MANAGING SELF-DEVELOPMENT (SELF-CREATION) BY THE TEACHER

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ABSTRACT

The aim of the presented article is to draw attention to the considerations related to self-formation, which are more and more vivid in the pedeutological discourse. Constant professional development in the teaching professions determines the effectiveness of teaching as students' achievements depend mainly on teacher's skills. Contemporary expectations towards teachers are definitely different than years ago. It results from changing reality, which imposes the necessity to constantly increase one's own competencies, not only the professional ones, but mainly those related to personal development. Personal growth is a significant aspect of professional development. Managing one's own development (self-creation) assumes that a man is a self-creator and the space of self-creation is a new method of experiencing the world and one's place in it. The article analyses the determinants of the self-creation process and its structure as well as the transgressive behaviours involved in the process. The analysis of the teacher's functioning as a co-creator of himself is embedded in the trend of the concept of humanistic, emancipatory and cognitive psychology.

*   **Key words:** *self-creation; autonomy; self-reflection; self-creation competencies; shaping oneself; self-formation; transgression; creativeness.*

INTRODUCTION

The evolution of approaches to teaching competencies results from the general pedeutological reflection related to the changing role of the teacher within the context of broader socio-cultural transformations. Openness to change becomes the basic dimension of competence in the teaching profession

(Czerepaniak-Walczak, 1997). The transformation of the classical functions of a teacher is determined by the reinterpretation of the process of upbringing and education within the context of humanistic and emancipatory pedagogy. They constitute challenges requiring a creative attitude towards seeking and implementing changes, as well as openness to changes, including the ability to self-create.

PROBLEM STATEMENT

Nowadays, the process of creating oneself and one's own life is becoming a common requirement. A. Giddens emphasizes that 'choice is a fundamental element of daily activities of individuals. Intellectual emancipation and the ability to reflectively behave in the world of permanent change and diversity of social environments (in which the individual is directly and indirectly involved) enable the expression of personal subjectivity through the creation of individual lifestyles and the choice of identity "(Cybal-Michalska, 2013, p. 127). Preparation for the teaching profession is presented holistically and processively. Holistically — because the teacher should develop not only specific professional skills, but above all, care about developing his personality, which, in consequence, will allow him to be himself. Processively — because becoming a human is a process that has no end, it lasts permanently, constantly (Kwaśnica, 2003). The presented article discusses the concepts and views of many recognized researchers dealing with issues related to pedeutology. The study highlights the transformations in thinking about the teacher through the prism of personality competencies defined as self-creative.

SELECTED CONCEPTS OF PERSONAL DEVELOPMENT

C. Jung, who introduced the concept of the process of self-realization aimed at internal harmony and harmony with the world, was precursor to the idea of self-directed development (Górniewicz & Rubacha, 1993). Self-realisation is a transgressive process exceeding the limits of the mind, feelings, and human senses, and also the ego. On the other hand, humanistic psychology discerns only strengths and positive sides of a human being and its representatives do not use the concept of personality. Their main area of interest is who a man becomes. The development process, determined by internal factors, is in their view an elementary property of human nature. The theory of self-actualization plays a significant role in the humanistic theory. According to C. Rogers, the tendency to self-actualization (self-realisation) is the expansion of the possibilities and potentialities of a developing individual (Rogers, 1961/2002). Representatives of phenomenological and existential psychology extended the issue of self-actualisation to include the relationship of the individual with the environment and its functioning in society. According to V. Frankl, self-actualisation (realisation of internal

values) should constitute a part of self-transcendence (values existing outside the subject) (Frankl, 1998; Jančina & Kubicka, 2014). The integral approach to the person as a whole, typical of this concept, is related to the appreciation of its attributes and rights related to human nature as well as including internal and external factors in the development process. On the other hand, R. May claims that human development is the creative formation of one's existence due to the self-awareness and the awareness of having one's own world (May, 1995). The idea of human development as the subject and author of his life and his own self has been elaborated in cognitive psychology. Representatives of this trend emphasize that a human being is an independent entity that decides about his own life and possesses the ability to generate information and knowledge. Intentional education and self-creation, i.e. shaping oneself according to one's own project, is considered to be the basic method (Kozielecki, 2000). A. Gałdowa assumes that a person is a physical, psycho-spiritual unity to which a specific personality is assigned. She presents two approaches to defining development. In the first approach, development is described as a process of internal changes oriented towards an external value-driven goal. In the second approach, it is described as internal changes taking place in an individual, the aim of which is to shape the features and forms of behaviour encouraging the development beneficial for self-realisation (Gałdowa, 1990).

