Professionalization of an Individual Involved in the Educational Process in a Higher Education Institution

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ABSTRACT

The article concerns the problem of training a competitive person in the information and educational environment of a higher education institution. Professional formation of a person is conditioned by historical, social and cultural factors. This research is guided by the works of B.G. Afanas'iev, A.G. Asmolov, E.A. Klimov, V.A. Kal'ney, B.F. Lomov, V.D. Shadrikov, N.S. Pryazhnikov, S.E. Shishov, etc. The analysis of the literature on this subject suggests that the professional formation of a person should first of all be seen as the formation of professional orientation, the adequacy of the personality traits that are socially important and demanded, the desire for self-fulfillment.

Formation of the professional orientation goes through a number of stages, each featuring new objectives of the activity as well as new leading mechanism determining the activity.

The findings obtained provide a conclusive proof that clear and scientifically grounded organization of the educational process in a higher education institution is a prerequisite for the formation of a professionally orientated psychologist as an individual. The contents of the educational process must be interrelated, complementing each other, which will allow for comprehensive and purposeful development of the process.

Introduction

Modern science provides humans with the power to carry out incredibly huge projects, but in many cases it does not allow them to foresee the resulting long-term and even short-term effects of their activity. For the most part, this

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interconnected and rapidly changing, complex modern world, taken in its integrity, is unpredictable [1].

Humans are changing the world around them much faster than they are changing themselves, their consciousness; therefore, they fail to fit in with this world in time. The consequences of negligence or low professional qualifications have a disastrous impact globally rather than locally as it used to be before [19]. Thus, the problem of professional formation of a person is part of a more general problem of relationship between a person and the occupation in general and that is why it is very important now [20]. The psychology-related aspect of the problem connected with attaining professionalism, personal development is associated with the term 'professionalization', which means formation of specific labor activities based on the development of professionally oriented personality traits which afford the regulating function, professional formation and improvement of an individual. V.N. Druzhinin considers professionalization of an individual as the life-long professional self-fulfillment in which the professionalization is conditioned by self-knowledge, self-fulfillment, self-control, self-esteem, life experience, life style, etc. [16].

In the course of a lifetime, development and professionalization are reflected in age-related periods, human life stages. They depend on the contradictions between social demands and personal needs for development and self-fulfillment, on plans and their investigation, socialization and individualization of a person, etc. In human life, professionalization is a stage of labor experience [22].

The theoretical concept of professional formation is footed on the research works of B.G. Afanas'iev, A.G. Asmolov, E.A. Klimov, V.A. Kal'ney, B.F. Lomov, V.D. Shadrikov, N.S. Pryazhnikov, S.E. Shishov, and namely on the following statements:

- Professional formation is conditioned by historical, social and cultural factors.

- The core of professional formation comprises personal development in the course of occupational training, learning an occupation and carrying out professional activities.

- The process of professional formation is individual, original, unique, though it has certain patterns and qualitative features.

The analysis of the literature on this subject suggests that the professional formation of a person should first of all be seen as the formation of professional orientation, the adequacy of the personality traits that are socially important and demanded, the desire for self-fulfillment [2, 4, 11-13, 16, 21].

Personality formation of a professional begins with the choice of occupation and lasts until the end of the career. This process can be divided into the following stages:

- Emergence and formation of professional intentions,

- Occupational training and preparation for professional activities,

- Entry into an occupation,

- Active mastering of an occupation and realization of the full personal potential in labor,

- Self-preservation as a professional [9].

Each stage has its own objectives and leading mechanisms determining the activity.

At the initial stages, an individual sets a goal to select and learn an occupation, to adapt to the occupation related requirements, whereas, later on, they may aim for changes in the contents and conditions of the occupation.

The structure of motivation, personality and professional traits of individuals changes considerably at the stage of their occupational training [6-8].

We believe that the most important objective at this stage is to ensure personality development of a trainee as an individual. Thus, the main task is to form an academic and cognitive motivation, to establish methods for knowledge and skills acquisition and control, the factors which govern the trainees' efforts. At this stage, trainees begin to identify themselves with the chosen occupation, get prepared to it and carry out their professional self-presentation [5, 7].

When teaching psychology students in a higher education institution, the main objective is to develop their professional orientation, competence in psychology and important personality traits for the professional occupation. The competence in psychology implies a special background in psychology which is a prerequisite for a successful professional activity of a specialist in the human-to-human sphere [10, 13, 16-18]. It comprises a system of cognitive and practical components:

- Knowledge in psychology,

- Scientific psychological thinking,

- Working knowledge and skills,

- Interpersonal skills [14].

