

## ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS OF THE FORMATION OF THE FUTURE VALUE OF A PSYCHOLOGIST'S ATTITUDE TO PROFESSIONAL ACTIVITY



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**Abstract.** The article is the effectiveness of the training of future teachers, which depends on the degree of their value attitude to the future professional activity. Placed emphasis on the training of the future trade flowing efficiently in the presence of the personality of a strong, vibrant motifs and cause the desire to actively engage in exactly the future professional activities. The article made the theoretical substantiation of the performance criteria of professional activities and organizational and pedagogical conditions for the formation of value attitude toward professional activities during their professional future psychologists.

**Keywords:** *values, future psychologists, professional training, organizational and pedagogical conditions, performance criteria of professional activity.*

### Introduction

The construction of the democratic independent Ukrainian State requires the training of a new generation of specialists, who will provide the education of growing generations of socially active citizens and Patriots of their country, with high moral qualities a sense of duty and the desire to work for the prosperity of the nation and society. The laws of Ukraine "on higher education", "on education", State national program "education" ("Ukraine XXI century"), the concept of national education, National doctrine of education development in the XXI century, emphasizes that the main driving force behind the modernization of the system of education is a professional educator with the prevailing moral and civic qualities and readily to socially meaningful activity in the community.

Modern higher education institution generates training specialist, which could constantly, consistently and continuously improve the content and the means of their professional activities, become a paragon of high spiritual and pedagogical culture. The successful solution of this task is possible under the conditions of formation value attitude to professional activity in the process of training of future specialists in General and future psychologists, in particular.

Thus arises the necessity of forming the value of attitude to professional activity in the process of preparing future future psychologists in today's higher education. Request for high professionalism and creativity for the future of the psychologist, able to work in different educational systems, especially insofar as in the conditions of the formation of the European educational space.

The system of building value attitude to professional activity in the process of training of future psychologists involves the introduction of new educational technologies, improvement of forms and methods aimed at achieving the appropriate professional competence and creating the appropriate organizational and pedagogical conditions for the formation of a competitive specialist in terms of institution of higher education.

**Analysis of recent research and publications.** The issue of the formation of a personality as the carrier of a certain social qualities necessary for the development of

society, should pay attention to domestic Classics teaching science: A. Makarenko, V. Sukhomlynsky, K. Ushynskiy etc. The problem of the socialization of personality

dedicated to the work of G. Andrejevoy, I. Kona, A. Mudryka and others. In the works of psychologists formation oriented personality is seen in different aspects, namely: the development orientation of the process activities (B. Ananyev, L. Vigotskij, A. Leontiev, S. Rubinstein, etc.).

The results of the study of theoretical research and the practical experience of organization of educational process in educational institutions engaged in the training of future psychologists have shown that the problem of formation value attitude to professional activity future psychologists in the process of professional training has not yet found its proper scientific methods. However, some theoretical and methodological base for solving these tasks already created. Some reflections on the basic characteristics of the psychologists, requirements to the personality of the future specialists, features training of this profile is presented in the works of foreign (A. Maslow, K. Rogers, V. Frankl) and fartherland scientists (G. Abramov, A. Bondarenko, M. Borishevskij, I. Burlachuk, N. Zubalij, N. Kolominskij, S. Maksimenko, V. Morgun, V. Tatenko, T. Titarenko, M. Savchyn, V. Panok, N. Chepeleva, T. Yatsenko, etc.).

Forming value attitude to professional activity not acted before the subject of a special scientific research, however some theoretical base is already there. Significant contribution to the field of study of the value issues made S. Anisimov, Y. Anufriev, R. Apresan, A. Arnoldov, S. Artanovskij, E. Baller, L. Buyeva, V. Grehnev, A. Huseynov, E. Gusinsky, A. Zdravomislov, F. Znaveckij, M. Kagan, V. Larcev, V. Malakhov, E. Markaryan, V. Moskalenko, M. Rokich, V. Serzhantov, E. Sokolov, U. Thomas, V. Tugarinov, U. Turchaninova, Z. Fajnborg, I. Frolov and others. At different historical stages of human development of the individual aspects of the values issues have been the focus of such renowned teachers as Y. Komenskij, J. Pestalozzi, A. Makarenko, V. Sukhomlynsky, etc. Research values as a pedagogical problem were representatives of the philosophical and psychological humanistic concept of A. Maslow, K. Rogers and others. In the works of Ukrainian scientists covered approaches to the consideration of the problem of the formation of value orientations, both in terms of the realization of life perspectives (L. Bozhovich), personal interpretations of the life path (N. Bondar),