SELF-CREATION — THE ESSENCE OF THE PHENOMENON

According to Z. Pietrasiński, traditional terms related to personal development of a human being, such as: self-education, self-study or self-development, do not fully cover the issue of influencing one's own development. He proposes to use the term 'self-creation'. The researcher defined self-creation as 'the co-formation of an individual through his relatively autonomous choices and actions' (Pietrasiński, 2008, p. 71). In the cited definition, the voluntary nature of the undertaken activity is the determinant of the existence of self-formation. These types of actions may be intentional, i.e. conscious, deliberate, aimed at achieving specific changes in oneself. Pietrasiński also included unintended actions in self-creation. This means that co-creating oneself can be both intentional and unintentional. Most of the choices made during the course of daily functioning take place without awareness of their personality-creating effects (Pietrasiński, 2008).

Psychologists and educators frequently negate such a broad approach to self-creation, emphasizing the significance of intentional and conscious changes (Kozłowska, 2010, p. 176). J. Pawlak claims that self-creation is "any method of creating oneself, in terms of one, several or all elements constituting the shape of an individual" (Pawlak, 2009, p. 14). The author has distinguished the sings of self-formation that affect changes in the personality of the individual,

the development of the intellect, body, as well as relationships with other people and the introduction of changes in the immediate surroundings. All these activities must be deliberate, planned, but do not have to have a direct effect (Pawlak, 2009; Przewoźnik, 2020).

R. Schulz included in self-creation only those activities that are intended and oriented towards the creative transformation of oneself. In his view, shaping oneself is a creative process in which the teacher is the subject of creative activities and their authentic material. The co-formation presented in this way manifests itself in two dimensions: professional and personal (Schulz, 1989: p. 79).

Researchers distinguish several most important aspects of self-creation, i.e. the subjective conditions of self-creation activities. These are: autonomy, self-reflection, transgression, defining and engaging in achieving goals and life creativeness (Jančina & Kubicka, 2014; Szumiec, 2021). Autonomy is the fundamental dimension of teacher's self-creation. This means that he influences his own development through actions and decisions which are not imposed by the environment. Autonomy is examined in two dimensions: self-knowledge and acceptance, and the perception of the decisions made as one's own (Deci & Ryan, 2000; Popławska, 2021; Maxwell, 2019). The developing teacher's reflection on their own life and professional functioning is another indicator of self-creation. The result of interim and especially systematic self-reflection is self-awareness that supports self-discovery. Self-reflection is a significant source of knowledge about oneself because it presents an analysis of one's own achievements and their assessment from the point of view of the subject. It can occur incidentally or systematically. The first form appears spontaneously while performing any activity or when an individual is criticized or makes a mistake. Whereas systematic self-reflection is planned (Pietrasiński, 2008) and leads to self-identification, being developed in parallel to the self-creation process. The goal of self-identification is not only self-knowledge, but also self-explanation and self-understanding (Oelszlaeger-Kosturek, 2020), i.e. understanding the concept of oneself, self-esteem and own identity, and creating self-distance.

Transgression, treated as a personality tendency to go beyond the present state and constantly expand the scope of its experiences, constitutes another dimension. In relation to oneself, it means dissatisfaction with who you are and moving towards who you want to become in the future (Kozielecki, 2004). Transgression is an important component of self-creation related to going beyond the current state of the skills possessed by the teacher. An important condition for managing one's own development is also defining and engaging in the implementation of long-term goals and plans. They initiate and sustain pro-development activity. Achieving the planned goals influences self-esteem, self-acceptance and also motivates to further activity and self-improvement.

