



Osadchuk O.L.

Interrelation of the system organization of self-control With professional reliability of teachers

In clause is defined as professional reliability of the teacher, its components are considered. The characteristic of self-control as universal mechanism of professional reliability of the teacher is given; it is described levels and mechanisms of self-control. Criteria of an estimation of professional reliability of the teacher through the system organization of self-control are allocated. Statistical acknowledgement of the assumption on presence of interrelation between professional reliability and self-control of teachers is resulted.

Key words: Professional reliability of the teacher. Components of professional reliability of the teacher. Mechanisms of professional reliability of the teacher. Self-control. Levels and mechanisms of self-control. Levels of professional reliability of the teacher.

Essential problems of maintenance of quality of pedagogical work in changing social conditions aggravate a problem of effective opposition of the subject of pedagogical activity to its negative influence, developments of its ability trouble-free, in due time and correctly to carry out necessary professional functions – a problem of professional reliability of the teacher.

The concept «reliability» is directly connected with concept «norm2. During functioning any object it is possible to allocate two components – normative and реализационную. Normative a component expresses obligation, and реализационная – existence of object. Thus, reliability is the qualitative definiteness providing conformity of process of functioning of system to its own norm. As professional reliability of the teacher us it is understood the professional quality describing ability of the teacher to keep нормативно set parameters of pedagogical work irrespective of developing conditions.

We believe, that professional reliability of the teacher can be presented by three components (kinds) of reliability. In personal reliability the attitude of the teacher to the maintenance of the purposes and results of professional work, an individual originality of features of their achievement is shown. Reliability of activity characterizes an end result of pedagogical activity and is defined by features of its maintenance, and also professional characteristics of the teacher: its readiness, professional experience, plasticity, stability of special knowledge, skills. Functional reliability reflects a functional condition of an organism (a state of health, presence of exhaustion, a psychological



pressure, «difficult» mental conditions, etc.), volume of the power resources necessary for effective performance of labour activity.

Research of mechanisms of professional reliability of the teacher is the central moment in the general problematic of its studying is connected by image with an establishment of laws of functioning of professional reliability, and also development of scientifically-practical bases of its maintenance. Mechanisms of professional reliability of the teacher – set of processes on which it is based. Mechanisms provide structurally functional orderliness of components of system of professional reliability, their integration and interaction with an environment.

Generalizing presented to the scientific literature [5, 8, 10, 17] the basic tendencies in studying mechanisms of reliability of the person, it is necessary to specify an opportunity of consideration of mechanisms of reliability of the teacher as the subject of work from various positions:

- from a position the organizations of the person expediently allocation of three types of mechanisms of reliability: biological (representing a level of functioning of the person as individual), psychological (providing a level of functioning of the person as subject of activity) and social (by means of which the person proves as the person realizing objective public attitudes, socio-historical process);
- from a position of display the opportunity of allocation specific, i.e. shown on the separate levels operating only in specific conditions, and universal – the general, peculiar to all levels of functioning of the person, mechanisms of reliability is obvious;
- from a position of an origin the differentiation of mechanisms of reliability on congenital, i.e. transferred by right of succession, and got, developed in an individual or public practice types is lawful.

Self-control, in our opinion, concerns to number universal, taking place on all levels of the organization of labour activity of the teacher, mechanisms of reliability. Under self-control of the person us, after O.A. Konopkin, it is understood « it is system the organized mental process on инициации, to construction, maintenance and management of all kinds and forms of external and internal activity which are directed on achievement of the purposes accepted by the subject» [9, 8].

The analysis of approaches to research of a hierarchical structure of self-control [1, 4, 7, 8, 9] enables in the general view to allocate three its levels: functional, subject and personal. We believe that the basic function индивидуного a level of self-control is maintenance of power mobilization and adaptation (adaptation) of an organism to Wednesday. As objects of the given level of self-control serve physiological processes of an organism, functional properties of the person. The basic function of a subject level of self-control consists in regulation of mental levels of the reaction providing subject transformations of the person. This level of regulation extend on activity, mental processes and properties of the subject which have the specific features and are directly connected with its physiological and socially-psychological properties. The basic function of a personal level of self-control consists in regulation of social behaviour of the person and the attitudes providing transformation of the social environ-



ment and. Objects of self-control of the given level – social behaviour, dialogue and personal (socially-psychological) properties of the person. Each of the allocated levels of self-control is described by own phenomenology, a spectrum of solved problems, structural components and leading mechanisms actions of self-control.