life position personality (V. Pichurin) and professional self-determination (V. Davydov, D. Elkonin), forming the professional beliefs (V. Pavlenko). Scientific search of the problem leads us to study the problems of value orientations in the personal-professional development of future specialists (I. Zazun, V. Lisovskij, V. Pichurin, N. Prazhnikov, V. Semichenko, R. Skulskij, V. Slastonin, N. Strelanova, M. Titma, etc.).

Attention to stage student age focuses largely around some issues related to differences of value orientations of students in the group as a factor of favoritism (V. Ageyev), organizing their interaction (N. Rozdestvenska) style and conditions of companionship (G. Levko, V. Chirkov), etc.

As point O. Leontiev, N. Vajtonis, E. Durkheim and others, values characterize the focus of personality and really are primarily in the motives of the activity, because disclosure of the mechanisms of the development value of the attitude of students – future psychologists to own professional development is a prerequisite of forming in them professionalism.

However, the analysis of scientific papers of domestic and foreign scientists testified that they mainly investigated certain aspects of the problem of formation value attitude to professional activity in the process of training of future psychologists in today's higher education; insufficiently defined is a question regarding the procedural aspects of its formation; requires the appropriate scientific substantiation of the process of forming the value of attitude to professional activities on the basis of the activity approach.

**The aim of the research is in theoretical substantiation and experimental verification of organizational and pedagogical conditions for the formation of value attitude toward professional activities during their professional future psychologists.**

To achieve a particular purpose at different stages of scientific research used complex methods that complement each other, provided the proper knowledge and disclosure of the subject matter of scientific research, in particular: *the theoretical analysis of* – philosophical, pedagogic, psychological literature, which helped to clarify the content of the basic concepts of research according to its subject and object; *empirical survey* (chat, interviews, surveys), testing, observation, interview, mathematical statistics, computer

data processing of experiment that provided the opportunity to implement the survey.

**Theoretical and practical bases of research.** The relevance of the research involves, firstly, of the urgent need to build the future of professionalisation of the theory and practice of the psychologist in terms of institution of higher education (RE), which stimulates the emergence of theoretical and applied research aimed at the integration of Western and domestic achievements in this area and support the development of professional modern methods and techniques in various stages of formation, in particular at the stage of professional training in high school. Secondly, with the task of reforming the professional psychological education in the direction of its humanization and personal orientation that appears in the creation of organizational and pedagogical conditions for the formation of value attitude to professional activities in future psychologists.

Therefore, the important scientific and practical problem is the formation of value attitude to the professional activities of future psychologists during the professional training. Successful professional formation of future specialists based on the development of psychological preparedness for this activity. Process of formation of psychological readiness for future professional activity is a necessary prerequisite for the development of specialist in higher educational institution, which is responsible for the quality, efficiency and effectiveness of its training educational and professional activities.

Real practice and life demonstrate that often succeed in social and professional career are making far from alumni-psychologists with a diploma with honors, and those who exercise activity, use themselves in the different activities: public, economic, cultural, communication, scientific and educational activity – only one of them. We can state that the assessment of the quality of training graduates for his knowledge and skills that are shown on the current and total tests, inadequately describes the full level of their readiness for successful professional activity and professional self-awareness.

Important experimental research development of professional identity belongs to G. Metelskij. Exploring the bulk sample of teachers at various levels of pedagogical skill, he revealed fundamental differences in the knowledge not only of psychology students,

