Overcoming the Crisis of Intellectuals: Reconstruction of Educators` Professional Identity and Status

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Abstract: The authors of the article with reference to the discussions about the status of knowledge in the postmodernism discourse and the "crisis of the intellectual" presented in the works by J.F. Lyotard and Z. Bauman, consider these issues in the context of other social challenges. The authors note that in the absence of metanarratives, the phenomenon of intellectuals and intellectual work is transformed: postmodern epistemology has changed the opportunities of mass education about how things should stand / what to have / how to act into the multiple / polyphonic / variable / fragmentary / collage dissemination of knowledge. As an argument in the "crisis of intellectuals" discussion, the authors analyze the educators` need and motivation sphere emphasizing constant knowledge enhancement to be a priority for them, which logically affects professional identity reconstruction carried out through self-reference.

The results of the conducted survey aimed at identifying the range of issues related to the social, motivational, cognitive and emotional spheres of educators` activities enable us to conclude that raising educators` intellectual level affects their psychosocial competences in professional practices. The study presents an algorithm for constructing the intellectual-educator in the conditions of social reality challenges.

We conclude that the argument for overcoming the crisis of intellectuals in social reality is educators` intellect and subjectivity formed in the process of self-reference. It serves as a psychological resource of the individual to independently set complex tasks and make complex decisions.

Keywords: *intellectual-educator; self-reference; professional practice; psychosocial competence.*

Introduction

The valuable part of human life is knowledge. Self-developing intellectually, we learn to rationally construct interaction with others and with the world as a whole. This has always been a prime focus among thinkers provoking discussions about understanding the concept of "knowledge" in the scientific worldview system. As F. Bacon once noted, knowledge is "free research production" (2016). We interpret this statement as the fact that knowledge, and therefore, education, science and related practices reveal the essence of phenomena by transforming them in the process of human life.

The need to adapt to new and new imperatives of the time is becoming actual in the modern Postmodernism world, which, according to Z. Bauman, is primarily a "state of consciousness" (1992) of those who have a habit of thinking, reflecting, seeking their own meanings and practicing what they have discovered. This is necessary in order to adjust one`s personal as well as professional identity formation for global and local situations, and at the same time to direct oneself to self-realization of one`s existential aspirations.

That is, the modern Postmodernism world in its striking variability of information flows pushes for continuous and constant knowledge enhancement logically affecting identity reconstruction and emphasizing the priority of identity formation and self-realization in the professional sphere. It follows that in postmodern society, knowledge is a high-tech product. Thus, in modern conditions, F. Bacon's (2016) thesis that "knowledge is power" rightly continues to hold sway.

As V. Andrushchenko aptly notes, "education will not remain unchanged. The new outlines of life that are being viewed will set new contours for it; they will determine transformation in the context of responding to the latest social and personal challenges. Future education should "overcome" the educational practice of the XX century, go beyond it and master new horizons establishing itself as self-reliant for the person of the XXI century "(Andrushchenko, 2012, p. 417).

Addressing these tasks is facilitated by innovations in education, where the leading processes of self-improvement, self-education and self-development influence the formation and growth of intellectual human capital with its increasingly larger role in social reality. Therefore, the priority of science and education around the world is the search, formation, development, and use of tools to improve competences in professional practices. In the information society, increasing intellectual capacity is

encompassed in the concept of continuing education. It affects the search for ways to update knowledge throughout the civilized world. There is no doubt that knowledge is a criterion of intelligence, education, professionalism. But at the same time, the existing intellectual crisis cannot go unnoticed. Its consequences are seen in consumerism, the power of money and the devaluation of intellect, spirituality and culture.

With this background, there is an urgent need to discuss the phenomenon of intellectuals in the context of global transformations as well as possible ways to improve the formation and development of intellectual capital (it covers knowledge, mental capabilities, practical skills, creativity, cultural level, and erudition). As a matter of fact, according to O. Toffler "the technologies of tomorrow need not millions of slightly knowledgeable people who are ready to work in unison on endless monotonous work, not people who carry out orders, but people who can make critical decisions and who can go their own way in a new environment and are able to quickly open up new relationships in a rapidly changing reality" (2000, p. 328). In our opinion, it explains the content of the discourse on the status of knowledge and the "crisis of intellectuals" ((J.F. Lyotard) and necessitates scientific reflection on the value of knowledge that intellectuals produce and transfer in public life focusing not only on the present but also on the prospects of world development.

The issues reflected in the title of the article are discussed from several standpoints. We consider the problem of overcoming the "crisis of intellectuals" in social reality through the conscious intellectual-educator`s need for self-reference (interpreted both as self-perception based on **identity formation, self-understanding, self-creation, self-reproduction and self-realization in meaningful communicative situations** and as a way of self-expression arising from the interest of an individual to their activity (Yatsyna, 2015) and ways of constructing / reconstructing one's professional identity in the conditions of social reality.

We consider the above in the process of theoretical analysis of philosophical, psychological, and pedagogical literature and making generalizations based on the author's perception and evaluation of the "crisis of intellectuals" problem as well as existing arguments for overcoming it in the modern world. At the same time, we focus on multidisciplinary theoretical analysis with the interpretation of the conducted empirical study results.

That is why the purpose of the article is to theoretically substantiate and experimentally verify a personal need for constant knowledge renewal and identity reconstruction in educators`

professional practices as arguments for overcoming the "crisis of intellectuals" in social reality.

