Formation of Psychological Readiness for Higher Educational Institutions Student Professional Activity

Leonid Mikhailovich Popov and Pavel Nikolaevich Ustin
Kazan' (Volga) State University, 18 Kremlevskaya Street, Kazan, Russia

Abstract: Subject psychological readiness for professional activity acts as one of the leading factors of its mastering success. Therefore, the solution of the psychological readiness for professional activity formation for graduates of higher educational institutions problem is one of the most priority tasks in system of modern education. One of the versions of this problem solution is innovative technologies introduction where student is not an object but a subject of educational professional activity. Within this approach conditions are created for student to fully to realize opportunities he has. In study, the method description of psychological readiness for professional activity formation for graduates of higher educational institutions problem is given on the example of psychology students. This method is constructed on the basis of practical discipline "Psychological Research Methodology" and directed on activation of student self-processes as subjects of professional activity in the course of training. Occupations within this method assume as personal contact between teacher and each student and continuous activation of creative abilities which are trained. Method corresponds to competence-based approach directed on integration of theoretical knowledge with ability to realize them in practice.

Key words: Psychological readiness, competences, subject, educational activity, self-processes

INTRODUCTION

Expert production problems solving capability and professional readiness level, professional expectations from university graduate mismatch; it is one of frequent contradictions in professional higher education institution student training. One of solutions of psychological readiness for professional activity formation problem is realization in modern educational space of innovative technologies directed on creation of conditions in which student becomes subject of educational activity and has opportunity to realize his opportunities most fully.

Issues connected with subject psychological readiness for professional activity and its formation are among the most significant within psychology of work and acmeology. Theoretical analysis of researches Bosova (2005), Derkach (2004), Diachenko and Kandybovich (1976), Levitov (1963) and Markova (1996) shows that psychological readiness for professional activity is understood as characteristic of educational professional activity subject which is the cornerstone of future profession successful mastering.

Leaning on modern educational paradigms and understanding the person as subject of development and self-development, it is possible to tell that formation of student psychological readiness assumes, first of all, activation of their self-processes (Popov, 2008). Educational environment of higher education institution acts as zone of development where student fully has opportunity to show his activity and amateur performance. The similar understanding of student training processes as subjects of educational activity will directly be coordinated with concept of competence.

The Russian psychology concept of competence is studied in aspect of professional formation and personal development. Two main levels of competence assessment are allocated according to it. The first is educational which includes the period of professional education that is assessment of competent expert training. The second labor that is assessment of expert professional efficiency.

In the available sources considerable part of researchers Baidenko (2004), Bosova (2005), Vvedenskii (2003), Volodina (2008), Zeer (2005), Zimniaia (2003), Markova (1996), Mitina (2002) and Tatur (2004) understands a complex of qualities reflecting flexibility and readiness for professional environment adaptation as competence. In fact, this representation of competence covers both allocated level educational and labor. Therefore, professional competence rests against the issue of professionally important qualities. Those,

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Corresponding Author: Leonid Mikhailovich Popov, Kazan' (Volga) State University, 18 Kremlevskaya Street, Kazan, Russia

according to Shadrikov (1996), we understand as individual qualities of activity subject which define success and efficiency of his realization.

Real understanding of competence for most of researchers lies through system of certain qualities (competences) reflecting evolution of this phenomenon representations which was understood as the following triumvirate before knowledge, know-how and skills. In this regard Bosova (2005) notes that in the context of competence-based approach concept (Kraevskii and Khutorskoi, 2007; Lebedev, 2004) gained distribution in real educational environment, there is division of competences with knowledge, abilities, skills. Knowledge is information as well as practical application. Abilities are included by ability and readiness to transfer them to various objects of professional activity. Skills assume sensibleness and therefore, readiness to realize them both in standard and in non-standard conditions.

Also, it should be noted that similar approach also assumes inclusion and personal qualities which both promote formation of expert competence and act as its necessary component of already successful professional activity subject.

PSYCHOLOGICAL READINESS FOR PROFESSIONAL ACTIVITY FORMATION TECHNOLOGY

One of development zones where student can fully show activity are practical disciplines; their main objective consists in fixing on gained knowledge practice and formation of certain skills playing an important role when training future expert (Master, Bachelor).

Offered technology of psychological readiness for professional activity formation for graduates of higher educational institutions is constructed on the basis of practical discipline "Methodology of Psychological Research" taught to psychology students. Within this discipline we developed a semestrial course which main objective is reduced to psychology student research work skills formation. When carrying out occupations it is possible to allocate three main forms of work.

First small theoretical digression: It is supposed that students already own the necessary knowledge gained during lectures which they will need to apply in practice. Therefore, compressed and capacious theoretical material with purpose to remind the basic concepts and algorithms necessary for subsequent practical work is given.

Second group-work: This form occupies the greatest class part. Students break into subgroups (on 3, 4 persons), receive special manipulative materials and start working on tasks. For example to determine possible subjects by available problem or to formulate a problem on subject. Or to formulate a hypothesis on the basis of object data, subject and purpose. After group task performance, common discussion of results is carried out and degree of material understanding is defined.

Third independent work in tast form which assumes student skills assessment. In this course, it is possible to allocate four main units conditionally.

First block assumes conceptual framework working off in practice. Students learn to formulate problem of alleged psychological research, its object, subject, purposes, hypotheses, tasks.

Second block consists in working off skills of carrying out psychological research. Students get acquainted with real experiments, analyze them and then develop their own experimental plans on the basis of psychological categories offered them.

Third block includes work with methods of empirical data processing. Here, the accent is put on mathematical statistics device quantitative methods. The main objective is to create skills of adequate processing methods use (Styyudent's t-criterion, correlations, parametrical and nonparametric methods).

The fourth block includes work on processing data analysis. Here students are trained to interpret correctly received results. The main characteristics of this course also include:

- Classes in course happen on the basis of personal contact between teacher and each student
- Students develop trust in classes. In spite of the fact that classes are held in self-and-group format more often, there is a continuous discussion of their work process. Thus, students are not afraid to be mistaken as mistakes do not disadvantage them
- Tasks on various blocks assume continuous activation of student creative abilities; the principle of amateur performance is observed. Students are offered to think up both own classifications and own experiments

At the heart of tasks actual material of real dissertation researches and experiments is used.

SUMMARY

On the basis of conducted research, it is possible to conclude about prospects of psychological readiness for professional activity formation for graduates of higher educational institutions technology offered and possibility of distributing its main idea to various specialties students training processes.

CONCLUSION

Successful approbation of psychological readiness for professional activity formation for graduates of higher educational institutions technology offered on example of carrying out a semestrial course on discipline "Methodology of psychological research" for psychology students proved its efficiency; it gives the chance of its use when training students of psychological specialties.

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