As mechanisms functional a level of self-control nervous mechanisms act. Functional components functional a level of self-control are presented афферентным by synthesis, decision-making and an acceptor of action [3]. The subject level of self-control is provided intellectual, with emotional, strong-willed mechanisms. As the basic functional parts of the given level of self-control act: the purpose of activity accepted by the subject; subjective model of its significant conditions; the program of performing actions; subject system of criteria of success of activity; the control and an estimation of real cash results; the decision on correction of system of self-control [9]. Mechanisms of a personal level of self-control are motivational, semantic, reflective mechanisms. Structural components of personal self-control of the person are values, the purposes, ideals, an image «I», claims and a self-estimation [11].

The system of self-control of the teacher reflects a condition of various components of the biological, mental and behavioural organization, each of which joins in uniform system of power, information and in detail-effective regulation of its target behaviour. Being the characteristic of individuality of the teacher, professional reliability reflects a condition of its individual system of self-control. It is possible to assume, that variously shown infringements of professional reliability of the teacher, are connected, first of all, with backwardness systems of self-control, with problems in functioning its separate subsystems.

The question on an estimation of professional reliability of the teacher takes a special place in the general problematics of its research. Necessity of development of methods which would allow to carry out an objective estimation of reliability of work of the teacher, is urgently dictated by the needs of practice connected with forecasting of professional reliability of the teacher and development of necessary actions on its increase.

Despite of the conventional representation that the analysis of professional reliability of the person should be spent from positions of the system approach, methods of diagnostics of separate components of professional reliability, on advantage, reliability of activity now are most developed. Deficiency of the works describing approaches to research of reliability of the person of the subject of professional work takes place. As we could be convinced, descriptions of a technique of an estimation of professional reliability of the teacher in the literature are absent. Despite of enough plenty of existing methods of studying of professional reliability of the operator and the sportsman, opened there is a question on their adequate application to other professional groups, including to the teacher. Therefore actual in this direction the concentration of efforts of researchers on an intensification of works by definition of «databank» of existing methods which can be applied to an estimation of professional reliability of the teacher sees.



On our deep belief, realization of an estimation of professional reliability of the teacher probably on the basis of representations about self-control as the universal mechanism of professional reliability. As basis of definition of professional reliability of the teacher can serve as a basis A.K. Astafev [4] of work, V.G. Pushkin [14] in which it is underlined, that organization of any material system is an exponent of its reliability. Researchers allocate a number of the factors providing organization of alive systems. O.A. Konopkin considers height of the organization alive from a position of integrity of system of self-control. In its opinion, on integrity of system of self-control functional development of all of its basic components testifies of functional structure breaks integrity, isolation of an information contour of regulation, i.e. « Principle of a ring » in construction of process. Thus all structural components, is system cooperating in complete processes of regulation, should have a high level organization [9]. From here, in our opinion, as criteria of an estimation of professional reliability of the teacher integrity and interrelation of structural components of self-control can act.

The level of professional reliability is a quantitatively-qualitative characteristic of a degree of its development. Characteristics of professional reliability of the teacher are described: the style of self-control describing integrity of system of self-control; in the factor of correlation reflecting interrelation processes of regulation, realizing separate parts of system of self-control.

Teachers with high parameters of development and interrelation of all parts of system of self-control (with harmonious style of self-control and factor of correlation of its structural components in a range from 1,0 up to 0,7) have a high level of professional reliability. The average level – with average indices of development and interrelation of all parts of system of self-control (with non-uniform m style of self-control and in factor of correlation of its structural components in a range from 0,7 up to 0,4). A low level – with low parameters of development and interrelation of all parts of system of self-control (with disharmonious style of self-control and factor of correlation of its structural components in a range from 0,4 up to 0,1).