Literature review

It is logical to start the analysis of recent research by foreign and Ukrainian experts on the status of knowledge and the "crisis of intellectuals" with the following works by J.F. Lyotard: "The Postmodern Condition", "What is postmodernism", and "Tomb of the Intellectual". In these works, the author presented the state of knowledge concept in postmodern discourse. According to M.V. Honcharenko, in his works, the philosopher carried out the contextual analysis of knowledge in retrospect: "knowledge as a system formed under the influence of certain concepts, in the end, is actually one of the culturally and historically determined traditions" (Honcharenko, 2012, pp. 31-34). At the same time, Lyotard's working hypothesis is that the status of knowledge is altered as societies enter the post-industrial age and cultures enter the postmodern age: "the nature of knowledge cannot survive unchanged. It can fit into other channels, and become operational, only if it is translated into quantities of information. (Lyotard, 1998, pp. 17–18). That is, knowledge is approaching science. The philosopher also emphasized that due to modern information technology there is a state of exteriorization of knowledge with respect to the "knower", i.e. it is a matter of separation of knowledge from the mind and the individual. "The old principle that the acquisition of knowledge is indissociable from the training (*Bildung*) of minds, or even of individuals, is becoming obsolete " (Lyotard, 1998, p. 18).

According to M.V. Honcharenko, Lyotard gives ontological status to the principle of knowledge acquisition, according to which it is inextricably linked with the formation of the mind and personality itself. In this discussion, we can`t but agree with M.V. Honcharenko`s argument that the quoted opinion is possible only because of the pragmatic status of knowledge. Thus, the idea of changing the very nature of knowledge expressed in Lyotard's quotation contradicts the fact that knowledge is dichotomous in its nature.

In fairness, it should be noted that hardly anyone could have imagined the technological breakthrough we experience today. Probably that is why Lyotard believed that knowledge that could not be translated into the machine language could become obsolete. However, the existing knowledge is translated into computer language, so it becomes operational and turns into an information product. Therefore, it receives information status.

Bearing in mind that Lyotard`s core idea is the crisis of metanarratives, the subject of his theory is the legitimation of knowledge and education. In his view, knowledge is produced in order to be sold and exchanged; it ceases to be an end in itself and becomes a "form of intangible capital" (Lyotard, 1998, p. 28). The philosopher connects the processes of transformation of knowledge into a commodity with legitimation processes. Thus, Lyotard advocates the commensurability of scientific and narrative knowledge in the postclassical era, because he is convinced that new knowledge offered to society always needs to be legitimized. And the best way to legitimize new knowledge is to give it a narrative form. According to Lyotard, knowledge is consolidated in metanarratives as a tool for solving existing problems, through which people try to understand their attitude to the world. It logically follows that the change of knowledge is a natural consequence of changes in cultural discourse, where knowledge takes the form of a narrative.

The specificity of knowledge was discussed by such authors as R. Barthes (knowledge mythologization), J. Baudrillard (knowledge as a simulacrum), G. Deleuze and F. Guattari (knowledge as a rhizome), H. Marcuse (uncritical knowledge), A. Moles (mosaic knowledge), E. Fromm (knowledge as property), M. Heidegger (knowledge as a will to power), U. Eco (fundamental unverifiability of any knowledge) (Kozharinova, 2013). As Kozharinova (2013) notes, despite the difference in approaches, philosophers conclude that, in the postmodern era, the specialized knowledge legitimation crisis is coming.

Let us consider knowledge in the context of the "crisis of intellectuals." According to Z. Bauman`s conception, intellectuals have formed their cultural ideology based on which a person needs a specific cultural influence mostly realized through education (2003). It is logical to assume that in the absence of universals and metanarratives, the phenomenon of intellectuals and intellectual work in the information society is transformed: postmodern epistemology has changed the opportunities of mass education about how things should stand / what to have / how to act into the multiple / polyphonic / variable / fragmentary / collage dissemination of knowledge.

In light of the above, the model descriptions of modern intellectuals made by a French sociologist are of interest. Thus, M. Winock (2000, pp. 39–44) singled out the models of intellectuals emphasizing their intellectual work results: "media (anonymous)" intellectuals – transmit / comment on other people's thoughts, which leads to scientific public discourse primitivization down to the creation of intellectual fast food; "intellectuals-

interventionists" – they are engaged in endless self-presentation in the media commenting on any topic, regardless of their competence; "intellectuals-specialists" possessing a narrow professional competence. Based on the above, it can be noted that in modern society, the legitimation of knowledge is changing in accordance with the challenges of the globalized world. In particular, these changes are reflected in the fact that the media have become the subject of knowledge legitimation. And it has some positive aspects. However, in shaping public opinion on various issues, they impose their own subjective views on knowledge, which may be in demand but not relevant. Along with this phenomenon, "intellectuals-specialists" who act as experts in certain fields of knowledge substantiating the worldview and methodological content of the discussed problems should be credited for their efforts. Therefore, amid an economic slump the world is known to be experiencing today in the fight against the COVID-19 pandemic, there has been a public demand for intellectuals-specialists who have experience (knowledge and skills) in their professional field.

This gives us grounds to conclude that in social reality the reconsideration of the intellectual`s role and status is taking place. Although the monopoly on the construction of universal meanings yields to ideological pluralism, it should be borne in mind that in today's world there is a demand for critical reflection, openness to the new, continuity and constant updating of information affecting the construction / reconstruction of identity due to self-reference. It follows that the development of intelligence is the result of an individual's active work on the formation of their individuality. In our opinion, this unequivocally indicates that the modern information society is a source of development, under the influence of which both the status of knowledge and the intellectual`s status objectively change.

It should be noted that intellectuals lack awareness of themselves as a reference social group that can support reform processes in various fields of knowledge. It should be kept in mind that education reforms activate various forms of specialists` participation in this process. We believe that this, in fact, presents the legitimation of intellectuals in postmodern society.

