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**Pedagogical support of existential self-determination  
as a practice of developing future teacher's personal potential**

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**Abstract.** *Introduction.* In the conditions of socio-cultural uncertainty and intra-scientific transformation of pedagogy, the mission of modern pedagogical education is being rethought: the development of personal potential in conjunction with axiological guidelines, manifested in the ability of the individual to existential self-determination, comes to the fore. *The purpose of the work* is to systematize scientific knowledge about personal potential as a phenomenon that ensures the success of mastering professional activities; to expand scientific and practical ideas about the components of the personal potential of a future teacher. *Materials and methods.* The materials used were: the philosophy of existentialism, the theoretical foundations of the development of personal potential, the concept of personal potential, theories of professional formation and personal development at a university. This study was carried out using the logical method of modeling and designing the theory of the issue, comparison and generalization, classification and factor analysis, as well as theoretical analysis. The empirical base was formed by taking a continuous sample of university students. *Research results.* The complex, prolonged nature of existential self-determination necessitates the organization of a pedagogical process that complements the main functionality of the teacher and is aimed at assisting the individual in his/her choice in terms of being, i.e. pedagogical support as a practice for developing the personal potential of the future teacher. It is proposed to rely on such approaches as subjective, systemic, activity-based, and cultural. The pedagogical support toolkit includes a subject-oriented construction of a cycle of academic activities, which are a sequence of processes built in the logic of manifestation of the leading type of activity, encouraging the future teacher to existential self-determination (educational activity → quasi-professional activity → professional activity). *Conclusion.* The personal potential and existential self-determination of a student in their unity play a key role in shaping the integrity of the future teacher's personality. Pedagogical support for the existential self-determination of a future teacher should, first of all, take into account the individual characteristics of the future teacher. It is the understanding of one's own needs and motivations that allows a teacher to better understand himself/herself, which in turn contributes to the development of his/her personal potential, which affects the quality of the educational process.

**Keywords:** future teacher; personal potential; components; existential self-determination; pedagogical support; approaches; academic activity

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**Педагогическое сопровождение экзистенциального самоопределения как практика развития личностного потенциала будущего учителя**

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**Аннотация.** *Введение.* В условиях социокультурной неопределенности и внутринаучной трансформации педагогики происходит переосмысление миссии современного педагогического образования: на первый план выступает развитие личностного потенциала в совокупности с аксиологическими ориентирами, проявляющимися в способности личности к экзистенциальному самоопределению. *Цель работы* заключается в систематизации научных знаний о личностном потенциале как феномене, обеспечивающем успешность освоения профессиональной деятельности; расширении научно-практических представлений о компонентах личностного потенциала будущего учителя. *Материалы и методы.* В качестве материалов выступили: философия экзистенциализма, концепция развития личностного потенциала, теории профессионального становления и развития студента в вузе. Настоящее исследование проведено с помощью логического метода моделирования и проектирования теории вопроса, сравнения и обобщения, классификации и факторного анализа, а также теоретического анализа. Эмпирическая база образовалась с помощью приема сплошной выборки среди студентов университета. *Результаты.* Сложный пролонгированный характер экзистенциального самоопределения обуславливает необходимость организации педагогического процесса, дополняющего основной функционал преподавателя и направленного на содействие личности в ее выборе в плане бытия, то есть педагогического сопровождения как практики развития личностного потенциала будущего учителя. Предлагается опираться на такие подходы как: субъектный, системный, деятельностный, культурологический. В инструментарий педагогического сопровождения включается субъектно-ориентированное построение цикла академических деятельностей, представляющих собой последовательность процессов, выстроенных в логике проявления ведущего типа деятельности, побуждающего будущего учителя к экзистенциальному самоопределению (учебная деятельность → квазипрофессиональная деятельность → профессиональная деятельность). *Заключение.* Личностный потенциал и экзистенциальное самоопределение студента в своем единстве играют ключевую роль в формировании целостности личности будущего учителя. Педагогическое сопровождение экзи-

стенциального самоопределения будущего учителя должно, прежде всего, учитывать индивидуальные особенности будущего учителя. Именно понимание собственных потребностей и мотиваций позволяет учителю лучше понимать себя, что в свою очередь способствует развитию его личностного потенциала, влияющего на качество образовательного процесса.

**Ключевые слова:** будущий учитель; личностный потенциал; компоненты; экзистенциальное самоопределение; педагогическое сопровождение; подходы; академическая деятельность

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**Introduction.** In the conditions of socio-cultural uncertainty and intra-scientific transformation of pedagogy, the mission of modern pedagogical education is being rethought: its humanitarian nature and axiological foundations, understanding of targets, updated content and technologies based on the social and personal paradigm of professional training of teachers come to the fore (Neumoeva-Kolchedantseva, 2022).

