

Self-development as a factor of professional growth of future teachers

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Abstract

The problem of improving the professionalism of teaching staff for higher education is certainly important in the Kazakhstan education system. In modern conditions of constant changes in the content of education, the graduate model, the teacher must be ready for constant professional growth, freely orient in his profession and related fields of activity. The article is devoted to an important problem, the study of personal and professional self-development of a future teacher. The purpose of the study is to theoretically study aspects of self-development in the context of the professional growth of future teachers. The sample of respondents was 104 people. Data was collected using a questionnaire adapted from renowned researchers. The article considers the factors of professional and personal self-development of teachers and reveals the possibilities of psychological support for the formation of a pedagogical position. Support is interpreted as assistance and support of a future teacher in the process of his professional and personal development.

Keywords: Competencies; professional development; personal self-development; self-development; stimulation.

1. Introduction

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Currently, in psychological and pedagogical science, the analysis of the problem of professional and personal self-development is relevant and timely (Orlov et al., 2018). Due to the progressive flow of information, the public consciousness is in a state of searching for new opportunities to realize its purposes. The analysis of theoretical sources indicates that the existing scientific directions and schools at this stage reveal their different views on those conditions that can contribute to the development of personality both from the spiritual, intellectual, and physical sides of their development.

1.1. Conceptual framework

Analytical reviews of scientific sources on the research topic under study are considered using psychodiagnostic methods. The value of the research lies in the fact that the author's definitions of such concepts as "self-development", "professional and personal self-development", "competence", "competencies", "competence of self-development" are given; the main components of the competence of self-development are identified; psychological and pedagogical factors of the educational space of the university necessary to stimulate professional and personal self-development of future teachers are identified.

The conducted scientific and theoretical analysis on the definition of the essence of the concepts of "self-development", and "professional and personal self-development" allowed us to conclude that this issue has been considered to some extent in philosophy, pedagogy, and psychology. At the same time, there is no single generally accepted definition of the sought-after concept of "self-development". The diversity of scientific formulations of definitions of the concepts of "self-development", and "professional and personal self-development" leads to some confusion and the displacement of concepts for use in the problem being studied.

Having analyzed the positions of various researchers regarding the concept of "self-development", we consider it necessary to determine the essential characteristic of this phenomenon, with the identification of its main features and signs (Table 1).

Table 1
Interpretation of the concept of "self-development"

| No. | Author of the definition | The essence of the concept of "self-development" | Keywords |
|-----|---|---|---|
| 1 | Gubsky (2003) | Self-development is a development that occurs by force of internal causes, regardless of external factors; self-movement is based on internal contradiction | Development, self-movement based on internal contradiction |
| 2 | Vlassova (2008) | Self-development is a socio-cultural process of creative, rational self-education (self-enlightenment, self-education, self-determination), and a spontaneous nature-conditioned process of versatile self-realization of an individual. | process of self-education, process of versatile self-realization of an individual |
| 3 | Kuznetsov (2000) | Self-development is development with the help of own strength, without the influence of any external forces. | Intrapersonal development |
| 4 | Artyukhova, Shelkunova, & Benkova, (2017) | Self-development is an active, purposeful, consistent, and generally irreversible process of changing the psychological status of a person. | Human activity |
| 5 | Nemov Psychological dictionary (2007) | Self-development is in general, the development of a person as a personality, his progress toward emotional and cognitive maturity | Development of a personality |
| 6 | Rapatsevich (2010) | The self-development of an individual is the process of enriching a person's active abilities in other personal qualities of a person during various types of expedient activities, the basis of which is the distribution (appropriation) of social experience and cultural achievements embodied in the realities involved in the process of a particular activity. | process of enriching a person's active abilities under the influence of the environment |

| | | | |
|----|-----------------------------|--|--|
| 6 | Antsyferova (1978) | Self-development is a property of the highest level of personality development when a person becomes a subject of the life path which is determined by the degree of individuality and personal freedom – the freedom to identify, experience, and resolve overdue contradictions by their actions, changing the level of organization of the personality as a system, changing the mode of its functioning. | a property of the highest level of personality development |
| 7 | Anufrieva (1996) | Self-development is conditioned by the activity of internal factors (potential capabilities of the individual) and will become more manageable if its mechanism is the conscious regulation of one's own potential in pedagogical activity. | The activity of internal factors |
| 8 | Selevko (1998) | Self-development is a spiritual need for such knowledge as self-affirmation, self-expression, safety, self-determination, and self-actualization. | a spiritual need for knowledge |
| 9 | Maralov (2002) | Self-development is a continuous process of life activity aimed at its goal-setting in human activity and behavior; Self-development is a personal activity; Self-development is the level of development of self-awareness, the ability to self-possession | Personality activity |
| 10 | Zuckerman (1997) | Self-development is a conscious change and an equally conscious desire to preserve my I-selfhood unchanged. | Conscious change with the preservation of individuality |
| 11 | Slobodchikov & Isaev (1995) | Self-development is the fundamental ability of a person to become and be a genuine subject of his own life. | The ability of a person to become a subject of his own life |
| 12 | Kulikova (2007) | Self-development is a complex of all the leading processes of personal formation - self-possession, conscious self-regulation, self-education, self-improvement, increasing one's productivity, spiritual self-strengthening, self-affirmation, self-determination, self-actualization, self-realization | a complex of all the leading processes of personal formation |
| 13 | Oleshkov, & Uvarov (2006) | Self-development is a process of active, consistent, progressive, and generally irreversible qualitative change in the individual's psychological status. Self-development is possible at a certain stage of age development when self-regulation mechanisms have been formed | Active self-regulation mechanism |
| 14 | Ryndak (1993) | Self-development is a natural change in an individual. Because of self-development, a new qualitative state of personality and its activities arises, corresponding to the process of actualization of the potential of the individual. | Actualization of the potential of the individual. |
| 15 | Gamezo (2001) | Self-development is the development of one's strength, physical and mental, based on self-activity, independent studies; 2. Development occurs due to internal causes, independent of external factors, and self-movement (Philos.). | the development of one's own physical and mental strength |

