

The Model of the Professional and Personal Orientation of the Teacher

Elvira G. Sabirova

Kazan (Volga region) Federal University, Kazan, RUSSIA

Nataliya N. Vasyagina

Ural State Pedagogical University, Yekaterinburg, RUSSIA

Amangeldi K. Imanov

North Kazakhstan State University of M. Kozybayev, Petropavlovsk, KAZAKHSTAN

•Received 19 September 2013 •Revised 11 February 2013 •Accepted 21 April 2015

In the conditions of change of educational reference points the professional activity and a personal maturity of the teacher, his internal intension directed on self-development and updating of personal potential in professions got a special value. In this regard the main objective of the article consists in implementation of the phenomenological analysis and the model of a professional and personal orientation of the teacher. The article characterizes the model describing the structure, typology, mechanisms of functioning of a professional and personal orientation of the teacher is offered. The Individually-typological features of professional and personal orientation of the teacher are identified. The effective types are defined which corresponding to the functional level of a professional and personal orientation (generative, self-actualization, subjective), and the types needing in the optimization (manipulative and dependent, compensatory, formal and productive, communicative, egocentric, administrative) which belong to pre-functional and dysfunctional levels of the professional and personal orientation. The program of optimization of a professional and personal orientation of the teacher is developed.

Keywords: the professional and personal orientation, the professional development, the personality of the teacher, the types of vocational and personal orientation, the optimization of professional and personal orientation

INTRODUCTION

In the modern Russian society, which is in the process of reforming education, more than ever the professional activity and personal maturity of the teacher is claimed. However, a significant part of the teachers has difficulty in solving urgent professional problems, dissatisfaction with professional activity, professional or unwillingness to develop personality (Vasyagina and Marchuk, 2013). In connection with this problem a great debate about professional and personal features of the teacher takes place,

Correspondence: Nataliya Nicolaevna Vasyagina,
Ural State Pedagogical University, 620017, Russia, Yekaterinburg, Cosmonauts Avenue,
26.
E-mail: vasyagina_n@mail.ru
doi: 10.12973/iser.2016.21029a

that provide the efficiency of its operations and development. This study focused on a personal development (Abulkhanova-Slavskaya 1991; Bodalev 2006, Volkova, 1998) or professional development (Afonkina 2009; Kuzmin, 1990; Beznosov, 2004). However, for optimum coordination of teacher training in equally important are as professional and personal aspects of his development, that determines the relevance of psychological construct, coordinating training activity and personal characteristics of the teacher.

It should be noted that the link professional and personal development, are the most often discussed by scientists, each of whom uses at the same time meeting their own terms: direction of professional-oriented personality (Zeer, 2005), focus on personal and professional development (Minyurova, 2008), personal and professional orientation (Mitin, 2004). These terms denote the notion combines an indication of the integral characteristic of the individual, particularly in defining the conceptual realization of the subject of his professional activity of the teacher. Without prejudice to the importance of the proposed interpretations, from our point of view, the most exact semantic value that denoting the integral characteristic of the individual, is "the professional and personal orientation" which is the factor in teacher's training success.

The professional and personal orientation is understood as integrative component of person, reflecting specific training activities, the refractive index in the personal characteristics of the subject including the intentional activity of individual, specifically formed in a professional activity and defining conceptual features in the implementation of activities and professional and personal development of the subject.

Understanding of professional and personal orientation as a construct that organizes the professional activity and professional and personal development of person, allows us to identify reflection as a psychological mechanism underlying its functioning. In the understanding of reflection, we will rely on the definition, according to which the reflection is a multifunctional complex mechanism, cause awareness, rethinking and correcting a holistic view of the person about himself, as well as their activities and behavior (Anikin, 2009). Reflection starts the cycle of processes the identification - internalization - individualization - externalization "in due to which a person is addressed to its own field of semantic analysis of their professional and personal features of professional activity. The successful realization of this cycle determines the direction of development, resulting in the establishment of new, the most adaptive and effective behavior patterns and activities, including professional.

Effective functioning of the orientation is characterized by the implementation of the set of functions, related to the organization professional activity and professional and personal development of the person. The researchers distinguish different functions of directivity, which from our point of view can be summarized in three basic ones: the development of the personality as professional, motivation to professional activity, the organization and modeling professional activity. It is important to emphasize that features professional and personal orientation is largely determined by its structure and content.

