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THE STRUCTURE OF THE READINESS FOR PROFESSIONAL ACTIVITY

G. Demessinova
Pavlodar University
A. Trushina
Pavlodar Toraigyrov State University

В статье авторы предлагают осмысление проблемы профессиональной готовности и рассматривают структурный аспект готовности к профессиональной деятельности с применением системно-структурного подхода на основе фундаментальных теорий и новейших концепций социальных и психолого-педагогических наук.

«Біліктілік қызметті даярлау құрылымдары» деп аталатын мақаланы» авторлары біліктілікке даярлау мәселелерін көтерін, тірек теориялардың негізінде және қазіргі жаңа әлеуметік психо-педагогикалық сипатты маман даярлаудың кұрылымдық аспектілері және біліктілік қызметті жүйелі кұрылымдық әдісті қолдану арқылы қарастырады.

The article suggests the estimation of the problem of professional readiness and considers the structural aspect of the readiness for professional activity with the use of the systemic-structural approach, on the basis of fundamental theories and latest conception of social and psycho-pedagogical sciences.

In the post-reform period of its development Kazakhstan broadens its relations with the countries of the world community. Global cultural-historical processes are sure to be reflected in all the spheres of life of the Republic of Kazakhstan.

The beginning of the century and the millenium is marked by the rapid development of market relations, big science-technological progress, and remarkable changes in social sphere, which conditions the need of professions and specialists of a new profile. Some professions disappear; new ones come instead of them. Numerous are the cases when the name of the profession remains, but its contents becomes radically different. In connection with this there is an urgent necessity to theoretically consider the questions of the readiness for professional activity on the basis of the experience gathered by various sciences.

In the Soviet period readiness to professional activity of the teacher was studied by S. Rubinstein, V. Slastyonin, A. Morozov and others [1; 2]. In social psychology, we con-

sider as rather interesting the exploration by D. Parygin of the essence of the readiness for professional activity in extremal conditions and readiness for effective activity [3].

In Kazakhstan the problems of the readiness for professional activity of the teacher in the whole of the pedagogical process were studied in the works by N.Khmel, Sh. Abenova, G. Adilgazinov, M.Yesenova, N.Zhaksylykova, B.Zikrinova, L.Kondrasheva, K.Mukhamedzhanov, N.Neustroeva, T.Otkina, A.Sotnikova, I.Pozdneva, A.Suleimenova, L.Romanenko, A.Satynskaya, L.Simonchik, N.Khan and others [4; 5; 6].

The analysis of the existing theories and conceptions of the readiness for professional activity made it possible to outline a two-in-one approach to the definition of its essence:

- admission of a whole, integral character of the readiness for professional activity;
- admission of a necessity to define the structure of the readiness for professional activity with the aim of deep theoretical study and elaboration of the criteria of for defining the professional readiness in practice.

We believe that definition of the essence and structure of the readiness for professional activity (RPA) is possible under the condition of the use of the systemic-structural, personal-activity approach to their analysis.

The RPA, to our mind, includes psychological, theoretical and practical readiness, personal qualities of a specialist. M.Dyachenko and L.Kandybovich in their book «Психологические проблемы готовности к деятельности» (1976) consider the notion of "the readiness for activity" characterize it as selective, prospecting activity of the person on the stage of his preparation and involving into the activity; they also stress, that this psychological condition appears from the moment of defining the aim, on the basis of realized needs and motives [7].

One of the structural components of the RPA is psychological readiness, which is related with the notion of the set. Thus, set is also a component of the RPA.

D.Uznadze considers, that set is an integral dynamic state of the subject, a state of the RPA, a state which is conditioned by two factors: the need of the subject and corresponding objective situation [8]. This definition is supported by the representatives of the Georgian school Nadirashvili, A.Asmolov and others.

Though they seem alike, the category "psychological readiness", which includes "set", is different from the notion "readiness" (used for defining and which bears the linguistic meaning), logical size and scientific-notional contents.

Considering the problem closer, we can see that D.Uznadze's treatment is not connected with social factors of experience, with a complicated hierarchy of determinants, conditioning the nature of the social situation. This understanding takes into account the question of realization of simplest psychological necessi-

ties of the man. It is treated as the nonconscious, which excludes the use of it in reference to more complicated, higher forms of a man's activity, states G.Andreeva [9]. The similarity in the definition of "set" and "readiness for activity" is " activeness of a personality" on the basis of "needs". The main difference consists in the fact that " readiness for activity" is conscious, D.Uznadze's "set" is non-conscious.

Methodologically the category of "set" is closest to the category of "relation", proposed by I. Myasishchev in his conception of man's relations.

His "relation" is "a system of temporary ties of the man as a person, the subject with the whole of the reality and its sides"[10]. The difference between "relation" and "set" presupposes different objects of pre-dispositions. In the definition of "relation" they are practically boundless and are defined through the notion of "activity". "Set" is applied to certain objects and situations, and various social situations.

Very close to the notion of "set" is the "inner position of the personality" proposed by L.Bogovich. She states that positions may be various situations and objects, but there is a general tendency, which can be defined and used for prospecting the behavior in earlier unknown situations.

Close to the understanding of "set" in general psychology is the notion "direction of the personality", which can be treated as the inclination of the personality and can act in the sphere of life. This notion is treated by social psychologists as analogous with the notion "social set".

A.Leontyev's ideas of personality's sense, "generated by a motive and an aim" are near to this notion too.

The categories "set" and "RPA" are to be related in the aspect of social psychology, because realized sets are treated as social.

Difference in understanding the term "set" is observed in general and of social psychology. The outwardly similar terms "set" and "social set" have different spheres of application.