Having analyzed the above views on the definition of the essence of the concept of self-development to clarify this definition, we put forward the author's definition of the desired concept in the context of the study: **“Self-development is a process of manifestation of purposeful activity aimed to realize its value and meaning in the formation of a person as a subject of his behavior”**.

Having studied the positions of various scientific concepts regarding the concept of “self-development”, we consider that it is necessary to determine the essence of the phenomenon of “professional-personal self-development”, with the identification of the main features of such concepts as “professional self-development” and “personal self-development”. To reveal the essence of these concepts using the direct citation method we present some definitions presented in Table 2 (Table 2)

Table 2

Interpretation of the concept of “Professional and personal self-development”

| No. | Author of the definition | The essence of the concept of “self-development” | Keywords |
|-----|--------------------------|--|--|
| 1 | Nemov (2002) | Professional self-development is a source of business self-improvement associated with the development of a person's complex of professionally necessary qualities, including abilities, skills, and abilities important for successful work in their chosen specialty. | development of a person's complex of professionally necessary qualities |
| 2 | Slastenin (2013) | Professional self-development is the process of integration of external professional training and internal movement, personal formation of a person | Integration of external professional training and internal movement |
| 3 | Yakushev (2017) | Professional self-development is the process of integration of external professional training and internal movement, and the personal formation of a person. | integration of external professional training and internal movement |
| 4 | Klimov (2004) | Professional self-development of a person is a certain systemic organization of a person's psychic setup | a certain systemic organization of person psychic setup |
| 5 | Drujilov (2017) | Professional self-development is a systemic property of personality (a system of components organized in a certain way) | systemic property of personality |
| 6 | Markova (1998) | The content aspect of professional self-development is value orientations, motivational and volitional components, goal-setting, self-esteem. | development of the value orientations, motivational and volitional components, goal-setting, and self-esteem. |
| 7 | Esterle (2014) | Professional self-development is an active, purposeful activity to expand the boundaries of one's professional competence under the influence of personally significant professional motivation and external requirements. | Expansion of the boundaries of one's professional |
| 8 | Tropnikova (2011) | Professional self-development is a quality of personality that ensures the productivity of a step-by-step process of formation and integration of motivational, value, cognitive components of the personality of a future teacher of professional training, focused on professional self-development, based on conscious self-regulation of educational and professional activities | process of formation and integration of motivational, value, cognitive components |
| 9 | Mitina (2020) | Personal self-development in professional activity is carried out in the process of professional formation and is accompanied by professional self-determination and the formation of professional self-awareness | process of professional formation and is accompanied by professional self-determination and the formation of professional self-awareness |
| 10 | Nizovskaya | Personal self-development is defined as a specific polymotivated internal and external activity of a person, to create something new in his consciousness and behavior with the help of special psychological means. | activity to create something new in his consciousness and behavior |
| 11 | Shchukin et al. (2015) | Personal self-development is a culture-congruent process of self-change carried out with the help of specifically human higher mental functions and possessing the attributes | a culture-congruent process of self-change |

| | | | |
|----|----------------|--|---|
| | | of arbitrariness, sociality, mediation, and awareness. | |
| 12 | Kulikov (2001) | Personal self-development is a spiritual-moral and general cultural, social self-strengthening of a person and his internal resource deployment. | A spiritual-moral and general cultural, social self-strengthening of a person, the deployment of his internal resource. |

Having considered and analyzed the concepts of “professional self-development” and “personal self-development”, we concluded that these concepts are interrelated and mutually conditioned in the professional development of future teachers and form an integral part of their preparation.

As part of our work to clarify the essence of professional and personal self-development, we defined the concepts of personal and professional self-development, identified the main components, and determined their relationship (Table 3).

Table 3
Relationship of personal and professional self-development

| Components | Personal self-development | Professional self-development |
|-----------------|--|--|
| Purpose | Self-actualization is the space of life | Self-realization in professional activity |
| Objectives | Development of the cognitive sphere as the ability to understand oneself in the environment Accumulation and awareness of personal experience Self-acceptance, which is based on an emotional-value attitude | Formation of professionally important qualities Acquisition and improvement of professional skills, methods of activity Readiness for self-reflection in professional activity |
| Value | Based on a system of universal moral and ethical principles | Based on moral and ethical principles that determine professional activity |
| Motives | Achieving satisfaction with the quality of your own life, your "I" | Spiritual self-strengthening Achieving satisfaction with the level of professional skill, role, status, etc. |
| Self-conception | It is based on an adequate and holistic view of oneself. It has a positive character | Based on adequate professional self-assessment |

Thus, we can talk about professional and personal development, which is a process of personality formation focused on mastering professionalism, carried out during the self-development of the individual in professional activities and professional interactions. The processes of personal and professional development are interrelated in all components, which makes it possible to talk about the professional and personal self-development of a person as an interdependent process and a factor in the professional growth of future teachers.