Thus, in the information society, public interaction with the media serves as a platform for the legitimation of intellectuals, which creates favourable conditions for professional identity reconstruction overcoming the crisis of intellectuals.

Let us consider the works by foreign researchers on the subject of this discussion. A theoretical analysis makes it possible to identify

several aspects of the raised issues. Noting the intellectual features of postmodernism (a general relativism – from epistemology to moral – and the promotion of subjectivism by criticism of modernity's pillars of universalism and objectivity Popoveniuc, 2017), it is emphasized that in the context of civilizational challenges, educational institutions open the global knowledge market to address educational demands and expectations (Crisan, 2019). It can account for the fact that the focus of the contemporary humanities is on a subject that changes from modern to postmodern and acquires ever more differentiated qualities in this process (Guseltseva, 2020). Therefore, researchers emphasize the variability of knowledge, recognizing that it is an indispensable dimension of human speculation about the world and systems, and knowledge is ceaselessly reproduced as new information is collected. As a result, knowledge, narratives, theories and scientific laws are dynamically changed (Javanmardi et al., 2019). Natalie-Jane Howard presents an original, inductive model for online professional development research, highlights the significance of identity and agency in online professional development (Howard 2021), Lowe & Holton III believe that educators who actively build their own goals have the opportunity to manage their own learning, which is likely to result in their greater involvement in intellectual development (Lowe & Holton III, 2005). We argue that this idea should be considered in the applied aspect - as an opportunity to expand psychosocial competences, which are a response to clear challenges in education in the world. In particular, the task of the globalized knowledge society is the following: 1) accessibility of education for continuing lifelong learning; 2) contribution of education to the identity formation and development.

Articulation on innovations in the educational sphere "to generate integral processes of training in the different areas of knowledge and professional fields" is characteristic of modern society; it is necessary "to promote intellectual preparation, professional, social and human" (Santos & Vargas, 2018).

These issues are the research subject central to Lloyd-Hazlett and Foster, VA. (2017), who attribute the formation of professional identity to moral and intellectual development. The value of knowledge in the formation and reconstruction of identities through the example of students is in the scope of V. E Budenkova and E.N. Savelieva`s scientific interests. They draw attention to students` "readiness to increase their intellectual capital, the ability to adapt quickly to new social and professional conditions, the focus on self-development and self-improvement" (2018).

The article "The intellectual as educator" by A.A van Niekerk (2019) deserves special attention. Its author analyzes the role of intellectuals at

different stages of public life based on the cultural and historical approach and concludes that "intellectuals leave a deep and lasting impact via their ideas when given concrete expression through their «techne» (van Niekerk, 2019). F.M. Martinez-Rodriguez, and A. Fernandez-Herreria, (2017) have previously expressed an opinion on the special role of educators-intellectuals in social crises noting that critical educators, as transformative intellectuals, should us a crisis as an opportunity to social transformation by joining theory and practice (Martinez-Rodriguez & Fernandez-Herreria, 2017).

From the content of the article "Teachers' professional development in formal online communities: A scoping review" by foreign researchers Karen Birgitte Dille and Fredrik Mørk Røkenes (2021) it is clear that the subject of their study are the peculiarities of interaction between educators regarding formally organised online activities. In particular, teacher communities emphasising teachers' online professional development (oTPD) focusing on studies that took place between 2015 and 2019. By mapping and synthesising 52 empirical studies, a wide range of online programmes are represented. The analysis reveals oTPD as complex processes. Teachers' internal factors identified by the authors were crucial in their dynamic interactions with the content, facilitators and peers. Scaffolding became the overarching category. Four main concepts were revealed as central for scaffolding oTPD: The teachers, their context, the online programme and facilitating a shared understanding.

Analysis of the publication of a group of authors on the topic: "The Conforming, The Innovating and The Connecting Teacher: A qualitative study of why teachers in lower secondary school adopt physically active learning" (Lerum et al., 2021) proves the relevance of the researched issues for the international research community. In particular, we share the authors' conclusions that the precondition for constructing a professional identity is that educators consider their activity significant and direct it to professional development.

In this context, we would like to focus on the empirical research findings by Ali Bostancioglu (2018). The aim of this study was to investigate whether an online community of practice (OCoP) approach can be a viable alternative form of technology professional development (TPD) for teachers. In line with this aim, the Webheads in Action (WiA) community, members of which were mainly English as a foreign language (EFL) teachers gathered online to learn more about educational uses of technology, was selected as the case to be studied. A mixed method research approach following convenience sampling strategy was adopted which combined the use of questionnaires (n= 44) and interviews (n= 24). In order to support

findings, members' interactions within the public space of the community were also collated for a period of nine months. Both quantitative (questionnaire) and qualitative (interview) results suggested that participation in the WiA community led to members' perceived TPD. Moreover, significant differences in questionnaire results, supported with interview data, were observed among members with different levels of participation (e.g. peripheral, active, and core). This finding highlighted the importance of participation and collaboration in online learning environments. It is concluded that teachers should be encouraged to participate in OCoPs for their professional development and the creation of OCoPs appealing to different areas of professional development should be supported.

The analysis of scientific sources reveals the examples of scientific reflection of researchers studying the educators` role in the educational process (Lypka, 2020); psychological and pedagogical conditions taking into account the professional identity of students receiving second higher education (Razumna, 2017); professional identity formation in future teachers of humanities (Paderno, 2017); professional identity formation in future teachers using information technology (Romanishina, 2016). Studying the theoretical and methodological foundations of professional self-development, domestic researchers unanimously believe that a way to success in this is a purposeful educational activity. Supporting this opinion, we consider it important to emphasize that the construction / reconstruction of identity begins with the process of self-reference; it provides the conditions and foundations of subjectification immanent in self-creation, including in educators` professional practices.

