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The personality of the future teacher: a review of foreign studies

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Abstract: Introduction. Modern social and educational conditions of professional activity pose the challenge of developing the problems not of an already established teacher, but an emerging one, because it is at this moment that it is possible to design the conditions for the development of the personality of a future effective educator. This issue is actively discussed in the Russian literature, but there is no consideration of foreign studies on this issue. This article aims to present and analyze foreign psychological approaches to the study of the personality of a future teacher. The novelty of the study lies in the conceptualization of foreign psychological-pedagogical approaches to the study of the future teacher's personality. In addition, the personality of a future teacher is substantiated as an independent stage of specialist's professional development, as well as a comparison of approaches to this problem in Russian and foreign psychology is made.

Theoretical justification. The paper raises theoretical questions about the place of the problem of the future teacher's personality in the structure of foreign pedagogical psychology and psychology of education, theoretical and methodological approaches underlying foreign research, the directions of studying the future teacher's personality, and the personality model of the future teacher. These aspects of the analysis of foreign publications will make it possible to substantiate the provisions on the dominance of the general psychological "Big Five" factor model in the study of the future teacher's personality in foreign psychology, as well as on the similarities and differences in the theoretical and methodological foundations of Russian and foreign pedagogical psychology and psychology of education.

Results. The directions of foreign research on this topic are considered: individual and personal characteristics necessary for the successful professional development of the future teacher; value-motivational components of the future teacher's personality; regulators of the effective performance of the future teacher; factors of successful mastery of the profession by the future teacher. An empirical model of the future teacher's personality in foreign pedagogical psychology is derived (based on the studies reviewed): the most significant personal properties and phenomena of the future and young teacher are the personal factors "extraversion", "conscientiousness", "openness to new things", "friendliness", emotional intelligence, self-confidence; in the motivational sphere, an important role is played by internal motivation and career values, as well as focus on mastering specific skills;

value orientations are student orientation and a positive attitude to inclusive education; among the regulators of pedagogical activity of a future teacher, the most effective are career adaptability, career satisfaction, focus on professional development, and self-efficacy/self-confidence.

Discussion. The analysis of foreign works allowed us to draw the following conclusions: there are no specific conceptual models of the future teacher's personality; studies focus on empirical results, from which specific implications are drawn rather than generalizable conclusions within the issue under study, indicating the emerging state of this field of foreign educational psychology; the universal «Big Five» factor model acts as the concept used to study the personality of the future specialist; similarities in the understanding of the future teacher's personality by Russian and foreign authors are expressed in the definition of personality traits through characteristics not related to pedagogical activity, but related to professional and organizational-psychological phenomena; differences are manifested in the basic theoretical-methodological approaches: Russian psychology uses the activity approach, the concept of professionalism and the theory of social development of the personality, while foreign psychology relies on the competence approach and the «Big Five» factor concept of the personality.

Keywords: pedagogical psychology, psychology of education, foreign psychology, teacher's personality, student-teacher, Big Five, personal factors, motivation, values, competencies

Highlights

- ▶ the concept of the personality of the future teacher is a special stage of professional development of a specialist;
- ▶ there are no special theoretical developments in foreign psychology regarding the personality of the future teacher;
- ▶ in foreign psychology, the prevailing approaches to the study of the personality of a future teacher are the general psychological approach "Big Five" and the competence approach; foreign researchers identify individual-personal, value-motivational, career and professional aspects in the problem of the future teacher's personality;
- ▶ the leading personal factors of the future teacher are "extraversion", "conscientiousness", "open-mindedness", and "friendliness";
- ▶ the similarity in the analysis of the future teacher's personality by Russian and foreign researchers lies in the prevalence of professional and organizational-psychological terminology (instead of psycho-pedagogical terminology);
- ▶ the difference in the traditions of comprehension of the future teacher's personality is expressed in the reliance of Russian psychology on the activity approach, the concept of professionalism and the theory of social development of the personality, and foreign psychology – on the competence approach and the «Big Five» factor concept of the personality.

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Introduction

Significant changes are currently taking place in the education system. Society, organizations, and professional communities set new requirements for teachers and students to develop their knowledge and skills, their professional skills, and their personal characteristics. In modern social, economic, and informational conditions, Russian pedagogical psychology and educational psychology face the need to develop new approaches to solving the overarching challenges of this field of research and practice: the problems of the relationship between learning and development, method, psychodiagnostic, pedagogical activity, and professional-pedagogical education (Isaev, 2019, pp. 93-108). The latter shows that one of the leading positions in pedagogical psychology is designated for the development of issues not only of student education, but also of specialist training for the successful implementation of knowledge, skills, and abilities in pedagogical activity.

