Diagnostic Methodics of Personal Development of University Students in Studying the Humanities

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Abstract

The urgency of the research of diagnostic methodics of personal development of university students in studying the humanities does not lose its science - based and practice - oriented value and at the present transitional time, which has put higher education before the need to train professionals with personal qualities as required to modify the social structure of the labor market and the needs of the personality. The purpose of the article is in scientific - practical justification of the set of diagnostic methodics of personal development of students and experimental verification of their efficiency in the process of studying the humanities. The article presents: theoretical - methodic foundations of the structure, content and implementation techniques of diagnostic methodics of personal development of students in studying the humanities and identifies practical significance of the methodic for the formation of competent professionals demanded by modern job market. The leading method of this study is to monitor the personal development of university students in the process of studying the humanities. The article stuff is designed for university teachers of humanities, young scientists and students, who are interested in research activities in the humanitarian sphere. It is recommended to university methodists and students of further teacher training centers of continuing professional education.

Keywords: personal development of university students, the labor market, diagnostic methodics, monitoring, portfolio, Eidos Test, a package of diagnostic methodics

1. Introduction

1.1 The Urgency of the Researched Problem

It is determined by a complex of pedagogical conditions that accompany the process of modernization of humanitarian training of university students focused on personality development of specialists in the image existing in the real historical time of culture: highly developed information technology, multimedia approval of reflection of real and virtual reality, widespread nanotechnology, openness of society to other cultures and ideologies, expansion of international cooperation and others. All that has led to the need for specialists who are ready not only to fulfill the professional competences, but also possessing the competences of intercultural communication, capable of interacting with foreign cultures beams and opposition to nationalist ideology, racism and terrorism, violation of human rights in any form.

Humanitarian training of students - the future experts of modern types of work, corresponding to the established requirements, determines the need for diagnosis of personality development of students to develop pedagogical mechanisms of operative correction of the educational process. In the works of leading experts (Andreev, 1998; Bestuzhev - Lada, 1996; Danyluk, 2000; Zapesotsky, 2003; Novikov, 2000; Subetto, 2000; Levina et al., 2015; Sibgatova et al., 2015) there is presented a range of problems directly related to the quality of training of students, their professional and personal development. In the works of these scholars the essence of the concepts of "quality of higher education", "monitoring of the quality of the educational process" is defined, as well as the theoretical basis of the quality of education (qualitology of education) and the theory of quality measurement

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(qualimetry) are defined. The study of the condition of higher school teaching experience testifies that, in fact, all universities in the evaluation of students' personal development are based on the levels proposed by Federal State Educational Standards of Higher Professional Education:

1 level - "to have an idea, to understand" as the ability to identify the object of study, to give it a qualitative description, to formulate specific properties;

2 level - "to know" as the ability to reproduce the learned material with the required degree of scientific character;

3 level - "to be able" as the ability to use this knowledge in the field of professional activity with the possible use of reference books;

4 level - "to have skills" as the ability to perform activities in the studied sequence independently, including new conditions and new content.

These levels are still fundamental in the system of control over the progress and quality of personal development in the process of students acquirement of content in the disciplines and determined by qualities related to deviant behavior (it doesn't matter if the personality corresponds to the accepted norms) and the success of training (learning motivation, cognitive ability, good relations with teachers and fellow students). In this case, the evaluation of various cognitive abilities significantly correlates with each other and with academic performance in relevant subjects (Druzhinin, 1990). In assessing the abilities of students by teachers, as the basis of personal development, the evaluation of motivational unit compared with the cognitive is overestimated, it is given more attention to the quality of logical thinking than creative one. There takes place the mixture of the ability with such qualities of personal development as promptness, will, activeness, discipline and others. The self-esteem of students' personal development is not enough mature, it occurs a qualitative mixing in evaluation criteria of abilities, which play an important role in the cognitive activity of the group (Druzhinin, 1990). Existing contradictions determine the need for complex diagnostic methodics of personal development of university students in studying the humanities as pedagogical mechanisms for the use of research results in the operative correction of the educational process.

