

Significance of self-regulation for the professional development of prospective teachers

Shagivaleeva G., Bildanova V., Biserova G., Yusupova E., Talysheva I.
Kazan Federal University, 420008, Kremlevskaya 18, Kazan, Russia

Abstract

© 2015 Mediterranean Center of Social and Educational Research. All rights reserved. The aim of present study is investigating the role of self-regulation in professional development of prospective teachers. Welldeveloped self-regulation may be defined as a person's ability to adjust his or hers behavior to the conventional moral principles and values, as well as with professional requirements. Teacher's self-regulation includes his active relationship with the students and with himself, his social affirmations, experience and interests. It can be concluded that the development of self-regulation basics happens during the period of professional learning, when the personality settlement occurs. Each teacher also discovers and uses his own methods and means of self-regulation during his professional activity, which helps him to affect his emotions and to control and regulate external signs of current psychological state.

<http://dx.doi.org/10.5901/mjss.2015.v6n5s1p128>

Keywords

Moral self-regulation, Personality and pedagogic self-regulation, Professional behavior, Professional development, Selfregulation