

## **PROFESSIONAL SELF-EFFICACY IN THE FORMATION OF PRESCHOOL EDUCATION SPECIALISTS**

**Tomashevs'ka I. P.**

### **INTRODUCTION**

In the progress of civilization, a special role has always belonged to active, creative individuals, who, having the ability to create innovations, have been the main drivers of human progress. The value of such people to a new level is raised in the third millennium – because in today's world the prosperity of any country directly depends on the ability of creative members of society who have a wide range of interests, can realize their own potential, whose activities ensure the development of society as a whole.

Modern society is becoming more person-oriented. Individual personal development is declared to be a major prerequisite for social and economic progress. “That's why the high-priority areas in the XXI century, – rightly stresses academician V.Kremen, – have become a science as an area that produces new knowledge, and education as an area that makes knowledge a person's value, and above all, provides an individual persons' development rights” [4, p. 5].

In the context of this statement, one of the conceptual and defining provisions of renewal of modern higher pedagogical education is the training of future professionals ready for continuous professional self-development, creating conditions for professional development and stimulating the desire for effective self-realization.

Self-efficacy of a teacher of preschool education is a main aspect in the effectiveness of educational activity in all its forms and determining factor in the formation of facilitative competence of future teachers of preschool education.

### **1. The genesis of formation of professional self-efficacy of a preschool education specialist**

The competence approach to professional education of future professionals in the field of preschool education and personal development issues, exploring the pedagogical self-efficacy problem is rather relevant. Today, more than ever, society needs highly efficient citizens, able to properly assess results of their performance (including professional) and their own capabilities.

Professional competence of preschool education includes also their ability to easily guide in the flow of scientific information, create authors training programs, implement innovative educational technologies. At the same time a creative approach to solving teaching tasks demands from students to master the methods of conducting educational research, to be aware of the methodology and logic of scientific research and so on. Therefore one of the important aspects of preparing future professionals in the field of preschool education to educational activities is the development of their scientific-and-pedagogical self-efficacy.

Founded in social cognitive theory of Albert Bandura [15], teachers' self-efficacy beliefs have been repeatedly associated with positive teaching behaviours and student outcomes. However, teacher efficacy has developed a storied history regarding construct validity and measurement integrity. Study of teacher efficacy now stands on the verge of maturity, but such developmental growth will likely be contingent on development of strong theoretical models and effective instrumentation to assess theoretical constructs.

The modern model of reforming the educational process in higher educational establishments of Ukraine provides for the effective ways searching to train future professionals in the field of preschool education. The introduction of a competency-based approach to the system of higher pedagogical education, provided by the state standard of specialty "Preschool education", meets current trends in modernization and reform of higher education in Ukraine.

It is aimed, first of all, at improving the effectiveness of training of preschool education in the context of integration into the European educational space.

Current trends in the reforming of the preschool field focus on training competitive future educators of preschool education, the formation of a creative and competent personality with a high humanitarian culture, humanistic worldview, deep moral values and active citizenship.

The modern competence approach in higher education puts forward new requirements for the professional and personal qualities of future professionals. The subjective attitude to the performed work and its results is realized in the individual's access to their internal resources, which is the potential for development, opportunities to choose and build a certain strategy of activity, communication and behavior.

One of the principles of the competence approach is the continuity of education, which opens the possibility for constant deepening of general and professional training of future teachers, achieving integrity and continuity in teaching and education.

At the same time, scientists note O. Bondarchuk [2], that the very idea of self-competence, and not in skills and abilities themselves, perform as a necessary motivational condition that determines the behavior of the individual and determines the degree of persistence and perseverance in mastering, and subsequently in performing specific professional actions.

Taking into account the dynamic economic and social changes, it becomes clear that the competitiveness of pedagogical education, his professionalism is measured not only by the amount of professional knowledge and skills, but also the formation of a number of personal characteristics – initiative, flexibility, mobility, confidence, self-esteem, self-efficacy.

In his scientific research, scientist O. Semenov [11] emphasizes the need not to form a specialist in the field of preschool education with competencies that meet the challenges of today. The market of educational services needs an emotionally stable, highly qualified specialist who has techniques of self-improvement, self-development and self-efficacy, able to overcome contradictions in the process of education and spiritual development of preschool children, has the ability to create a safe and comfortable educational environment.

According to I. Haletska [3], the priority criteria of a teacher's readiness for such work are his/her high intellectual level, ability to master, accumulate and effectively apply innovative educational technologies in pedagogical activity, realizing his own creative potential.

In our opinion, the attempt to solve this problem may be based on a rethinking, developed in detail in domestic psychology, the problem of professional self-consciousness of the specialist I.Makarenko [8], interpreted from other positions, namely – through the study of self-efficacy in professional activities.

In scientific research, both domestic and foreign scientists, the concept of self-efficacy is considered, which determines the defining possibility of becoming a person as an active subject of his life, able to adequately assess their capabilities, abilities and resources, achieving the most acceptable results in professional and pedagogical activities.