content and methods of influence on them, but also the features of the process and the results of its own activities, its achievements and shortcomings. G. Metelskij singled out the level of development in educator capacity for reflection, self-discovery. *For low level* characteristic of tenuous, fragmentary display the actions of students and only partial their correction. For the average characteristic of higher awareness educator about the identity of the student, the more adequate reflection of its features. *A high level* is a bright example of the unity informational and regulatory functions, which are manifested in the teachers as the perception of students and in the process of self-discovery. We share the opinion of the scientist, which confirms the assumption that the system of knowledge and skills that is acquired as a teacher in the process of cognition of the personality of the pupil and self-discovery, is one of the most important conditions of the creative solution of pedagogical objectives and serves as a prerequisite for improvement of the teacher as the subject of work, learning and communication. Given the affinity of the profession of the teacher and psychologist as professionals that interact with the human mentality, we can not ignore the results of the study by G. Metelskij in the process of its own scientific research the features of development of professional identity students-psychologists. On our deep conviction, an undeniable condition for the formation of value attitude to professional activity in the process of training of future psychologists in today's higher education is the development of *professional consciousness* of students-psychologists.

In professions related to the interaction of the "man-man" of great importance is the orientation to the other as an equal participant interaction. There are a few professions in which a value-based approach to professional activities provided to this effect on the individual fate of the professional and the fate of another human being. The essence of the value approach is a focus on the other person, as the "highest value equal to the value of its own. Particularly important to humanistic moral reaction in a professional psychologist. Since the object of study and the subject of the interaction is a man, and the nature of knowledge applied, psychologists impresses high responsibility for the results of its activities. The effectiveness of

the training of future teachers depends on the degree of their value, their attitude to the future professional activity. Because the training of future profession again.

Value attitude to professional activity – integrated quality personality that relies on the professional and moral consciousness, the significance of which encourages proactive in mastering the professional knowledge, skills skills.

The theoretical basis for professional training in the conditions of RE, *professionalism* is positioned through the ratio of motivational sphere of human (professional values, purpose, self-esteem, and the level of harassment, motives) and operating: scale of assessment of professionalism.

For evaluation of the level of professionalism three-level system used:

- *the initial level* of professional success as a mark (or, otherwise, the *"potential"* level, emphasizing thereby the potential possibility of further perfection of the subject).
- average that characterizes some of the necessary regulatory professional success, we denote as *the primary (or "normative")*.
- *a higher level* of professional success will mark as the best (or *"promising"* to which professional should strive for in the future, in the long run).

Extra quality over high level associated with the release of beyond the activities of "professional" is the level of craftsmanship.

In the study we identified a group of criteria of effectiveness of professional activities:

- 1) *external (objective) criteria*, focusing on the assessment of the effectiveness of the performance of professional tasks;
- 2) *internal*, psychological criteria of evaluation activities.

The first group of criteria can characterize such indicators of effectiveness of quality activity, etc.

The second group of criteria for evaluation of the level of professionalism characterized the following indicators:

- professionally meaningful properties;
- professional knowledge, ability and skills;
- professional motivation;
- professional self-esteem;
- the possibility of self-regulation and stress resistance; features professional interaction;

- general physical condition.

Thus, carried out a theoretical analysis of the structure of professional identity of the psychologist showed that its structure is broadly coincide with the structure of consciousness of personality and is a combination of three understructure: cognitive, ineffective and conative (or behavioral) L.M. Mitina, and A.K. Markova).

Cognitive substructure includes the realization in the system of psychological activity, deterministic this activity of interpersonal relations and in the system of personal development specialist. Gradually, based on an idea of himself in certain professional situations, based on the opinions of clients and colleagues made up front I-concept that provides a sense of professional confidence or uncertainty [4; 33].

In ineffective understructures there are assessment of their present capability (actual self-image), yesterday (retrospective self-esteem) and future achievements (potential or ideal self-image), as well as the estimate of what they think about a specialist surrounding ( refl self-esteem). According to A. K. Markova, if the actual score higher retrospective, and perfect the above topical, it talks about the growth of professional identity. Extremely important to face the development of positive self-esteem in General. The psychologist, which positively perceives itself, increases self-confidence, satisfaction of their profession, efficiency in General. This specialist is committed to self-realization. Especially important is the fact that a positive self-concept psychologist promotes positive I-concept in his clients.

Conative component includes the ability to act on the basis of knowledge about myself and the attitude to yourself. External manifestations of characterize this component of the professional identity of the psychologist. In our opinion, the main psychological mechanism of this understructure is the satisfaction of a psychologist and his professional activities [1].