Thus, the analysis of scientific sources shows that knowledge is emphasized to be an important factor in social development. It follows that in the information society the status of knowledge is transformed both at the global level (the availability of information in Internet resources and a catastrophic increase in knowledge sources), and at the individual level – a way of self-expression based on the individual`s interest in activities, cognitive activity, different ways of acquiring knowledge for the purpose of identity self-development and self-reference.

Methodology

All the above lies within the general context of works on social constructivism and the theory of the individual`s social self-organization requiring a transition to nonlinear thinking. We consider this approach relevant for identity formation and self-realization of the intellectual in professional practices. The authors address the theoretical research

objectives within the post-classical paradigm with the use of synergetic methodology. As a methodological basis of the study, synergetics allows at an interdisciplinary level to describe and interpret research findings, to justify the need for constant knowledge renewal and to identify identity reconstruction features in educators` professional practices. In this way, the synergetic methodology creates a single field of interdisciplinary communication.

The transfer of the identified data on the researched issues to the dialogues of different disciplines (philosophy, social psychology, personality psychology, sociology and pedagogy) promotes interdisciplinary knowledge exchange and indicates the need for constant knowledge renewal, the development of psychosocial competences and professional identity reconstruction in educational practices.

Carrying out this research in the context of synergetic methodology, we used such general scientific research methods as analysis, synthesis and systematization. The chosen methods revealed the new aspects of studying and evaluating the connection between educational activities and identity. Based on the given methodology, we conducted the study of the peculiarities of overcoming the crisis of intellectuals in the process of educators` professional identity reconstruction in three stages.

The first stage involved the formation and analysis of the theoretical basis of the study. During this stage, it became clear that the crisis of intellectuals and ways to overcome it were previously targeted by domestic and international researchers. It should be noted that the main findings of this stage is that in the information society the status of knowledge is being transformed globally and at the individual level, becoming a way of self-expression, identity constitution and self-reference in social practices.

At the second stage, the research was aimed at analyzing the types of psychosocial competences, forms, methods, technologies identified by the questionnaires and contributing to the process of professional identity self-reference.

The third stage was the quantitative and qualitative processing of data, their interpretation and formulation of conclusions. During the third stage, we identified and described existing experiment participants` psychosocial competences useful for their **self-understanding, self-creation, self-reproduction and self-realization** were identified and described.

This was the purpose of the survey, which was conducted among educators - students of advanced training courses, who already have some knowledge and experience (770 respondents have the highest qualification

category, 499 are assigned the Ist qualification category), but still upgrade their skills, since they have the long-term vision of professional realization, intellectual self-development and are committed to identity formation, self-knowledge, self-creation, self-reproduction and self-realization. An independent sample consisted of 703 educators from the Luhansk Region and 984 from the Kherson Region. Thus, the representativeness of the sample was provided by 1687 respondents, which was 11.7% of the total number of students enrolled in advanced training courses of **Luhansk Regional Institute of Postgraduate Teacher Education (IPTE)** and 21.9% of the number of students of advanced training courses studying at Municipal Higher Education Institution "Kherson Academy of Continuing Education".

The purpose of the questionnaire was to clarify the range of issues related to the educators` social, motivational, cognitive and emotional spheres. The questionnaire was created using Google Forms. The educators had the opportunity to take part in the survey from March to April in 2020 through online pedagogical communities and through the MOODLE platform provided by the postgraduate pedagogical education institutions. In this way, we ensured the relevance of the form to the current situation of distance education. The questionnaire contained 10 questions with three answer options. The obtained data allowed to record general trends and to consider the results of the study as valid. The peculiarity of the sample was that its participants had a different experience at educational institutions and different qualification categories (Fig. 1). The gender characteristics of the respondents were as follows: 1552 women took part in the research amounting to 92% of the whole sample, and 135 men comprising 8%. Such a difference was regular, because according to the Institute of Educational Analytics in Ukraine in the 2018/2019 academic year, the number of female teachers was 81%, in primary school this figure was 99% ([Information bulletin on the number and composition of secondary education teachers of the Ministry of Education and Science of Ukraine, other ministries and departments and private institutions (2017/2018 and 2018/2019 academic years), 2019).

The set parameters of the research were teaching experience and qualification category making it possible to identify the features of the educators` need and motivational sphere depending on the duration of pedagogical experience and the criterion of their professional activity effectiveness
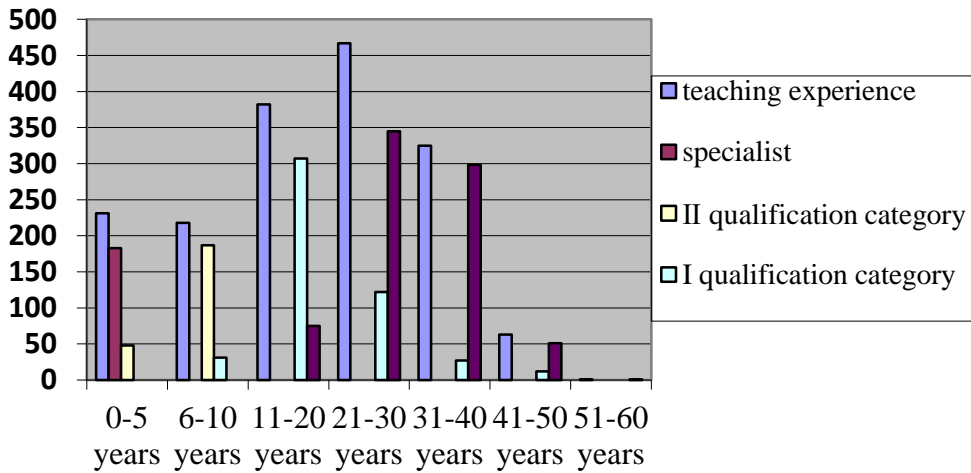
Fig. 1. Statistical distribution of the respondents` answers on pedagogical experience and qualifica-
tion category
Source: Authors' own conception

It is revealed that pedagogical experience and acquired qualification categories equalize the educators in their need to improve professionally.

