

Professional Self-Affirmation of a Teacher as a Functional Activity System

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The significance of the issue under study can be explained by the multiple attempts to develop a strategy for teachers' professional self-affirmation as a holistic systemic formation. The purpose of this paper is to describe the functional system of professional self-affirmation at their component and structure-and-function levels. The leading approach and methodological basis for the study of this problem have been built on systems genetics concept of professional activity, and systems genesis of professional self-affirmation, which allow to describe professional self-affirmation as the dynamic process of developing its components and creating new constituents due to mutual collaboration of components. The experimental part of the study describes the features of teacher self-affirmation system in three aspects: successful implementation, crisis, and dysfunction. On the basis of studies made, psychological characteristics of teachers with different levels of professional self-affirmation functional systems have been determined. Information that the paper deals with may be used in the context of vocational training and further teachers development, as well as contribute to the selection of psychological treatment methods and correction of dysfunctions in professional performance of teachers.

Keywords: functional system of professional self-affirmation, success criteria of professional performance, crisis, dysfunction.

INTRODUCTION

Successful professionals consider knowledge of professional activity regularities as a functional system, and it is of particular interest as 'the best practice', as the key to practical implementation of successful strategies for professional work in the conditions of limited resources. Solution of the problem makes it possible to take the effective activity simulations to a new level, the level of technological knowledge that opens opportunities not only to improve the performance and productivity of employees, but also provides a powerful tool for their self-development (Barkov & Korchagin, 2013).

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This idea is also valid to simulate successful teacher career.

The first methodological premise of the study was the definition of systems genetics concept of professional activity proposed by V.D. Shadrikova (2007). Her genetic concept is a theory of functional systems put forward by P.K. Anokhin (1975). The morphology of their structures is identical. Professional activity concept describes invariant structure of professional activity with the following components : the goal of the professional activity, motives of professional activities, program of activities, informational background, decision-making, professional subsystems of critical (operational) traits and characteristics (Shadrikov, 2013).

The second premise of the study is associated with the description of professional self-affirmation as a functional system (Korchagina & Povarënkov, 2009). Professional self-affirmation is a special form of professional activity the components of which mutually collaborate to achieve the system goals. The relationship between its components constitute a functional system. Justification of the idea is given Table 1.

Table 1. Correlation of components of professional self-affirmation in a functional system

System components	Purpose state	Motives	Assessment criteria	Actor characteristics	Decision making
Purpose state	balanced performance	causation	preference	predetermined outcome	control
Motives	causation	order	correspondence	direction	-
Assessment criteria	adjustment	-	-	-	score
Actor characteristics	predetermined outcome	direction	-	-	performance
Decision making	control	-	score	regulation	-

Components of professional self-affirmation system are interrelated, and their relations are either explicated in academic literature, or exist at the level of implicit assumptions. Functional system of professional self-affirmation is formed under the laws of systems genesis. Their components and relationship are formed unevenly and diachronically, thus forming mechanisms or new subsystems in the context of professional self-affirmation. Some of the relationships between the components are still waiting for clarification and specification.

The third premise was connected with understanding of professional self-assertion purpose as a state of professional success. From the position of a functional system of professional self-affirmation, professional success is a measure of an optimal balance between professional self-worth and professional reliability that the actor is aimed at, choosing suitable conditions and ways to achieve it, i.e. a special way of arranging all components of the system to achieve professional self-affirmation goal (Korchagina, 2014). Professional self-worth is the result of a subjective realization of professional activity which is expressed in the satisfaction and pride for one's professional achievements, striving for further professional development, management of professional development, career advancement and promotion. The sense of professional self-worth cannot be observed directly, but it is possible to study it as motivational-and-semantic relations to professional goals and objectives that the person establishes as the actor, or subject, of professional success. These are the products of their activity, knowledge and skills, abilities and personality traits that a person considers to be a matter of professional pride. Professional reliability is the external (objective) result of professional performance which is expressed as the ability to keep focused on achieving professional goals, updating professional characteristics with developed motivation and social attitudes to improve the organization (Sarychev, 2007).

