

FORMATION OF PSYCHOLOGICAL AND PEDAGOGICAL FUNDAMENTALS OF THE STUDENT AS AN INDIVIDUAL AND FUTURE SPECIALIST

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Abstract: One of the objectives of the higher education system is the training of highly qualified specialists, the main indicator of which, on the one hand, is the level of professional training manifested in the acquired knowledge, abilities and skills necessary for their successful further practical activities, and on the other hand, it is the formation of a comprehensively developed personality. To ensure the successful professional development of education seekers, it is necessary to create conditions in the institution of higher education for the implementation and activation of his potential personal formation, for his awareness of the problems of the chosen profession and the acquisition of skills to specify and correct their professional intentions in accordance with real opportunities. Such conditions can be created in the process of specially organized psychological training of future specialists for their professional activity. The purpose of the present academic paper is to consider the main directions of studying the issue of the education seeker's personality formation from the viewpoint of the psychological and pedagogical aspects, as well as investigate the features of individual elements of his psychological preparation for professional activity. Methodology. In the course of conducting the present scientific work, a questionnaire survey was used to clarify certain psychological and pedagogical aspects of the formation of the student's personality as a future specialist. Results. Based on the research results, an assessment was made of the main principles of student's personality formation considered in the scientific literature, and the viewpoint of teachers and heads of higher educational institutions regarding certain practical aspects of personality formation of education seekers was established.

Keywords: personal potential of the education seeker, professional subjectivity of the student, professional activity, subjective success, self-education, personal and professional orientation.

1 Introduction

One of the features of the educational process in institutions of higher education is that these processes are social in content and personal-individual in form, and they are directly related to the personality of the teacher and the student.

In the theoretical part of the present research, the concept, structure, and principles of professional and psychological training of higher education seekers have been substantiated from the viewpoint of their personality formation, as well as the directions of the student's personality development as a future specialist have been outlined.

Based on the results of the conducted survey, it was possible to assess the importance of individual elements of psychological preparation for the professional activity of the future specialist, the most important directions of studying the psychological phenomenon of subjective success, the defining principles of studying from the viewpoint of the effective cultivation of the education seeker's personality, and directions of personality formation of the future specialist from a psychological and

pedagogical perspective. Along with this, the most important functions of the educational process have also been evaluated.

Based on the results of the research, conclusions were made regarding the studied issues. In particular, the main and most defining elements of psychological preparation of a future specialist for professional activity are the development of professional motivation and readiness to exercise roles and powers. At the same time, the respondents have determined the exploration of the conditions for achieving success and accomplishment in the process of self-education and self-fulfillment of the individual, the investigation of the motivation of activity and acquisition of goal-setting skills, reflection, and significant life orientations as the main psychological directions of studying the phenomenon of subjective success.

In the opinion of pedagogical workers, the principles of organizing the educational process, which are of the most important significance, are as follows: conducting effective diagnostics, the degree of achievement of educational goals and professional training, and awareness of the prospects for further personal and professional development.

By the way, the survey participants have outlined the following most important priority directions for the formation of the future specialist's personality, namely: the development of the desire to prove oneself as a qualified specialist, the cultivation of the relevant idea about the student's social significance and content of work in the future field of activity, about the patterns of his development, as well as confidence in one's own professional suitability.

2 Literature Review

The importance and relevance of information regarding the features of working conditions and the quality of preparation for future professional activity is extremely important. It requires to be studied from the beginning of educational activities.

Scientists also pay attention to the need to identify psychological connections in the "personality – profession" system in higher school conditions. This helps a young person to orient himself in the labor market and correctly assess his chances, individually correlating the professional implementation strategies with the specifics of the profession. The above implies the need for a conscious attitude of pupils and students to timely analysis and development of potential learning opportunities for professional activities (Vedel & Poropat, 2017).

The content, components and structure of the psychological training of a specialist in any field of the national economy is a prerequisite for forming a system of principles and grounds for methodological and normative regulation of the educational process (Yessenamanova et al., 2022).