Research Results

The status of knowledge and self-development of the intellectual-educator in the conditions of educational changes

The incessant education sector reformation in Ukraine resulting in the constant complication of the content of education is perceived by intellectuals as a constant movement towards self-education. It implies a continuous process of mastering the latest communication technologies and the performance of various professional tasks. This is possible to realize based on an integrative approach, which contributes to the formation of deep connections of the knowledge on philosophy, psychology, medicine, economics and computer science with practical tasks of the modern education system, in particular, related to the reconstruction of professional identities.

It should be pointed out that despite significant pedagogical experience and acquired professional competences, the educators continue to perfect themselves.

The results of the study on each of the proposed questions are graphically illustrated in histograms (Fig. 2–11) and are interpreted.
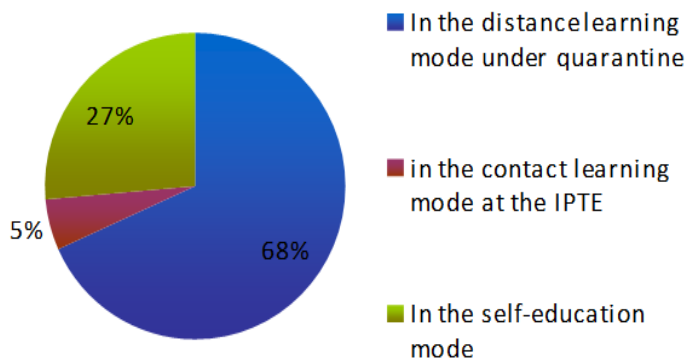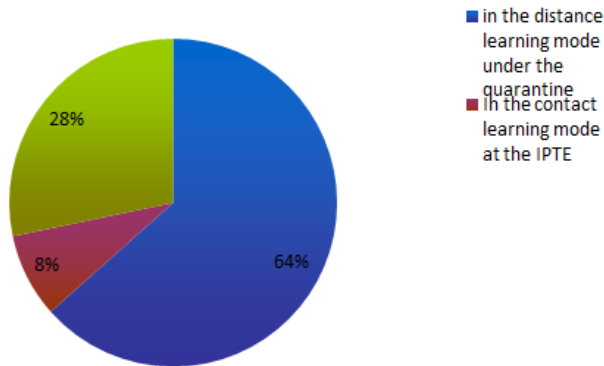

Fig. 2. Statistical distribution of the responses on the motivation for professional competence development
Source: Authors' own conception

The results of the survey on this issue show that the intellectuals-educators are thoughtful of their professional self-image to a greater extent in the distance learning mode during quarantine due to the COVID-19 pandemic. This is no accident because in the times of the crisis we are experiencing, adaptation self-preservation mechanisms are being activated. As a result, our resources are activated. It is expressed in intellectual activity aimed at the self-improvement of competences or self-realization in a new social status.

Having an opportunity to analyze professional growth results

Fig. 3. Statistical distribution of the responses on the self-analysis of professional growth results
Source: Authors' own conception

The answers to this question emphasize the role of self-reflection in professional practices both in the intellectuals-educator`s cognitive activity and in the process of self-determination, self-knowledge, self-creation, self-reproduction and self-realization. Let us refer to L.S. Vygotskyi who, from the standpoint of the mental development theory, considered reflection as an important component of self-actualization helping a person to observe themselves in the light of their feelings internally differentiating between "Me" acting and "Me" evaluating"(1984, p. 245). Given the above, we can talk of reflexive competence contributing to the high intellectual activity level of the subjects making it possible to predict and analyze their work results

Analyzing one`s feelings and new knowledge acquisition experience
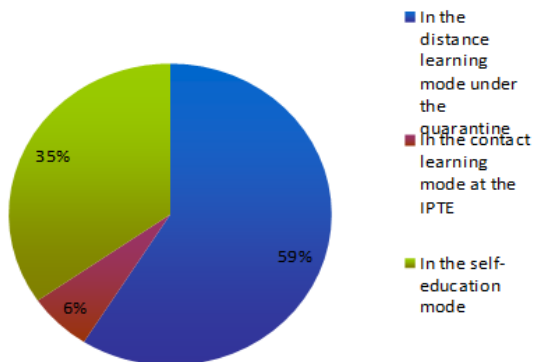
Fig. 4. Statistical distribution of the responses on the emotional sphere analysis
Source: Authors' own conception

The answers to the proposed question articulated our attention to the phenomenon of emotional intelligence as a person's ability to realize, accept and regulate other people`s and one`s own emotional states and feelings. It is worth mentioning that such classics of psychology as L.S. Vygotskyi, O.M. Leontiev, S.L. Rubinstein and others pointed to the unity of thinking and affect arguing that emotionality is a part of cognitive processes (Vygotskyi, 1982). Based on this idea and the obtained results we conclude that emotional competence is developed by increasing the level of emotional intelligence, which in turn is a factor in achieving success.

