance to estimate and self-estimate one's activity. The criteria basis of diagnosis corresponds to the requirements of professional standards of a teacher' work in which we see the novelty and actuality of the presented material. The practical significance of the work is that it shows variants of the general approach to certain professional competences of a teacher and diagnostic material is presented for estimating all its components, namely: cognitive, technological, motivating.

But the most important and basic result of the experimental work, its essential meaning is the achievement of profound knowledge of pupils. Only within the period of participation in the experiment teachers prepared 113 winners of Olympiads, intellectual and research contests. Including 76 winners of municipal regional All- Russian Olympiad for school children, 12 winners of other Olympiads and contests, namely: Russian Olympiad in Philosophy, All Russian Olympiad on financial market and consumer knowledge for senior pupils, municipal contest "Educated consumer of XXI Century" and "Experimental Chemistry", 25 winners of all stages of the contest of research work of the Small Academy of Science for school children.

V. DISCUSSIONS

The results of the experimental work proved that:

- modern requirements to the quality of education demand from a teacher career development. Speaking about the professional career of a teacher we do not mean it in the usual meaning of the word, that is the promotion in the organization hierarchy, which is defined as 'vertical', but a career within the profession which is defined as a 'horizontal' professional career of a teacher. A teacher can become an author of new technologies, textbooks, and educational complexes, publish his works in professional journals, or to choose some scientific direction 'horizontal career'- participate in experimental activity;
- the professional career, being the result of the teacher's choice of his own professional strategy, promotes his self-realization, development of his reflective qualities and puts him into a position of his professional choice, becoming a mechanism of prophylactics in the crisis periods and closely tied with the professional exhaustion of teachers;
- the guidance of the career growth of teachers is a complex multi-aspect work, including the investigation of the problems, connected with clearing out requirements in the development of teachers; planning their career growth, an organization of career promotion, motivation, control of the career plan realization, regulating and correcting. The purpose of the guidance is the system of forming, developing and rational use of a professional potential of every teacher and the organization as a whole.

Methodical guidance of a teacher's career growth becomes effective when the following conditions

are observed:

- the presence of the scientifically founded career space in the educational institution;
- the creation of the structure of the methodic guidance of the professional career growth of teachers in the educational institution;
- organization of the continuously acting system of tuition of teachers, meeting the demands of every teacher to improve his knowledge;
- bringing into action the system of diagnosis and estimation of a teacher's professional work.

The internal (personally orientated) conditions of a teacher include the following:

- teachers are orientated on the process of horizontal career development;
- teachers should be constantly involved in innovation experimental activity and self-development in the educational institution;
- the presence of the system of control, providing the estimation of the results, achieved by the teacher, record of these results, and connection of these results with the system of moral and material support;
- organization of the methodical guidance of the career growth of a teacher through combined work of the stuff.

The following results were gained after the diagnoses of the results of teachers' activity:

- planning of the work, career growth, and economy in time;
- the growth of the role of self-education and professional level of a teacher in creating the self-educating comfortable atmosphere at the lesson;
- change of a teacher's conduct in professional failure. More teachers now analyze the course of their failure, plan further actions in difficult situations, act according to the algorithm (analysis- planning- action- result- correction).

The results gained at the final stage of the experiment prove the qualitative changes in the career direction of the teachers' stuff as a whole:

- the notion 'career development' acquired in the eyes of teachers not only vertical career growth, connected with the change of category, status, having rewards but also horizontal career growth connected with the accumulation of professional capital;
- after the analysis of changes of a teacher's status we saw that a teacher has more chances for self-realization, his moral self-confidence has grown, as well as his possibility to find a job and be promoted;

- a teacher has become more optimistic about his life perspectives;
- a number of teachers who characterize the main function of school authorities as creating conditions for professional advance have grown; the qualitative part of the teachers' stuff is characterized by positive dynamics, which proves the ties between the vertical and horizontal career growth.

Thus, when the methodical work in the educational institution was directed to the necessities and activity of the teacher himself, a teacher's motivation to self-develop professionally grew, he developed his self-analyzing and reflective skills, started planning his professional activity, spend his time more rationally as was proved by monitoring the professional skills of experimenting teachers.

The experiment enabled us to see the absence of purposeful systematic work to organize planning their own professional career by teachers of an educational institution and showed possibilities of building a professional career under the experimental conditions of methodical work.

It is necessary to provide the theoretical and practical readiness of a university graduate while he is still a student to project his own professional career and make a teacher a creator of his own professional development.

In view of the gained results of the investigation in question we can single out a number of scientific problems which require further attention: career potential of a worker and its structure; factors influencing the formation of a career in an organization; clearing out the motivated contents of a worker's career; analysis of a worker's career potential, factors influencing the formation of a career in an organization; technology of strategic potential of a business career; the impact of the system of guidance of a career on the stuff potential of the organization.

VI. CONCLUSION

After thorough theoretical analyses of psychological pedagogical and methodical literature on the problem of guiding the career growth of teachers, it was found that specially organized conditions should be created which provide the dynamic growth in unity with motivated valuable, cognitive, operational activities, reflexive estimating components and professional mastery as a whole.

The complex of pedagogical conditions, providing the professional growth of teachers was cleared out on the basis of the analysis of the real condition of the educational process and practice of methodical activity: 1)methodical activity in an educational institution should be built on the acmeologic foundation; 2) teachers should be involved in the process of guiding the quality of education in an educational institution on the basis of monitoring the results of professional pedagogical activity; 3) teachers of the educational institution should be involved in active and interactive methodical work (exchange of opinions, round tables, conferences, discussions, group projects etc.).

Criteria for professional career growth were defined for getting objective information about the found pedagogical conditions- motivation valuable, cognitive, operational active and evaluative reflective. Each criterion was given a characterization of indirect features of their manifestation.

The effectiveness of realization of a complex of pedagogical services, which we found and

motivated, is supported and proved by the experimental work.

Thus, the results of our research enable us to make a generalizing conclusion that the tasks set by us are fulfilled and the aim is achieved.

VII. RECOMMENDATIONS

The material of the article can be useful for practical use for workers of methodical service of educational institutions when organizing work with the pedagogical staff and making conditions for their professional growth as a factor of increasing the quality of professional pedagogical activity. The perspective direction of improving the system of methodical work, providing the advance of teachers, is in the following questions, requiring further development: career potential of the staff and its structure; factors influencing the formation of a career in an organization; finding out the motivation of the worker's career contents; peculiarities of realization of the empiric component of the career advance; diagnosis of the career potential of a worker; technology of a strategic planning of the business career; the impact of the system of guidance on the potential career organization.

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