Studying the psychological and pedagogical fundamentals of the future specialist's personality development, it is worth emphasizing that the results of the teacher's activity are materialized in the quality of the student's knowledge, the level of his upbringing, the orientation of the personality and professional skills, character traits, etc. The peculiarity of a student as an object of pedagogical activity is manifested in the fact that at the same time he is a subject of activity, namely, a participant in pedagogical-cognitive, research, communicative work, who also has his own goal in life, his own viewpoints on the ways to achieve it, his own capabilities. Adequate assessment by the teacher of the education seeker's individual characteristics is an important prerequisite for their effective interaction and learning outcomes, namely, as the formation of professional and personal qualities of a student or pupil (Lauer mann & Hagen, 2021).

To achieve the learning goal, it is essential to effectively plan educational activities, develop students' skills to highlight the main things in planning tasks and effectively organize the learning process while building an effective system of means and methods of organizing the learning process (Li, Q et al., 2021).

The dynamics of the development of modern professions is ahead of the real possibilities of psychological training of students of higher educational institutions for future professional activity due to its psychological content, specificity and features. Obtaining the qualification of a modern professional and developing his competence in future occupational activity requires applying innovative technologies to form the student's professional subjectivity. Taking into account the above, it is worth noting that currently, the issue of cultivating students' and pupils' individual qualities, which are necessary for them as future specialists in any field of activity, is extremely relevant (Clarke et al., 2017).

In a generalized definition, psychological training is aimed at activating the skills necessary for a specific type of activity. It is not about developing individual personality traits, but about strengthening the interrelationships necessary for specific work. This is achieved by forming the necessary motives for actions and the relevant attitude towards them (Mattingly & Kraiger 2019).

Professional activity, as one of the most important types of activity, has a single general structure and classification (Miao, 2017).

3 Aims

The purpose of the present academic paper is to determine the standpoint of teachers and heads of higher educational institutions regarding certain psychological and pedagogical issues of the formation of students' personalities as future specialists.

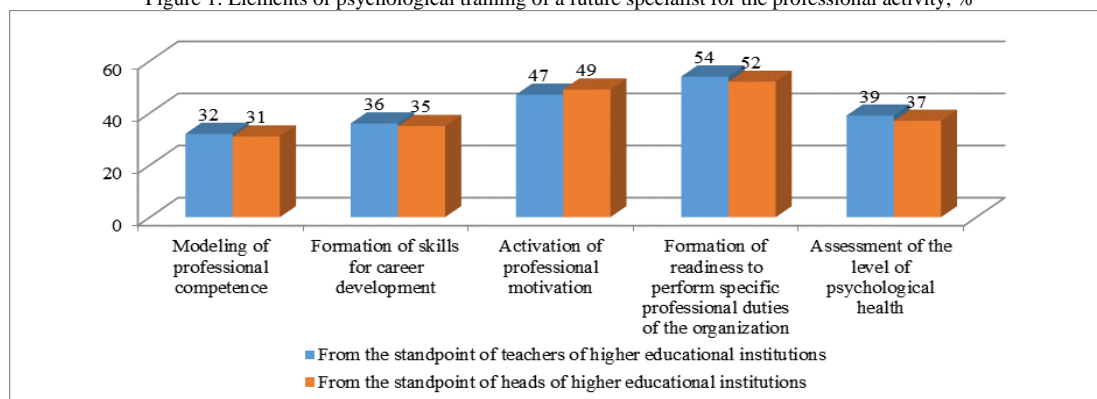
4 Materials and Methods

The study of the fundamentals of the formation of students' personalities was conducted by surveying 342 teachers and heads of higher educational institutions working in 29 higher educational institutions in the following cities of Ukraine: Rivne, Volyn, and Lutsk. Typeform service was used to organize the survey.

5 Results and Discussion

Therefore, as the survey has shown, the principal and most determining elements of psychological training of the future specialist for professional activity are as follows (Figure 1).