In addition, there is a reorientation of pedagogical psychology. The traditional teaching and assimilation of knowledge and norms are being replaced by the creation of conditions for the mental development and formation of the student's personality in the pedagogical space (Yakimanskaya, 2013). This research and application setup can be transferred to the professional development of a teacher. Now he is required not so much to master pedagogical technologies, but to form those views, personality traits, competencies, and patterns of behaviour which help him successfully function in changing conditions and solve pedagogical problems of a new type (teaching and development of gifted children, development of methodological support for distance education, preparation of students for the global world and new professions, etc.). Thus, for modern pedagogical psychology and education psychology, the personal development of a teacher is an urgent issue.

The problem of the personality of an already established teacher is fundamental for pedagogical psychology and the psychology of education and has already been sufficiently developed, but it consists in studying an already formed specialist and has limited prospects for change. A much more relevant area of research may be the personality of a future teacher, a professional still being formed. The issues of design conditions and environment for the formation of a future specialist, the model of an effective teacher, the necessary qualities, knowledge, skills, abilities, and finally, a person's predisposition to pedagogical activity and solving pedagogical challenges, pedagogical giftedness can be discussed here (Mazilov, 2020; Mazilov, Slepko, 2019, 2020; Shadrikov, 2019).

There are quite a lot of works devoted to this problem in the modern Russian literature. Various personal qualities of the future teacher, significant for the implementation of educational activities, are analyzed: leadership qualities (Bicheva, Filatova, 2017), professional qualities and skills (professional self-organization, reflection, competitiveness, readiness) (Filonenko, Pet'kov, 2014; Ernst, 2015; Lebedeva, Fomina, 2018; Roslyakova, 2008), subjectivity (Serezhnikova, 2015), value orientations (Dimukhametov, Stolbova, Tsilitiskii, 2017), emotional stability (Savchenkov, Zabrodina, 2017; Filippova, Pazukhina, Kulikova, Stepanova, 2019), stress tolerance (Polyakova, 2008), digital culture of a teacher or skills of using a computer and digital technologies in teaching (Gnatyshina, 2018), the conditions for the formation of the future teacher's personality are also discussed (Sarsenbaeva, 2005; Kislyakov, 2013).

Modern Russian pedagogical psychology concerning the personality of a teacher relies, in many respects, on the activity approach (A.N. Leontiev), domestic concepts of labour psychology and professionalism (E.A. Klimov, A.K. Markova), personality psychology (D.I. Feldshtein), developments

in the field of psychology and pedagogy of the educational process (V.V. Davydov) etc. The specifics of the Russian psychology of education, on the one hand, preserve the identity of Russian science and continues the traditions of Russian and Soviet scientific knowledge and, on the other hand, may limit the problems of research and theoretical and methodological foundations for explaining and interpreting the results obtained. To expand the psychological and pedagogical view of the problem of the teacher's personality, we will consider modern foreign works in this field. The appeal to foreign pedagogical psychology and psychology of education in the context of the analysis of the personality of an established and future teacher will contribute to the dissemination in domestic science of ideas about the personal development of a professional since foreign psychology (including in its branches) largely relies on personological concepts and puts the personality and its properties at the centre of psychological discourse. It will be shown below in the theoretical prerequisites of foreign pedagogical psychology and the analysis of the conducted research.

Studies of the personality of a teacher as a reflection of scientific traditions and paradigms of foreign psychology

There is a great interest in the personal characteristics of a teacher at various levels of education in foreign literature, and there is a tradition of studying this problem. There are specific characteristics that are considered factors of successful pedagogical activity: factors of the Big Five (Berkovich, Eyal, 2021; Buttner et al., 2015), various competencies (personal, professional, pedagogical, transversal (self-learning, learning ability)) (Cepic et al., 2015; Wardoyo, 2015), teachers' perceptions of the student, giftedness and creativity (Baudson, Preckel, 2013; Chan, Yuen, 2014), emotional regulation (Berkovich, Eyal, 2021), self-efficacy (Klassen, Tze, 2014; Li et al., 2017), organizational commitment (Chi et al., 2013), job satisfaction (Kim, Yang, 2016), etc.