Both professional self-worth and professional reliability have some meaningful characteristics. Professional self-worth is based on self-esteem, self-assessment of their professional abilities and personal qualities and traits. The person is considered as a member of the professional community. Professional reliability is assessment of professional abilities and personal qualities by professional community. In addition, the content of professional self-worth includes self-evaluation of the professional activity results, autonomy associated with independence from the group opinion, and professional relevance experience. Whereas professional reliability content includes their sense of belonging to a professional community, emotional stability, pro-social normativity as an orientation to group norms, and self-confidence. Both components, being in balance, or imbalance, express specific strategies for achieving the status of professional success in the professional self-affirmation.

It can be assumed that there is an area of the optimum, which holds the entire system of professional self-affirmation in the homeostatic balance. In the case when one of the indicators of professional success "outweighs" the optimum zone reduces: high rates of self-worth coupled with low professional reliability led to a crisis of professional reliability, very high level of reliability combined with low professional self-worth led to self-worth crisis. When the two indicators of self-worth and reliability are out of balance it leads to a total crisis in professional self-affirmation. Then we will be dealing with neurotic self-assertive personality experiencing the crisis in professional self-affirmation.

Professional success can be defined as the dynamic state, and strategies to achieve this form of purposeful organization of professional activity by a person, which includes the person's attitude to his, or her, own capabilities and resources, their actualization and implementation, decision-making to achieve the optimal balance between professional self-worth, and professional reliability.

In the context of professional self-affirmation, to achieve the state of professional success is the goal and an indicator in professional activity which specify the content of components in the structure of professional activity proposed by Shadrikov V.D. (Shadrikov, 2013) and contribute new content and functions.

We can show these ideas in Table 2. Each of the components of professional activity develops through success in career and a new functional content in the professional self-affirmation system.

MATERIALS AND METHODS

Study Techniques

In the course of study the following hypotheses, or assumptions, have been made:

1. When implementation of professional activity and interaction of the components of professional self-affirmation are a success, mechanisms or subsystems are formed. These subsystems represent the functional system of professional self-affirmation.

2. The structure of the functional system of professional self-affirmation is typical for teachers with success in career as well.

3. There are variations in the structure of the functional system of professional self-affirmation which are the manifestations of the crisis: in professional self-worth, in professional reliability, in general (total).

The study has used the following techniques:

- 'Vector' expert system developed by V. Melnikov (2005) which allows to determine indicators of professional reliability and professional self-worth of professionals in a team;

— ‘Self-regulation style’ technique developed by Morosanova V.I. (2004) which allows to identify the self-regulation style features and traits of successful professionals;

— ‘Job-relevant personality’ technique developed by E.V. Kharitonova and B.A. Jasko (2009) which allows to diagnose the rate of personality job-relevance ;

— ‘Labour motives monitoring’ technique developed by V.R. Kelich and Yu.L. Starenchenko (2008) which allows to study individual structure of labour motivation;

— ‘Multidimensional professional-and-psychological personality test’ developed by A.V. Siderenkova (2007, 2012) which allows to describe the traits structure of successful professionals.

Statistical analysis of empirical research results has been performed with the help of a Kruskal-Wallis H Test, Spearman's rank correlation coefficient, and factor analysis.

Table 2. Component and structure-and-functions analysis of professional self-affirmation

Professional activity component name	Component functions in professional activity system	Component functions in professional affirmation system
Goal	Ensure the orderly interaction between all system components; organization of all stages of formation and functioning of the system	Conscious image of professional activity results expressed in a balanced system of criteria for professional self-worth and reliability, which reflect the actor's view on success.
Motives structure in successful professional activity	Connectivity of the subject and purpose in the process of goal formation through focusing professional activity based on motivational structure	The system of subjective and objective factors determining the process of a successful career: imperative establishment of personal sense as it leads to transformation of activity nature.
Actor characteristics	Optimal involvement of a subject into professional activities through subsystem of operational qualities and traits.	The set of operational qualities of a subject, which in the course of professional activity convert into operational traits: a high level of operational trait determines individual activity style.
Program of activities	Adapting the system to internal and external conditions taking into account information, motives, sense and goals.	The set of activities structurally subordinated, organized in space and time of action, and driven by the goal: high level of modeling and programming.
Decision making	Ensuring connectivity between the components of activities program and information.	Aggregation of alternatives analyzed and other elements necessary to solve the problem: high processing speed in combination with high level of flexibility.
Informative basis	Information support of effective activity in accordance with ‘goal – result’ vector.	Information on objective and subjective criteria for successful career: complex dynamic systems of information signs i.e. developed ability to synthesize information.