Researchers dealing with the issues of managing one's own development by an individual mention one more important dimension: creativeness.

Creativeness is a concept similar to self-creation, though these terms cannot be equated. Every human activity exceeding reception activities is creativeness (Kukiełczyńska, 2000; Potyrała, Czerwiec, Studnicki, 2020). Creative activity is expressed in new concepts, ideas or attitudes and applies to both the socio-cultural and subjective context. The functioning of the teacher is associated with change and the introduction of new values. Self-creation consists of two components: creativity as the creation, design and implementation of what is valuable, inspiring and at the same time bringing new value and human activity focused on himself, manifested in recognizing one's own biography, its interpretation, understanding important life choices, searching for goals and values giving meaning to one's own life and taking action to achieve them. K. Lasocińska assumes that autobiographical activity is a form of self-creation and that supporting autobiographical thinking in adult education may affect the formation of creative attitudes towards daily tasks and problems (Lasocińska, 2014). The fundamental paradox of self-creation is that an individual becomes capable of co-creating and co-forming his own life path only when he is already significantly formed by the environment and processes beyond his control and awareness. This fact suggests the division of the biography into two main stages: pre-reflective and reflective. The first one lasts throughout the entire childhood and the beginning of youth (until around 12 years of age). Only after this period of growth and maturation of the body, as well as the development of the personality, the ability to self-reflect, plan one's own life goals and create an image of the "ideal self" increases. In most cases, the first conscious self-creative actions are undertaken by adolescents (Giza, 2008). When the transition from childhood to adolescence occurs, and then adulthood, the individual often does not possess self-creation knowledge. When supporting its development, it is important to be aware of it and to supplement the gaps in self-creation knowledge (Pietrasiński, 1988). Self-creation is a creative activity in which the subject tries to change himself. Considered in its existential dimension, it is the result of:

- interpretation and creative learning of the subject from one's own biography (Dubas, 2011).
- searching for importance and meanings of one's existence in the world (Popielski, 2007).

THE SELF-CREATION COMPETENCIES OF THE TEACHER

Different definitions of competencies can be found in the literature. They are presented as:
- ability and readiness to perform tasks at a certain level,
- learnable ability to perform things well, skills necessary to deal with a problem,

- a special property expressed in demonstrating the ability to behave adequately at the level set by social standards (Czerepaniak-Walczak, 1997, pp. 87-88).

These competencies are called self-educational competencies. Theorists distinguish two types of self-creative competencies:

1. normative, determining appropriate values: objectives of the self-creation of an individual resulting from the general concept of the world adopted by him and his own place in it;
2. directive: presenting the method of realizing values, and therefore different types of activities and actions that allow the implementation of the standards of one's own self (Dudzikowa, 1993).

S. Dylak perceives competence as a dynamic structure of knowledge, skills, attitudes and values essential for the successful implementation of tasks (Dylak, 1995). In S. Dylak's typology of teaching competencies, the starting point is the basic dimensions of professional competencies: constant interpretation, persistent self-creation and efficient action. The author distinguishes:

- basic competencies, not specific for the teaching profession, i.e. a defined level of psychophysical skills and an appropriate level of intellectual, moral and social development enabling the acquisition and compliance with ethical principles, social norms, as well as communication with students and colleagues,
- essential competencies (interpretation, self-creation and realisation) acquired in the course of vocational education, without which the teacher would not be able to perform educational tasks,
- desirable competencies, which may be found in the teaching profession, but are not necessary, e.g. personal interests, social commitment, worldview, skills and special abilities (Dylak, 1995).

Essential competencies specific to the teaching profession are, above all, workshop skills (realisation competencies) included in the sphere of ideologically neutral skills and relatively independent of personality factors, but exceeding the narrowly treated instrumentalism. The author discusses the interpretative competencies in three aspects: pedagogical values, subject knowledge and a critical analysis of one's own actions. Value orientation enables the teacher to act autonomously, adequate to the needs of the subjects of education, facing various political and pedagogical conditions, it allows him to critically analyse knowledge and reality, and to focus on persistent intellectual research. Extensive subject knowledge allows the teacher to find himself in the new situation. His task is to help students interpret, transform and organize information coming from a variety of sources. He is supposed to educate in accordance with the interpretive and not transmissive model of teaching. This approach requires the teacher to be an autonomous creator in his professional activity.