Characteristic of foreign (primarily American) psychology is the use of the Big Five factors to describe the personality and the analysis of the relationship of these qualities with other more special ones. On the one hand, these are fairly basic personal properties of an individual and his intrapersonal structure ("neuroticism", "conscientiousness", "open-mindedness"), on the other hand, they participate in interpersonal interaction ("extraversion", "friendliness") (Meshcheryakov, Zinchenko, 2009). It is a comprehensive approach to the study of a teacher as a subject and a participant in the social (educational) process. Another feature of foreign psychology is the appeal to competencies, that is, the analysis of professional activity through some complex multicomponent skills and abilities that ensure the productivity of pedagogical work. It is especially important to indicate metacompetencies (for example, transversal). The value, outlook, and orientation aspects of the pedagogical activity are revealed in the attitude of a specialist towards a student (there is a kind of image that affects relationships and acts as the desired result of activity) and ideas about his abilities, giftedness, and creativity (considered for the development of curriculum, methodological materials, making an individual learning path of a student). Finally, a required element of the analysis of pedagogical activity is its embeddedness in the organizational environment and organizational and psychological phenomena. The teacher not only works with students, but also experiences the influence of the organization, and his professional actions always correlate with a broader context.

In our opinion, the aspects highlighted in understanding the personality of a teacher in foreign psychology are theoretical and methodological prerequisites for studying other psychological

and pedagogical problems. It should be directly related to the subject of the personality of the future teacher.

Thus, this work aims to substantiate the problem of the future teacher's personality as one of the key ones for pedagogical psychology, to determine the place of this field of research in foreign psychology, to identify the specifics of foreign psychological approaches to the conceptualization of the personality of the future teacher and his preparation for professional activity, and to establish further prospects for the application of these developments in research and practical activities Russian specialists.

Theoretical justifications

The subject of the study is the problem of the future teacher's personality in the works of modern foreign psychologists. A detailed conversance with the lines of foreign research will allow us to determine the peculiarities of the foreign and Russian understanding of the future teacher's personality, to identify aspects of the analysis of the personality of the future specialist concerning the problems of the formation of educational conditions for mastering the teaching profession, the formation of professional qualities and skills of teacher education students, effective implementation of pedagogical activity. The novelty of the study lies in the presentation and analysis of foreign psychological-pedagogical approaches to the scientific problem of the personality of a future teacher, which currently not enough publications are devoted to (Vardanyan, 2014; Kalashnikova, Kostina, 2016; Kireeva, Gribanova, 2014; Kuz'kina, 2016; Sedov, 2010). This work poses the challenge of filling this gap in the modern psychological and pedagogical bibliography. In addition, this work includes the unique consideration of the future teacher's personality as an independent stage of the professional development of a specialist. Moreover, there is the structuring and conceptualization of Russian and foreign psychological approaches to this problem with the designation of theoretical and methodological foundations of research and practice. The results and conclusions of the theoretical analysis of modern foreign studies will contribute to the revision of Russian concepts regarding the personality of a developed and future teacher, the development of new applied approaches to the development of personality and professional activity of specialists.

The analysis of foreign scientific research on the problem of the future teacher's personality raises the following questions:

- what is the place of the discussed problem in the structure of foreign pedagogical psychology and psychology of education;
- what theoretical and methodological approaches underlie foreign studies of the personality of a future specialist;
- what directions of studying the personality of a future teacher exist in foreign psychology;
- which personality model of a future teacher can be reconstructed from foreign psychological publications;
- what personal characteristics in foreign science are designated as key for the future teacher. These aspects of the analysis of foreign publications will justify the following provisions:
 - the problem of the personality of the future teacher of foreign psychology is, on the one hand, new and promising, and on the other – conceptually unformulated;
 - the factor approach to the personality of the "Big Five" extends to the research of the personality of an unformed specialist, and personal factors act as reference or template;

– theoretical and methodological foundations of studying the personality of a future teacher in Russian and foreign psychology have both similarities and differences.

The theoretical significance of the research lies in the conceptualization of foreign psychological approaches to the problem of future teacher's personality, the identification of key scientific concepts in foreign pedagogical psychology related to this problem, the identification of the interdisciplinary nature of psychological and pedagogical issues, which is at the intersection with personality psychology and organizational psychology. The study of the personality problem of the future teacher will allow us to revise the structure of both pedagogical psychology and psychology of education, as well as related psychological branches.