Figure 1: Elements of psychological training of a future specialist for the professional activity, %

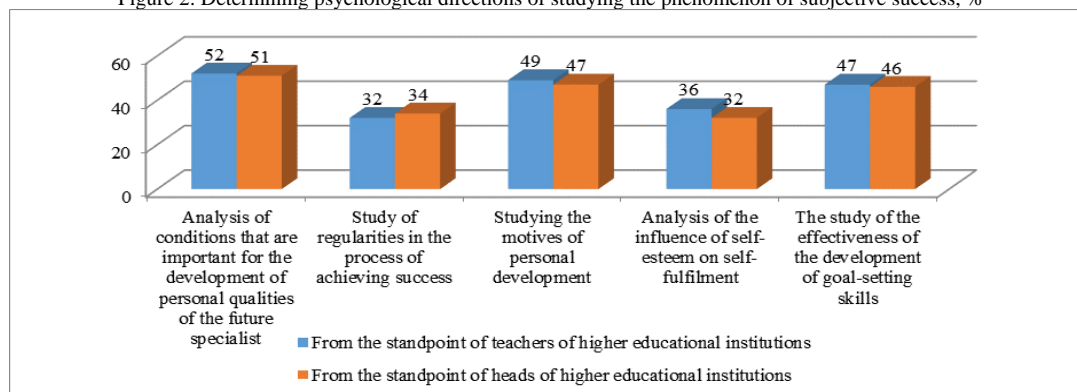


Source: compiled by the authors.

- activation of professional motivation;
- formation of readiness to fulfill roles and assignments in the organization.

In the course of the survey, the respondents have identified the following basic psychological directions of studying the phenomenon of subjective success, namely (Figure 2).

Figure 2: Determining psychological directions of studying the phenomenon of subjective success, %

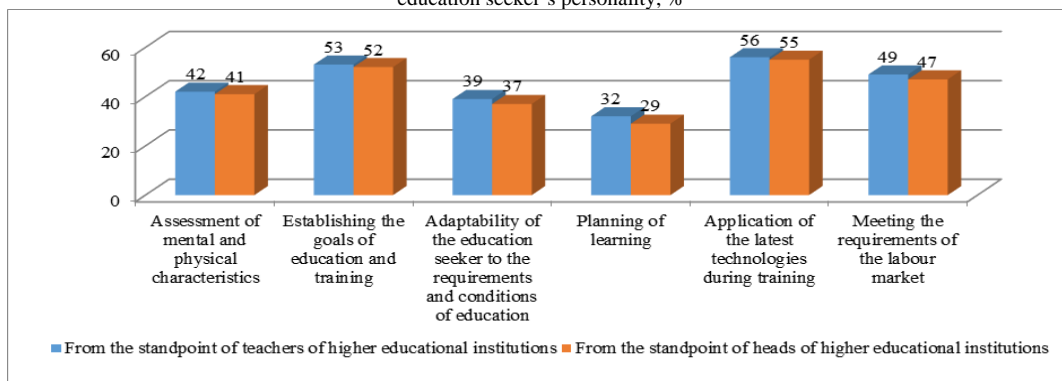


Source: compiled by the authors.

In the scientific literature, the following most important directions of studying the phenomenon of subjective success are distinguished, namely: studying the conditions for achieving success and accomplishment in the process of self-education and self-fulfillment of the individual, the investigation of the motivation of activity and acquisition of goal-setting skills, reflection, significant life orientations.

From among the most significant principles of the organization of the educational process, according to the standpoint of pedagogical workers, the following ones are of particular importance (Figure 3).