The structure of the professional and personal orientation is considered as the structure of direction of professional-oriented personality, dedicated E. F. Zeer, and includes the following components: self-concept as a starting component of orientation, semantic relations (referring to the outside world, the professional activity of teachers) as an expression of the professional life and position of the person, attitudes, values, motivation (Zeer, 2005).

The position as working order of person for certain activities with specific ways has a great importance. This position reflects the values, motives, conditions for the activity; it develops, function and maintains stability as a part of certain activities,

providing a steady, purposeful course of this activity. Changing of activity entails a change of meaning, motives, and then the positions, although the most stable of them, the basic positions can be saved and transferred to the new conditions. When the disparity happens of valuable, meaningful, motivational aspects of orientation, incongruence self-concept and the requirements of the profession the overview position is decisive, although the process is often not recognized (Afonkina, 2009; Klimov, 2004; Markov, 1996). Therefore, when the differentiation of individual-typological features of professional and personal orientation is defined it is important to consider the dominant positions of the person, the value of which in the regulation of the activities during the organization and orientation is predominant. During the study of educational activities different authors distinguish the most important positions in the work of the teacher, like "orientation toward the self - toward the activities - toward interaction with the students" (Markov, 1996; Mitin, 2004), "social - professional - personal" (Afonkina, 2009), "toward adaptation, toward self-actualization," "toward stability" (Mitin, 2004).

The unique combination of the components described above, their expression and interaction is determined the personality specifics of the realization in the professional activity and professional and personal development of the person. Depending on the coherence and development the components of the general structure and orientation of the realization of these functions levels of its functioning have been described. Functional level characterizes mature professional and personal orientation, including coordinated interaction of developed components and effectively realizing all its functions (Klimov 2004; Pryazhnikov and Pryazhnikova, 2001; Vasyagina and Marchuk, 2009). Pre-functional level of the professional and personal orientation reflects the un-coordination / immaturity of its components associated with ineffective, incomplete realization of their own functions (Bodalev 2006; Volkova, 1998; Beznosov, 2004). Dysfunctional personal orientation determines the professional level of professional and personal strain of the subject in which the development is replaced by stagnation, regression, destructive personality changes and inefficiency of professional activity. In this case, professional and personal orientation is not fulfilling its functions and is related to the immaturity of its controversial content of components (Beznosov, 2004; Vasyagina and Lozgacheva, 2008).

Thus, professional and personal orientation determines the personal and professional development of the subject, and its functional features associated with the realization of the basic functions, the relevant functional, pre-functional or dysfunctional levels. Effective organization and realization of professional activity and development of the person is provided only functional level of the professional and personal orientation.

MATERIALS AND METHODS

Materials of the research

In the process of the research the following method were used: theoretical (analysis and synthesis of philosophical, psychology and pedagogical of methodological researches on orientation; phenomenological analysis, modeling); empirical methods (tests, questionnaires, formative assessment) and methods of interpretation of the results.

Experimental research base

The research was carried out on the basis of secondary schools in the city of Yekaterinburg and the Sverdlovsk region. The research involved 272 teachers.

Stages

The research was consisted of three stages. The first stage was carried out a theoretical analysis of the problem of professional and personal orientation of teacher developed a program of empirical research. In the second stage structural-functional model of the professional and personal orientation of the teacher was developed and carried out its testing. In the third stage, the systematization, interpretation and synthesis of the research results were carried out; theoretical conclusions were refined the processing and registration of the results of the research was made.

RESULTS

The structure and content of the model

We developed a structural-functional model of the professional and personal orientation, based on the analysis of models of professional development, and the researches considering on the structure and dynamics of the professional orientation, regulation of professional activities. The model reflects the specifics of the structure, functioning and developed mechanism, and individually-typological features of the professional and personal orientation of teacher (Figure 1).