The practical significance of the study includes the description of professionally important personal traits and competencies of a teacher, the analysis of the results of the use of various pedagogical, psychological, and organizational technologies for the professional development of a specialist and the management of his behavior, the determination of prospects for changing the psychological aspects of pedagogical activity and interaction with students, on the basis of which new training programs and training of a future specialist and formation and development of his personality.

Results

The problem of future teacher's personality in foreign psychology

Having considered the key prerequisites of foreign psychology of education and labour psychology concerning the teacher and his activities, we turn to the subject of this study – the personality of the future teacher in modern foreign studies. In some approaches, the personality of a future specialist can be understood as the previous (preparatory) stage of an already established specialist. However, such a view deprives a person of professional (and pedagogical) subjectivity, mastering the knowledge, skills and abilities of a teacher, acquiring important experience in teaching and methodological work, and experiencing himself not as an 'underspecialist' (let's call it a professional dichotomy - a person is either not a professional yet or already a professional), and as a 'young specialist' (let's call it a continuum of professional becoming – the preparatory or primary stage of activity is independent and filled with important professional neoplasms). Thus, the attitude toward the personality of the future teacher as a special stage of professional development (perhaps not less important for the personal growth of the person than the stage of professionalization) is necessary for the development of psychological technologies in the field of education.

Speaking about foreign research in this field, it should be noted that there is no high interest in the personality of a future teacher issue (as there is concerning the personality of an already established teacher), but there are some trends. We will divide the discovered works in several directions: individual and personal characteristics that are necessary for successful professional development; value-motivational components; regulators of effective activity; factors of successful mastery of the profession. This classification of research areas is based on an empirical criterion: all the publications we have found relate specifically to these areas of professional development of the future teacher.

Individual and personal characteristics that are necessary for the successful professional development of a future teacher

The prerequisites for the formation of an effective teacher are sociodemographic characteristics. Thus, M. Aksu and colleagues note that in Turkey at present (2009) students come to study pedagogical majors mainly from families belonging to the lower middle class (most mothers are housewives or already retired; fathers are either already retired or civil servants, entrepreneurs (self-employed), hired workers; most parents have no higher education than primary school) (Aksu et al., 2010). The authors note that the socioeconomic status of students of other majors is on average higher than that of teaching students. According to researchers, these living conditions of teacher education students affect either their personal and professional values and motivation: the reason for admission to the pedagogical profile of 51% of students is the "desire to become a teacher"; most students have traditional views on the socio-cultural phenomena of life but declare progressive values in education and pedagogy. In our opinion, the results obtained can be interpreted ambiguously (including because these are indicators of only one Turkish sample group): teacher education students are specific contingent that has a traditional context of upbringing and development, which is a positive factor in the formation of traditional (stable, moral, socially approved and socially significant) values among students, but may limit them in using "democratic" (the term of the authors of the analyzed article) behaviour strategies (participation in socio-political events both at the level of society and at the level of an educational organization; solving problems in the classroom).

As noted above, the concept of the "Big Five" personality traits is in common currency in foreign psychology, including the field of educational psychology and pedagogical psychology. Several studies have also been conducted on the personality of the future teacher.

Thus, M.I. Arif and his colleagues studied the dominant personality traits of students of pedagogical specialities in Pakistan (Arif et al., 2012). Openness to experience, curiosity, and creativity (the "Openness" factor) are their most pronounced characteristics. Male teacher education students demonstrate pronounced extroversion, while female teacher education students are more friendly and cooperative, have increased self-discipline and flexibility, but at the same time more often show emotional instability in their behaviour.

H. Bozgeyikli designates the category of psychological capital in a teacher, the severity of whose characteristics is associated with the personality factors of the Big Five (Bozgeyikli, 2017). Psychological capital consists of qualities such as self-efficacy (self-confidence), optimism (positive perception of oneself in the present and future), hope (purposefulness, striving to achieve goals), and resistance to stress (the ability to quickly adapt to changing conditions, effectively recover from stress and stress). The author has established that extroversion, conscientiousness, and open-mindedness have the strongest relationships with the components of psychological capital. The development of the psychological (pedagogical) capital of a future specialist is an important factor in the formation of the qualities of an effective personality.