As E.V. Neumoeva-Kolchedantseva says, “the personality of a teacher is one of the most important factors determining the quality of education, a kind of “tool” of pedagogical activity” (Neumoeva-Kolchedantseva, 2022: 10). In this regard, the goal of pedagogical education is an individual who is ready and capable of accepting the challenges of modern society, productive life in conditions of social and professional instability and constant self-development, which reflects the content of personal potential in general, and existential self-determination in particular.

Currently, the development of general patterns of formation in the process of activity of a potential sphere or functional reserve of an individual is carried out when studying adaptive potential (A.G. Maklakov), creative potential (Ya.A. Ponomarev, E.L. Yakovleva, D.B. Bogoyavlenskaya), intellectual potential (E.F. Rybalko, L.N. Kuleshova, T.V. Prokhorenko, Zh.A. Balakshina, V.N. Druzhinin), managerial potential (A.G. Shmelev, G.A. Soloveychik, T.R. Grebenyuk, T.R. Lepekha) (Grishina,

2015). The concept of personal potential was developed in psychology by D.A. Leontiev based on the synthesis of philosophical ideas of M.K. Mamardashvili, P. Tillich, E. Fromm and W. Frankl. D.A. Leontiev introduces the concept of personal potential as a basic individual characteristic, the core of personality (Sagdullina et al., 2014).

**The purpose of the work** is to systematize scientific knowledge about personal potential as a phenomenon that ensures the success of mastering professional activities; to expand scientific and practical ideas about the components of the personal potential of a future teacher.

**Theoretical framework and methodology.** Personal potential is a dynamic functional system that combines personal resources (patterns of behavior, knowledge, attitudes, relationships that form forms of translation of human experience) that ensure the upbringing and education of the individual, his/her adaptation and development in culture (Sagdullina et al., 2014). Accordingly, the personal potential of a future teacher is a set of internal resources, abilities, qualities, talents and capabilities of a person that can be used to achieve personal goals, development and self-realization. The personal potential of a future teacher determines the ability for professional self-development, growth, adaptation to sociocultural changes, solving problems at work and achieving the success.

Various authors offer their own indicators of personal potential: personal autonomy and independence, internal freedom; meaningfulness

of life; resilience in difficult circumstances; readiness for internal changes; ability to perceive new uncertain information; constant readiness for action; features of activity planning; time perspective of personality. It is easy to see that all these indicators are not contradictory, but complement each other (Sagdullina et al., 2014).

Scientists include the following important components of the personal potential of a future teacher:

1) emotional intelligence and emotional stability (the ability to manage one's own emotions, understand and take into account the feelings of other people, empathy and the ability for constructive communication);

2) self-efficacy and self-confidence (trust in one's abilities, belief in one's own strengths and success);

3) flexibility and adaptability (the ability to adapt quickly to changing conditions and situations, make decisions and act in new and non-standard situations);

4) motivational involvement and perseverance (the presence of clear goals, motivation to achieve them, the ability to self-motivate and persevere in overcoming difficulties and obstacles);

5) social competence (the ability to build relationships with other people, work in a team, show tolerance, respect and empathy for others).

All these components interact with each other and determine the level of development of an individual's personal potential, his/her ability for self-determination, self-development, self-organization and successful implementation in the personal and professional spheres.

Personal potential, according to D.A. Leontiev, is an integral characteristic of the level of personal maturity, and the main phenomenon of personal maturity and the form of manifestation of personal potential is precisely the phenomenon of existential self-determination of the individual, reflecting the extent to which an individual overcomes given circumstances, ultimately, the individual's overcoming of himself/herself, as well as the extent of his/her efforts to working on yourself and on the circumstances of the life

(Leontiev et al., 2005; Leontiev et al., 2007; Personal potential..., 2011).

The focus of our research is the existential self-determination of the future teacher, i.e. the ability to distribute the unique set of resources (abilities, competencies, skills and knowledge) to manage both yourself and the result to achieve a consciously set goal. In its structure we include, following D.A. Leontiev, four resources: sustainability resource, motivational resource, self-regulation resource, transformation resource (Personal potential..., 2011: 15).