Analyzing these two key definitions – “self-development” and “professional and personal self-development” of the future teacher, we can identify the conditions for the formation of the competence of the self-development of the future teacher as a factor of his professional and personal formation. We assume that the success of professional and personal self-development on a competence basis is determined by the effectiveness of psychological and pedagogical support of the learning process. Having considered and analyzed the concepts of “self-development” and “competence”, we put forward the following definition of the desired concept: **“Self-development**

competence is the awareness of the value and meaning in the manifestations of purposeful independent activity aimed at the acquisition by a person of individually inherent professional qualities in the process of a certain activity."

The study identified and emphasized the main factors that determine professional and personal self-development. The main factors contributing to self-development are biogenetic, social, and spiritual. These factors, in our opinion, are inextricably interrelated and interdependent, and constitute the necessary prerequisites for stimulating professional and personal self-development.

1.2. Purpose of study

The purpose of the study is to theoretically study aspects of self-development in the context of the professional growth of future teachers. Research objectives include the following:

- to assess the level of formation of the components of professional and personal competence of self-development; to carry out their ranking based on a comparison of average statistical values;
- to determine the interrelation between the components of professional and personal competence and the level of formation of professional and personal self-development.
- to determine the reciprocal dependence of stimulating or hindering factors on the professional and personal self-development of students of pedagogical specialties.

2. Materials and Methods.

2.1. Participants

To implement the first task of the study, the respondents of the diagnostic study selected students of 1-4 courses of pedagogical profile. The sample of respondents was 104 people.

2.2. Data collection tool

Data collection was based on the results of a pilot study with the help of the Kojaspirova (1994) questionnaire "Self-assessment map for self-educational activity" and the methodology test "Reflection on self-development" by Berezhnova (2014) quantitative and qualitative methods of results processing, analytical and comparative methods, methods of mathematical correlation processing by Pearson and SPSS, a correlation relationship between the components of professional and personal self-development and the level of self-development was revealed.

The questionnaire of Kojaspirova (1994) is aimed at identifying the level of the predominant components of competence that form the basis of the self-development of students of pedagogical specialties. The questionnaire consists of 58 statements grouped into 7 scales that characterize the essential content of the components of professional and pedagogical self-development. The respondent must answer the proposed statements on a 9-point scale.

The methodology - the test "Reflection on self-development" by Berezhnova (2014), consists of 18 questions and three expected answers to each. The purpose of the methodology is to diagnose the level of self-development and professional and pedagogical activity. The selected answers can determine the level of striving for self-development, self-assessment of their qualities that contribute to self-development, and assessment of the possibilities of self-realization in professional activity.

As a result of processing these methods, it became possible to assess the level of formation of the components of professional and personal self-development competencies; rank them based on a comparison of average statistical values; to determine the relationship between the components of

professional and personal competencies and the level of formation of professional and personal self-development. To solve the second problem and verify the theoretical assumption put forward about the reciprocal dependence of stimulating or hindering factors on professional and personal self-development in students of pedagogical specialties, a diagnostic study was conducted.

The questionnaire of V.N. Nemova "Factors stimulating and interfering self-development" was also included. The questionnaire is aimed at identifying factors that stimulate or interfere with the learning, development, and self-development of students of pedagogical specialties at the university.

The questionnaire consists of 20 factors grouped into 2 scales, to which the respondent must answer on a 5-point scale (Table 5).

Table 5

Content interpretation by scales

| Name of the scale | Content interpretation |
|---------------------|---|
| Stimulating factors | Methodical work, training courses, example and influence of groupmates, example and influence of teachers, organization of work at the university, attention to this problem of teachers, trust, the novelty of activity, working conditions and opportunities to experiment, self-education, interest in work, study, increasing responsibility, the possibility of obtaining recognition in the group. |
| Interfering factors | Personal inertness, disappointment due to previous failures, lack of support and help in this matter from teachers, the hostility of others (envy, jealousy, etc.), who perceive changes, and the desire for new things poorly in you. Inadequate feedback from group members and teachers, i.e. lack of objective information about yourself, health status, lack of time, limited resources, straitened life circumstances |

2.3. Procedure

This study consisted of 2 stages of experimental activity. The first stage was aimed at defining the scientific apparatus of research, developing the theoretical foundations of the research problem: studying the psychological, pedagogical, and methodological literature, scientific and methodological developments, to determine work tasks and adequate research methods.

In the second stage: the goals and objectives of empirical research were specified. The influence and interdependence of stimulating and hindering factors on the process of formation of professional and personal self-development were revealed. 105 students of pedagogical specialties took part in the diagnostic study. Students of 1-4 courses were involved.

According to the results of the pilot study conducted with the help of V.N. Nemova's questionnaire "Factors stimulating and hindering self-development"; quantitative and qualitative methods of results processing, analytical and comparative methods, interpretation, the percentage expression of the manifestation of stimulating and hindering factors of self-development was revealed.