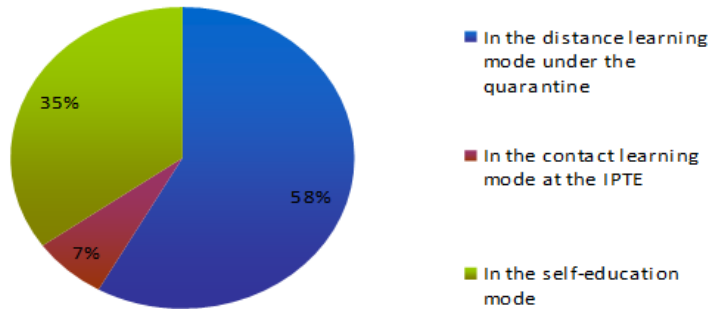## Analyzing the influence of processed materials on professional development

Fig. 5. Statistical distribution of answers on the need for analytical activities
Source: Authors' own conception

The intellectual-educator tends to conduct a constant analysis of the sources of information affecting their self-development. Therefore, the intellectual is looking for various opportunities to develop intellectual operations in order to improve their analytical activities. In practice, most educational institutions that provide advanced training for educators in a distance learning format, as a rule, stick to a hybrid system of training. This makes it possible to combine the opportunities of synchronous (classes taking place in real time in the form of webinars on a video conferencing platform Zoom) and asynchronous (didactic materials for students are put on the Moodle platform) modes.

Thus, on the way of self-improvement, the educator activates the following thinking processes: analysis, comparison and the generalization of the content of educational materials. It forms the basis of intellectual and logical-mental activities aimed at solving practical problems. It is logical that following such an approach, the intellectual-educator`s analytical competence is formed on the basis of general abilities. It is a major component of the ability to theorize, to find cause-effect relationships between phenomena and is necessary for the successful development of various activities.

Working on self-development
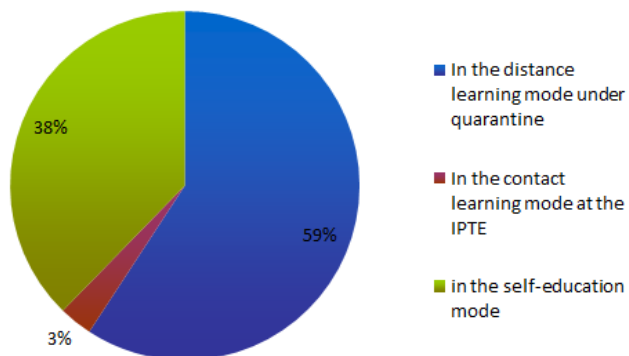
Fig.6. Statistical distribution of the responses on self-development
Source: Authors' own conception

As the survey was conducted during the first weeks after the announcement of quarantine caused by COVID-19, when educators faced the information collapse, the issue of educational process distance organization became relevant. As a result, participants in the educational process, especially in rural areas, were in a rather difficult position: the lack of quality Internet connection, modern computer equipment and, ultimately, the working knowledge of Google Meet, Facebook, Zoom, etc. The existing local situation had determined the self-development process. This fact was reflected in our results.

Reading literature on psychology and pedagogy as well as on other potentially useful profession-related issues
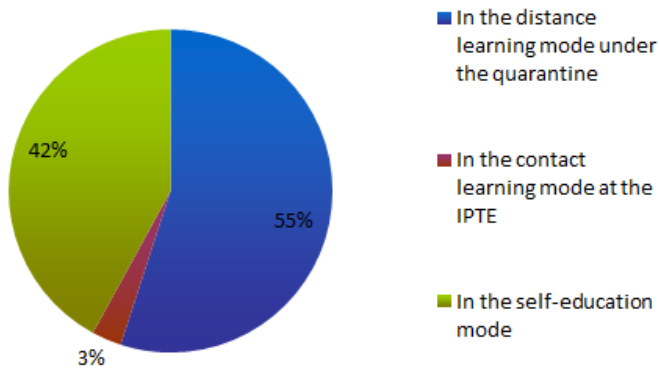
Fig. 7. Statistical distribution of responses on self-education in professional training
Source: Authors' own conception

The results indicate the relevance of self-education for the research subjects. This accounts for the fact that self-education as a cognitive activity is aimed at self-learning, understanding and filling the educator with new knowledge subsequently boosting their intelligence.
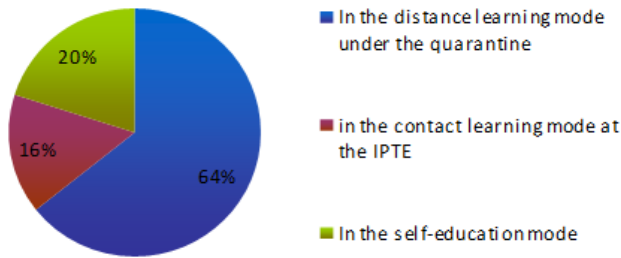
Engaged in professional self-improvement
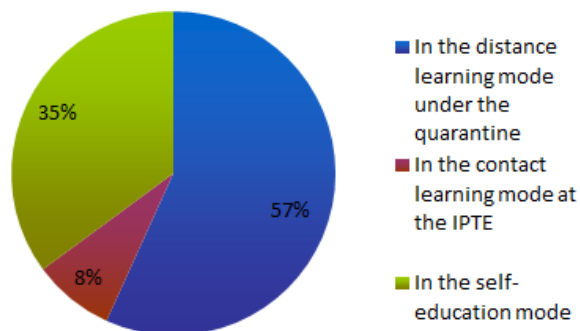
Fig. 8 Statistical distribution of responses on the need for self-improvement
Source: Authors' own conception

The obtained results indicate that it is natural for the respondents to think about personal and professional "Me" and ways of self-development and self-improvement. As it has been identified, the desire for constant knowledge upgrading is especially evident in the context of the digitalization of our lives. In this context, the willingness to solve complex professional problems, mastering and using information technology in the educational process, the development of critical thinking, creativity, the pursuit of knowledge - this is what distinguishes the educator-intellectual on the way to professional self-improvement.