With the purpose of statistical acknowledgement of the assumption of presence of interrelation between professional reliability and self-control of teachers us it has been carried out research which included: 1) studying of representations of teachers about own professional reliability; 2) an estimation development systems of self-control of teachers; 3) definition of communication of the system organization of self-control with professional reliability of teachers. To the research spent in 2006-2007 educational year, 60 listeners of faculty of improvement of professional skill and professional retraining of workers of formation of the Omsk state pedagogical university, general educational teachers general educational and professional educational institutions of Omsk and Omsk area have been involved.

The method of studying of representations of teachers about own professional reliability had been chose a self-estimation. Respondents have concerned to an estimation of own professional reliability enough objectively: have highly estimated reli-



ability only 47 %, as average – 52 %. Nobody has estimated own professional reliability as low, or absent.

The estimation development included systems of self-control of teachers: gathering of the objective parameters describing the basic parts of three subsystems of self-control: functional, subject and personal; definition of interrelation of structural components of system of self-control; the characteristic of integrity of system of self-control; definition of a measure of distinctions in structures of system of self-control of teachers.

Gathering of the objective parameters describing the basic parts of subsystems of self-control, was carried out by means of psychological testing of C.D. Spilberger, U.L. Khanin [15]. Parameters of the basic parts of a subject subsystem of self-control were fixed by means of V.I. Morosanova technique [12]. Registration of parameters of a personal subsystem of self-control was made by J.A. Mislavski technique [11].

The interrelation of structural components of system of self-control of teachers was defined by means of a method of the correlation analysis. For check of the assumption of presence of correlation communication of structural components of system of self-control of teachers the criterion of nonparametric statistics – a factor correlation of Spirmen was used.

Following empirical values of factor correlations of structural components of system of self-control of the teachers highly estimating own professional reliability have been received: r_S functional and subject subsystems of self-control +0,89; r_S subject and personal subsystems of self-control +0,84; r_S functional and personal subsystems of self-control +0,86. Comparison of the received empirical values of factors of correlation with critical values has shown, that interrelation of subsystems of self-control of the teachers highly estimating own professional reliability, is statistically significant differs from 0. In a direction correlation communications of structural components of system of self-control of teachers of the given group are positive. The form of communication of subsystems of self-control of teachers – rectilinear, that means, that with growth of values of one variable value of other variable proportionally increases. In group of the teachers highly estimating own professional reliability, empirical values of factors of correlation of subsystems of self-control it is more 0,70. It testifies to the high organization of system of self-control. Thus the strongest communication is observed between functional and subject subsystems of self-control of teachers, the least strong – between subject and personal subsystems.

Empirical values of factor $r_{\text{анговой}}$ correlations of structural components of system of self-control of teachers, $r_{\text{средне}}$ estimating own professional reliability, have made: r_S functional and subject subsystems of self-control +0,33; r_S subject and personal subsystems of self-control +0,42; r_S functional and personal subsystems of self-control +0,37. In the given group of teachers empirical values of factors of correlation less than critical value that testifies to statistically insignificant, moderate communication of subsystems of self-control.

The characteristic of integrity of system of self-control of teachers was made on the basis of the methodical approach, allowing to allocate strongly and poorly devel-



oped structural components of system of self-control. Functional development of all of its basic components testified to integrity of system of self-control.

The analysis of the received experimental material has shown, that teachers of both groups do not have harmonious style of self-control, or functional development of all parts of system of the self-control, being the certificate of integrity of system of self-control. Non-uniform the style of self-control presented by insufficient development of separate parts of system of self-control, has 50 % of the teachers highly estimating own professional reliability, and 34 % of teachers, *средне* estimating own professional reliability. Disharmonious style of the self-control, described low parameters of separate parts of system of self-control, is marked at 50 % of the teachers highly estimating own professional reliability, and at 66 % of teachers, estimating own professional reliability.