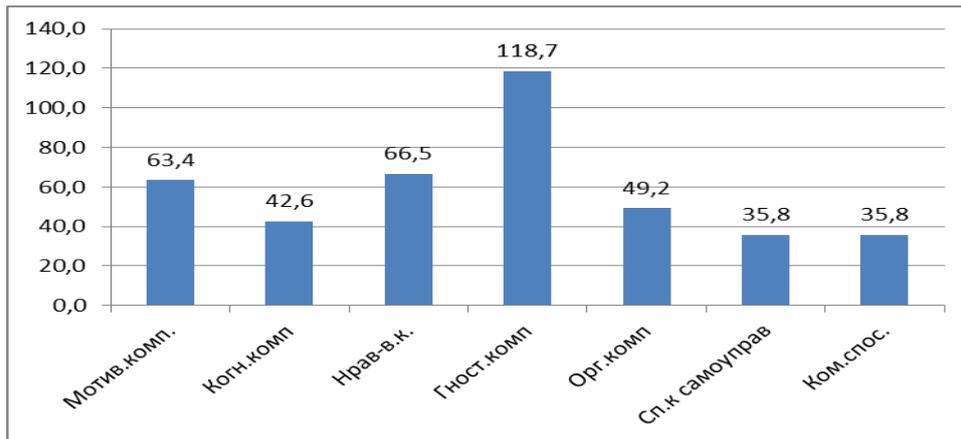
3. Results

As a result of data processing, the components of self-development competence were identified, which are predominant for this group of respondents.

The following results were obtained for the group of components of professional and pedagogical self-development (Figure 1).

Figure 1

Indicators of the manifestation of the components of professional and personal self-development in points.

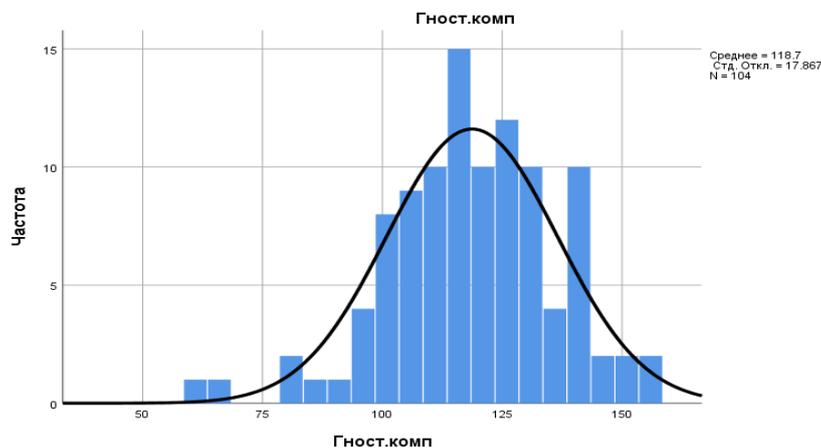


According to the diagnostic study, the most predominant components of the competence of professional and personal self–development are such components as:

- Gnostic component (118.7). The highest indicators on this scale are evidence-based justification for the assertion that the desire for knowledge is the predominant component for this group of respondents. Students are characterized by the ability to set and solve cognitive tasks; flexibility and efficiency of thinking; observation; the ability to analyze pedagogical activity; the ability to synthesize and generalize; creativity and its manifestations in pedagogical activity; memory and its efficiency; satisfaction from cognition; the ability to listen; the ability to master different types of reading; the ability to identify and assimilate certain content; the ability to prove, justify judgments; the ability to systematize, classify; the ability to see contradictions and problems; the ability to transfer knowledge and skills to new situations; the ability to abandon established ideas; independence of judgments (Figure 2).

Figure 2

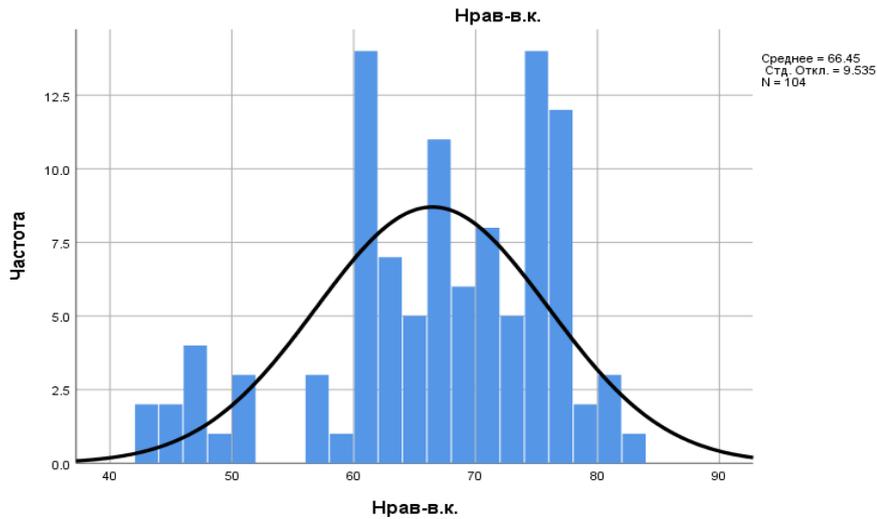
The level of formation of the gnostic component



- Moral and volitional component (66.45). According to this component, a positive attitude to the learning process was revealed; criticality; independence; purposefulness; ability to work; ability to finish what was started; courage, and self-criticism (Figure 3).