**Methodology and Methods.** The materials used in the research work were: the philosophy of existentialism considering the teacher as a subject of being of professional life; theoretical foundations for the development of personal potential, which include a systematic approach (B.F. Lomov, B.G. Ananyev, S.L. Rubinshtein, P.K. Anokhin, etc.); personal and activity approach (K.A. Abulkhanova-Slavskaya, B.S. Bratus, A.N. Leontyev, V.D. Shadrikov, etc.); theories and concepts of personal potential (D.A. Leontiev, V.A. Bodrov, T.P. Zinchenko, R. Lazarus, S. Maddi, J. Fredi, S. Hobfoll, etc.); theories of professional formation and personal development in higher education (E.F. Zeer, E.A. Klimov, A.K. Markova, L.M. Mitina, N.S. Pryazhnikov, etc.).

Existentialism as the main methodological approach is relevant for the study of existential self-determination of the individual to the extent that the fundamental life-meaning issues of freedom and responsibility, decision and choice, the "temporariness" of life, destiny and a person's relationship to his/her calling are relevant for a self-determining person; issues of cultural uniqueness and personal significance; contradictions between the inner world and the outer world; internal choice in the era of cultural pluralism and freedom have their origins in the ideas of existentialism (Isaev, 2024: 46).

Let us note that the existential paradigm in pedagogy has deep historical roots. An analysis of the literature suggests that at least three main groups of sources can be distinguished: literary, philosophical and psychological (Bratchenko, 2001; Corey, 2010; Uchida 2004).

As you know, any pedagogical concept is valuable if it is based on specific philosophical and psychological postulates. As for the existential approach in pedagogy, we can find many prerequisites in the works of scientists in philosophy and psychology. An analysis of the works suggests that almost all philosophers and psychologists who cultivated the theory of existentialism transferred the main ideas to issues of personality education. Thus, from the position of existentialism, “the existence of a person in a broad sense acts as a mechanism of his/her existential self-determination, and the way of his/her being is primary in relation to his/her essence. That is, a man is a free being who creates his/her own existence independently. According to M.I. Rozhkov, “the pedagogical aspect of existentialism operates with such key concepts as being, the meaning of life, the purpose of life, freedom, responsibility, decision and choice, life position, ideas about a person, etc.” (Theoretical and methodological..., 2023: 7). All these concepts, of course, are directly related to the process of existential self-determination of the personality of the future teacher.

The idea of an existential approach to a teacher’s search for himself/herself, to the definition and essence of his/her personal and professional existence is not declared, but, as such, is reflected in many pedagogical works.

So, back in the 16th century, M. Montaigne said that a person should achieve everything through his/her own experience. Also, Zh.Zh. Rousseau noted the need to educate a free person. We find similar reasoning in the works of D. Dewey, R. Steiner, M. Montessori. In this regard, let us quote the thought of L. Kohlberg: “the formation of justice in pupils as an existential property means the formation of their morality and identity as a whole” (Theoretical and methodological..., 2023: 5). The scientist also created a method of dilemmas, which by its nature enriches the existential self-determination of the future teacher.

In Russia, existential pedagogy began to be studied in the 1990s. It is necessary to note the works of O.S. Grebenyuk, T.B. Grebenyuk and their followers. As noted by M.I. Rozhkov, “only they identified the existential sphere as the goal of the pedagogical process of a modern school” (Theoretical and methodological..., 2023: 4).

Our study was carried out using the logical method of modeling and designing the theory of the issue, comparison and generalization, classification and factor analysis, as well as theoretical analysis in the form of systematization and generalization of the ideas of philosophers, psychologists and educators (Leontiev et al., 2005: 76). The empirical base of the study was formed by taking a continuous sample among students of Voronezh State Pedagogical University. Thus, to diagnose the state of existential self-determination among students of a pedagogical university we used: the Dembo-Rubinstein method (to study the resilience resource), the Methodology of worldview activity (to study the motivational resource), the Tolerance of Uncertainty Questionnaire (to diagnose the self-regulation resource) and the Differentiated Reflection Test (to check the state of the transformation resource) (Personal potential..., 2011; Markus et al., 2015; Oyserman et al., 2015; Ryan et al., 2017; Seligman, 2002). Diagnostics were carried out among graduate students studying in the field of study 03.44.05 Pedagogical Education (with two profiles of training); a total of 123 students were involved. The diagnostics showed results according to which we conclude that there is a need for targeted work in the area of increasing the level of existential self-determination among future teachers. Figure 1 shows the conditional division of students into three groups: with high, average and low indicators of existential self-determination resources (resilience resource, motivational resource, self-regulation resource, transformation resource).