In the context of this aspect, the purpose of higher pedagogical education in Ukraine is not only the acquisition of fundamental professional knowledge by future professionals, but also the formation of their readiness for further professional and personal self-development and self-realization.

The scientific substantiation of the concept of “self-efficacy” was first carried out by the famous American psychologist Albert Bandura – one of the leading representatives of the socio-cognitive direction of modern world

psychology. The socio-cognitive theory developed by A. Bandura [16] is named because it emphasizes personal cognitive factors. According to socio-cognitive theory, behavioral response is not an automatic response to external stimuli, responses to stimuli are activated by the individual.

Central to Bandura's framework is his concept of self-efficacy. Bandura's aspirations about self-efficacy were grand, as reflected in the title of his 1977 article "Self-Efficacy: Toward a Unifying Theory of Behavioral Change." In this seminal work, A. Bandura [15] defined self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments".

A. Bandura proposed that because self-efficacy beliefs were explicitly self-referent in nature and directed toward perceived abilities given specific tasks, they were powerful predictors of behaviour. The research literature has supported this proposition. Research has linked efficacy to a variety of clinical issues such as phobias (Bandura, 1983), addiction (Marlatt, Baer, & Quigley, 1995), depression (Davis & Yates, 1982), and smoking behaviour (Garcia, Schmitz, & Doerfler, 1990). Educationally, self-efficacy beliefs are related to academic performance and self-regulated learning (cf. Hackett, 1995; Pajares, 1996; Schunk, 1991; Zimmerman, 1995). Although a number of studies have investigated self-efficacy in different subject matters, little research has been conducted to explore the perceived efficacy of pre-service secondary school teachers.

Understanding teachers' perceptions and beliefs is important because teachers, heavily involved in various teaching and learning processes, are practitioners of educational principles and theories. Teachers have a primary role in determining what is needed or what would work best with their students. Findings from research on teachers' perceptions and beliefs indicate that these perceptions and beliefs not only have considerable influence on their instructional practices and classroom behaviour but also are related to their students' achievement.

A. Bandura [15, p.27], understands self-efficacy as an individual's awareness of their ability to cope with specific tasks and situations and determine the strategy and manner of their behavior. Self-efficacy is interpreted by him as a cognitive mechanism by which the individual regulates their behavior. At the same time, self-efficacy reflects a person's personal belief that he or she has the necessary abilities for a certain type of activity and promotes the development of motivation.

In the context of the general theory of behavior change, the researcher interprets self-efficacy as "the efficacy expectation acts as a belief that the individual is able to successfully perform the behavior necessary to achieve the expected results".

The concept of “efficacy expectation” and “outcome expectation” was distinguished, because, according to A. Bandura, a person may know that certain actions are followed by a corresponding result, but do not believe in their own abilities perform these steps.

A person’s self-confidence in his/her own efficacy, as noted by A. Bandura [16, p. 37], affects the level of persistence of the subject in performing certain activities: persistence will be high if confidence is stable, and low if a person is unsure of their own effectiveness.

To understand the concept of self-efficacy, the following principles of the theory of personality are important (D. Shaposhnyk [12, p. 303]):

1) the person – is not only the object of social influence, but also an active subject of behavior and activity;

2) the impact on the human environment is largely determined by its behavior, cognitive processes and ability to self-regulation, that is internal determinants;

3) the human behavior is situation-specific, so it has not a single, but a multiple self-concept, and one or another dependences take the floor, depending on the situation. Due to this, the notion of some global self-concept is unproductive;

4) ideas about themselves, formed in a person on the basis of self-acceptance and self-esteem, perform a regulatory function, through which she is able to independently build strategies for their activities and their own development, to manage their own lives.

Thus, A. Bandura [16] emphasizes that self-efficacy has two important features. On the one hand, it is not a personal feature, but a judgment of the subject about their ability to perform certain activities; on the other hand, is not a global, but a specific feature.

In foreign psychology of considerable scientific interest are the study of the mechanisms of self-efficacy.

At the same time, A. Bandura and his followers believe that self-efficacy has an impact on various motivational characteristics, in particular, such as the choice of goals, persistence, effort, as well as emotions and overcoming difficulties.

It is emphasized that people with high self-efficacy set adequate goals of moderately high level of complexity. At the same time, people with an equivalent level of ability, but with low self-efficacy, choose goals of reduced complexity.

The idea of one’s own efficacy also influences the choice of activity. Students with high self-efficacy are willing to choose difficult tasks, while their peers with low self-efficacy tend to avoid difficulties.

Increasing the level of self-efficacy promotes the development of interest in the activity. Thus, the study of O. Muzyka [9] showed that students' perception of their own self-efficacy in solving mathematical problems leads to enthusiasm in performing this type of task.

Developing of self-efficacy beliefs as a key component of human motivation and behavior is an extra actual problem nowadays. It touches all the aspects of human functioning, including professional areas. In the present article we're going to present the peculiarities of developing scientific-and-pedagogical self-efficacy of students, members of scientific-and-pedagogical society Lesya Ukrainka Volyn National University.

