

ICEEPSY 2014

Psychological features of personality training for professional activity

E.K. Kalymbetova^{a*}, D.D. Duisenbekov^b, G.M. Arynbaeva^c, M.K. Zholdassova^d, L.O. Baimoldina^e, N.M. Sadykova^f

^{a,b,c,d,e,f} *Kazakh National University of al-Farabi, Al-Farabi ave. 71, Almaty, 050038, Kazakhstan*

Abstract

In a paper the problem of students' training for their professional activity and methods that provide preparedness and can be applied an educational process are discussed. Research on this issue in has up-to-date urgency linked with necessity of forming up students' professional competencies. Problem of future specialists training, and forming up professional traits of their personality, growth of professional competence is quite important in modern university education from the point of view of graduates' suitability to new professional and applied demands. Also, basic research data and results that had been gathered by through experimental study are suggested in this paper. As charts data there is shown forming up of specialists' competence components including communicative competence and loud speaking development connected with development of professional competence by means of comparing control group and research sample of students (before and after an empirical research-study).

© 2015 Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of the Organizing Committee of ICEEPSY 2014.

Keywords: professional training; competence, communicativeness; self-development; self-determination;

1. Introduction

An issue of social activity's impact on personality development was theoretically and methodologically approved by research studies of B.G. Ananyev (1973), A.N. Leontyev (1977) and S.L. Rubinstein (1988).

We accept that a phenomenon of activity is not merely a reaction or combination of responses. It's a system which has its own structure, internal transitions, changes and is quite sufficient for further development and

*E.K. Kalymbetova. Tel.: +7-701-297-7010

E-mail address: elmira.kalymbetova@kaznu.kz

growth. Thinking and learning acquired by students on various levels of analysis are being focused on new educational methodology aim: will of action and personality involvement in solving professional problems on position of profound intellectual, professional and personality competencies. According to A.K. Markova's view, professionalism is not only a sum of simple goals and productiveness but a significant psychological component, the inner individual attitude to work productively within profession that had been chosen (Kovalyev V.I., 1988).

Throughout recent years interest in professionally important qualities of professionals has grown considerably. In pedagogy and psychology there are quite a lot of theories based on the concept of a teacher's professional development (A.A. Bodalev (1997), V.A. Kan-Kalik (1980), N.V. Kuzmina (1997), A.K. Markova (1993).

The professional competence as a part of general professional culture and as a measure of willingness to perform professional work has its basic foundation alongside university training process. Competence in carrying out innovation activities as well as overall professional competence is formed and evolves throughout the whole professional life of a single graduate.

2. Methodological and theoretical basis

Methodological and theoretical basis of the study incorporates following concepts: a concept of systemic approach to pedagogical activities (U.K. Babanskiy, M.A. Danilov, M.N. Skatkin, V.A. Slastyenin, V.V. Udin, U.A. Konarzhevskiy, N.D. Hmel); a psychological concept of activity approach to personality (L.S. Vigotskiy, A.N. Leontev, S.L. Rubinshteyn); modern concept of content learning (I. Lerner, B.S. Lednev); research in the field of professional learning and education (V.P. Bepalko, M.V. Klarin, T.M. Davidenko, T.I. Shamova); educational key-competencies (I.A. Zimnyaya); a theory of intensive learning (T.I. Shamova, I.F. Harlamov); theoretical rules of general and pedagogical innovation (V.A. Slastyenin, N.R. Yusufbekova, T. Taubaeva); a theory of vocational education from the perspective of competence that should be developed (A.I. Savenkov, G.K. Selevko, N.S. Rozov); formation of appropriate self-concepts (C.S. Dweck).

When considering the peculiarities of professional training the worth matter for pedagogical activity is characterized as a special scope of activities requiring enormous physical and moral attachments from both sides of teachers and students.

Students' university training for future professional activity includes basic comprehension of the profession, its initial issues, variety of conditions and factors needed for professional activity as well as profound understanding of personality and professional identity's formation and its initial social and psychological mechanisms.

After university graduation students face a lot of possibilities and perspectives for further professional development. In this regard organizational system of training activities do not only improve the process itself but also should supply with technological elements for methods and styles of influence and interaction abilities that can predict students' own professional behavior and synthesis of research and practical experience (Yakunin V.A., 2000).

Image of professional and pedagogical activities, students' reflexive ability of future specialists is determined long before enrolling in University. This could include variety of proposals on teaching ability and competencies necessary for that (Zimnyaya I.A., 2004).

Nowadays the learning objectives are aimed at forming of high level of students' general and professional culture, corresponding for demands of individual education, their self-development and self-determination. In this case, the main task of university teacher is to optimize the quality and methods of teaching and formation of of students own orientation targeted on individual work within chosen specialty. If extramural classes were only incremental, such forms of employment should be applied as a primary method of developing students' creative skills. It raises an issue of the control on the students' professional development and growth. There are clear evidences concerning value of such kind of control for students' dedication and their involvement to necessary disciplines. On the one hand such kind of control determines sufficient level of knowledge and on the other hand it can define appropriate educational quality of student up to certain self-concept (Dweck C.S., 1999).

Download English Version:

<https://daneshyari.com/en/article/1111621>

Download Persian Version:

<https://daneshyari.com/article/1111621>

[Daneshyari.com](https://daneshyari.com)