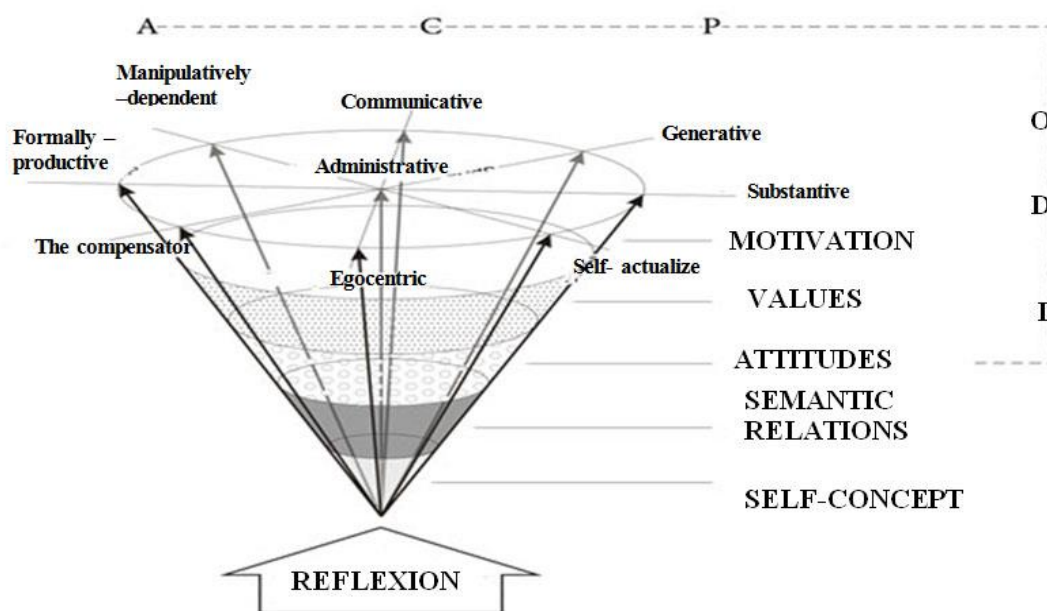


Figure 1. The model of professional and personal orientation of the teacher

Developing the model, we based on the following conceptual statements, the basic principles of the professional and personal orientation:

- the professional and personal orientation is a system of interconnected components (the principle of systems), which in the model are based on their regulatory function: self-concept, semantic relationships, attitudes, values, motivation;
- the principle of unity of the professional and personal development is manifested in the indivisibility of professional and personal orientation on professional and out-professional components;

- the principle of the leading role of reflection in the development of the orientation is carried out by the reflection, representing the basic mechanism of the developed orientation contributes to its regulation and optimization;
- central position of the installation in the structure of the professional and personal orientation, reflecting the impact of exposure to the installation of all other components, and its stability, passivity.

Based on these ideas, we included aim the model of the professional and personal orientation such attitudes of the teacher that express the basis of man's relationship to himself, the world and other people, like attitudes related to the locus of control, the options represented in the following variants: orientation towards self (I) the activities (D), towards communication and interaction (O), and the attitude related to the relationship of man to the development presented by the variants: to the adaptation (A) to the stability (C), towards the development (P).

The combination of dominant attitudes of the person defines a particular type of professional and personal orientation, which reflects the vector of individual professional dynamic of the person (Table. 1).

Table 1. The types of the professional and personal orientation of the teacher

Attitudes	The adaptation attitude	The stability attitude	The development attitude
Interaction attitudes	manipulatively - dependent	communicative	generative
Attitudes towards self	the compensatory	egocentric	self-actualization
Activity attitudes	formally - productive	administrative	substantive

Stages of realization of the model

In order to study the specifics of the professional and personal orientation of teachers the research was conducted with the participation of 272 teachers of Yekaterinburg and the Sverdlovsk region. The average age of participants is 43.4 years (range 21 to 68 years). Teaching experience of research participants on average 20.7 years (range 1 to 5 years).

First, we studied the common features of the professional and personal orientation of teachers (%):

- the prevalence of self-concept of the professional aspects over out professional detected in 86% of teachers, reflecting the desire of teachers to pedagogical activity;
- immaturity of the professional pedagogical motivation detected in 78.3% of teachers, lack of evidence of motive ability to the orientation;
- a wide range of values in the structure of the professional and personal orientation, identified in 93.7% of teachers, shows the important role of both as professional and like out professional values in the regulation of professional activity;
- low estimation of the importance of such an important professional values as "development", identified in 78.7% of teachers shows that they have no motive for professional and personal development;
- low meaningfulness of the future (33% of respondents), the meaningfulness of life focus on the past (from 57.0% of respondents), the idea of meaninglessness own activity to change of life (from 61.0% of respondents) indicate prevailing among teachers "survival strategies" , there is no tendency to development and strategic thinking;
- contradictory attitude of teachers to their own professional activity detected in 84.6% of respondents expressed subjective satisfaction in content of professional activity and dissatisfaction factors of health in the process of its realization;

- discrepancy and inconsistency of the content of value-oriented motivational components, identified in 82.7% of teachers describe a expressive inner conflicts and discoordination of professional and personal development of the person.