Confidence in self-efficacy also affects the ability to cope with various life difficulties, frustrations and stresses. N. Lipinska [7] describes the relationship of self-efficacy with motivation and success as follows: successful, innovative, friendly, not anxious, not bored, as well as social reformers are optimistic about their personal effectiveness in being able to influence the events of their own lives.

T. Kremeshna [5, p. 75] believes that self-efficacy can and should be developed, especially in the course of human accumulation of experience of successful actions and observation of the success of others. In particular, as sources of self-efficacy A. Bandura identified four groups of factors: personal experience of achievement, indirect experience, verbal persuasion and psychophysiological state, which will be discussed in detail below.

In turn, setting adequate goals helps to strengthen self-efficacy in the process of achieving them.

The problem of self-efficacy as a factor in optimizing students' learning activities is revealed in a number of scientific studies in both domestic and foreign research (V. Bondar, I. Makarenko, O. Muzyka, D. Shaposhnyk, K. Multon, S. Brown & R. Lent, L. Soodak & D. Podell [1, 8, 10, 12, 18, 20])

## **2. Structural analysis of professional self-efficacy of preschool education specialists**

O. Bondarchuk [2, p. 59], the author of social cognitive theory, determined self-efficacy as people's judgments of their capabilities to produce designated levels of performance. Considering this, *scientific-and-educational self-efficacy of pre-service secondary school teachers* is defined as *their beliefs that they are capable to produce successfully designated levels of scientific-and-educational performance in the educational area..*

According to social cognitive theory, people are more likely to perform tasks they are capable of accomplishing and are less likely to engage in tasks in which they feel competent. Students' beliefs about their competencies in given domain affect:

- the choices they make;
- the effort they put forth;
- their inclinations to persist at certain tasks;
- their resiliency in face of failure

The self-efficacy beliefs that future professionals in the field of preschool education hold influence the choices they make, the amount of effort they expend, their resilience to encountered hardships, their persistence in the face of adversity, the anxiety they experience, and the level of success they ultimately achieve while conducting educational researchers. Individuals with strong self-efficacy beliefs work harder and persist longer when they encounter difficulties than those who doubt their capabilities. Results from research on self-efficacy beliefs indicate that these judgments of personal competence are often stronger predictors of behavior than are prior accomplishments, skill, or knowledge (I. Haletska, N. Lipinska, D. Shaposhnyk, D N K.Multon, S.Brown, & R.Lent; F. Pajares [3, 7, 12, 18, 19] ).

Thus, knowing the perceptions and beliefs of teachers enables one to make predictions about teaching and assessment practices in classrooms.

Teachers' beliefs about their own effectiveness, known as teacher efficacy, underlie many important instructional decisions which ultimately shape students' educational experiences. Teacher efficacy is believed to be strongly linked to teaching practices and student learning outcomes.

The task of creating environments conducive to learning rests heavily on the talents and self-efficacy of teachers. Evidence indicates that classroom atmospheres are partly determined by teachers' beliefs in their instructional efficacy.

The literature widely documents the pervasive influence of self-efficacy beliefs and corroborates social cognitive theory that places these beliefs at the roots of human agency (A. Bandura [15]).

Professionals in the field of preschool education sense of efficacy can potentially influence both the kind of environment that they create as well as the various instructional practices introduced in the classroom (A.Bandura). Furthermore, teachers with a high sense of self-efficacy are confident that even the most difficult students can be reached if they exert extra effort; teachers with lower self-efficacy, on the other hand, feel a sense of helplessness when it comes to dealing with difficult and unmotivated students.

G. Shudlik, V. Shudlik [13] found that teachers, who have a high sense of instructional efficacy devote more classroom time to academic learning, provide students who have difficulty learning with the help they need to succeed, and praise them for their accomplishments. In contrast, teachers who have a low sense of instructional efficacy spend more time on non-academic pastimes, readily give up on students if they do not get quick results, and criticize them for their failures.

As L. Soodak and D. Podell [2, p. 217] reported, teachers' sense of personal efficacy affects their orientation toward the educational process as well as their specific instructional practices. Those who have a low sense of instructional efficacy favour a custodial orientation that relies heavily on extrinsic inducements and negative sanctions to get students to study.

Teachers who believe strongly in their instructional efficacy support development of students' intrinsic interests and academic self-directedness.

Thus, teachers who believe strongly in their instructional efficacy create mastery experiences for their students. Those beset by self-doubts construct classroom environments that are likely to undermine students' sense of efficacy and cognitive development.

Thus, in the paper of N. Lipinska [7] the connection between self-efficacy and success of real activity is experimentally proved. For example, academic self-efficacy in adolescents has been found to be positively associated with academic performance and subjective school well-being, and social self-efficacy correlates with social performance.