Moreover, when undergoing professional formation, future psychologists change their perception of their future professional activity, re-evaluate their opportunities and capacities. Noteworthy is the main thing in the education of psychology students which is the ability of young people to recognize themselves as an active and responsible principal who transforms the material and social reality, as the builder of the world [15].

Responsibility (the internal locus of control), as the most important component of professional orientation, develops as the personality develops as a whole and is closely associated with other personality traits. Here, the internal locus of control is understood to mean an integral ability of a person to take responsibility for what is going on, to take proactive approach to life and to succeed in different circumstances [11, 13].

The academic, scientific and social activities play a role of the main aids to be applied to foster responsibility in students. These activities strengthen the connection between higher school and life, bridge the gap between theory and practice, and between beliefs and deeds of students. It should be mentioned that

formation of responsibility is first of all formation of motives determining moral orientation of a person [10].

The analysis of national psychologists' investigation suggests that the activity truly becomes morally significant and forms the required moral characteristics in a person only when it is voluntary and prompted by moral motives [16].

Methods

As pointed out by L.I. Bozhovich, stable patterns of behavior include not only well-established and habitual behaviors, but an established system of a person's attitude to reality as well, i. e. a certain defined system of individual motives. Apparently, what can be done to make responsibility of a student as stable as possible and to transform it into a well-developed personality trait is to make students strongly morally motivated to perform their activities [6].

Results

The data obtained indicate the following:

- Up to 57.7% of students have an inadequate understanding of such an important personality trait as responsibility.

- The level of own responsibility in learning and other activities is high.

- Assessments of the expressed responsibility differ considerably between evaluation of the self and evaluation of other people.

We believe that these facts may hinder the formation of personality moral orientation of psychology students and the fostering of responsibility, an important personality trait to be formed during their formative period.

The investigation of professional orientation and attitude to the future occupation carried out among undergraduates on the 37.03.01 Psychology course at Moscow State University of Technologies and Management named after K.G. Razumovskiy in 2015 has shown that the majority of future psychologists (83% of respondents) had a positive attitude to the selected occupation [3]. The highest rating was given to criteria such as importance of this occupation for the society and social intercourse (65% of respondents), and its compliance with the existing professional abilities (51%). The most cited disadvantages were low salaries (97%) and work-induced strain (71%). The most cited personality traits which a psychologist must have were sociability (83%), empathy (75%), kindness (78%). However, not everyone could admit they had those positive traits. Many respondents reported egocentrism, irritability, inability to listen to other people and that these traits may prevent a specialist from successful performance of job tasks.

Discussion

The majority of the polled students (82.6%) are aware of potential difficulties with employment. Practice and theory provide compelling evidences that if psychology students don't have an adequately developed professional self-esteem their professional competence cannot develop sufficiently during their study at a higher education institution. Professional self-esteem influences formation of the following:

- Self-confidence,

- Confidence in own actions,

- Active involvement into practical professional activities,

- Ability to see growth prospects for professional development.

Self-esteem acts as a regulator of relationship with the self, as one of the factors determining involvement of a person into the community and features of the person's social ties.

The systemic-structural analysis allows for identification of main research areas connected with the self-esteem problem and the place of self-esteem in the structure of self-concept [11, 13]. Self-esteem is defined as a personality trait which directly participates in the regulation of person's activity and behavior (S.L. Rubinstein), and as a part of self-consciousness, the product of personality development resulting from the lifelong experience (B.G. Ananyev, L.I. Bozhovich, S.L. Rubinstein). The key theoretical thesis is that self-esteem is considered as a structural component of self-concept as it is in the works of W. James, R. Meili. In the works of N.V. Kuz'mina, A.I. Lipkina, L.I. Ruvinskiy, I.I. Chesnokov, self-esteem is considered in the context of the activity approach [16 17].

Self-esteem, which plays a significant role in the formation of personality, readiness to overcome potential difficulties even in extreme conditions, is the core personality trait that controls development of motivation, volition, emotional and moral states of an individual.

Professional self-esteem of a future specialist is a specialist's evaluation of his or her own worth, professional capacities, professional personality traits, rank among colleagues and in society.

It is essential that students should be acquainted with self-discipline, self-education, development of skillful communication and reflexivity, and with actualization of professional commitment [15].

Conclusion

The analysis of scientific literature and the results of the conducted research show that professional orientation cannot be formed without the development of professional self-esteem, a problem of psychology and pedagogy which can spin off as it has not been considered separately so far. Professional self-esteem is a core personality trait that controls development of motivation, volition, emotional and moral states of an individual. Further research will concern issues associated with the formation of professional self-esteem in future psychologists in the course of their education.

In our opinion, formation of competitive personality involves such an important component as clear and scientifically grounded organization of the educational process in a higher education institution. The contents of the educational process must be interrelated, complementing each other which will allow for comprehensive and purposeful development of the process.

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