

Theoretical Survey Of Higher Educational Institution Teacher Professional Success Rate Issue

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Research methodology. The theoretical and methodological analysis of higher educational institution teacher professional success rate issue has been completed; the phenomenon of a teacher professional success rate in terms of personal, activity and integrative approaches of psychological science has been considered.

Results. The psychological nature of a teacher's activity has been disclosed. Clear theoretical distinction between success and success rate notions has been made. Social and psychological content of a teacher professional success rate as well as factors and indices of such phenomenon have been analyzed. Two generalized definitions of higher educational institution teacher professional success rate have been offered.

Novelty. The fundamental theoretical analysis of professional success rate notion and higher educational institution teacher professional success rate factors and indices has been completed.

Practical significance. The content of professional success rate notion has been defined on the basis of comprehensive analysis of teacher professional activity peculiarities. It gives scientific basis for further empirical research of conditions, factors and indices of a teacher professional success rate. Thus the nature of a teacher activity as well as cause-and-effect relations between teacher professional activity and teacher's professional achievements have been disclosed. It will contribute to the improvement of higher educational institution teachers professional activity quality.