Figure 3

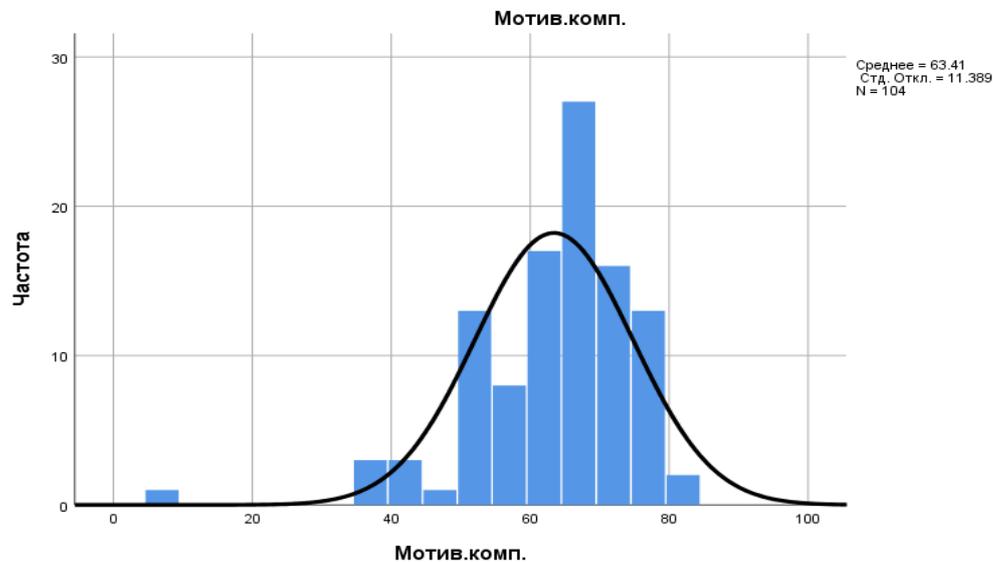
The level of formation of the moral and volitional component



- Motivational component (63,41) Awareness of the personal and social significance of continuing education in future pedagogical activity; the presence of persistent cognitive interests in the field of pedagogy and psychology; a sense of duty and responsibility; curiosity; the desire to get a high assessment of their self-educational activities; the need for psychological and pedagogical self-education (PTR) (Figure 4).

Figure 4

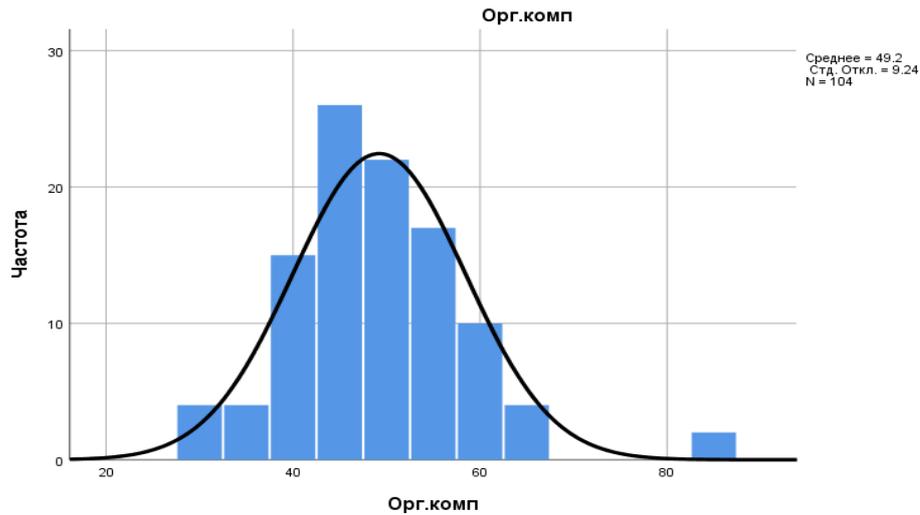
The level of formation of the motivational component



- Organizational component (49.2) Respondents are characterized by the ability to plan time; the ability to plan their work; the ability to rebuild the system of activities; the ability to work in libraries; the ability to navigate the classification of sources; the ability to use office equipment and a bank of computer information; the ability to master various techniques (Figure 5).

Figure 5

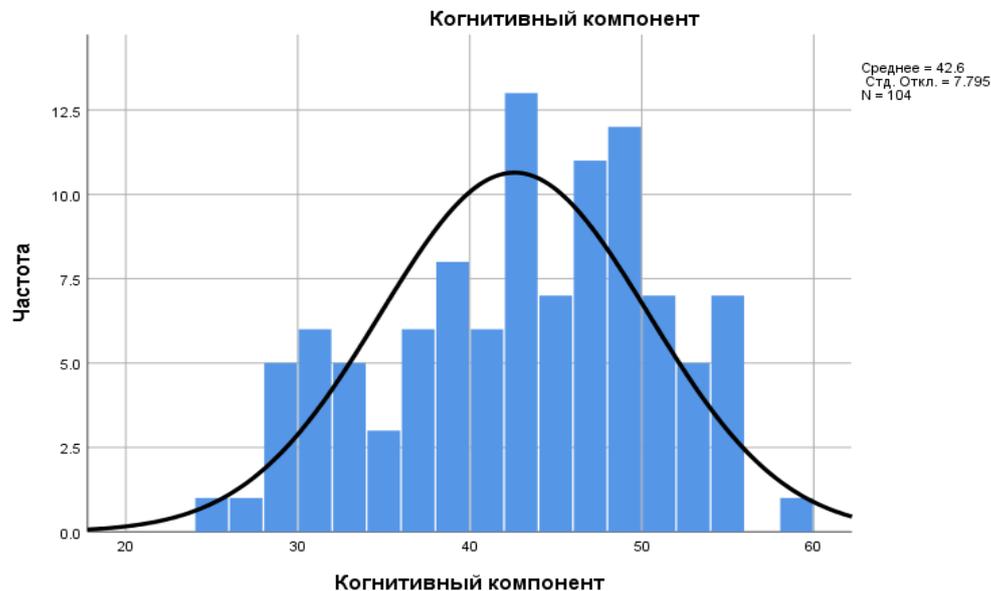
The level of formation of the organizational component



- Cognitive component (42.6) The content characteristic of this component is the following components are the level of general education knowledge; the level of general education skills; the level of pedagogical knowledge and skills; the level of psychological knowledge and skills; the level of methodological knowledge and skills; the level of special knowledge (Figure 6).