A. Bandura [16] hypothesized that individuals obtain information about their self-efficacy in four ways. According to this statement we consider that future preschool education teachers form their self-efficacy perceptions by interpreting information from four sources. A Bandurahas argued hat the most important source of information comes from the interpreted results of one's past performance, which he called *mastery experiences*. Authentic mastery of a given task can create a strong sense of efficacy to accomplish similar tasks in the future. Alternatively, repeated failure can lower efficacy perceptions, especially when such failures occur early in the course of events and cannot be attributed to lack of effort or external circumstances. Continued success, on the other hand, can create hardy efficacy beliefs that occasional failures are unlikely to undermine. That means that students' own performances affect their pedagogical-and-scientific self-efficacy: students who successfully frame research questions, for example, will feel more confident when again asked to frame research questions.

The second source of self-efficacy information is the *vicarious experience* that individuals undergo when they observe others performing tasks.

Observing the successes and failures of others perceived as similar in capability contributes to individuals' beliefs of their own capabilities. The behavior of models is particularly influential, and this is a prominent area of research in the study of self-efficacy. In situations in which individuals have had little experience with which to form a judgment of their competence in a particular area, models are especially informative. So, future secondary school teachers' vicarious experiences affect their pedagogical-and-scientific self-efficacy: when a student sees a peer successfully conduct a small-scale investigation, she may feel more confident when asked to conduct a small-scale investigation herself.

Beliefs of personal competence are also influenced by the *verbal persuasions* one receives. Verbal messages and social encouragement help individuals to exert the extra effort and maintain the persistence required to succeed, resulting in the continued development of skills and of personal efficacy. However, verbally convincing people that they are indeed capable of accomplishing a particular task is hypothesized to have the greatest effect on those who already believe themselves capable.

Of course, messages can also work to undermine efficacy beliefs when used to convince people that they lack capabilities. For example, when women receive social messages that they do not belong in a male-dominated field such as mathematics, they may be especially vulnerable to believing that they are not, and cannot be, competent in that area. It is important to keep in mind Bandura's caution that verbal persuasions can more easily undermine efficacy beliefs than strengthen them. It becomes obvious that students' scientific-and-pedagogical self-efficacy can be affected by others' verbal persuasion: a teacher may persuade a student that she can successfully present research-based evidence and argument, and thus she approaches the next presenting task confidently.

Individuals look to their *physical and emotional states* as a fourth source of information about their capabilities. Stress and tension are often interpreted as indicators of susceptibility to failure, and one's mood can also have a pronounced effect on self-efficacy beliefs. Typically, optimism and a positive mood enhance efficacy beliefs, whereas depression, despair, or a sense of despondency diminishes them. In other words, a student's confidence in approaching a researching task inversely depends on his level of anxiety induced by that assignment.

All of these experiences can affect students' scientific-and-pedagogical self-efficacy either positively or negatively.

Recall this one prominent theme to emerge from the narratives was that, just as important as it was for the future professionals in the field of preschool education, to believe in themselves, it was also important that others believed in them.

A. Bandura has suggested that the “self-affirming beliefs of others promote development of skills and a sense of personal efficacy” [16, p. 101]. This is reminiscent of cooley’s metaphor of the looking-glass self the idea that individuals’ self-conceptions are, in part, formed as a result of their perceptions of how other people perceive them. That is, the perceptions and judgments of others act as mirrors through which individuals view and define their own self-beliefs. This conception has become the basis for organization of student scientific-and-pedagogical society Lesya Ukrainka Volyn National University.

The training program for students, the members of scientific-and-educational association, contains two functional vectors, such as: theoretical vector and practical activity vector.

Thus, the theoretical vector provides theoretical training of future teachers (knowledge of scientific methods of educational research and their classification, especially the use of empirical methods of scientific and educational research, projective techniques of conducting the research, etc.).

Practical activity vector of the association functioning is aimed to coordinate the research sections of society on the principle of integration training courses, scientific and educational activities of students, future secondary school teachers.

The main objectives of student scientific-and-educational association functioning in the context of developing future professionals in the field of preschool education self-efficacy were to help students:

- to become familiar with an appropriate range of intellectual and methodological traditions within the field;
- to become skilled and critical readers of educational research;
- to develop in-depth knowledge in depth of some substantive area of education and educational research;
- to develop their capacity to frame research questions and devise appropriate research designs;
- to develop confidence in using a range of both qualitative and quantitative approaches to gathering, analyzing and interpreting evidence;
- to develop skills in using a range of technologies assisting data collection and data analysis;
- to develop their skills in presenting research-based evidence and argument;

– to gain practical experience of educational research through conducting a small-scale investigation.

Considering scientific interests of educational association members and their preferred topics of scientific and educational researches, the functioning of the Society was organized under the relevant sections (Pedagogy section, Psychology section, Correctional Education section, Information Technology in Education section, section of specific techniques of teaching and others). Implementation of practical and activity vector is performed by discussing the results of students' scientific and educational researches at scientific conferences, forums, seminars (inter-regional, national, international) and others.

O. Krevska [6] has also identified that self-efficacy is an important prerequisite for adaptation of students to study in higher education institutions.