So, the professional and personal orientation of teachers is characterized by insufficient development of semantic, motivational components and mismatch of valuable and motivational components, which generally leads to a formal approach and support strategies in professional activities. Mismatch of components indicates immaturity of the professional and personal orientation and it is an indicator of the pre-functional level of the professional personal orientation prevailing among teachers. The contradictions in the content of components reflect the internal conflicts of the teacher and it is an indicator of the level of dysfunctional professional and personal orientation. Only a small proportion of respondents indicated a functional level of the professional and personal orientation that is reasonably harmonious development of the components and content of the professional and personal orientation. At the same time a sufficiently high level of reflection, identified in the majority (94.1%) of teachers, indicates that the actualization of reflection can be purposefully arranged and used in the development and optimization of professional and personal orientation.

In the context of the mismatch and the lack of development of the individual components targeted regulation of professional activity is carried out mainly by the dominant attitudes of the person in connection with what is necessary to study particular areas related to different combinations of dominant attitudes of teachers. To study the types of professional and personal orientation, selected on the basis of theoretical analysis, we applied the methods of mathematical statistics, using cluster analysis, which is most effective for this type of research. Cluster analysis was carried out by K-means which allows dividing the entire sample of given attributes for a specified number of clusters. The basis of differentiation of the professional and personal orientation of teacher types two main intentions were adopted being the most important in the realization of the professional activities and professional and personal development of the teacher: the attitudes related to the locus of control (towards self, to activities in the interaction), and attitudes development-related (towards adaptation, stability and development). As a result of differentiation nine clusters were obtained that describe the types of the professional and personal orientation of the respondents (Figure 2).

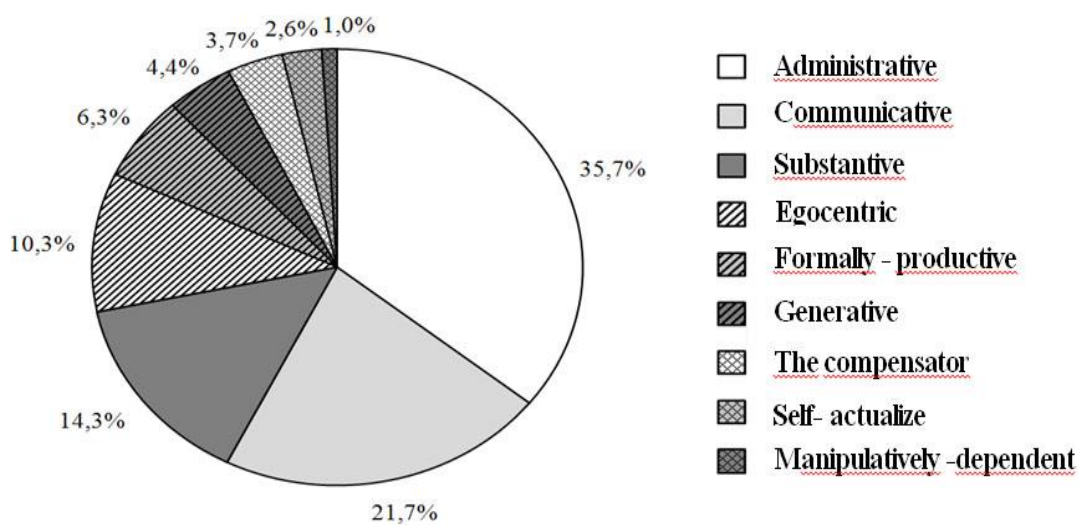


Figure 2. Distribution of respondents according to the types of the professional and personal orientation

Differentiated learning of the content types of orientation using factor analysis allowed determining the qualitative features of each type. Factorial structure types of the professional and personal orientation of teachers is presented in the Table 2.