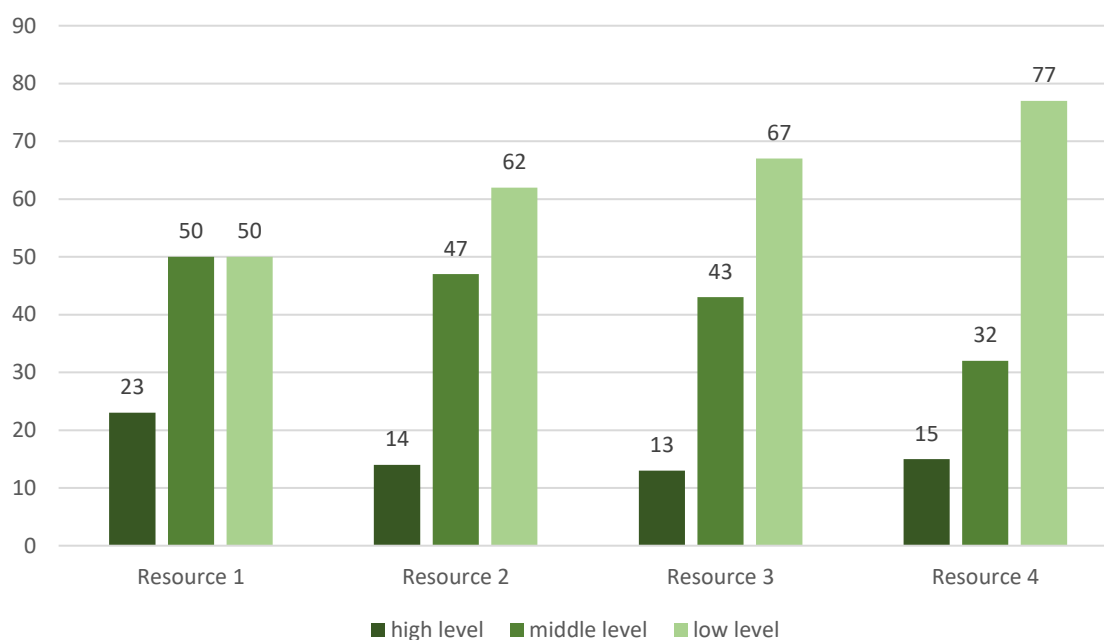


Fig. Current state of existential self-determination among students  
 Рис. Современное состояние экзистенциального самоопределения среди студентов

**Research Results and Discussion.** The complex, prolonged, labor-intensive and incomplete nature of existential self-determination necessitates the organization of the pedagogical process, a mechanism that complements the main functionality of the teacher and is aimed at assisting the individual in his/her choice in terms of being, i.e. the need for pedagogical support as a practice for developing the personal potential of the future teacher (Grishina, 2015).

Pedagogical support is a system of professional support and assistance provided by a teacher to his/her students or colleagues, aimed at their personal, academic and professional development. The purpose of pedagogical support is to create conditions for effective learning, self-development and personal self-determination, as well as support participants in the educational process in overcoming difficulties and achieving success.

Pedagogical support for the existential self-determination of the future teacher is based on an individual approach to each student, taking into account his/her needs, abilities, interests

and characteristics. It includes consulting, monitoring, analysis and evaluation of the educational process, development of recommendations, feedback, motivational support, work on developing choice skills, determining one's place in culture and the world, creating conditions for self-development and professional self-organization.

Pedagogical support for the existential self-determination of a future teacher can be carried out both within educational institutions and outside them, for example, within the framework of various educational projects, advanced training courses, mentoring activities, etc. An important aspect of such support is the participation of all participants in the educational process – teachers, students, specialists and other interested parties – in creating a favorable and effective educational environment.

The *subjective approach* to pedagogical support of existential self-determination with its ontological basis reveals the relationship of the individual with objective reality, with the educational and professional environment, which

opens up to the future teacher as a “space of possibilities” when establishing a non-alienated connection with it.

A complex dialectical connection between objective conditions and the subjective world of the individual is established and realized in the process of activity. In other words, pedagogical support for the existential self-determination of the future teacher is inextricably linked with the educational and professional context and the person’s involvement in the main types of activities (educational, professional, research), providing him/her with broad and diverse opportunities for knowledge and understanding of himself/herself, “testing his/her strength”, manifestation and realizing the abilities.

The *systematic approach* as a general scientific philosophical and worldview basis of research focuses on a holistic vision of support in the unity and interrelation of its aspects, components, content, functions, tools, supporting mechanisms, to identify significant connections both in the subject of support (personal self-determination) and in the process. From the point of view of a systematic approach, pedagogical support is an integrative practice that covers the main types of activities of the future teacher, resulting in a mutually enriching effect and the overall positive dynamics in the growth of personal potential.