In particular, belarusian researcher I. Makarenko [8] found that the cognitive crisis in the didactic adaptation of first-year students is characterized by a significant loss of faith in the ability of boys and girls to successfully perform educational and professional tasks.

In the context of the professionalization of subjects in higher education, self-efficacy is an important condition for the success of students' research and learning activities. In particular, in the study of O. Fast [14] we find an essence characteristic of a separate type of self-efficacy – educational self-efficacy («cognitive self-efficacy»), which according to the researcher, depends on many factors and conditions, among which the needs, motives and aims of the individual are dominant.

In pedagogical scientific studies «self-efficacy» is a new enough scientific category and most often interpreted through the relation of generic concepts: effectiveness – success – efficacy.

Based on scientific research D. Shaposhnyk [12, p. 303], three main functions of self-efficacy as a personal quality goal can be distinguished:

- self-assessment function, that provides identification and self-diagnosis of the ability to productively solve of certain tasks;
- self-control function that provides support of motivation in the process of solving tasks;
- self-support function that provides emotional protection in the process of solving tasks and after receiving the result.

The implementation of these functions ensures the formation of self-efficacy components. It is worth noting that the components of self-efficacy are determined and justified in the scientific works of I. Makarenko [8].

The researcher identifies the following components in the structure of self-efficacy:

- cognitive-reflexive (formed by a system of professional knowledge about oneself and about one's professionally important qualities, which are part of the professional «I-Concept»);

- emotionally evaluative (a set of self-assessments, as a result of the reflection of the professionally important qualities that you have and their comparison with the qualities of an «ideal specialist», on the basis of which an emotional and value attitude towards yourself as a professional is formed;

- regulatory behaviour (presented as a level of claims in the professional sphere, manifested in the desire to realize itself as a professional).

The key to the concept of self-efficacy is the idea that belief in one's ability to cope with a certain activity. It is a necessary motivational condition. The attractiveness of the result and the belief in the positive result (expectation of the result) are not enough to activate the motivation of the subject.

The key determinant of human behavior is self-efficacy, which is interpreted as «the judgment of people about their ability to organize and perform the sequence of actions. It is necessary to achieve previously established prototypes of activity results».

In other words, self-efficacy is how a person feels competent carrying out a particular activity.

However, self-efficacy is not a judgement of value, and it is not a perception of oneself or an assessment of oneself, it is a judgment of the degree of confidence in the success of certain professional tasks performed by a particular activity.

Self-efficacy answers the question: can or cannot I do this? The difference here, according to A. Bandura, is not only semantic. Self-efficacy is a powerful predictor (ang. prediction – prediction, prediction) of behavior.

Of course, in order to assess one's effectiveness, one must have a sense of oneself, one's qualities, abilities, knowledge and skills; it should assess how they are developed or formed in comparison with the necessary and personal standards. Thus, self-efficacy is based on self-perception and self-assessment but is not identified with them.

According to A. Bandura's theory, self-efficacy is formed during lifetime under the influence of various factors. A. Bandura has highlighted four main sources of information about his own effectiveness – these are

personal experience of achievements in activities, indirect, or alien experience and verbal beliefs.

Personal experience of achievements has the greatest influence on self-efficacy. Success, especially when achieved on its own and through effort, helps a person to believe in his ability to achieve even greater results and protects against destructive reactions to failures. In addition, self-efficacy, achieved through personal experience is usually generalized and transferred to all types of professional and non-professional activities. A. Bandura notes that the development of self-efficacy requires experience in overcoming difficulties through persistent efforts, and a person must perceive success closely related to his efforts.

The second important source of self-efficacy is indirect experience. Observing how other people successfully cope with different tasks, the individual is convinced that he can also improve the results of his activity. At the same time, if the experience of others is unsuccessful, the self-efficacy of the individual may decrease.

The indirect experience is especially effective when a person observes the close abilities and capabilities of people (living models).

Self-efficacy is best formed by imitating several different models at once, which repeatedly and successfully carry out certain life tasks.

Verbal beliefs is the simplest and most accessible way to develop self-efficacy. The most common forms of beliefs are suggestion, persuasion, feedback and self-suggestion. The effectiveness of verbal beliefs is not as high as other sources. A. Bandura argues that the effect of beliefs is rather weak and short-lived, and in some cases it can also have a negative impact. For example, trying to convince a person that he needs to make efforts to achieve the result is more likely to reduce than increase self-efficacy.

Self-efficacy is the result, not the actual process of developing a particular judgment about the ability to cope with a particular activity. This is the basic difference between self-efficacy and reflection, which is a process included in self-regulation and permeates all components of self-consciousness.

Based on the synthesis of the main scientific approaches of foreign and domestic scientists in understanding the essence of the phenomenon of self-efficacy, «pedagogical self-efficacy», as O. Fast [14] noted in his scientific research, defined as a systemically complex of personal and professional characteristics which is manifested in the readiness and ability of the teacher to mobilize a set of personal qualities, qualification knowledge, skills and methodological skills in order to achieve optimal results in pedagogical activity.