Z. Pietrasiński defines self-creation competencies as skills, knowledge and measures supporting self-creation activity (Pietrasiński, 1990). The subject

acquires them while gaining new experiences. Apart from the self-creation competence, the author mentions biographical competence, which he describes as 'the ability to co-create one's own life and development, and to support the development of others in an increasingly systemic way' (Pietrasiński, 1990, p. 128). It consists of two elements:

1. self-creational knowledge (social and individual knowledge that supports the individual in the course of development and managing his own destiny) and

2. biographical thinking (oriented on solving problems in self-creation within the context of the entire life) (Pietrasiński, 1990, pp. 144-145).

Another approach to the teacher's self-creation competences is presented by M. Dudzikowa, who considers them to be a kind of cognitive structure including: abilities, knowledge and experiences, based on a set of beliefs about the objective and method of action, aimed at 'achieving and preserving changes in one's personality, compliant with the standards they desire' (Kwiatkowska, 1994, p. 206). The author distinguishes four groups of self-creative competencies and specific skills and abilities assigned to them, such as:

1. Capability to conduct cognitive assessment of oneself within the context of a specific situation:
   a. ability to analyse one's own situation from the point of view of the effectiveness of achieving important values, life goals and plans;
   b. awareness of the possessed qualities and the results of actions taken as a consequence of these qualities;
   c. ability to recognise the state of affairs as unsatisfactory due to one's own certain features or the lack of them.

2. Capability to conceptualise self-standards:
   a. Ability to specify, at various levels of generality, the self-standards describing the desired values;
   b. Ability of an indicative analysis, that is, achieving the standard of self in a real dimension;
   c. Capability to experience motivation and introduce changes in one's own personality in accordance with the accepted standard.

3. Capability to implement self-standards:
   a. Ability to formulate tasks (operational goals) and determine the method of changing one's personality and behaviour, means and conditions;
   b. Ability to achieve operational goals by means of different forms of activity;
   c. Capability to systematically check the results of one's own actions, making the necessary adjustments.

4. Capability to check and evaluate the results of self-creative activities:
   a. Ability to define the degree of compliance of the Self standard with that achieved as a result of one's own action;

b. Ability to evaluate the consequences resulting from introduced changes;
c. Ability to establish a general assessment and make a decision about the necessity to repeat any of the activities already undertaken, or to recognize the self-creation cycle as completed due to the achieved goals (Dudzikowa, 2007, pp. 306-308).

Therefore, the individual is able to determine the course of the self-creation process, starting from the cognitive-evaluative phase, in which it comes to self-description and evaluation. Then it goes through the stage of 'conceptualization of 'Self' states' to the implementation of intentions and their evaluation. Thus, the defined, systematized method of shaping oneself organises all changes introduced by the individual and allows to specify the goal of activities and the method of its implementation (Kwiatkowska, 2008, pp. 200-207). The competencies presented above may be particularly useful for teachers in the course of their personal and professional development. The teacher, facing developmental tasks at various stages of life, draws strength from previous experiences. In his development, biographical thinking is of particular significance as one of the components of self-creation competencies. Due to biographical thinking, it is easier for the teacher to deal with the crises of adulthood. According to E. Erickson's theory, people between 25-30 years of age choose a partner and make decisions about the path of self-realisation (Harwas-Napierała & Trempała, 2000). Self-creation, involving the pursuit of self-knowledge, self-determination, and the preservation of personal integrity and identity, occurs at this stage. Examples of using self-creative competencies can be seen at other stages of development. Middle adulthood (between 35-40 and 55-60 years of age) is aimed at resolving the generativity dilemma. The teacher, due to self-creation knowledge and self-knowledge, can define the areas of his productivity. "Entering the world of self-creation constitutes a new method to experience the world and one's own place in it. It is a multi-stage and long-lasting process within the context of questions about ourselves, other people and the world in which we look for our place and attempt to make it more understandable" (Wróblewska, 2018, pp. 32-33). M. Wróblewska developed a concept of creative competencies in adulthood, close to the self-creative approach to competencies, which, like M. Dudzikowa states, are associated with the processes of self-development and self-improvement and are expressed in the ability of the individual to initiate and implement them at a given stage of development by using standards. The results of the research conducted allow to define three basic strategies:
1. adaptive-conservative strategy;
2. pro (innovative) creative-transgressive strategy (creative attitude, transgressive behaviour and proactivity);
3. integrated strategy (adaptive / conservative / innovative).