Table 2. Factorial structure of the types of the professional and personal orientation of teachers

Administrative		Communicative		Generative	
FACTORS	% Variance	FACTORS	% Variance	FACTORS	% Variance
Higher values	11.60	Freedom	11.95	Satisfaction with life	31.20
Meaning of life	9.17	Spontaneity	8.52	Confidence	18.86
Total control	8.43	Professional identification	7.08	Comfort	15.16
Status	7.18	Self-esteem	6.27	Self-actualization	10.69
Confidence	6.26	Love to the profession	5.66	Orientation on the professional values	7.73
Identification	5.57	Status	5.42		
Dependence	5.05	Optimism	5.28	Propensity to management	5.76
Satisfaction with administrative features careers	4.45	Orientation on the interaction	4.93	Professional reflection	4.52
		Comfortable life	4.47	Dedication	2.22
		Confidence	4.05		
Sensitivity	3.95	Stability	3.48		
Avoiding mishap	3.25	Other new ontology	3.04		
Formally - productive		Egocentric		Substantive	
FACTORS	% Variance	FACTORS	% Variance	FACTORS	% Dis-Persia
Optimism	27.22	Creativity	25.30	Freedom	15.67
meretricious professional interest	14.77	Satisfaction with life	11.90	Self-realization	11.45
Prestige	11.44	Dissatisfaction with professional activities	9.25	Learning	8.53
Satisfaction of professional successes	8.21	Stability	7.60	Prestige	7.25
Adaptation	7.52	Prosecutor-general of the profession	6.78	Professional activity	7.03
The passivity	6.58	Material orientation	5.66	The recognition	6.74
Meditativeness	5.12	Psychological comfort	4.93	Confidence	6.02
Prestige	11.44				
The compensator		Manipulatively -dependent		Self- actualize	
FACTORS	% Variance	FACTORS	% Variance	FACTORS	% Variance
Prosecutor-general of the profession	72.35	Maladjustment	50.04	Subjectivity	70.21
Comfortable life	19.72	Orientation on the interaction	39.30	Self-realization	26.31
Maladjustment	5.06			Internality	2.07

Typological analysis of the professional and personal orientation leads to the conclusion that the types of targeting stability (communicative, egocentric, administrative) correspond to pre-functional level; types of development-oriented (self-actualization, subjective, generative), correspond to the relevant functional level of the professional and personal orientation, and types, focused on adaptation (compensatory, formal and productive, manipulative-sensitive) match in dysfunctional level. The optimization need more types that represent a

dysfunctional level (manipulative sensitive, compensatory, formal and productive) and pre-functional level (communicative, egocentric, administrative). The most constructive for the person and the effective for the realization of the professional activity are the types of orientation, representing the functional level (generative, self-actualization, subjective).

Formative stage

In the formative stage of the experiment program was elaborated to optimize the professional and personal orientation of teacher.

The optimizing of the professional and personal orientation of the teacher we mean bringing it to the state, providing the subject an effective organization and realization of professional activities on the basis of awareness of the features of the profession and the professional and personal potential, the possibility of its use in the profession, as well as understanding of the place and value of the profession in his own life and in society as a whole; meaningful prospects for his development in the professional activity and the vision of his role in the development of the profession.

The optimization program of the professional and personal orientation is optimized algorithm, including the system of specially selected activities based on the reflection of the participants and for the promotion and coordination of structural components of the orientation.

The contents of the program

The aim of the program is to optimize the professional and personal orientation of the participants. The tasks through which achieved the goal are the following: the development of professional motivation; increasing the importance of the subjective factor of development; development of internal locus of control; expansion of the semantic field of the future; the formation of a positive attitude to the profession; harmonization of value-motivational regulation of life.

The form of the program is reflective training, during which there is intense reflection and rethinking stereotypes participants of their life; to overcome them, and the formation of the intellectual, social, and personal activity-related tumors by culturing the reflexive processes of thinking and organizing the process of creativity reflective environment. In general, it provides a constructive transformation of deep personal, social and professional stereotypes of participants. At the same time the new values and meanings, motivational orientations and attitudes governing the professional activity of the individual, without breaking lining psychological structures (as in real life situations, when semantic sphere is reconstructed through experiences and so decision-traumatic experience), and are built on the foundation of existing identity values, meanings, attitudes, experiences and psychological resources.