In the educational process, the concept of pedagogical self-efficacy interacts (and therefore is significantly transformed) with other concepts characteristic of this process, such as the purpose of vocational training, system, structure, methods, forms, means, etc. There is a complex hierarchy of basic concepts that explain and theoretically ensure the existence, movement and development of a system aimed at forming a given quality.

Thus, it is advisable to structure pedagogical self-efficacy based on an understanding of the systemic nature of this concept. Being an integral personal education, the pedagogical self-efficacy of a future specialist in the field of preschool education depends on the development of personal qualities and their subjective value.

G. Shudlik, V. Shudlik [13, p. 179] singles out such qualities of the personality as values: tolerance, sensitivity (care), honesty, cheerfulness, performance (discipline), high expectations, intolerance to shortcomings, self-checking, rationalism (logical thinking), responsibility (sense of duty), politeness, education, broadmindedness, courage to stand up for an opinion, firm will (ability to insist on one's own), efficiency in business.

We believe that for the productive professional training of future pre-school teachers for self-effective professional activity, it is important to form an axiological worldview of students based on the above analyzed personal and professional values.

The results of the research show that self-efficacy influences the attitudes and behaviour of students, their psychological well-being and is a guarantee their success in the learning process and thus their readiness for future vocational training.

In studying this problem, the correlation of the level of self-efficacy in the subject activity was established with separate objective and subjective indicators characterizing the individual results of the process of forming the readiness of future pre-school teachers for professional activity.

Self-efficacy is a holistic, multi-component, dynamic personality education. It is a systemic phenomenon that is clearly structured and performs certain functions in the process of professionalizing the student.

In this context, it is necessary to substantiate the structural elements of self-efficacy and their development in preparing students for future professional activities while studying at university.

Thus, self-efficacy in subject activities is a self-assessment of the readiness of future pre-school student for pedagogical activity. It is the conscious choice by students of future activity and their idea that the acquired knowledge, abilities, skills and also the pedagogical experience

gained in the process of higher education, they will be able to successfully apply in future professional activity.

The student readiness includes motives for behavior and goals, which he sets himself, and attitude to future vocational and pedagogical activities.

In addition, it is the basis for persuading students to choose a strategies and tactics of behavior in accordance with specific pedagogical tasks or situations. A high level of activity readiness is usually correlated with objectively achieved success in the educational process.

The activity readiness of future pre-school teacher includes the following components to determine its successful professionalization:

- cognitive (knowledge, abilities, skills and also experience of pedagogical activity, the receiving students in the process of higher education will be able successfully to apply in future professional activity);

- motivational and value (values, interest in the chosen specialty, motivation of educational and cognitive activity, including motivation to achieve and belief in its self-efficacy);

- regulatory behaviour (presence of goals, desire for success, efforts spent on its achievement, self-government, self-control and self-regulation).

Self-efficacy in communication provides a self-assessment of the communicative readiness of the future pre-school education specialist.

Self-efficacy indicates that a student – a future specialist has the potential and experience to be competent in pedagogical communication, combined with the confidence that he will be able to effectively realize communicative competences in situations of interaction with preschoolers, parents, colleagues.

The presence of self-efficacy in communication (communicative competences) provides an opportunity for future specialists to be socially adapted, to establish successful contacts and interact with preschoolers, to be confident in themselves.

The communicative competence of future pre-school education specialist provides knowledge, abilities, skills and also the acquired practical experience which can be applied successfully in the process of interaction with other people, and includes such components as:

- knowledge of the strategies and tactics of constructive communication;

- verbal and non-verbal communication skills;

- the ability to understand and influence other people;

- ability to control yourself;

– ability to organize the work of members of the team, maintain good relations in the team, avoid destructive conflicts.

In the study of self-efficacy, the F. Pajares [19] approach is, in our opinion, productive. In his scientific research proposes to introduce the concept of personal self-efficacy as a combination of the subject's perceptions of his or her professional qualities and confidence, that in professional situations he or she will be able to update and use competently, as a special tool, a complex set of available qualities, ensuring the success of the tasks.

Personal self-efficacy is always recognized by a person, that is, a phenomenon of personality self-consciousness.

Self-awareness plays the leading role in the inner world of the future specialist and scientists define it as a conscious cognitive perception and evaluation of the individual himself and thoughts about himself.

Self-awareness is used to organize own professional activities, to relate to others and communicate with them. Self-awareness is a complex process of self-esteem and self-knowledge, developed in time, integrating the inner world of a man with the external experience of the whole mankind, aimed at regulating behavior and activities of a person himself, simultaneously helps to construct his own integrity "I".

Self-awareness is an image of oneself and an attitude towards others. Thus, self-efficacy is a holistic, multicomponent, dynamic formation of the personality, which integrates activity, personal and communicative characteristics. It is a systemic phenomenon that has its own structure and performs certain functions in the process of teaching a student to become a specialist in his future profession.

According to A. Bandura's [3] theory, self-efficacy is formed within life under the influence of various factors. The scientist identified four main sources of information about his own achievements – in activities, indirect or foreign experience, verbal beliefs, emotional and physiological state.