Figure 6

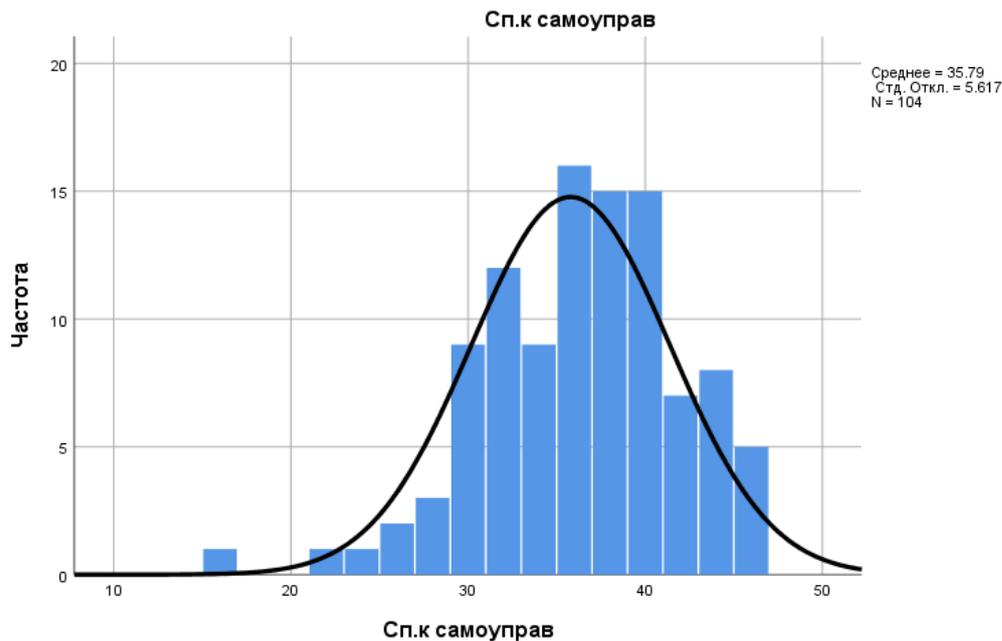
The level of formation of the cognitive component



The ability to self-government (35.79). This component includes self-assessment of the independence of one's activity; the ability to introspect and reflect, and the ability to self-organize and mobilize. Self-control is also important; diligence and diligence (Figure 7).

Figure 7

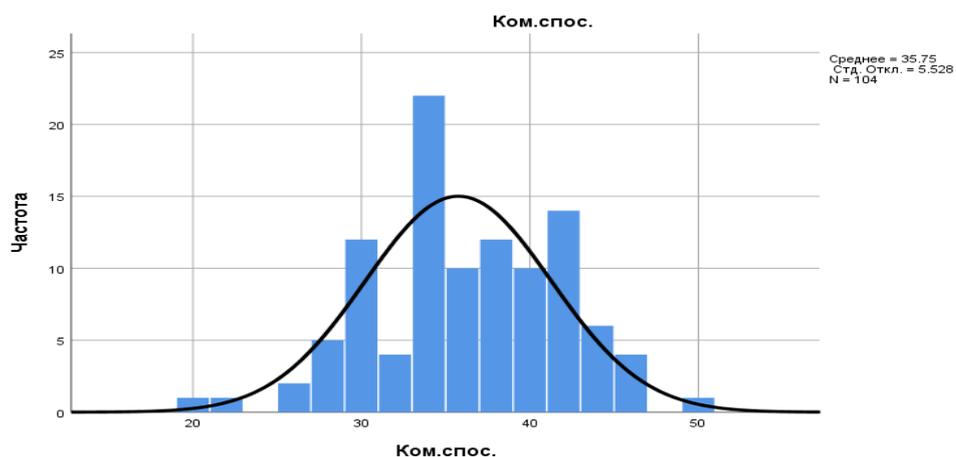
The level of formation of the ability to self-government component



- Communication skills (35.75). An important and predominant component of self-development competence, along with the above-mentioned components, is the communicative component. Respondents can accumulate and use the experience of the self-educational activities of colleagues. The ability to cooperate and help each other in professional-pedagogical self-education. The ability to organize the self-educational activities of others. The ability to defend one's point of view and convince others in the process of discussion. The ability to avoid conflicts in the process of joint activities (Figure 8).

Figure 8

The level of formation of the component communication skills



The second stage of the diagnostic study consisted of solving such tasks as:

- to identify the correlation between the components of professional and personal self-development;
- to determine the interdependence of these components and the level of professional and personal self-development.

According to the results of the mathematical processing of statistical data, the following relationships were obtained:

The motivational component (0.01) is interconnected with such components as cognitive, moral-volitional, gnostic, and communicative abilities; The cognitive component (0.01) is interconnected with the motivational, moral-volitional, gnostic, and communicative abilities components. The gnostic component (0.01) presents the interrelation of all components. I.e., the presence of the development of the motivational, cognitive, communicative abilities component, organizational, self-management ability component, the moral and volitional component is the main component of the content of this component. Stimulating the development of this or that component can directly positively affect the development of the gnostic component.