The basis of the program includes a mechanism of reflection, starts the process' identification - internalization - individualization - externalization ", the successful implementation of which determines the direction of development, it leads to the creation of new, more adaptive and effective behavior patterns and activities, including professional.

The structure of the program consists of three parts: introduction (introduce participants to each other, actualization of reflection, self-awareness, study of stereotypes and protection of participants), basic (Component oriented development and integration of the system profile) and final (summarizing the results of the training and verbalization). The program is worked out for 72 hours: 12 classroom for three hours total number of 36 hours and 36 hours for homework.

The program uses the following technology: reflective introspection and Focusing, active visualization, thinking means of facilitative nature, positive reinterpretation, and Also the elements of physical therapy, psychodrama, gaming, mobile methods of coaching.

Experimental verification of the effectiveness of the program.

Testing program is implemented with the participation of teachers of secondary schools Berezovsky, the Sverdlovsk Region. The average age of participants in the training of 26.5 years, the average experience - 3 years. Formation of the group is carried out by the pair wise selection of teachers who possess the types of areas that require optimization. So, it was isolated two equal groups (control and experimental) consisting of 16 people in each.

The data obtained from the results of testing, were processed using the Wilcoxon-T in order to identify significant differences resulting from the passage of the program, and offset estimation performance in each of the groups. Analysis of the results showed a significant positive change in all components of the professional and personal orientation of the teachers in the experimental group. Analysis of highly significant differences in the experimental group showed that the most sensitive to the effects of the optimizing appeared the following parameters:

- meaningful life (positive shift $n = 12$; negative shift $n = 1$, $n =$ zero offset 3; performance reliability of differences $t \leq 0,01$);
- the development of professional motivation (a positive shift $n = 6$; negative shift $n = 1$; zero offset $n = 9$; the accuracy of performance differences $t \leq 0,01$);
- development out of professional aspects of self-concept (positive shift $n = 8$; negative shift $n = 1$; zero offset $n = 7$; the accuracy of performance differences $t \leq 0,01$);
- importance of the values (positive shift $n = 12$; negative shift $n = 3$, $n =$ zero offset 1, reliability of differences exponents $m \leq 0,01$);
- availability values (positive shift $n = 0$, a negative offset $n = 0$; $n =$ zero offset 16, reliability of differences exponents $m \leq 0,01$);
- increase satisfaction (positive shift $n = 5$; negative shift $n = 0$; zero offset $n = 11$; the accuracy of the performance differences $t \leq 0,01$).

Thus, the teachers involved in the program, identified the development of components professional and personal orientation. In the control group, significant differences of teachers' performance components professional and personal orientation is not revealed. Also, an individual analysis of the professional and personal orientation of each of the participants showed that its individual components in the results of the optimization are characterized by the content coherence and consistency. In addition, survey participants at the end of the program enabled them to fix the appearance of the feeling of meaningfulness career and life in general, associated with participation in skill-personal orientation. Based on these results, we can conclude that the implementation of the program contributed to optimize professional and personal orientation of the participants.

DISCUSSIONS

Questions of efficiency of professional work of the teacher have been the object of attention of scholars, but the available researches are focused either on the study of their personal development (Abulkhanova-Slavskaya, 1991; Bodalev, 2006; Volkova, 1998) or professional development (Afonkina, 2009; Kuzmin, 1990; Beznosov, 2004), while for optimal coordination of the professional work of the teacher is equally important both so professional and like personal aspects of his development. Recently, attempts have been initiated to examine the relationship of individual

professional and personal development of the teacher (Zeer, 2005; Minyurova, 2008; Mitin 2004; Anikin, 2009; Afonkina 2009; Klimov, 2004). However, analysis of scientific researches on this problem shows that they are only debatable.

CONCLUSION

Based on the results of our research conducted can make the following conclusions:

The professional and personal orientation is integrative construct of personality of the teacher, which reflects the specifics of the professional activity, the refractive index in the personal characteristics of the individual, involves the intentional activity of individual, specifically formed in a professional activity and defining conceptual features in the implementation of activities and professional and personal development of the subject . It was established that our developed structural-functional model of the professional and personal orientation, reflecting its structure, typology, operation mechanism, to optimize the professional and personal orientation of the teacher. Namely:

The general and individually-typological features of the professional and personal orientation of teachers. The common features of the professional and personal orientation of teachers are: mismatch of values and motivational components, the weak development of motivational and semantic components, the prevalence of professional aspects over out of professional in self-concept, a contradictory attitude to the profession, the low sensibility of the future and their own activity, the lack of commitment to the development, prevalence survival strategies.