Based on a critical analysis of the views of various authors, including these, concluded that under dynamic system refers to the self-conscious human representations of itself, understanding it of their physical, intellectual and other

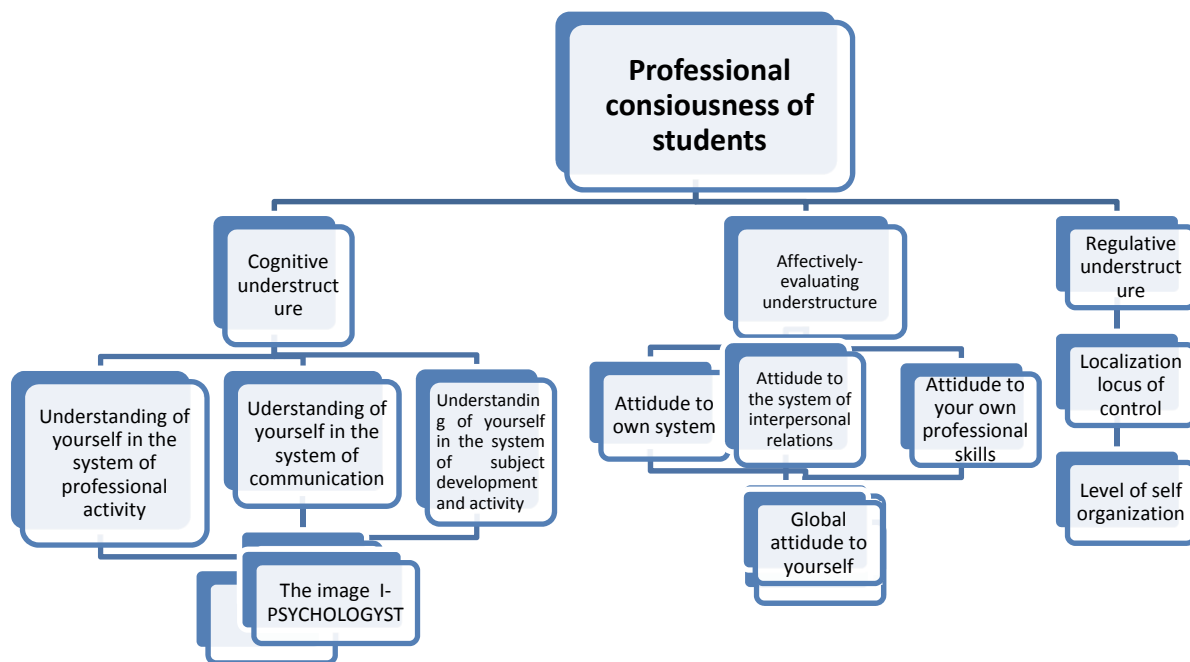


Fig. 1.1. Structure of professional consciousness of students-psychologist

qualities, the self-esteem of these qualities, as well as the subjective perception of the external factors that affect personality. Self-consciousness is more generic, the generic term for a derivative of it definitions "professional self-awareness." Sharing the opinion of many researchers of three component structure of self-awareness, we believe legitimate emphasis and structure of professional consciousness of students-psychologists three understructures: self-knowledge (cognitive), emotionally-value the attitude to yourself and Regulation (regulatory) (fig. 1.1).

Psychologist, pleased with myself, not feel anxiety and inner tension when communicating with customers. Having adequate self-esteem and positive samostavlennâ, he is more willing than his colleague from inadequate self-esteem and a high degree of dissatisfaction, goes to the contact with customers, demonstrating the ability to their unconditional adoption. Thus the psychologist has a positive effect on self-esteem, stimulates in them the desire for success in life and professional activities and ultimately performs fast-paced impact on their identity.

Formation pedagogy as a science is associated with the name of K. Ushinsky, which creatively using all positive, that had reached pedagogikoû and psychology towards the middle of the XIX century, has created a line of psychological-pedagogical concept and on the basis of the theory of education and study and came to the understanding of education determined the socio-economic conditions of life of the people. A comprehensive review of the problems of man in the light of the data of all the sciences, studying him and the conditions of its existence, gave it the opportunity to lay the foundations of pedagogical Anthropology, which was for him a science upbringing that developed, that is actually pedagogy.