In the framework of social psychology to define the pre-disposition of the personality towards social objects and situations the terms "social set" and "attitude" are used. The theory of attitudes is different from the "set" of Uznadze. The theory of attitudes is the most developed today in Western psychology. The history of the theory can be divided into 5 periods (Tab. 1).

Table 1

approaches

The history of the theory attitude

| THE IIIS | atory of the theory attitude |
|------------------|--|
| author of | Author's impact to the development of the |
| | theory |
| G.Spencer | Was the first to use the term attitude for denoting |
| | a social set |
| Lange | Was the first in Russia to use the notion of |
| | attitude |
| W.Thomas | Defined the set as "psychological endeavor of |
| F.Zvanetsky | the meaning and values of the social set(1918) |
| L. Terstone | Worked out an operational approach (or scales of |
| E. Bogardus | attitudes) |
| R.Park | Noted the latent character of attitudes, their |
| G.Allport | having a non-conscious stage, where one |
| | reactions are sustained and others - delayed |
| | (1931) |
| | Gave a classical definition of the attitude: "Set - |
| | is a state of mental and nervous readiness, based |
| | on the experience, directing the reactions of |
| | individuals towards objects and situations, with |
| | which it is connected" |
| R.Lapier | Experimentally proved that there is a deviation |
| | between the attitude and real people's behaviour |
| | - "the Lapier's paradox" |
| M.Smith | Singled out 3 components of the set or its stable |
| | readiness to activity, which are conditioned by |
| | some state of affective, cognitive, processes |
| | 1942 |
| A.Campbell | Define attitudes as prospected syndrome of |
| | reactions, successive in relation to a number of |
| | social objects, 1950 |
| | Stressed the importance of connection of attitude |
| L.Postman | with creative activity of a man, the role of |
| | motivation and values (50's) |
| M.Rokitch | Expressed the idea of a man having 2 attitudes |
| | simultaneously: to an object and to a situation |
| L.Kats | Defined the attitude as an inclination (positive |
| | and negative) of the individual to estimation o |
| | some experience and its symbol |
| pression, caused | by the abundance of contradicting and unrelatable |
| Mc. Grier | Defined the attitude as a reaction, which puts the |
| | object of thought on the scale of attitude, 1985 |
| | |
| (Cheicken) | Define the attitude as a reaction directed to |
| I.Cheicken) | Define the attitude as a reaction, directed to certain objects, which is comparatively stable |
| | author of conception G.Spencer Lange W.Thomas F.Zvanetsky L. Terstone E. Bogardus R.Park G.Allport M.Smith A.Campbell J.S. Brunner L.Postman M.Rokitch L.Kats |

objects

In contemporary foreign psychology there are two lines in understanding of the "social set".

I. Individual - psychological line, treating the phenomenon of social set as a factor of individual behavior, the seek of inner and outer grounds for its appearance and development (M.Rokitch, M.Fishbein). Within this line there develops behaviorist and cognitivist research.

In the basis of M.Rokitch's conception is a whole system of the views of the man, consisting of 3 elements:

- the notion of "I";
 - values;
 - attitudes

"I" is a cognitive composition consisting of structural cognitions in relation to the one's physical, personal and social state, having positive and negative contents and being in some emotional contact. In the system, "I" occupies the central past.

Values - are stable impressions of the fact that instrumental value or terminal value are personally and socially more preferable in comparison to a reverse way of behavior or aim-state. Values regulate the integrity of "I", determine the attitudes themselves and man's behavior as a whole.

Rokitch's views reflect the treatment of attitudes abroad. M.Fishbein introduces the typology of attitudes:

- Lattitude to an object;
- 2. attitude to an action.

The influence of the attitude on the real behavior of the man is regulated by normative factor (influence of social environment).

For some deeds of the man more important are the data, and less important are the attitudes, for other the opposite may be applicable.

II. Social - psychological line, using the interactionist orientation, in the investigation of social- psychological mechanisms and factors, realizing the process of the appearance and the development of social sets of the personality, and also the role of these phenomena in social and group processes.

G.Mid proposed the development of the idea of a normative influence. The basis of this approach is the idea of an indirect interaction of the man and nature. Social set is a symbolic definition of the situation or "the image of the object".

Another psychologist – an interactionist M.Newcomb – states that attitude is an element of an "I"-conception, performing the normative function.

In Soviet sociology V.Yadov's works have some resemblance with the study of attitudes. The scholar elaborated the hierarchical scheme of dispositional regulation of the

personality's social behavior. There are 4 levels of dispositions:

- 1) elementary fixed sets (correspond to the "set" by Uznadze);
- 2) socially fixed sets or attitudes;
- 3) basic social sets (formulated in the spheres of activity, where the personality satisfies its need of activity);
 - 4) the system of value orientations of the personality.

Thus, the psychological readiness for professional activity includes: non-conscious sets, social sets (fixed and basic), the system of values, attitudes, personal senses, inclination of the personality.

The next component of the readiness for professional activity is theoretical instruction. It is a system of knowledge of the specialist about the object of professional activity, conformities, principles, aims, contents and way of performing the professional activity.

The component "practical readiness" is a system of theoretical-methodological and technological habits of the specialist.

Readiness for professional activity is an integrated quality of the specialist's personality; so another component is singled out – the personality qualities of the specialist, necessary for his professional activity.

In the considered model of the readiness for professional activity, we presented its structural components in a generalized way. We consider this generalization important, because it can be applied to the elaboration of the criteria for estimation of the readiness for professional activity irrespective of the kind of profession.

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