1.2 Theoretical - Methodic Novelty of the Research

Theoretical - methodic novelty of the research is in scientific justification of: 1) conceptual ideas of project - goal approach to the personal development of students studying humanities; 2) theoretical justification of the objectives, principles, functions, content, project techniques of complex diagnostic methodics of personal development of students studying humanities.

1.3 Practical Significance of the Problem

The practical significance of the problem is determined by the fact that the results and conclusions can serve as a basis for the creation of organizational - methodical, content and technological components of scientific - methodical support of the process of personal development of university students in studying the humanities.

1.4 State of Knowledge of the Researched Problem in the Theory and Practice of Pedagogy

Theoretical-methodological basis of the study is as follows:

- conceptual ideas of the project - goal approach to the personal development of university students (Ibragimov, 2012; Novikov, 2002);

- cultural approach to education (Bestuzhev - Lada, 1996; Bibler, 1990; Zapesotsky, 2003; Zinchenko, 2002);

- activity and personality - activity approach to learning (Leontiev, 1975; Serikov, 1994; Yakimanskaya, 1996);

- the concept of personality - oriented learning (Belukhin, 1996; Winter, 2002);

- the concept of humanization of professional education (Volovich, 2011; Nigmatov, 1993);

- the concept of project-based learning (Winter, 2002; Polat, 2007).

The theoretical basis is expressed by:

- the content of key concepts (personal development of university students, the labor market, diagnostic methodics, monitoring, portfolio, Eidos Test, a package of diagnostic methodics);

- a set of principles (modularity, predictability, structuring, dynamic, parity, feedback, conscious perspective) are aimed at implementing the concept of project - goal approach in specific forms, methods, training tools, forms of organization of educational activities in order the students to acquire the specific content in the humanities, which is significant for future careers. It can be a content and an education technique addressed to the

professional activity; didactic system of independent work of students; methods of design and implementation of educational process components; the choice of teaching techniques; the choice of teaching methods; pedagogical modeling of the humanitarian training, etc.;

- a set of interrelated, complementary and mutually conditioning methods and techniques of the subject activity of the teacher and students in mastering the system of knowledge and methods of their application.

1.5 Research Methods

To achieve the objectives of the study there is involved a range of methods: analysis of philosophical, pedagogical, psychological and scientific - methodical literature basing on reasonable set of parameters; study and generalization of mass and innovative teaching experience on the design of diagnostic methodics of personal development of students in the studying of humanities; learning the students' activities through observations, questionnaires, tests, oral and written surveys; natural pedagogical experiment (ascertaining, forming); learning modules usage, including a range of content, technological and criteria methods, problem solving, business games, research projects, analysis of traditional and innovative curricula, textbooks and teaching aids, electronic resources of the Internet - Services; preparation of materials for the development of diagnostic methodics package.

1.6 Criteria Base

The study identified and implemented in educational practice the performance criteria of diagnostic methodics of personal development of university students, they were grouped according to: acquired humanitarian knowledge by students (motivation for the acquisition of knowledge, the sustainability of knowledge, the system of knowledge, the fullness of knowledge, the structure of knowledge); the formation of humanitarian competences (handling of the humanities, the design of humanitarian strategy of actions, the selection of humanitarian alternatives, the self-identity in humanities creating activity, readiness for innovation); the degree of humanitarian education (cognitive, emotional, behavioral and professional - activity components).

2. Materials and Methods

2.1 Key Concepts

- personal development of the university student is a natural, directed change of a personality under the influence of factors (educational environment, education, heredity, activity, internal activity: consciousness, self-education, self-transformation, etc.), which results in appearance of its new quality, status (appearance, transformation or disappearance of its elements and relationships). The essential characteristic of the development is the time : firstly, any development is carried out in real time; secondly, only time defines the objectives of development;

- diagnostic methodics is a set of special methodics aimed at identifying and measuring the socio - pedagogical features of development of the personality and groups of people;

- monitoring is a continuous monitoring of some process in order to identify its compliance with the desired result, or with the initial suppositions; in pedagogy it is a systematic diagnostic tracing the development of student's personality in professional - educational process;

- a package of diagnostic methodics is the organizational - structural and content-related algorithm of methodics, in which the personal development acts as a purposeful, informative, technological and criterial component;

- portfolio is a control - evaluation method of student's personal development, designing trajectories of individual development, ongoing formation mechanisms of personal self-organization, self-realization and self-evaluation of objectives achievement, characteristics of the course and quality of the results of academic work;

- the labor market is established current and future needs of a particular region in the personnel;

- Eidos Test is a diagnostic procedure aimed at tracking personal development of students in the studying of humanities.