Experimental study

Empirical study was conducted from February 2013 to May 2015 on the basis of sampling (N = 297) specialists of several organizations in Kirov and Kirov region, Russia. Targeted sampling included successful professionals (N = 112) from organizations representing various professional activities.

In a separate sampling group there were teachers from schools of Kirov and its region (N = 183).

Stages

The first stage of the research was devoted to targeted sampling. They were 112 professionals with a high level of professional reliability and professional self-worth characterized as persons with professional self-affirmation.

At the second stage the sampling was checked for homogeneity: according to the majority of scales it was found that representatives of different professions have similar measures.

At the third phase of the research structural and functional relationships between components in the system of professional self-affirmation of successful professionals were revealed.

At the fourth stage of the research there was sampling of teachers with different levels of both success in professional work and professional self-affirmation.

At the fifth stage of the research dysfunctions were identified in functional professional self-affirmation system of teachers as professional self-worth and reliability crises.

RESULTS AND DISCUSSIONS

Justification of the first research proposition

To justify the first proposition, the following proofs have been offered. Correlation analysis done with help of counting the links between components made it possible to distinguish five mechanisms, or components, in the functional system of professional self-affirmation: motivation, information, program, reflection with a focus on professional reliability and reflection with a focus on professional self-worth (Korchagin, 2014). To confirm statistically the assumptions of their presence and significance the method of factor analysis has been applied.

Factor 1 is represented by the following indicators: achievement motivation (0.838), social and psychological stability (0.653), self-confidence (0.629), the desire for self-development (0.616), focusing on future prospects (0.587), overall level of self-regulation (-0.691), programming (-0.567). The leading indicator of the factor is 'achievement motivation' which refers to the tendency to experience pleasure and pride in achieving results. As shown by correlation analysis, Factor 1 achievement motivation and other indicators, there are significant direct relationships here. Thus, motivation of the achievements is associated with social-and-mental stability ($r = 0.659, p \leq 0.01$) and the desire for self-development ($r = 0.505, p \leq 0.01$). Furthermore, the higher achievement motivation is, the higher the desire for responsibly is as well ($r = 0.5, p \leq 0.01$).

So, the subject is aimed at the future, and his thinking is characterized by strategic importance. We can say that he is 'going through' his future success and is proud now, in the present, of the results that are to be achieved in the future. Moreover, the more he imagines his, or her, future success, the greater the ability to maintain maximum performance in a variety of situations is. These situations include the tense ones when it is important to maintain the tendency for constant self-improvement at a high level. This is also contributed by self-reliance, self-esteem, belief in one's abilities and strength. Motivation of achievement is so great that it acts as a compensating factor to the general level of self-control (-0.691). The negative load in terms of programming (-0.567) confirms no demand for specific regulatory functions, measured with particular scales, by the mechanism under consideration.

So we had every reason to determine the mechanism described by Factor 1 indicators as *motivational*, according to its leading indicator.

The function of motivation mechanism in the system of professional self-affirmation is to provide relationship between 'personality traits' and 'purpose' components in the course goal setting through preparation of professional activity goals on the basis of motivational structure. With the help of motivation mechanism the subject determines the goal to achieve a balance between professional reliability (the objective factor in the motivational structure) and professional self-worth (the subjective factor in the motivational structure).

Factor 2 includes the following indicators: professional authority (0.794), professional competence (0.757), attitude of the other ones (0.675), self-attitude (0.671), evaluation of professional activity (0.649), belonging to a professional community (0.630), professional relevance (0.619).

The results of correlation analysis showed a significant relationship between the direct affiliation to the professional community and the evaluation of the results of professional activity ($r = 0.602$, $p \leq 0.05$), the attitude of the others ($r = 0.537$, $p \leq 0.05$), self-attitude ($r = 0.652$, $p \leq 0.05$), i. e. the stronger the person feels that he, or she, belongs to a certain professional community, the better his, or her, professional activity assessment is. In accordance with it, updating of professional performance is performed to reduce the mismatch between the current and targeted states, which determines efficiency and success of professional work. Professional identity becomes the ground for satisfaction attitude on the part of fellow staff and management, as well as an objective assessment of the results of the subject's activity, which in its turn leads to high rates of self-attitude.