The component of communicative abilities (0.01), as well as the gnostic component, is represented in all components, where their interrelation and interdependence are very clearly traced. The moral-volitional component (0.01) showed interdependence with the gnostic component, motivational, cognitive, self-management ability component, and communicative abilities component. The component of self-management ability (0.01) is interrelated with organizational abilities and communication abilities.

The next task of the study was to determine the interdependence and interdependence of these components with the level of professional and personal self-development. By determining the correlation dependence according to the Pearson criterion and mathematical processing of statistical data through SPSS, the following results were obtained: The following components received a high correlation index (0.01) between the criteria of professional and personal self-development and self-development components: cognitive, self-management ability component. Thus, we can more likely assert that there is an interconditionality and interdependence of these components with the process of professional and personal self-development. This statement indicates that the degree of development of cognitive processes has great importance on the level of formation of the process of professional and personal self-development.

Therefore, we can assume the following:

- the component of the ability to self-government is interconnected with organizational abilities and communication abilities. Consequently, the influence of these components can also indirectly influence the process of professional and personal self-development.
- the cognitive component is interconnected with the motivational, moral-volitional, gnostic, and communicative abilities component. Consequently, the influence of these components can also indirectly influence the process of professional and personal self-development.

As a result of processing these questionnaires, it became possible to assess the degree of influence of factors on professional and personal self-development, to rank them based on a comparison of average values of ratings. According to the group of factors stimulating professional and personal self-development, the following results were obtained (Table 6).

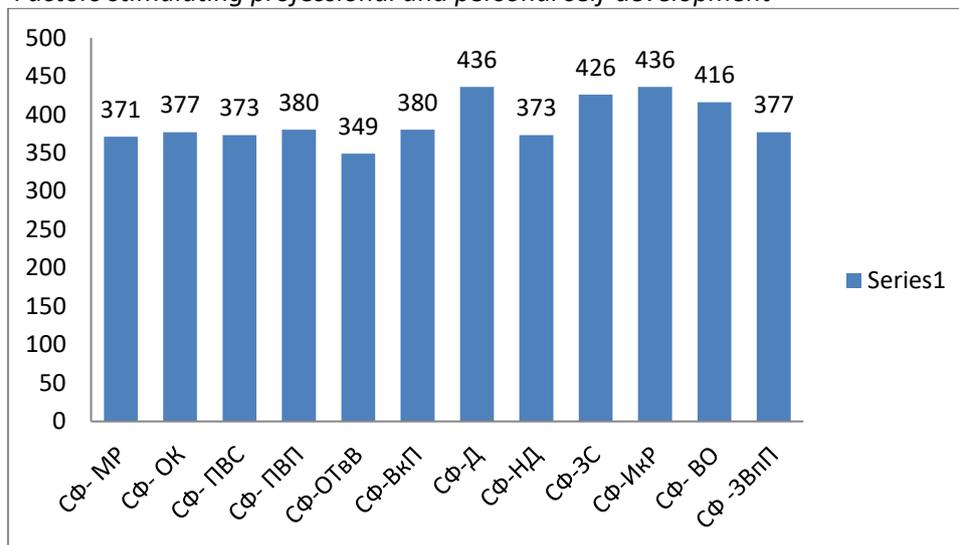
Table 6
Factors stimulating professional self-development (mean scores and standard deviation)

| FACTOR | M | SD |
|---|------|------|
| Trust | 4.15 | 0.81 |
| Interest in studying | 4.15 | 1,02 |
| Self-education | 4.05 | 0.85 |
| Increasing responsibility | 3.96 | 0.89 |
| Teachers' attention to this problem | 3.61 | 0.98 |
| Example and influence of teachers | 3.61 | 0.96 |
| Training courses | 3.59 | 1.05 |
| The possibility of obtaining recognition in the group | 3.59 | 1.09 |
| Example and influence of groupmates | 3.59 | 1.21 |

| | | |
|--|------|------|
| The novelty of the activity, working conditions, and the opportunity to experiment | 3.52 | 1.17 |
| Organization of work at the university | 3.32 | 1.12 |

Figure 9

Factors stimulating professional and personal self-development



According to the group of factors hindering professional and personal self-development, the following results were obtained (Table 7).