In this work we'll analyze the possibilities of the influence of these factors on the development of pedagogical self-efficacy of future preschool specialists.

The results of A. Bandura's [15] research prove that personal experience of achievements as a factor in the development of self-efficacy has greatest impact on this integrative education. Success, especially achieved on one's own with increased efforts, helps an individual to believe in his ability to achieve the desired results and protects from destructive reactions to failure. The level of self-efficacy increases depending on the complexity of the task – the more complex it is, the stronger the self-efficacy is. Self-efficacy requires experience of

overcoming difficulties through hard work, and one must perceive success as a phenomenon associated with one's own efforts.

A. Bandura claims that the most important factor of self-efficacy is experience of successes in past and failures to achieve the desired results.

Furthermore, successful actions increase self-efficacy, while failures can lower it. In view of the comments, we think that:

- successful completion of the task increases self-efficacy in direct dependence on its fulfillment ;

- success achieved on its own has a greater impact than what is achieved without anybody's help;

- when a person does a task without any effort and fails, it will not reduce his self-efficacy as much as when he made every effort and did not achieve the desired result;

- when a person was in a state of emotional stress, it will have less effect on his self-efficacy than when his emotional state was normal;

- failures at an age when a person already has formed ideas about self-efficacy do not work as much as the failure experienced at an early stage;

- accidental failures do not have a great impact on self-efficacy, especially in people who are confident in success.

D. Shaposhnyk [12] in this regard noted that the synthesis of theoretical knowledge with practical experience refers to one of the most important conditions of the formation of a man as a subject of his activity and the constant improvement of his skills in a particular field.

At the same time, the developing potential of the teaching process in a higher pedagogical institution provides an opportunity for future preschool specialists to gain pedagogical and professional experience in stages . In particular, at the initial stage of professionalization (1-2 years of study) future teachers gain primary pedagogical experience through its replacement.

D. Schunk [21, p. 209] define pedagogical practice as a synthesizing link between the student's theoretical training and his future pedagogical activity. Scientists emphasize that in pedagogical practice not only the theoretical and practical preparation of the student for independent work is tested, but also many opportunities to ensure the development of the creative potential of the future teacher's personality are created.

According to A. Bandura's theory, professional and verbal stimuli are also important factors in the formation of pedagogical self-efficacy of the future preschool teacher, one of the main tasks is to convince the individual to achieve this goal on his own. After all, the teacher in the educational process is not only an organizer of cognitive, labour and other activities, but also a leader of the communication process.

At the same time, future preschool teachers should be taught to conduct self-effective activities professionally in the process of teaching. It should be taken into account that the effectiveness of verbal beliefs is not so high in comparison with other sources of self-efficacy.

The emotional modality of professional and pedagogical situations is also an important factor in the formation of pedagogical self-efficacy of future preschool teachers. Socio-cognitive theory states that by receiving physiological feedback from one's body, one can obtain information about one's level of ability. If you feel calm, uplifting and are ready to actions, self-efficacy increases, while anxiety, stiffness, inhibition or fear work in reverse.

In this aspect, the humanistic orientation of the personality of teachers who train future specialists for work in kindergartens is relevant.

In scientific research, T. Kremeshna [5] understands this concept as an attitude to the pupil as the highest value, recognition of his right to freedom and happiness, free development of his abilities. The researcher notes that self-belief in a person can be strengthened not only when his positive qualities are perceived and evaluated, but also the personality as a whole, that is, when he is loved, his dignity is respected, and humanity is shown. Simultaneously, T. Kremeshna emphasizes that humanism is not an absolute simplification and obedience to human imperfection. Comprehensive and understandable demands should be set by the educator for the pupil to develop himself and his influence should be of humanistic, not authoritarian nature.

That is why in modern didactics researchers think that effective learning is possible only when the external influence of the teacher causes a positive reaction in the individual (attitudes, emotions) that stimulates his own activity for self-improvement.

Thus, providing a positive emotional atmosphere in solving educational and professional tasks and this will have an indirect impact on the formation of pedagogical self-efficacy also through the development of cognitive interests of future preschool professionals.

Thus, in particular, O. Muzyka O. [10, p. 87] notes: «Positive emotion, like a shadow, accompanies interest, it is an accurate signal that the activity is pleasant to us and brings pleasure».

The algorithmic beginning of the causal chain of emotional uplifting – pedagogical self-efficacy is provided by, according to researcher O. Fast [14], a key link – the situation of success.

In psychology, the notion is known –as «the effect of the warming radiance of success». A person who experiences an emotional upswing seems to infect others with success because he asserts himself and achieves more than he expected. In such a way the individual receives new

arguments to improve his perceptions of their effectiveness. And if the «bacillus» of success infects the team, the effect can be impressive.

The analysis of scientific psychological and pedagogical literature allowed us to conclude that self-knowledge, reflection, self-esteem, self-regulation are the main components of the formation of pedagogical self-efficacy of future preschool teachers. Volitional sphere, which regulates the behavior and activities of the student in the process of forming pedagogical self-efficacy is one of the leading components.