Receiving feedback from colleagues and the IPTE instructors on their professional development achievements

- In the distance learning mode under the quarantine
- in the contact learning mode at the IPTE
- In the self-education mode

20%
16%
64%

Fig. 9. Statistical distribution of the responses on professional development support
Source: Authors' own conception

According to the obtained results, there is an increase in support of fellow educators in their commitment to self-improvement, which indicates the importance of their communicative competence development. It has been found that in the conditions of remote training, educators experience a lack of communication. Therefore, the need to share new knowledge and its application opportunities in distance learning is manifested in mastering various forms of communication on the Internet: "likes", "dislikes", "classes", "emoji", "stickers", "voice messages", "video communication", etc. Making a choice of forms and types of modern IT technology application contributes to information and psychological competence development; reflects the attitude to self-development and self-education; helps to project life and professional strategies for further construction of one's creative life.

Exchanging ideas on work-related issues with colleagues and instructors
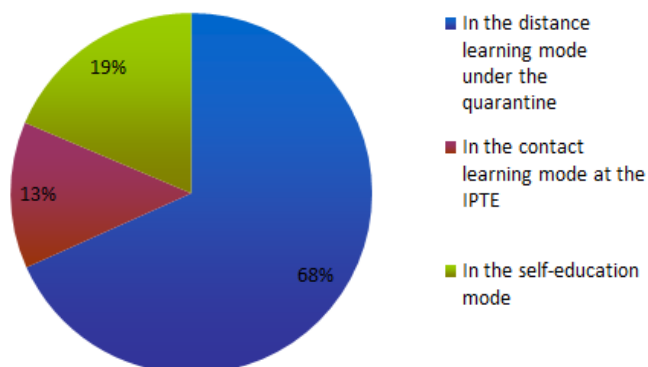
Fig. 10 Statistical distribution of the responses on the importance of professional interaction
Source: Authors' own conception

There are often people in our lives who motivate us for personal growth. Since the mastery of new IT technologies is carried out mainly in a distance learning format, the acquisition of special skills becomes in demand for all participants in educational interaction. The acquired experience of communication creates new opportunities for improving the forms and methods of knowledge transfer and skill-building in new educational conditions; it helps to increase interest in the exchange of ideas and discussions on topical professional issues or ideological topics.

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Overcoming obstacles on the way to self-development
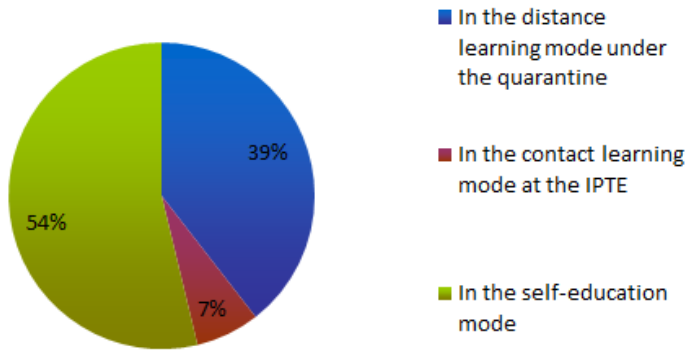
Fig. 11. Statistical distribution of the responses on obstacles on the way to professional self-development
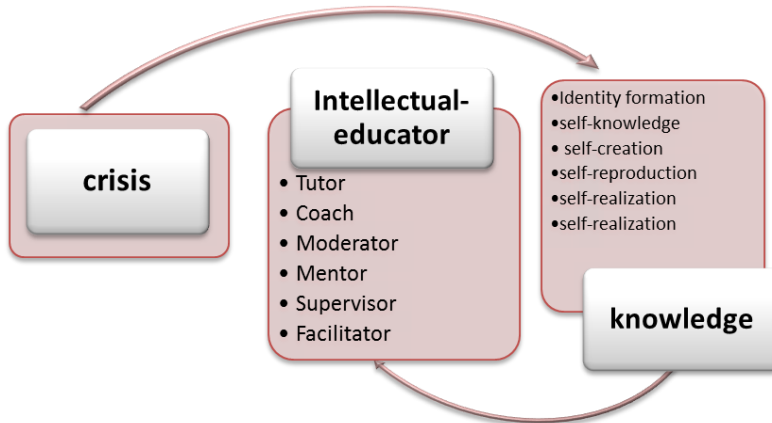*Source: Authors' own conception*

The answers to the last question in the questionnaire are somewhat unexpected, as according to the preliminary results, the respondents were quite unequivocal about distance learning as the best opportunity for identity formation, self-knowledge, self-creation, self-reproduction and self-realization. According to the general results of the survey (33%), as well as in the question on overcoming obstacles (54%), the respondents chose the answer that self-development is better achieved through "self-learning".

Thus, it is conceivable that there has developed a stereotype to independently look for ways of self-development. We consider it possible to investigate possible reasons for such a negative tendency.