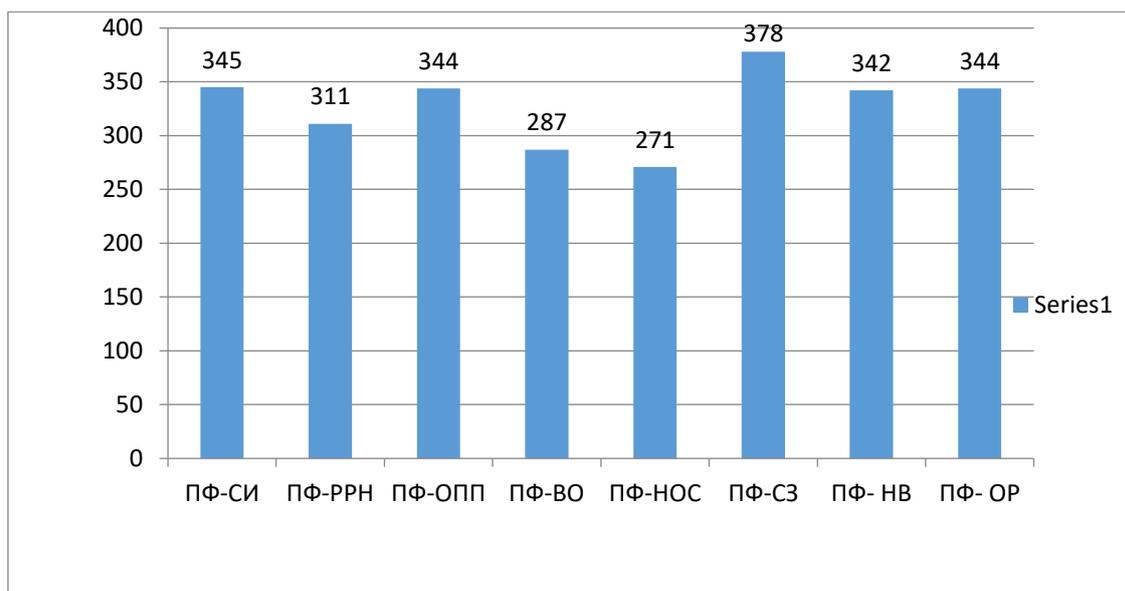
Table 7

Barriers to professional self-development (mean scores and standard deviation)

| No. | FACTOR | M | SD |
|-----|---|-----|------|
| 1 | Health status | 3,6 | 1,18 |
| 2 | Personal inertness | 3,2 | 1,09 |
| 3 | Limited resources, straitened life circumstances | 3,2 | 1.28 |
| 4 | Lack of support and assistance in this matter from teachers | 3,2 | 1.23 |
| 5 | Lack of time | 3,2 | 1.26 |
| 6 | Disappointment due to previous failures | 2,9 | 1.25 |
| 7 | Hostility of others | 2,7 | 1,21 |
| 8 | Negative feedback from group members and teachers, i.e. lack of objective information | 2,5 | 1,14 |

Figure 10

Factors hindering professional and personal self-development



As a result of data processing, factors were identified that are an incentive for self-development among students of pedagogical specialties. According to the diagnostic data, the most stimulating factors for professional and personal self-development are such factors as:

- trust and interest in learning (4,15). The ratio of the value on the standard deviation scale (0.81) determined that the value of these incentive factors is prevailing and significant for this contingent of students.

- self-education (4.05). The highest indicator for this factor of stimulating self-development shows the importance and necessity of creating conditions and providing opportunities for the realization of the need for self-education of students. I.e., students at this stage of development have the need and desire to realize themselves independently, to improve themselves in their future profession by engaging in self-education.

- the factor of “increasing responsibility” (3,96) is, of course, a personal characteristic due to the requirements of the social environment. I.e., we can assume that the stimulating factor for self-development is the responsible work imposed on the student, which can determine his place and importance of personality in society.

- factor “teachers’ attention to this problem”, “example and influence of teachers” (3,61). These factors have received uniform indicators, which tells us that they are interrelated and interdependent. The personality of the teacher is the leading one and has a noticeable impact on the professional self-development of students of pedagogical specialties.

- factors of training courses, the possibility of obtaining recognition in the group showed an average level of stimulation leading to stimulation.

The lowest factors influencing the process of stimulating professional and personal self-development according to the diagnostic data are “novelty of activity, working conditions and the opportunity to experiment”, and “organization of work at the university” (3,52).

4. Discussion

According to the results of diagnostics, the following factors were identified concerning factors interfering with professional and personal self-development: As the analysis of the obtained data shows, the factor “State of health” has the greatest interfering effect on the process of stimulating professional and personal self-development. The average score on the scale is 3.6 points. Undoubtedly, the proverb “A sound mind in a sound body” can be mentioned here. Respondents chose low health indicators as the main factor hindering the process of professional and personal self-development. It

is necessary to pay attention to the health-saving factors in the process of stimulating professional and personal self-development (Palamar et al., 2018).

The factors "Personal inertness", "Limited resources, straitened life circumstances", "Lack of support and assistance in this matter from teachers", and "Lack of time" showed the same scores - 3.2. According to these factors, it can be assumed that respondents have some personal, and social problems. I.e. it is necessary to pay attention to the provision of psychological and pedagogical support for students from teachers, and psychologists. Students need help with time management and personality-oriented psychological assistance. The inability to allocate their resources leads the student's personality to emotional dissatisfaction, lack of time for themselves and as a result hurts the process of professional and personal self-development (Orlov, Pazukhina, Yakushin & Ponomareva, 2018). Inertness, as a characteristic of temperament (inertia), manifests itself in a slow response to circumstances, and the need to spend more time deciding to start an activity. Inertia may also have motivational reasons. These include the factor of "loss of interest in their professional activities". Low indicators for the factors "Disappointment due to previous failures" (2.9), "Hostility toward others" (2.7), "Negative feedback from group members and teachers, i.e. lack of objective information" (2.5). These indicators show that respondents do not have interpersonal conflicts that can hinder the process of self-development.

5. Conclusion

According to the diagnostic data, the most stimulating factors of professional and personal self-development are such factors as trust and interest in learning, self-education, increasing responsibility, teachers' attention to this problem, example and influence of teachers, factors of training courses, the novelty of activity, working conditions and the opportunity to experiment, and organization of work at the university, in decreasing order of stimulation.

Thus, the identified factors of professional and personal self-development, as well as their systematization according to the degree of mutual influence and interdependence, can be used to create special conditions conducive to professional and personal self-development, defining their main directions for providing psychological and pedagogical support at the university.

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