Communication with students and colleagues is the important aspect of pedagogical activity. For effective interaction and understanding of the subjects of an educational process, it is necessary to have developed empathy and emotion recognition abilities. Moreover, the activity of a teacher oneself requires emotional stability and self-regulation skills. J. L. Antoñanzas et al. found specific features of the severity of emotional intelligence in student-teachers of various specialties (a foreign language teacher, a primary school teacher, a physical education teacher, a teacher in the field of special education) (Antoñanzas et al., 2014). Specifically, students of the profiles «Special/correctional pedagogy» and «Physical culture» have a higher level of development of

emotional regulation, and students of the profiles «Foreign language» and «Special/correctional pedagogy» have extraversion (Antoñanzas et al., 2014). The authors explain this by the fact that the specialties are focused. They require certain professional qualities and skills, high self-discipline and emotional regulation.

Apart from that, it is worth noting such a direction of research on the problem of personality of a future teacher, as the study of self-discipline/conscientiousness as a leading personality trait from the Big Five. This personal characteristic is manifested through diligence, organization, motivation for activity, commitment in work, reliability in fulfilling obligations. Within the Big Five, conscientiousness includes the following subfactors - self-efficacy/self-confidence, orderliness, dutifulness, achievement seeking, self-discipline, cautiousness (Bastian et al., 2017). K. C. Bastian et al. revealed significant relationships between conscientiousness (in particular, self-confidence) and teacher assessments according to the various standards («Education Value-Added Assessment System» and «North Carolina Educator Evaluation System») (Bastian et al., 2017). The authors believe that it is the personality trait that affects students' performance and success of young teachers in mastering the profession. Conscientiousness determines decisions of a teacher and, according to the researchers, can be associated with various cognitive and emotional phenomena development in students (behavioral strategies, attitudes, involvement in learning process, etc.). These results are confirmed by another study: conscientiousness and enthusiasm are associated with level of discipline in a classroom, effective time usage in a classroom (Baier et al., 2018).

The identified personal characteristics can be used both in selection of young teachers and in process of their training in professional activities.

Value-motivational components of personality of a future teacher

Motivational and value features of pedagogical activity are important factors in a work success of a teacher. They are associated with job satisfaction, and also make it possible for young teachers to effectively adapt to the profession.

I. Jugović et al. investigated relationships and dependencies between characteristics of a personality (according to the Big Five) and motivational components of pedagogical activity among student-teachers (Jugović et al., 2012). The choice of the teaching profession by the respondents was influenced by such personal properties as extraversion, friendliness and conscientiousness. The formation of internal (intrinsic) motivation and meaningful career values were influenced by extraversion and friendliness.

From general motivation, let us proceed to focusing on the actions within a framework of pedagogical activity. Among them, the motivation to use computer and technological tools in teaching is noted, which today is certainly an integral part of any educational process. S. Perkmen and B. Cevik, using the sample of students studying to become music teachers, consider their desire and intention to use modern technologies in music education (Perkmen, Cevik, 2010). The authors analyze these motivational formations in connection with factors of a personality from the Big Five. Such personal characteristics as extraversion, openness and conscientiousness have high correlations with the motivation to learn ways of usage of computer technologies in education and implement them in one's own pedagogical activity in the future. Indeed, openness to experience, a desire to acquire new knowledge and use innovations, including the social aspect (not just for oneself), are probably important prerequisites for successful work of a modern teacher.

Motivation to use new technologies in education can be considered as a motivation to

improve one's activities and professional development. This thesis is supplemented by the work of J. Tondeur et al., who suggest that special psychodiagnostic tools are needed to identify needs of future teachers in mastering new technologies (Tondeur et al., 2016). The questionnaire developed by them allow one to study behavior models of teachers, an attitude of teachers to technologies, process of mastering technologies, cooperation of teachers with colleagues on the use of technologies in education, process of using technologies by teachers and their experience in this process, features of a feedback that teachers are given in connection with technology.

The value aspects of pedagogical activity include the ideas of future teachers about education itself and an attitude towards a child/student. P. D. Wiens discovered the bent of student teachers in the field of social sciences to change their ideas about a child, about development of pedagogical views focused on a child, with an increase in severity of their personality factor «friendliness» (Wiens, 2018).

The particular aspect of the pedagogical worldview is an attitude of teachers towards inclusion. C. Bohndick et al. showed that there is a relationship between the personal factor «friendliness» and the positive attitude towards inclusion among student teachers. That being said, it is necessary not only to declare inclusive values, but also to include in the educational process practices related to the development of inclusive attitudes (Bohdick et al., 2020).