All the strategies are underlain by a creative need which constitutes a development force and dynamism of activity (Wróblewska, 2015).

CONCLUSIONS

Contemporary education focused on the human being and his needs, assumes that the individual will achieve the ability to get to know himself, manage his own life and take responsibility for the choices made. A significant role in this respect is assigned to the teacher, because self-knowledge gives him the opportunity to increase control of his own behaviour and becomes an element of improving himself and his own work.

The results of pedagogical, sociological and psychological research indicate that teachers as a professional group are well prepared in terms of content and teaching. However, their psychological preparation is insufficient (Kwiatkowska, 2008). All the presented competencies related to the area of self-knowledge allow the teacher to liberate himself from external conditions and threats, increasing the area of his autonomy. Self-creative competencies are necessary for a modern teacher. Their formation is associated with the need to introduce methods and content to the process of educating teachers for building the skills of self-reflection, self-presentation, communication, negotiation, and the use of conflict resolution strategies (Nowak-Dziemianowicz, 2008). It is also important to create situations beneficial for the development of self-discovery, self-knowledge, autonomy, setting goals for personal and professional development.

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УПРАВЛІННЯ САМОРОЗВИТКОМ (САМОСТВОРЕННЯМ) ВЧИТЕЛЯ

Мірослава Змудзька, доктор філософії в галузі педагогіки, директор академічного дитячого садка «Дитячий університет» Університету економіки у м.Бидгощ, Інститут суспільних наук Економічного університету. вул. Гарбари, 2, 85-229,м. Бидгощ, Республіка Польща, miroslawa.zmudzka@byd.pl

Метою представленої статті є привернути увагу до міркувань, пов'язаних із саморозвитком, які дедалі яскравіші у педагогічному дискурсі. Постійне підвищення кваліфікації за педагогічними професіями визначає ефективність навчання, оскільки досягнення учнів залежать переважно від майстерності вчителя. Сучасні очікування до вчителів, безперечно, інші, ніж багато років тому. Це є результатом зміни реальності, що нав'язує необхідність постійного підвищення власних компетенцій, не тільки професійних, а переважно пов'язаних з особистісним розвитком. Особистісний ріст є важливим аспектом професійного розвитку. Управління власним розвитком (самотворенням) передбачає, що людина є самотворцем, а простір самотворення — це новий метод переживання світу та свого місця в ньому. У статті аналізуються детермінанти процесу самовдосконалення та його структура, а також трансгресивна поведінка, залучена до цього процесу. Аналіз функціонування вчителя як творця самого себе закладений у напрямі концепції гуманістичної, емансипаторної та когнітивної психології. Результати педагогічних, соціологічних і психологічних досліджень свідчать про те, що вчителі як професійна група добре підготовлені за змістом і викладанням. Проте їхня психологічна підготовка є недостатньою. Усі представлені компетенції, що стосуються сфери самопізнання, дозволяють вчителю звільнитися від зовнішніх умов і загроз, збільшуючи зону своєї автономії. Самотворчі компетенції необхідні сучасному вчителю, їх формування пов'язане з необхідністю впровадження методів і змісту в процес навчання вчителів для формування навичок саморефлексії, самопрезентації, спілкування, ведення переговорів, використання стратегій розв'язання конфліктів.

Ключові слова: саморозвиток; автономія; саморефлексія; компетенції саморозвитку; формування себе; самоформування; проступок; креативність.