Typology of professional and personal orientation based on a combination of its elements has allowed to differentiate nine types of the professional and personal orientation of teachers and to identify its individual-typological features. Each type has structural and substantial features determining the specificity of the organization of professional activity. According to the development of components and consistency three levels are defined of functioning professional and personal orientation. Consistency between developed components in the overall structure of the professional and personal orientation points to a functional level, which is related to the effective implementation of all its inherent functions. Immaturity and / or mismatch of components in the structure of the professional and personal orientation reflect the pre-functional level of the professional and personal orientation, which is characterized by incomplete, ineffective implementation functions. An indicator of a dysfunctional level is contradictory of components of the professional and personal areas related to professional and personal strain subject inefficient organization of his professional activity and professional and personal development. The optimization need more types that represent a dysfunctional level (manipulative sensitive, compensatory, formal and productive) and pre-functional level of professional and personal orientation (communicative, egocentric, administrative). The most effective are the types of orientation, representing the functional level professional and personal orientation (generative, self-actualization, subjective).

In order to optimize of the professional and personal orientation of the teacher the program was developed, the form of realization which is reflexive training. During the training the intense reflection and rethinking of participants was observed of the features of their profession and their professional and personal potential, opportunities for self-realization in the profession, as well as understanding of the place and importance of trade in our own life and in society as a whole, the meaningfulness of the prospects of its development in the professional activities and its vision role in the development of the profession. The result of the

program was the development and coordination of value-semantic components focus; increase the meaningfulness of life, the formation of a positive attitude to their professional activities, increasing the importance of the development, the realization of the prospects of its development in the profession, as well as the development of practical skills for reflective self-awareness of his life. The program helped to optimize professional and personal orientation. Thus, the purpose of the study achieved, the hypothesis is confirmed.

ACKNOWLEDGMENTS

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University

REFERENCES

- Abulkhanova-Slavskaya, K. S. (1991) *Strategies of life*. Moscow: Thought.
- Afonkina, J. A. (2009). *Genesis of a professional orientation* (Doctoral dissertation). Russian State Pedagogical University named after A. I. Herzen, St. Petersburg, Russia.
- Anikina V. G. (2009). Reflective training as a means of conflict resolution. *Cultural-Historical Psychology*, 3, 72-89.
- Beznosov, S. P. (2004). *The professional deformation of the person*. St. Petersburg, SPb.: Rech.
- Bodalev, A. A. (2006). On the subject and objectives imageology. *World of Psychology*, 1, 180-183.
- Klimov, E.A. (2004). *Psychology of professional self-determination*. Moscow, M: Academy.
- Kuzmina N. V. (1990). *The professionalism of the individual teacher and trainers*. Moscow, M: Higher School.
- Markova, A. K. (1996). *Psychology of professionalism*. Moscow, M: Knowledge.
- Minyurova, S. A. (2008). *The psychology of self-development in the profession*. Moscow, M: Satellite.
- Mitina, L. M. (2004). *Psychology of work and professional development of teachers*. Moscow, M: Academy.
- Pryazhnikov, N. S. & Pryazhnikova E. J. (2001). *Psychology of work and human dignity*. Moscow, M: Academy.
- Vasyagina, N. N. & Marchuk, N. Y. (2009). The phenomenological analysis of the professional and personal orientation. *International Journal of Experimental Education*, 6, 19-21.
- Vasyagina, N. N. & Lozgacheva, O. (2008). *Formation of stress at the stage of professionalization*. Ural State Pedagog. Univ., Yekaterinburg.
- Vasyagina, N. N. & Marchuk, N. Y. (2013) *Optimization of the professional and personal orientation teacher*. Ural State Pedagog. Univ., Yekaterinburg.
- Volkova, E. N. (1998). *Subjectivity Teacher: Theory and Practice* (Doctoral dissertation). Psychological Institute of the Russian Academy of Education, Moscow, Russia.
- Zeer, E. F. (2005). Professionally oriented logical-semantic model of personality. *World of Psychology*, 1, 141-147.