2.2 Principles

- dynamic – it provides variability of humanities curriculum and studied content;

- modularity – it defines the modification of the educational process: personal development is based on the learning modules. Allocation of modules takes place in accordance with the content of their future professional activity, and the acquisition of knowledge, qualities, competences is based on the system of interdisciplinary activities;

- feedback – it creates a system of control and self-control, correction and evaluation of the success of the discipline content study;

- conscious perspective – it corrects professional learning motivation, awareness of the prospects for the near and distant learning;

- parity – it strengthens partnerships, person - person relationship between a teacher and a student.

3. Results

3.1 Requirements of the Labor Market to the Personal Development of the University Students

The modern labor market determines the level of requirements for personal development of university students - future specialists of knowledge-intensive, high-tech manufacturing and all other areas of modern labor as the main consumer of the intellectual potential of the personality. Analysis of regulatory documents, qualifications requirements and professional duties (Vyugina, 2010) suggests that companies expect university graduates with formed personal qualities:

- to adapt flexibly to the changing life conditions, to acquire the necessary knowledge independently, to apply them competently in practice for solving emerging problems;

- to think creatively and critically, be able to see emerging in the real world problems and to seek ways of civilized solution using modern technologies;

- to understand clearly where and how the acquired knowledge can be applied in the real world;

- be able to generate new humanitarian ideas;

- to handle information properly;

- be able to systemize the facts necessary for solving certain problems, to analyze them, to offer hypothesizes of their solution, to make the necessary generalizations comparing with similar or alternative solutions;

- to formulate reasoned conclusions, to apply the received results for solving problems;

- to develop cultural competences, important for their own livelihood in society and to work in social groups, professional teams;

- to improve motivation aimed at personal development.

3.2 Requirements of Federal State Educational Standards of Higher Professional Education (FSES HPE) to the Personal Development of University Students in the Studying of Humanities

The main function of humanitarian training of university students, recorded in the requirements of the *FSES HPE,* is the assistance to the person's formation, it's acquisition of cultural norms, values, attitudes, decent behavior patterns; formation of active life position, on the basis of assimilation of social experience; versatile personality development. According to the requirements of the *FSES HPE* the personal development takes place in three spheres: activities, communication and self-consciousness. In the process of studying the humanities students should be provided with cultural competences, corresponding to these three spheres:

- in the sphere of activity: to feel confident in the main types of social activity; to form knowledge, necessary and sufficient for performing basic activities and further self-education, awareness of personal and social opportunities for their implementation;

- in the sphere of communication: to enrich the content and forms of communication; use the essence of social norms that regulate human interaction; develop and improve communication skills;

- in the sphere of self-consciousness: the formation of the self-image as an active subject of activity; rethinking one's social status, social roles; the formation of self-esteem and self-regulation.

In response to these trends in the learning modules of socio - humanitarian disciplines the learning objectives are presented:

- promoting personal self-identity, creation of conditions for its implementation;

- formation of a "multi-dimensional person", integrated into a modern community and aimed at its improvement; its focus on civil society development and approval of the law state;

- civic education and love to the motherland, respect for human rights and freedoms;

- formation of students' perceptions of science-based views of the world, society and a man in it, adequate to the current level of culture;

- formation of the foundations of the ideological, moral, legal, economic, social, political and ecological culture;

- the integration of the personality into the system of national and world culture;

- promotion of mutual understanding and cooperation between people, nations, different racial, national, ethnic, religious and social groups;

- promotion of the right of studying people for free choice of attitudes and beliefs taking into account the diversity of philosophical approaches;

- focus students on enduring humanistic and democratic values of the national culture.