These indicators can be interpreted as follows: the subject sees his professional knowledge as a system formed. He, or she, not only has this system, but also effectively employs it. Due to this, he is aware of being significant for other members of the professional group as a 'source of information' within the profession framework. The demand for information provided by the subject serves as a criterion of its usefulness and utility. Feedback lets the subject learn about the ideas, values, norms in a professional group, determines the degree of the involvement in the professional community, highlighting common typical characteristics, which determine the professional group as a whole. Emotional-and- appraisal system forms a stable degree of positive attitude to oneself, and thus provides self-acceptance. High ability to assess the current status of activities in relation to the targeted one ensures a dynamic exchange of information due to adjustment of the criteria according to which the assessment is made at all of these stages.

Thus, Factor 2 indicators are focused on of information exchange. Therefore, the mechanism corresponding to this factor has been defined as *informational*.

In the system of professional self-affirmation the information mechanism ensures control of system results correspondence to the goal set on the basis of objective and subjective criteria for a successful career. They are included in the content of 'Informational basis of activity' component in the system of a successful career.

Factor 3 can be presented by the following indicators: practicality (0.696), flexibility (0.664), the overall level of self-regulation (0.633), liability (0.608), simulation (0.611), social thinking (0.6), and program developing (0.5).

Leading indicators of Factor 2 are the practicality, flexibility, and the overall level of self-regulation where interests are predominant over ideas and concerns. Activity is woven into the realities of life; the job done encompasses material needs and achieving results. And in the course of occupation the details allowing acquiring and efficiently using the resources are thought out carefully before taking them into account. All of the above listed combined with high degree of achievement motivation ensures high benefit from the professional activity of the subject. The effect is amplified thanks to the developed social mode of thinking to regulate

interpersonal relations in the course of professional activity; the reality is subjected to interpretation, new information is adapted to that already available. This contributes to carrying out duties, responsibilities and promises, regardless of the circumstances. The subject is focused, self-disciplined, concentrated, accurate when performing his, or her, work, and that is the foundation for high efficiency implementation of modeling and program developing. He is able to determine conditions significant for goal achievement both in the current situation and future perspective. This in its turn correlates respective programs and plans of activities characterized by detailed, comprehensive and prudent work and behavior. At the same time, in a hazardous situation it is common to have ability to change quickly the significant conditions (adequately react and rebuild the program of actions for the successful solution of the problem), which assesses the overall level of self-regulation as high. This has been confirmed by correlation analysis that showed the presence of significant direct links between modeling, flexibility ($r = 0.32, p \leq 0.05$), and the general level of self-regulation ($r = 0.591, p \leq 0.05$); between flexibility and programming ($r = 0.573, p \leq 0.05$). Besides, there are strong direct links between flexibility and the overall level of self-regulation ($r = 0.756, p \leq 0.01$), and between programming and the general level of self-regulation ($r = 0.801, p \leq 0.01$). That means that the better the subject determines the significance of the conditions, the greater his ability to predict these conditions in the future is, and the more adequate he can respond to changes. The faster and more adequate this response to the change, the more effectively the program is updated.

Factor 3 indicators describe the mechanism with functions that can be described as the realization of goal achievement program. On the basis of the 'scale' readings, the third factor determines the mechanism under consideration as *programmatic*.

In the system of professional self-affirmation the programmatic mechanism enables the relation between 'Activity program' and 'Informational basis of activity' components by means of making a decision on adjusting the criteria system content of the latter. Thus, the entire system is adapted to internal and external conditions taking into account the information, motives, senses and goals.

Factor 4 includes credulity indicators (0.703), prosocial approval motives (0.651), dependence on the group (0.461), and formal business communication tendency (0.442). This factor is bipolar, so as one of its indicators, namely independence, has a negative load (-0.520).