Definition of a measure of distinctions in structures of system of self-control of teachers was made by the statistical analysis of distribution численностей in two groups of examinees by means of calculation of Pirson. According to the made calculation, $\chi^2 = 1,45$. According to the table of the importance of criterion for 1 % of a level of reliability ($p < 0,01$), the received size is quite sufficient for the statement about presence of statistical distinctions in structures of system of self-control of teachers, is high and *средне* estimating own professional reliability.

For definition of communication between two variables - professional reliability and self-control of teachers – used calculation of factor correlations. Following empirical values of factor correlations of subsystems of self-control and professional reliability of the teachers highly estimating own professional reliability have been received: r_S functional subsystems of self-control and professional reliability +0,80; r_S a subject subsystem of self-control and professional reliability +0,81; r_S a personal subsystem of self-control and professional reliability +0,86. Comparison of empirical values of factors of correlation with critical values has shown, that interrelation of two variables – to professional reliability and self-control of the teachers highly estimating own professional reliability, is statistically significant differs from 0. As the received factors of correlation $r_S > 0,70$, the given correlation communications admit strong.

In group of teachers, *средне* estimating correlations of subsystems of self-control and professional reliability have made own professional reliability, empirical values of factor: r_S functional subsystems of self-control and professional reliability +0,32; r_S a subject subsystem of self-control and professional reliability +0,42; r_S a personal subsystem of self-control and professional reliability +0,43. As values of factors ранговой correlations of subsystems of self-control and professional reliability of teachers, estimating own professional reliability less than the critical values, the given correlation communications admit moderated, statistically insignificant.

Statistical acknowledgement of the assumption on presence of interrelation between professional reliability and system of self-control of teachers is base of the subsequent designing which has the purpose development of scientifically proved representation about what, in the long term, can be model of preparation of is pro-



fessional-reliable teachers. We assume, that practical realization of model of development by students of a higher educational institution – the future teachers – the competence in the field of self-control will provide development of their ability to consider the most complicated interlacing factors of pedagogical work and to prevent their irreversible negative influence.

The Literature

1. Abylhanova-Slavskaia K.A. Personal mechanisms of regulation of activity // Problems of psychology of the person. – M.: Publishing house «The Science», 1982. – P. 92-99.
2. Alexeev A.V. Itself to overcome. – M.: Publishing house «Physical culture and sports», 1978. – 119 p.
3. Anokhin P.K. System mechanisms of the maximum nervous activity. – M.: Publishing house «The Science», 1979. – 453 p.
4. Astafev A.K. Philosophical aspects of synthesis of concepts of technics and biology (on an example of the theory of reliability). – L.: Publishing house LGU, 1978. – 103 p.
5. Bodrov V.A., Orlov V.A. Psychology and reliability: the person in control systems of technics. – M.: Publishing house of the Russian Academy of Science, 1998. – 288 p.
6. Gabdreeva G.S. Self-management a mental condition. – Kazan: Publishing house KGU, 1981. – 63 p.
7. Grimak L.P. Reserve of human mentality. – M.: Publishing house «Politizdat», 1989. – 319 p.
8. Dikaia L.G. Mental self-control of a functional condition of the subject in extreme conditions of activity. – M., 2002. – 342 p.
9. Konopkin O.A. Mental self-control of any activity of the person (Structurally functional aspect) // Questions of psychology. – 1995. – 1. – P. 5-12.
10. Kotik M.A. Self-control and reliability of the person-operator. – Tallin: Publishing house «Valgys», 1974. – 167 p.
11. Mislavski JU.A. Self-control and creative activity of the person // Questions of psychology. – 1988. – 3. – P. 71-75.
12. Morosanova V.I., Konoz E.M. Style self-control of behaviour of the person // Questions of psychology. – 2000. – 2. – P. 118-127.
13. Nikiforov G.S. Reliability of professional work. – SPb.: Publishing house of St. Petersburg State University, 1996. – 176 p.
14. Pushkin V.G. Problem of reliability. – M.: Publishing house «The Science», 1971. – 189 p.
15. Paigorodski D.A. Practical psychodiagnostics: Techniques and tests. – Samara: Publishing house «Bahrah», 1998. – 672 p.