Significant impact on the formation of the humanistic principles of national education has psycho-pedagogical theory, developed in the writings of scientists A. Makarenko, V.Sukhomlynsky, etc., as well as cultural-historical theory of the development of higher mental functions of L. Vygotsky and Student-diálnisna theory of mastering social experience (D. Elkonin, A. Leontiev, S. Rubinstein, etc.). V. Sukhomlynsky among the

most important spiritual needs in the first place put "focus on people" in need of a man. And often authoritarian influence on part at perevažaučomu democratic style gave the best result.

Problem orientation personality justifies the theory of relations V. M. Myasysceva. The task of educational intuition, V. Myasysciev mentioned, is to cultivate around the personality of such a relationship, which can form a subjective richness of personality in the form of its needs, interests, inclinations, and that such content, which is interested a society that is socially meaningful qualities.

The foreign humanistic psychology ideas to the school were bringing to the A. Maslow, K. Rogers, G. Shaarrelman, D. Dewey, etc. Based on humanistic approach lies the image of humanist type personality, shown in the writings of K. Rogers, personality, which not only consumes the cultural values, but also develops their personalities as self-worth and purpose, not the vehicle social development.

K. Rogers, and A. Maslow believed that defining motive in human life-self-actualization as one of the most important sources of vital energy. Man seeks to identify their own abilities with the purpose of preservation and development of their personality.

K. Rogers characterizes student-oriented learning as meaningful absorption essentially as an element of personal experience. The main task of teacher in the context of this study is not to broadcast information and stimulation (facilitation) and activation of meaningful learning. Based on years of research, K. Rogers proved that the most productive model of training is stimulation. He describes the following installation of the teacher: the openness of their personal thoughts, feelings, experiences; "promotion", "confidence" as an expression of the inner confidence teacher in capabilities and abilities of students; "empathic understanding"-the ability to understand the behavior of the pupil, to perceive his reactions, actions and skills of the learner, his eyes.

Noting the undoubted merit of ideas K. Rogers, we cannot agree with his opinion about what teaching is too exaggerated, and learning objectives should be determined by instant needs and interests of the students. Believe that they are conditioned by the needs of society.

An outstanding representative of humanistic psychology A. Maslow suggested that a holistic approach to the analysis of spiritual values. In accordance with his theory of samoaktualizacii personality they exist in the form of congenital GI, believe under the influence of social conditions.

Maslow created a hierarchical model of the motivation of the person. Motivational sphere of personality brought him five levels (systems). The hierarchy of needs, by a. maslou, contains:

- 1) in need of self-actualization;
- 2) need recognition and evaluation;
- 3) in need of social relationships of attachment and love;
- 4) in need of safety;
- 5) physiological needs and requests.

According to the proposed concept is feasible is a system analysis of the personality in the totality of its connections and relations. This reveals the nature of meaning to different acts, actions and behavior.

Personal fulfillment is closely linked to the needs. Human needs, being at the same time and the needs of society, of course, belong to the vsezagalnih-cultural mechanisms of self-realization of personality.

An indicator of the social orientation of the personality is her professional orientation: choices in the "human-human" and the corresponding educational institution. However, social orientation, as a rule, at the same time with orientation professional. Therefore, it is quite legitimate and justified is the concept of "socio-professional orientation".

The psychological structure of the personality of the student-psychologist will be effective for certain *organizational and pedagogical conditions for the formation of value attitude to professional activity in the process of professional training of future psychologists.*

An important place in the system of the formation of the value of the attitude to the future of the education profession students occupy the conditions created in the process of training. The efficiency of the formation of the value of the attitude to the future of the education profession students may be enforced by means of compliance with the totality of such organizational and pedagogical conditions:

- inclusion of the sub'ektnogo experience of future teachers in the structure of the

educational situation of its conversion and enrichment;

- the widespread use of common forms of educational and professional activities;
- development of reflexively position students who turned to their professional and personal opportunities;
- stimulate a positive attitude to the future profession.

The inclusion of the sub'ektnogo experience of future teachers in the structure of the educational situation of its conversion and enrichment provides the necessity of communication of knowledge and skills acquired in the classroom with the practical knowledge and skills, formed during practice Specifies the inclusion of students in the activity that simulates the professional educator. For realization of the given conditions it is important to create a system of tasks, situations in which students have to act in accordance with the established system of knowledge prevailing notions about the meaning of professional-pedagogical activity, think over their attitude to This type of activity, to the people with whom they work, to the surrounding reality [2].