These indicators show readiness to admit the ability to effectively contribute to the overall operation by the others, cooperation-proneness opposed to competition, openness and willingness to share and receive information even without sufficient critical analysis. The subject tends to normativity, loyalty, group standards, recognition and protection of group values, strive to realize the group goals. He admits his interdependence from colleagues, acts in the group taking into account other members' interests, prefers to work in a team rather than independently, compares his methods and results with the methods and results of the others. Identification of an individual with a group illustrates his commitment to be approved by other people that are positive for implementing professional activities. Maintaining the state achieved can be done through formal business communication when the preferences are given to standards and legal requirements to communication, application of administrative methods of influence. This particularly concerns activities with a high level of responsibility. The external motivation of formal business communication is the pursuit of success and approval of management. The professional reliability tendency of the actions produced (i.e. approval and appreciation on the part of a professional group) is obvious. It can be achieved through constant evaluation of actions in relation to actions of other members in the professional group. Therefore, on the basis of the analysis done, the mechanism has been identified as *reflective focused on professional reliability*.

Thanks to this mechanism, the reliability to achieve the goal of a successful career increases.

The last factor, *Factor 5*, has a significant loading in the following variables: the pursuit of career (0.639), strive to be dependent on management (0.543), pursuit of responsibility and autonomy (0.515). This suggests an effort to increase official status and authority when it is not only possible to realize the available skills and competencies and achieve a certain level of wealth, but also switch to the next level of task complexity. In doing so the Subject is aware that implementation of his professional activity accompanied by certain achievements takes place within the organizational system that functions in accordance with the organization norms and regulations. In this case, the system is considered as a tool, as a foundation for development, so the subject consciously admits his dependence on the relationship with the manager as with the person who distributes resources needed to achieve the objectives and determining prospects and development. In addition, a manager is not only a source for objective assessment of the Subject achievements but also as a criterion for subjective assessment of achievements. These assessments help the subject in self-selection of goal and ways of solving problems, each time increasing the level of their personal responsibility. Due to continuous reflection of the self-worth the Subject develops and makes a success in his job.

Thus, the fifth performance factor describes the mechanism that can be defined as *reflexive with a focus on professional self-worth*. In the system of professional self-affirmation this mechanism, like the previous one, ensures reliability in achieving the goal by the subject.

A functional system of professional self-affirmation is realized only when a sufficient level of development and mutual collaboration of all mechanisms: motivation, information, programmatic, reflexive with a focus on reliability and reflexive professional with a focus on professional self-worth.

Justification of the second research proposition

In support of the second point, or proposition, related to the structure of functional professional self-affirmation system is typical for successful teachers we propose the following proof.

Professionally successful teacher sample consisted of 60 people. Statistical processing of data revealed that despite differences in professions the subjects with successful career and professional affirmation are characterized by similarities in their indicators: programmatic level ($H = 192$; $p = 0.128$), outcomes evaluation ($H = 266$; $p = 0.132$), flexibility ($H = 263$; $p = 0.130$), autonomy ($H = 267.5$; $p = 0.154$), overall level of self-regulation ($H = 173$; $p = 0.117$), belonging to a professional community ($H = 198$; $p = 0.135$), professional competence ($H = 216$; $p = 0.21$), professional authority ($H = 273$; $p = 0.189$), attitude of other ($H = 305$; $p = 0.459$), overall level of demand for profession and its relevance ($H = 204$; $p = 0.11$), the motivation of approval ($H = 251$; $p = 0.074$), motivation to achieve ($H = 243.5$; $p = 0.065$), prospective approach ($H = 203$; $p = 0.144$), prosocial normativity ($H = 335$; $p = 0.837$), social and psychological stability ($H = 335.5$; $p = 0.843$), emotional stability ($H = 339.5$; $p = 0.9$), substantive thinking ($H = 322.5$; $p = 0.668$), social thinking ($H = 339$; $p = 0.892$), pursuit of well-being ($H = 244.5$; $p = 0.069$), desire to be recognized by the others ($H = 327.5$; $p = 0.733$), pursuit of responsibility and autonomy ($H = 283$; $p = 0.249$); level of dependence on the manager ($H = 326$; $p = 0.708$); ambition to promotion ($H = 285$; $p = 0.267$); ambition to succeed in job, at work ($H = 259.5$; $p = 0.118$); ambition to develop his personality ($H = 251.5$; $p = 0.087$); level of dependency in the group ($H = 269$; $p = 0.165$). Thus, a successful subject's generalized portrait described on the basis of the data obtained in the

second stage of the study is true, or relevant, for representatives of various professions that were sampled for the study, including teachers.