Control and measuring materials (CMM), in accordance with the requirements of the *FSES HPE* gradually implemented in the educational practice of universities, focused on the measurement of learning outcomes of students with the help of forms and methods for assessing the effectiveness of training, formed competences:

- incoming control - is carried out once in order to check the base of human knowledge on educational disciplines and preceding disciplines;

- current control - is carried out systematically in order to establish the correctness of students' understanding of the content, the levels of its mastering, implementation (if necessary) of applied technique adjustment;

- landmark control – is carried out periodically to check the level of learning material acquisition in the amount of learning themes, sections, semesters, and to confirm the results of ongoing assessments received by students before;

- final control determines the level of acquisition of the discipline by students and the quality of formed personal competences.

These types of control are carried out on paper (checklists, tests, control tests, assignments for course projects, examination tasks, etc.) and in electronic form (computer monitoring software).

Compliance of the obtained results with the original conception of the educational practice is conducted in the process:

- self-evaluation and independent experts evaluation (the control groups of students) according to the selected criteria;

- in the course of reflection on the success and integrity of the design as a joint activity, including its objectives, content, forms, methods of implementation;

- in the course of reflection on the technique design, built on a particular algorithm.

3.3 Structure and Content of the Diagnostic Methodics Package of Personal Development of Students in Studying the Humanities

It is determined by the academic freedom of universities in the choice of educational strategies, the requirements of the *FSES HPE*, needs of humanities teachers practice and students - future specialists of the modern labor market. The package of diagnostic methodics of personal development of university students is developed by us as a standalone module of learning - methodical complex of social - humanitarian disciplines for inner university standard (Section U "Control - diagnostic conditions: benchmarks and control – assessment parameters for monitoring the personality development of university students"). Its structure consists of the monitoring methodics: the current observation, the method of test situations, explication, questionnaire method , the analysis of activity results, portfolio, testing, prescription, control (current, landmark, final) tasks, tasks – tests, control - measuring tests; the method of Eidos Test.

Monitoring of the personal development of university students in studying the humanities is a holistic process, based on the verification of the set of functions of the educational process. It is characterized by continuity (continuous data collection), diagnosticity (availability of a model or criteria which are related with the real state of the monitored object, system, or process), informative (inclusion of the most problematic indicators and criteria for monitoring which can be used for making conclusions about the distortions in the monitored processes), feedback (information awareness of the monitoring object on the results, that allows to adjust the process of monitoring).

As the object of monitoring are:

- professional - educational process of personal development of university students;

- academic performance;

- educational - cognitive, practice - oriented and extracurricular activities of students;

- formation of cultural and professional competences;

- activities of teachers;

- implementation of interactive and project techniques;

- interaction of faculties with industrial enterprises and others.

The main tasks of monitoring:

- monitoring difficulties, misunderstandings, obstacles arising in the activity;

- creating a real pedagogical mechanism to manage a self-organizing activity of students;

- obtaining information on the formation of the elements of personal development, which is manifested in the readiness of students to creative activity;

- finding and fixing extreme situations in the personal development of students and others.

These parameters are monitored by a variety of forms (see. "Monitoring registration form") portfolio, Eidos Test.

Table 1. Monitoring registration form

Discipline	Student's name	Group number
		Monitoring time
Lesson theme: Training module	Number of hours	Number of people in a group
Types of educational and professional activities	Stages of educational and professional process	Key requirements for the use of learning modules (projects)

Types of fixing the monitoring results:

- the current observation. It is carried out to monitor the changes of students' personality development under the influence of the content of the learning modules and determination the sense of the future profession. The effectiveness of monitoring depends on the level of teacher's facilitation;

- the method of test situations. Lies in the fact that the teacher in the classroom creates a special environment in which each of the participants can express oneself, to show its mission;

- explication. Expansion of the content of self-transforming activity. This method allows not only to diagnose the changes in the personal development of students, but also to make quick adjustments into the process. Explication is accomplished by setting leading questions, assisting students in the form of advice, tips, promotion and monitoring of the process. Fixing the results is produced with the help of questionnaires, which reflect the empirically observed actions and qualities of students;

- questionnaire method. It helps to get information about the personal development of students on the basis of the analysis of written and oral responses to the standard, specifically designed questions. Questionnaires enable us to determine the level of expression or formation of personal self-transformation, specificity of students and teachers orientation for their implementation, to increase their properties, qualities, competences, and identify the objects of correction;

- testing. Focuses the process on the compliance with rules, regulations;

- analysis of activity results. On pre-planned algorithm the students' activity results are studied, the trends of the humanities content interrelation and personal development of students are identified, the contradictions, problems and ways of their correction with the help of diagnostic methodics are determined;

- regulations. They allow to compare the estimates obtained by testing.