Pedagogic condition that is in wide use of common forms of educational and professional activities helps create the fast-paced nature of the activities of the students. At the heart of its implementation lies with understanding activities as complex, multilevel, dynamically developing phenomenon that has the following components: relationship of the motive and purpose; relations activities and actions; the relationship of piping the role of mental representation in planning and implementation, and the components of this system is the motive, the purpose, the model, plan, action, processing of the current information, decision-making, validation and correction action [4]. The implementation of this condition involves the use of problematic situations, vocational-pedagogical tasks, discussions, playing situations. On the one hand, this activity creates a gumanistično oriented atmosphere of interaction between students and teacher and students with each other, and on the other hand, allows students to express their opinions, to reason, to express their opinion, justification of their point of view, evaluate, deeds and actions, express your attitude. It is important that students have used the acquired knowledge, operated on evaluative, was provided by

examples of his own, had the opportunity to design and play development situations in which lies a pedagogical problem, according to knowledge and beliefs [3].

Development of reflexively position students that turned to their professional and personal opportunities associated with creative comprehension of students studying and applying professional-pedagogical knowledge in practice. We found that the exercise of reflection in professional training attracts future teachers to analyze their own educational activity and leads to her assessment that promotes conscious relation to the choice of methods and actions of this activity. Theoretical basis of this condition in the context of the development of reflektivnosti are the ideas of Karpova A.V. The implementation of this condition involves updating the reflexive processes to ensure the creation of the environment, which promotes the emergence of students acts of introspection, the inclusion of students in the orientationally-practical activity in the system of tasks and situations in which students are provided with the freedom to assess the problem (phenomena), finding ways of optimal solution to the problem, the freedom in the choice of solutions and the design of its implementation. The Organization of such activities as collective creative deeds, great hours, master-classes, promotes the implementation of conditions.

Such educational condition, how to stimulate a positive attitude to the future profession involves the interaction of students with faculty and students with each other, the aim of which is to create an atmosphere of humane relations between students, the development of interest in problems characteristic for the system of pre-school education, form a positive attitude toward professional-pedagogical activity. Interaction between students is carried out as a result of the use of the Group and methods of the organization activities. In the course of this interaction, students accumulate experience of humane relations with one another socially meaningful experience of joint activities and communication. An important factor in the realization of this condition is the variety of forms of assimilation of knowledge, dohidivist and emotional material, reliance on personal social experience of students.

All the above conditions to ensure the formation of the value of the attitude of future

teachers for their professional activities are closely related and in the process of their implementation in the educational process may not be their clear delineation. Since the use of teachers or other forms and methods of

training already provides, in the context of the aksiologičnogo approach to the educational process, a direct or indirect influence on the formation of value of the attitude of students for future educational activity.

## Conclusions

Thus, the value of the attitude to the future profession plays a significant role in the activities of the institution, she makes it to the constant search for and creation of new methods of psychological and pedagogical activities, overcoming stereotypes and templates. In the process of the formation of the professional development of future psychologists going on the development of the educational institution, the emergence of new structures, new knowledge, new ways of activity.

Criteria of socially significant qualities of future psychologist us defined: motivational, social, cognitive, communicative-militant, moral. For each criterion was singled out certain indicators. On the basis of selected criteria and indicators defined and described three levels of socially significant qualities of future teachers: high, medium, low.

The results allowed to formulate recommendations that should promote the growth of socio-civic activities for students, offer methods for formation of orientation of the personality in students in order to perform social roles society. Completed study confirmed the hypothesis being undertaken by us.

This study does not claim to be the definitive solution of the problem of the formation of attitude in students. In our opinion, further theoretical and experimental research in need of the following aspects of a given problem as: definition and substantiation of the entity is conditions of the application of pedagogical technologies and development of special computer programs to training sessions with students who engage in public activities in off-hour time.

Describes the organizational and pedagogical conditions in a certain extent provide for the formation of value attitude toward teaching profession, enhance the students level of professional competence and preparedness for independent educational activities, formation of future psychologists subjects of their own activities.

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