From the position of the *activity approach*, pedagogical support is possible only in the context of activity, which is considered as a means and condition of existential self-determination (involvement of the individual in activity triggers the process of self-determination); operationalization of pedagogical support, carried out using “way of action, tools and objects”, specific actions in the development of personal potential (reinterpreted A.N. Leontiev’s triad “image – activity – personality”).

From the standpoint of the *cultural approach*, the main content of pedagogical support for existential self-determination consists of cultural values, including the values of education and pedagogical activity, and individual life meanings of the individual, including the meanings of pedagogical activity (Neumoeva-Kolchedantseva, 2022: 87-98).

In the toolkit of pedagogical support, we include a subject-oriented construction of a cycle of academic activities, which are a sequence of processes built in the logic of manifestation of the leading type of activity, encouraging the future teacher to existential self-determination (educational activity → quasi-professional activity → professional activity).

Educational activity is structured as a gradual “approximation” to professional activity. Educational activity is the activity of a subject in mastering generalized methods of educational actions and self-development in the process of solving educational problems. Preferable is a problem-based approach to organizing educational activities, which does not involve “broadcasting,” but a joint “discovery” of knowledge necessary with students to solve pressing issues in teaching practice. The most popular for implementing a problem-based approach to learning activities are active and productive teaching methods. Active methods (discussion, brainstorming, organizational-activity game, etc.) confront the student with the need to demonstrate his/her attitude to various aspects of social and professional reality. Productive methods (analysis of a problem situation, project, portfolio, essay, review, cluster, etc.) involve the transformation of source material and the creation of a relatively completed “product” of one’s transformative activity. Pedagogical support for the existential self-determination of the future teacher in the process of educational activities is aimed mainly at “personalizing the objective personal norm, which is possible based on the material of educational disciplines that reveal issues of personal and professional development of teachers” (Neumoeva-Kolchedantseva, 2022: 106).

An important “intermediate” link between educational and professional activities is quasi-professional activity. Quasi-professional activities are built on the basis of bringing educational activities closer to professional ones, which becomes possible using the mechanism of imitation and such active and interactive methods as: modeling simulation (including game) situations, business games, role-playing games, etc.

Quasi-professional training is a preparation stage to professional activity itself and creates the prerequisites for a relatively “soft” collision with professional reality, promotes student identification with a professional role, allows for a deeper understanding of the nature of pedagogical activity, forms an idea of the educational process from the point of view of its different subjects, allows one to objectify the problems and achievements of one’s own professional development. Pedagogical support of existential self-determination in the process of quasi-professional activity is aimed at supporting the activity of the individual, providing constructive feedback to the student, allowing him/her to “see” problems and “growth points” of his/her development, identify deficits and resources, and plan further actions for personal and professional development.

Professional activity is the immersion of a student into professional reality based on the performance of specific professional roles and corresponding professional functions, actions, and tasks. Among the developmental opportunities of professional activity, the following can be mentioned: it allows you to update your professional knowledge and other competencies, demonstrate your active attitude to professional reality, achieve specific productive results, and gain experience of real interaction with other subjects of professional activity. Pedagogical support for existential self-determination in the process of professional activity is aimed at supporting a further “test of strength” and the manifestation of one’s abilities – personal self-actualization.

**Conclusion.** The personal potential and existential self-determination of a student in their unity play a key role in shaping the integrity of the future teacher’s personality. Personal potential determines the abilities and characteristics of a person that can be used in professional activities, and existential self-determination helps the future teacher understand his/her values, beliefs and meaning of life, which affects his/her attitude towards the educational process and interaction with students. Therefore, it is important, taking into account the relationship be-

tween personal potential and existential self-determination as general and specific, to develop programs and methods of pedagogical support aimed at developing a full-fledged and harmonious personality of the future teacher.

Pedagogical support for the existential self-determination of the future teacher should, first of all, take into account the individual characteristics of the future teacher, because the essence of existential self-determination lies in awareness of the meaning of one’s existence. It is the understanding of one’s own needs and motivations that allows a teacher to better understand himself and his abilities, which in turn contributes to the development of his personal potential.

The implementation of the presented approaches to pedagogical support of existential self-determination (subjective, systemic, activity-based, cultural) makes it possible to organize the professional training of a future teacher at a personality-oriented level, and the described tools, the essence of which lies in the subject-oriented construction of a cycle of academic activities (a sequence of processes built in logic manifestations of the leading type of activity) encourages the student to existential self-determination.

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