Will activates the activity of the personality of the future preschool teacher in accordance with his professional guidelines, tasks and motives for teaching.

Pedagogical self-efficacy, according to T. Kremeshna [5], also needs such an important stimulus as self-esteem, self-respect, the desire to become better today on the path to mastering pedagogical activities than yesterday.

Self-knowledge as a future preschool teacher is the initial stage on the way to mastering pedagogical self-efficacy, which involves learning their professional abilities and properties, values, professional intentions, leading motives and motivations for teaching, features of cognition (feelings, perception, memory, attention, thinking, speech, etc.).

Thanks to self-knowledge, the student has the opportunity to determine what success he can achieve in teaching, as well as to analyze opportunities to improve his pedagogical self-efficacy.

Recognition of oneself as a preschool teacher and improvement of pedagogical self-efficacy can be carried out through reflection, which involves the analysis and evaluation by the student his professional qualities, actions. Based on these processes of self-knowledge, the future specialist can restructure and adjust his assessments, attitudes, positions, «constructing» himself as the most effective preschool specialist.

Self-assessment of future preschool teacher their own personal and professional qualities on the basis of comparison with the standard and other students, plays an important role in the development of pedagogical self-efficacy, acting as a regulator of behavior and influencing on the level of research.

## **CONCLUSION**

Thus, pedagogical self-efficacy is seen as the main determinant that reveals the internal resources of future professionals in the field of preschool education, increasing the potential for self-affirmation in professional and pedagogical activities and life in general. Self-efficacy provides many choices for actions and allows to build an effective strategy

of behavior in different communicative situations. Self-efficacy is not a situational characteristic of a personality. Having high self-efficacy, the teacher has the ability to realize their inner potential as productively as possible, to develop himself as a holistic harmonious personality in any direction, while maintaining physical and mental health.

Such understanding of the phenomenon of self-efficacy allows us to organize the teaching process in higher education productively and use modern psychological and pedagogical technologies in order to train future professionals effectively in preschool education.

The results of the study demonstrate that the concept of self-efficacy has significant scientific value. The research has thrown up a few issues in need for further investigation. Firstly, a natural progression of this work is to examine and include this term into new theoretical and methodological contexts. Secondly, it is recommended that further research be undertaken to explore further development and substantiation of concept of self-efficacy in the professional activities of preschool teachers, as well as identifying psychological and pedagogical conditions for its formation in higher education.

## **SUMMARY**

The meaning of forming the pedagogical self-efficacy in the context of European integration, analyzing the influence of the professional self-efficacy of the teacher on his self-regulatory and all kinds of work varieties when studying the students with the purpose of forming the pedagogical self-efficacy of the future of pedagogical preschool education of the European rate are investigated in this article.

The concept of occupational self-efficacy addresses this point and self-efficacy is understood here as a domain-specific assessment. Occupational self-efficacy means such competence when a person feels able to successfully fulfill his/her job tasks.

An analysis of peculiarities of teacher's preschool education self-efficacy was accomplished to disclose the mechanisms of its interrelation with the ability of pedagogical influence and successful achievement of the goals of the educational process.

The article presents the history of self-efficacy concept development and the intrinsic characteristic of this phenomenon. Self-efficacy is considered as a component of consciousness of a person and personal metaquality. Its essential properties – subjectivity and situational specificity, as well as dynamic properties defining influence of self-efficacy on behavior of a person of preschool education specialists.

The paper presents a systematic analysis of self-efficacy, it assumes defining of its essence, the structural components, the formation of which is necessary in the process of preparing of future of pedagogical preschool education to professional work. Self-efficacy as an integral phenomenon performs resulting functions that have integrative developmental nature. Self-efficacy largely formed in the course of high school education , and includes, in our opinion, the following structural components of the learning and cognitive activity.

Cognitive component, that includes knowledge, proficiency, attainments, experience gained by them. Motivational and value component, which is manifested in the value and semantic content of human activity of preschool education specialists. It forms person's motives to implement this activity and beliefs in his ability to implement it successfully. Regulatory and behavioral component associated with the presence of goals, striving for success and efforts required to achieve it. This component determines the choice of strategy and tactics of behavior, as well as the process of self-government and self-control. Communicative component or students' notion that he has such a communicative potential and experience which will allow him to be successful in professional dialogue, and effectively implement it in professional and pedagogical activities. Reflexive and evaluative component that promotes self-knowledge and self-evaluation of student in the question of having the qualities needed for success achievement. Also this component associated with the emergence of the state of contentment of own activity results of student and his intercommunication to an others, and also with positive emotions which enhance his activity

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**Information about the author:**

**Tomashevs'ka Iryna Petrivna**

Candidate of Pedagogical Sciences,

Professor at the Department of General Pedagogy  
and Preschool Education

Lesya Ukrainka Volyn National University

13, Voli Ave, Lutsk, 43025, Ukraine