Regulators of effective activity of a future teacher

The development of a future specialist is associated with the mastery of effective skills and competencies that support the successful implementation of pedagogical activities. Career adaptability is the one of these competencies. It is expressed in the ability of a specialist to fulfill professional duties, and to cope with career and professional challenges, including non-standard and unpredictable ones (Eryilmaz, Kara, 2017). The authors showed that career adaptability is less developed in students than already accomplished teachers (which is obvious). They also identified the personality characteristics that can contribute to the development of career adaptability competence which are extraversion, friendliness, conscientiousness.

The effectiveness of pedagogical activity includes career satisfaction, perseverance and dedication in teaching, focus on professional development, leadership position (Wiens, Ruday, 2014).

A special area of research in this section is a study of self-efficacy/self-confidence of a future teacher. Self-efficacy/self-confidence is defined as a teacher's conviction that they is able to solve a certain pedagogical problem based on their capabilities and a current situation. In the work of F. M. Jamil, J. T. Downer and R. C. Pianta, the components of pedagogical self-confidence are a teacher's belief in the ability to effectively teach and give methodological guidance, the ability to manage a class and the ability to involve a student in the educational process (Jamil, Downer, Pianta, 2012). The authors found that a high level of self-confidence in graduate student teachers is most associated with such personal characteristics as extraversion, friendliness, orientation towards student development, child/student orientation. The other studies report correlations between self-confidence and conscientiousness (Bastian et al., 2017) and a level of academic self-regulation (Senler, Sungur-Vural, 2013).

Factors of successful mastery of the profession by future teachers

Since this work is focused around a personality of a future teacher, it is necessary to turn to the process in which a future specialist is formed - their educational activity and mastery of the

profession. Studying the features of professional activity at the stage of training and mastering the necessary skills will allow one to understand how to work effectively with future specialists at an early stage.

The authors consider such the phenomenon as learning strategies and meaningful characteristics of learning activities. They include anxiety in connection with academic performance, attitudes towards education, concentration, information processing, motivation, self-discipline and self-examination, time management, tenacity, strategies for passing tests (credits and exams), etc. (Kokkinos, Kargiotidis, Markos, 2015). Taking the Big Five model as a base, the researchers found that the choice of effective learning strategies is influenced by the following personality characteristics: extraversion - a search for help in solving learning problems; conscientiousness - positive connection with academic motivation and self-examination, negative connection with the choice of test-taking strategies; emotional stability (the positive pole of "neuroticism") - on the attitude towards learning; openness to experience - negative connection with increase anxiety, attitude to learning, concentration, motivation, choice of main learning goals, time management; friendliness - positive connection with anxiety reduction, negative connection with the attitude to learning, concentration, choice of main learning goals, time management (Kokkinos, Kargiotidis, Markos, 2015). H. Karataş and M. Bademcioglu found that pronounced traits of neuroticism, conscientiousness and friendliness are characteristic of student-teachers experiencing academic procrastination (Karataş, Bademcioglu, 2015). The identified characteristics of a student-teacher can enter a personality profile of a future specialist and help in selection of the most successful applicants.

At the same time, the other researchers argue that it is not worth looking for any typological and stylistic features in educational activities, because there are no significant relationships between learning styles and personal characteristics (Yanardöner et al., 2014). Such an individualized approach to a unique learning experience and a unique professional trajectory, on the one hand, allows one to build a flexible educational process, but on the other hand, it already sets requirements for a personality of not a future teacher, but an acting teacher who trains a new generation of specialists.

The professional skills development in pedagogical activity occurs through acquisition of «field» experience in various practices. A. Biermann et al. distinguish the following characteristics of «field» experience of psychology students: organization and leadership, the relationship between theory and practice, teamwork (Biermann et al., 2015). These aspects form the following professional qualities in young professionals: successful interaction skills with students, the ability to cope with violations of discipline and behavior among students, methodological skills and planning, ways to assess progress.