Factor analysis allowed us to determine substantial similarity between the professional self-affirmation components of successful teachers. According to 'Vector' expert system developed by V. Melnikov (2005) all successful teachers have a balance between the professional reliability and professional self-worth.

Factor 1 is represented by the following indicators: satisfaction with the implementation of professional capacities (0.855), belonging to a professional community (0.712), the experience of professional demand and relevance (0.446), professional competence (0.725), professional credibility (0.782), professional outcomes assessment (0.812), attitude of other (0.770), self-attitude (0.850), motives to be approved and achieve the goal (0.470), focusing on future prospects (0.466). The leading indicators of Factor 1 are the following:

- satisfaction with professional capacity;
- belonging to a professional community;
- professional competence;
- professional power and credibility;
- assessment of professional activity outcomes;
- attitude of the others;
- self-attitude.

Since the first factor indicators are focused on information exchange, we define this factor as *informative*. This suggests that teachers' success depends on their satisfaction with their own system of professional knowledge and skills, its effective use, so that teachers feel themselves 'a source of knowledge' in the team. Feedback helps the teachers to be aware of their relevance and usefulness in their teams, which, in addition, is a pleasure for them as well. The positive assessment of the team helps the teachers to form a sustainable positive self-attitude. High ability to assess the attitude of others, attitude to themselves ensures their ability to make necessary upgrades. In the light of the above findings, we conclude that in the system of activities for successful career it is the information factor that connects such components as 'Information basis of activities' and 'Goal'.

Factor 2 is represented by the following indicators:

- simulation (0.626);
- programmatic (0.940);
- outcomes, or results, assessment (0.514);
- flexibility (0.810);
- autonomy (0.477);
- overall level of self-regulation (0.910).

The leading indicators of Factor 2 are 'programmatic', 'flexibility', and 'overall level of self-regulation'. So as the second factor indicators are aimed at implementing the program of job activities, we define this factor as *programmatic*. This suggests that teachers' success is determined by its ability to think carefully about their job activities, ways of their implementation, take into account the detail that allows the teacher to avoid possible errors. Flexibility allows them to quickly reconsider their behavior when internal and external conditions have changed. Programmatic factor in the system of successful career provides a link between the activities, specific actions of the teacher and 'information basis of activity'.

Factor 3 is represented by the following indicators: outcomes assessment (0.409), experience of being professionally needed and relevance (0.666), focusing on future prospects (0.619), substantive thinking (0.652), the desire to achieve success (0.751). The leading indicator of Factor 3 is 'desire to achieve success'.

On the basis of the leading indicator content we have defined this factor as *a motivational factor with a focus on professional self-worth*. This indicates that teachers success is determined by the tendency to experience indispensable and necessary success in activities, experience of pleasure and pride of the results achieved.

In the system of successful professional activity motivation factors with a focus on the professional autonomy provides communication between such components as 'the subject traits' and 'activity goal', since on the basis of the available motive (the desire to achieve success) the subject defines the goal, or objective, for the activity (achieving a balance between professional autonomy and professional reliability).

Factor 4 involves the following indicators: the attitude of others (0.415), the overall level of profession need and relevance (0.512), social-and-psychological tolerance(0.529), desire to integrate with management (0.530), strive for promotion (0.709), the will to be dependent on the group (0.773).

Based on the content of leading indicators we can define this factor as *motivational with a focus on professional reliability*. This suggests that teachers' success is determined by their disposition to recognition and acceptance of the norms and values of the team, the pursuit of group goals, the desire to gain approval from their peers. The desire to be approved and appreciated by peers suggests focusing the job activities on achieving professional reliability, which increases the likelihood of achieving the goal of the successful professional activity system. Therefore, the system of successful professional activity motivation factors with a focus on professional reliability also provides the link between the components of 'traits of the subject' and 'activity goal'.