Figure 3: The most important principles of the organization of the educational process from the viewpoint of the effective formation of the education seeker's personality, %

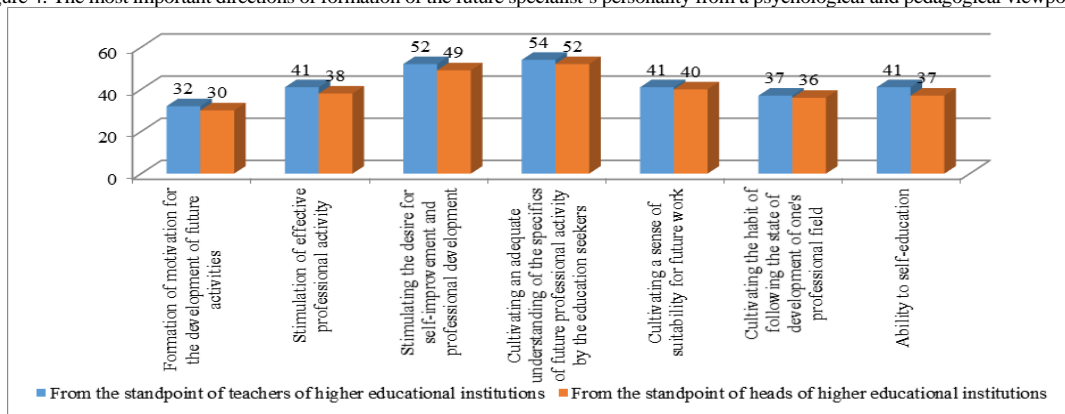


Source: compiled by the authors.

- conducting effective diagnostics, which consists in providing an opportunity to assess the social-psychophysiological features of the student's personality, the degree of achievement of educational goals and professional training;
- awareness of perspectives, which means ensuring the conditions for a deep understanding of learning outcomes by the education seeker, as well as the possibility of their successful implementation;
- technological and innovative, which involves using effective psychological and pedagogical and information technologies, contributing to the high-quality training of specialists with higher education and entry into a unified, information and educational space.

In the course of the research, the respondents were asked to identify the primary directions of formation of the future specialist's personality from a psychological and pedagogical viewpoint (Figure 4).

Figure 4: The most important directions of formation of the future specialist's personality from a psychological and pedagogical viewpoint, %



Source: compiled by the authors.

- the development of the desire to show oneself as a qualified specialist and achieve success in work, the desire to more successfully solve professional tasks;
- formation of correct and relevant idea about the social significance and content of work in the future field of activity, about the regularities of its development;
- formation of the student's confidence in his own professional suitability, as well as conscious mastery of all disciplines and forms of education provided for by the curriculum of the higher educational institution;
- fostering the ability to direct all self-education for the benefit of work, and to constantly update one's knowledge.

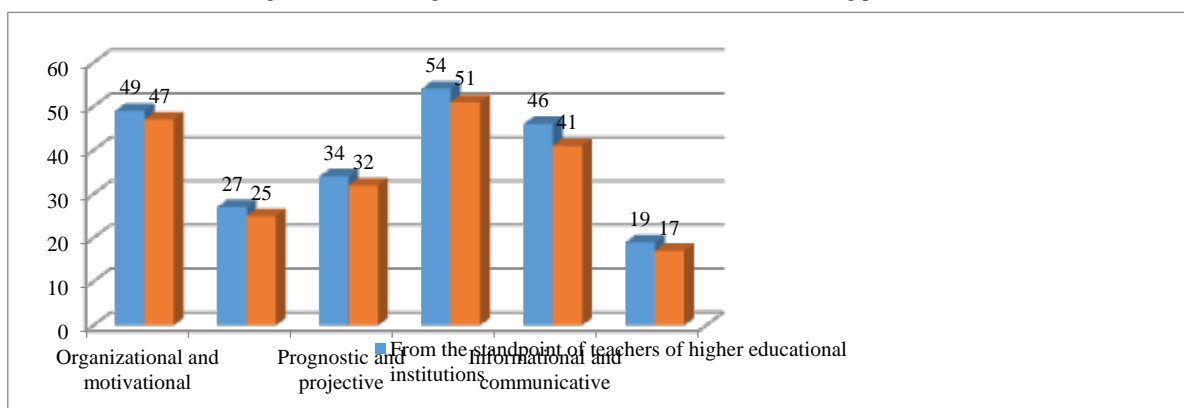
Along with this, the education seekers have identified the most significant functions of the educational process, namely (Figure 5):

- organizational and motivational;
- formative and developmental;
- informational and communicative.