An important stage of monitoring is to monitor the process of formation of students' readiness to use personal qualities in learning - cognitive, professional, behavioral, socio-cultural activities (willingness to be responsible for the work, and the ability to act independently in the face of uncertainty, sustainable self-improvement, self-esteem, self-control, self-development; the desire for creative self-actualization; the ability to system thinking; the ability to solve problems in the professional area independently and effectively; readiness to continuous professional development, acquisition of new knowledge; willingness to positive interaction and

cooperation in a team). Each level of expressiveness is assigned by points from 1 to 5 at a rate of Spearman X^2.

Normative (prescribed by *FSES HPE*) types of pedagogical activities in our monitoring are determined on the basis of a single cycle of study: aim - content - methods, tools, techniques – realization criteria:

1. Description of aims of solving of students' personal development in terms of educational activities types, their motivation and qualitative characteristics.

2. Preparation of the learning modules content to identify, support and correct the initial level of knowledge.

3. Construction of logic - didactic structure (the actual content) of elements of the learning module.

4. Definition of optimal study sequence of learning modules elements and their implementation.

5. Making the scheme of approximate basis of actions (algorithms - regulations) to carry out targeted activities for personal development of students.

6. Development of learning modules structure based on the ideas of project - goal approach.

7. Making the phased plan of students' educational activities in accordance with psychology - pedagogical regularities of the acquisition process:

- the formation of interest to the discipline, the process of cognition and understanding purposes of implementing learning modules;

- the initial acquisition of the targeted action by students in the process of learning modules;

- the actions acquisition on real objects of activity;

- the transition to an independent action;

- the final drill of an action.

8. Choice of productive pedagogical techniques for theoretical and practical types of lessons and self-training.

9. Development and application of control - measuring materials.

10. Rethinking and correction of curricula, teaching aids in accordance with the requirements of the *FSES HPE*, new models of specialists.

The final stage of the monitoring is the diagnostic method Eidos Test. Parameters and indicators of the Eidos Test, which are used for students' personal development studying, are determined by the tasks of monitoring. The experimenter is always free to choose the qualitative and quantitative indicators. Indispensable condition acts the compliance with the indicators that should not be changed at second time testing of the same student, group.

The procedure for filling out the Eidos Test form: the left part of the form is filled by parameters of a survey, it is fixed the time interval, the results of the quantitative data. The right part is designed to create a graph - scheme of the Eidos Test. They take 100%, or 10 points as a maximum quantitative value of indicators, which are located on the vertical and horizontal axes of the graph - scheme. It is determined the "normal" values, such as 50% or 5 points, it is reproduced a sample of "normal" graph - scheme.

4. Discussions

Efficiency of diagnostic methodics use in the personal development of the university students is confirmed by expert evaluation of their educational activities: motivation has changed markedly in the acquisition of knowledge (20.4% - 29.8%), formation of personal - significant competences (18.7% - 28.9%), the ability to act independently in a professional instability (10.7% - 23.9%), willingness to be responsible for the work (15.6% - 17.8%); readiness for continuous professional growth, sustainable desire to self-improvement and to creative self-realization (17.5% - 27.9 (%), willingness to lead a healthy lifestyle (15.0% - 30.6%). It was found that the use of diagnostic tools significantly updates the structure of scientific - methodical support of humanitarian training of students as a purposeful, content, technological and criterial algorithm for their personal development, promotes scientific - methodical level of the humanities teachers.

5. Conclusion

Theoretical and practical importance of the researched problem is defined as educational imperatives and socio - economic policy of the labor market: a high demand for specialists with stable personality qualities (moral values, moral norms, ethics, humanism), who own the competences of self-improvement, self-organization, self-transformation, ready to operate under new conditions. In this connection it appeals to the use of diagnostic methodics as a methodological, purposeful, organizational - methodical, didactic, content and process - technological algorithm of personal development of university students complies with the research objectives.

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