Thus the functional structure of professional self-affirmation of teachers has a lot in common with the structure of professional self-assertion of other professions. Components of the functional system of professional self-affirmation of teachers are filled with meaning and sense, and repeat the basic mechanisms of a successful professional activity. Their difference in the hierarchies and levels due to the regularities of the systems genesis is uneven, diachronic when forming structural components and subsystems.

Justification of the third research proposition

Justification of the proposition related to the existing deviations in the functional structure of the professional self-affirmation system of the teachers who are experiencing a crisis of their professional self-worth and professional reliability is given in the form of a fact statement. The majority of techniques using scales to study of expressiveness of the implementation of professional affirmation between teachers successfully implementing vocational training and self-affirmation, and teachers with no balance between professional autonomy and professional reliability indicate the differences in their outcomes.

In addition, there are breaks, or gaps, in the links between the components in the functional system of professional self-affirmation.

Components 'targeted state' and 'the subject traits' have a weak relationship when for judging by 'satisfaction with the implementation of professional capacity and practicality' scales have been used ($r = 0.930, p \leq 0.05$). If the teacher belongs to the category of 'dreamers' he will not be able to fully realize his, or her, potential as a professional.

'Targeted state' and 'motives' components have a inverse relationship readings on 'self-attitude as to the professional authority' and 'achieving success' scales ($r = -0.927; p \leq 0.05$), i.e. in attempts to achieve great results the teachers considere

themselves less competent in their jobs, it may be due to wrong feedback regarding the work performed.

'Motives' and 'the subject traits' components have interrelated scales (readings) of 'approval motivation' and 'integration with managers' ($r=0.963$ $p\leq 0.01$). That means the more approval the teachers expect from the professional community, the higher their dependence on their management is. The correlation on 'socio-psychical resistance' and 'dependence on the group' scales ($r= 0.976$; $p\leq 0.01$), suggests their inability or unwillingness to use the support of a professional group.

The components dealing with 'decision making' and 'the subject's traits' have a weak inverse correlation between the scales related to programming and social thinking ($r= 0.922$; $p\leq 0.05$), that is, when planning activity another person traits and social situation are not taken into account.

Thus, weak relationships of 'targeted state' and 'subject traits' components indicate a possible violation in the motives-and-goal subsystem of professional self-affirmation, so that not achievement of the goal leads to disruption in self-worth. Missing interconnection between 'targeted state' and 'decision-making' components and weak relationship of 'targeted state' and 'subject traits' components show malfunctioning of the operational subsystem of professional self-affirmation. Incompetency in professional performance leads to the fact that teachers are not valued in the professional community. The lack of interconnections between 'criteria', 'action' and 'targeted state' components shows a violation of reflexive-regulatory subsystem of self-affirmation.

So, violation of motivational-target subsystem of professional self-affirmation leads to the crisis in professional self-affirmation, violation of programmatic-and-pragmatic subsystem leads to a crisis in professional reliability. Reflective-and-regulatory subsystem combines motivational-and- targeted (reflection) and programmatic-and-pragmatic (regulation), which leads to the total crisis in professional self-affirmation of the teacher.

The idea of a functional professional self-affirmation system in the form of its components relationship to achieve the common goal of professional self-worth and professional reliability received its interpretation in the course of empirical testing. System components have been formed through mutual collaboration of the components needed for a successful career and have been presented by new formations, sub-systems: motivation, information, reflexive with a focus on reliability and reflexive with a focus on professional self-worth.

An empirical study of successful teachers' professional self-affirmation confirms the integrity and invariance character of the functional structure of the professional self-affirmation system of. Violation of the structure of relations in the functional professional self-affirmation system determines a crisis of professional self-worth and reliability.

CONCLUSION

The research conducted has identified and described the content of meaningful functional system of professional self-affirmation, and empirically identified the components of a functional professional self-affirmation system of teachers: motivation, information, programmatic, reflexive with a focus on professional reliability, and reflective with a focus on professional self-worth. A significant result is the invariant structure of functional professional self-affirmation system which makes it possible to predict the success in job, and develop corrective work to prevent dysfunctions in professional self-affirmation, i.e. the crisis of self-worth, and the crisis of professional reliability. Actionable results, outcomes and implications of this study could form the basis for developing training courses for professional

development of teachers, conceptualizing the domain, the area of professional self-affirmation, selecting and establishing 'professional self-affirmation' construct.

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