Personality with his unique spiritual world has been and remains one of the most difficult problems of human cognition. Currently, the need for scientifically reliable data on the psychology of the personality, suitable for practical tasks, primarily for professional activities, has increased significantly (Olderbak et al., 2019).

The modern transformation of the political and economic situation in the world puts forward increased requirements for the professional level of specialists, which can be met only under the conditions of flexible adaptation to new values and the purpose of professional training (Taylor et al., 2017).

Figure 5: The most significant functions of the educational and training process, %



Source: compiled by the authors.

Education in a higher educational institution should be aimed at mastering professional knowledge, abilities and skills, which, undoubtedly, form the basis of the future specialist's professional competence. It is also aimed at the formation of a motivational and valuable sphere of the personality, which has a wide range of necessary professional, personal, communicative and social skills. Thanks to this the education of a specialist will be effective and adapted to his individual characteristics; it will contribute to the optimization of his activities and the effectiveness of personal development (Vasiuk et al., 2022).

The main characteristics cultivating the personality of a specialist are as follows: the presence of professional skills, analytical thinking skills, the ability to establish effective communication, stress resistance, and the construction and organization of a high-quality self-concept (Shaffer, 2019), (Soto et al., 2017), (Da'as, 2022).

From this viewpoint, scientists have identified the following essential personal components of a specialist's professional development:

- orientation of the personality, characterized by a system of dominant needs, motives, attitudes, value orientations;
- a set of professional knowledge, skills, as well as methods of professional activity;
- high professional competence (the ability to act in suddenly complicated conditions, in the event of accidents, violations of technological processes).
- psychological qualities of the personality that determine the effectiveness of the activity;
- professionally important psychophysiological qualities (visual-motor coordination, eyesight, extraversion, reactivity, energy, etc.) (Vasiuk et al., 2017; Auvinen et al., 2020).

The development of a student's personality as a future specialist is complicated if the profession hasn't been chosen by personal desire. In this case, at the stage of professional training, many students experience disappointment in their chosen profession. This is precisely why the issue of the development of the student's personality and the formation of his readiness for future professional activity are central in the theory and practice of improving the work of a modern higher educational institution (Wang & Louick, 2020; Howard, Gagné & Bureau, 2017).

The main and most important directions of the professional development of a specialist, distinguished by scientists, are as follows: the intensification of work aimed at the professional orientation of students, optimization of their mental state, increasing professional responsibility, stimulating the development of skills that form the moral, ethical, intellectual and emotional maturity of the future professional, as well as the formation of self-education and self-development skills as

prerequisites for the self-sufficiency of an individual and a specialist (Zhanguzhinova et al., 2018; MacCann et al., 2020).

6 Conclusions

Thus, the personality development continues throughout life, and the time of study at the university plays a special role in this process. During this time, the fundamentals of those professional qualities are cultivated in the students, which they will use in new work environment, where their subsequent individual development will take place. Therefore, the issue of students' personal development in professional activities should always be in the center of attention when studying the issue of development of general educational institutions.

The specialist simultaneously acts in a unique and inimitable form of the subject of activity and communication and the object of training; he is the constructor and changer of the social and material world, the creator of spiritual and material values. The problem of personality development has acquired special importance nowadays in the conditions of unprecedented dynamics of social processes, scientific and technical revolution, and the growing role of the subjective factor in the progress of social development. Therefore, scientists and practitioners, teachers and educators are faced with the issue of the human personality's essence, the ways of his comprehensive and harmonious development, the features, possibilities and consequences of his material and spiritual activity, the impact on nature and the society, as well as the issue of a person's freedom and responsibility.

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