Discussions

Doing the research and presenting its results, we tried to outline the new educational conception, the essence of which is to shift the main emphasis from the conventional system of transferring knowledge and skills to the autonomy of an IT literate, capable of reflection on professional activity and motivated intellectual-educator of the 21st century who is ready for constant self-development and self-realization.

Thus, in light of the above, we would like to present our understanding of algorithm for the construction of the intellectual-educator in the conditions of challenges experienced by society.

Fig. 12. Cyclic algorithm for constructing the intellectual-educator
Source: Authors' own conception

The crisis of education and the crisis of intellectuals, as already noted, are caused by various reasons that affect, in particular, the status of intellectuals in society: low wages for educators` intellectual work, a fall in the prestige of teaching, emotional stress and high risks of emotional burnout, etc. Nevertheless, intellectuals-educators continue to master new knowledge, stop at no end on the way to self-knowledge, identity formation, self-creation, self-reproduction and self-realization.

Research limitations

Thus, based on the survey results, we conclude that modern intellectuals-educators consciously treat the problem of improving their intelligence level. Keeping up with the times, they legitimize the status of an intellectual by actively participating in training sessions, discussions, meet-ups and other interesting events. The evidence from international practice demonstrates that the traditional educational system is no longer able to prepare the educator capable of working in the "information breakthrough" conditions.

This is confirmed at least by the fact that in almost all the spheres of education and activity the specialist`s "competence half-life period " will be reduced to 3-5 years due to the difference between actually acquired

competences and those required in other social realities, where there is a demand for an intellectual who is IT literate, capable of professional reflection, open to change, motivated for continuous self-development, ready for the reconstruction of professional identity from a knowledge transmitter to an erudite, a creative coach, a facilitator, a tutor, a supervisor and a moderator.

Therefore, it is advisable to take into account European countries` experience based on three forms of education: formal (official advanced training), non-formal (advanced training outside the formal system – training sessions, clubs, and courses) and informal (self-education involving no government expenditures). Thus, each of the forms is aimed at self-education, i.e. intellectual development.

In the research process, using logical, system-structural and statistical methods, we established the correlation of the competences with the process of professional identity self-reference. In particular, there was a clear correspondence of organizational competence with the competence of pedagogical partnership. In practice, it is manifested in self-identification as a facilitator, i.e the one who is able to ensure successful group interaction.Thus, through self-reference, the educator in the professional field directs himself to the search for information and cooperation, gets open to self-development. It positively influences the formation of other competences: design and innovation. Emotional and ethical, inclusive, health-preserving competences and the competence of pedagogical partnership are manifested in educators-tutors (mentors and leaders). Organizational and evaluative-analytical competences are peculiar to teachers-supervisors articulating such personal characteristics as critical thinking, cognitive flexibility, creativity and communication skills.

It is certain that in the process of professional activity, the intellectual-educator acts not so much as a transmitter as a coach, facilitator, tutor, supervisor and moderator, who forms and develops students' self-knowledge, identity formation, self-creation and self-realization skills. In our opinion, this is an experimental confirmation that the constant renewal of knowledge affects the definition of reconstructed identities in educators` professional practices and can be seen as an argument for overcoming the "crisis of intellectuals" in social reality.

The processed results of the questionnaire made it possible to structure them according to the criteria based on operations involved in the process of professional identity self-reference. Therefore, the operations of self-determination and self-knowledge are clarified by answers to the questions "I have the opportunity to analyze the results of professional self-

development", "I do self-analysis and analize my professional competence", "I analyze my feelings and experience of acquiring new knowledge", "I analyze the impact of processed materials on my development"; self-creation is concretized by answers to the questions "I am engaged in self-development", "I read psychological and pedagogical literature focusing on profession-related issues", " I self-develop professionally; self-reproduction and self-realization are revealed in the answers to the questions: "I receive feedback from colleagues and teachers from IPTE about my success in professional development", "I exchange views on the problem of professional activity with colleagues and teachers", "I overcome obstacles on the way to professional self-development".

The results of the survey show that the respondents need to share new knowledge and apply it in practice. 54% of the respondents said that they were constantly engaged in self-education. However, this is what is to be expected based on the nature of intellectuals-educators` activity. We see it in the awareness of the global crisis of knowledge, the understanding that the change of the paradigm of modern education from knowledge to competence requires them to master rational mental activity methods and necessitate the formation of intellectual skills. This is possible under conditions when the intellect and identity formed in the self-reference process become a psychological resource of the individual to independently set complex tasks and make complex decisions in different situations of social reality.

Conclusions

According to the survey results, it is arguable that raising educators` intelligence level in professional practices affects their psychosocial competences. In particular, there is a tendency to constantly increase the intelligence level, which is based on reflexive competence. This encourages self-development and self-education, the formation of life and professional strategies for further construction of one's creative life, including through emotional competence development. We stress the importance of communicative competence development for the intellectual-educator, as it creates new opportunities for improving the forms and methods of knowledge transfer and skills formation in new educational conditions, increases interest in exchanging views, discussions on problematic professional and ideological topics. The research revealed that the desire for constant knowledge upgrading is especially evident in the context of the digitalization of our lives. In these conditions, psychosocial competence development is expressed in the willingness to solve complex professional

problems. We noticed the educators` commitment to self-education based on available general abilities in combination with analytical, communicative, reflective competences

Thus, based on the above, we summarize that in response to the challenges of the globalized world, the operations of identity formation, self-knowledge, self-creation, self-reproduction and self-realization are activated. In professional practices, this is manifested in the reconstruction of the intellectual-educator`s professional identity. It is important that the distinction and definition of identity in practice is a marker that both indicates the peculiarities of the interaction among educational process subjects and outlines the intellectual-educator`s social status.

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