Discussion

First of all, it is necessary to characterize foreign scientific studies on the problem of the future teacher's personality according to the questions posed in the «Theoretical justifications» section:

- the problem under consideration represents a particular area of foreign pedagogical psychology. Nevertheless, it is an independent field: specific issues are highlighted here, special tools are used, the solutions to specific issues are discussed;
- the study of the personality of a future teacher is based on the competence approach and the «Big Five» factor theory of the personality; in addition, it is worth noting the prevalence

- of organizational-psychological terminology;
- foreign research directions include the definition of important individual-personal characteristics of a future specialist, the analysis of his value-motivational sphere, the identification of regulators of activity efficiency, the positioning of factors of successful mastering the profession;
 - analyzing foreign works, it is possible to deduce a preliminary empirical model (on the basis of the results of conducted researches) of the future teacher's personality. The most significant personality properties and phenomena of a future and young teacher are the following personality factors: «extraversion», «conscientiousness», «openness to experience», «friendliness», emotional regulation, emotional intelligence and self-confidence;
 - the key personality traits in the motivational sphere are intrinsic motivation and career values, as well as the focus on mastering specific skills (motivation to use computer and digital technologies, the desire for innovation). The leading value orientations are the focus on a student and a positive attitude towards inclusive education. Among the regulators of pedagogical activity for a future teacher, the most effective are career adaptability, career satisfaction, professional development orientation, and self-efficacy/self-confidence. Finally, in order to successfully approach the beginning of an implementation of independent pedagogical activity, student-teachers should use effective learning strategies (search for help in solving learning problems, learning motivation, self-examination, concentration, main learning goals choice, time management) and acquire a «field» experience.

Let us proceed to some provisions of foreign psychology in relation to a personality of a future teacher.

1. There are no conceptual developments of the issue. In the presented review, in none of the works, the authors discuss the model of a personality of a future teacher. They do not offer any aspects and measurements of this issue. This may indicate either an insufficient development of this area of research, or a conscious avoidance of such theoretical constructions. As mentioned before, in many approaches, a future teacher, an emerging specialist, is considered as a preparatory stage for a professional. Probably, it is precisely this position that is implicitly shared in foreign works.

2. The reviewed studies focus on empirical results, on the basis of which not generalizing conclusions are drawn, but specific conclusions within the framework of the issue under consider. All this indicates that this area of foreign educational psychology is still in the process of formation. Currently, various empirical data are being accumulated, based on which conceptual models will be built in the future, either with the help of theoretical analysis or within the framework of meta-analytical work. At this stage, other theoretical and methodological foundations for studying a personality of a future psychologist are used, taken from general psychology and personality psychology.

3. As a conceptual model of a personality of a future teacher, it is not even the personality of an already established/formed/professionally developed teacher, but a set of «Big Five» personality factors. The vast majority of studies rely on such traditionally identified personality characteristics as neuroticism, conscientiousness, openness, extraversion, and friendliness, when describing a personality of a future specialist and student-teacher. On the one hand, these general characteristics fail to see the specifics of a personality of the future teacher, on the other hand, they introduce this phenomenon into a number of personality models of other professions.

4. When comparing the basic provisions in developing the problem of a personality of a future teacher in Russian and foreign educational psychology, the following can be noted. The difference

is that diverse theoretical and methodological foundations are used: in Russian psychology - an activity approach, the concept of professionalism, the theory of social development of an individual, the system for shaping teachers' focus on developing students' mental abilities and theoretical thinking; in foreign psychology - the competence-based approach, the factorial concept of personality «Big Five». Russian pedagogical psychology is characterized by greater theoretical development. However, all these theories belong to the Soviet period, so they are not always able to meet modern conditions. Moreover, one must say that there are no widely developed conceptual models of a personality of a future teacher in domestic pedagogical psychology and the psychology of education. Foreign psychology develops the problems of regulation and self-regulation of pedagogical and educational activities, discovers (correlation) relationships between various personal characteristics.

As a similarity between Russian and foreign approaches to a personality of a future specialist, one can indicate insufficient independence in the designation of this issue. The personal characteristics of a student-teacher are considered either in the context of other personal and professional phenomena (stress resistance, emotional regulation, self-control, motivation), or within the framework of solving specific professional and organizational problems (learning activities, learning strategies, psychological and organizational capital, discipline in a classroom and a student's behavior, student achievement).

In conclusion, one should note that a theoretical analysis of existing Russian and foreign studies made it possible to identify the achievements and problems of modern knowledge in the field of educational psychology. The proposed provisions regarding the foreign psychology of a personality of a future teacher will contribute to the development of modern global and national psychological and pedagogical concepts. It will contribute to the effective solution of current issues and tasks of education.

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Information about the conflict of interest

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