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Professional Culture of the Specialist of the Future

**FEATURES OF PROFESSIONAL ORIENTATION OF STUDENTS
OF PEDAGOGICAL HIGHER EDUCATION INSTITUTION**

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Abstract

In the conditions of cardinal social and economic changes of the society and modernization of all spheres of human life it is necessary to orient modern education to search for new means and ways of professional training of a specialist. Modern qualitative professional training of bachelors is impossible without taking into account the worldwide trends in the development of higher education, which, in turn, are determined by the requirements of the time. The transformations that are being implemented assert a new look at the personality of the specialist, require professionally trained, self-thinking people. In the process of learning, students begin to realize the discrepancy between the existing ideas about the chosen profession and the real content of the activity of the psychologist. This situation is explained by the variety of motives underlying the choice of profession. According to some studies among the motives, the most common are: prestige, social importance and the demand for the profession, the opportunity to help other people, to oneself, etc. Modern students also attach great importance to the possibility of receiving material goods, organizing for work, joining the professional community and finding friends. The reinforcement of the initial motivation for choosing the future profession is provided in the case of agreement with the personal characteristics and inclinations of students. Further fixed professional motives stimulate students' learning activity and support their professional intentions.

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Keywords: Professional attitudes, professional education, professional orientation, training of students.



1. Introduction

In the process of training, students begin to realize the discrepancy of the existing ideas about the chosen profession with the real content of the psychologist. This situation is explained by the variety of motives underlying the choice of profession. Modern students also attach great importance to the possibility of obtaining material benefits, employment, joining professional communities and making friends. Theoretical analysis of psychological and pedagogical studies (Zeyer, 2015; Akopov & Arkhipova, 2017; Kuittinen et al., 2014; Leary et al., 2016; Razinkina et al., 2018) have shown that much attention is paid to the problems of professional education of future specialists in the process of learning at the University. During the period of training is not only the accumulation of knowledge and development of skills of students in their chosen specialty, but also deepens interest in the future profession, formed an idea of professionally important qualities necessary for future activities, there is a formation of professional plans, attitudes and professional orientation (Dubin, Milewski, Shin, & Kalman, 2017; Hannah & Stack, 2015; Heggen & Terum, 2017).

Since the training of the profession is a stage of professional biography and life of the student as a whole, in this regard, there is a need to determine the role of the formation and development of professional attitudes as a component of the professional orientation of the future specialist. Priazhnikov (2017) and other scientists (Poleshchuk, 2015; Hannah & Murray, 2014; Masuda et al., 2012) believe that professional orientation is a leading factor of professional self-determination.

In researches of Solonitsyna et al. (2016), Nesterova (2014), Nikandrova (2014), Poleshchuk (2018) the professional orientation appears through orientation of the person on professional activity and the steady relation to itself as to the subject of a certain profession, acts as the defining moment of all professional and labor activity. Professional orientation should be considered as a component of the General orientation of the individual, based on the needs and motives of activity, understood as a mental expression of need, generated by human activity and concretized in professional and labor activity. One of the components of professional orientation is professional orientation - the system of orientation of the subject of professional development on social requirements to professional activity and to the solution of problems of entering the profession in the process of professional training (Benavides & Keyes, 2016).

Theoretical analysis of the psychological literature on the formation of professional installations, development of professional orientation of students has identified the scientific interest in the problem of several generations of scientists (Akopov & Arkhipova, 2017; Goncharova, 2016; Mal'tseva, 2015; Mitina, 2017; Povarenkov, 2015; Poleshchuk, 2016; Varfolomeyeva, 2016).

When studying numerous psychological and pedagogical studies on the formation and development of professional attitudes of future specialists in the modern system of Russian vocational education, which is in a state of constant reform and modernization, the following contradictions have been revealed: between the importance of researching professional attitudes as a component of the professional orientation of the bachelor of psychological and pedagogical education and the absence of similar empirical works carried out in the mainstream of educational psychology; between sufficient level of development of theoretical knowledge in the process of professional training of future psychologists and inadequate level of professional attitudes as a component of professional orientation; between the availability of empirical

studies of professional orientation and professional attitudes and the absence of programs for the formation and development of professional attitudes as a component of the professional orientation of students.

2. Problem Statement

When studying numerous psychology and pedagogical researches on questions of formation and development of professional installations of future experts in the modern system of the Russian professional education which is in a condition of constant reforming and modernization the following contradictions are revealed: between importance of a research of professional installations as component of professional orientation of future educational psychologist and lack of the similar empirical works performed in line with pedagogical psychology; between the sufficient level of development of theoretical knowledge in the course of vocational training of future psychologists and insufficient degree of formation of professional installations as component of professional orientation; between existence of empirical researches of professional orientation and professional installations and lack of programs of formation and development of professional installations as component of professional orientation of students.

3. Research Questions

What structure and features of development of professional installations and professional orientation of students of pedagogical higher education institution?

Whether components of professional orientation at different grade levels in higher education institution are interconnected?

4. Purpose of the Study

Research objective – to define essence and structure of professional installations as component of professional orientation of future experts and to develop the program of psychological maintenance of their formation and development in students in the course of training in higher education institution.

- Professional installation acts as the various-level motivational and semantic education which is shown in readiness of the personality to perceive conditions of activity and to work in them as appropriate and is an integrated component of professional orientation of the personality.
- Professional attitudes, as an integral component of the professional orientation of the individual, is a system of orientation of the subject of professional development on social requirements for professional activity and to the solution of problems of entering the profession in the process of professional training. The professional orientation is included into the complete system of professional formation of future experts and is considered in the context of formation of orientation of the personality in the course of professional work and preparation for her.
- Are among the most significant professional installations of students: at the II grade level – educational and professional (installations on requirements to professional activity, installations on the content of activity, sensibleness of the professional choice), activity (installations on process and result of activity), social mental sets (altruistic, egoistical installations and installations on the power); at the III grade level – educational and professional (installations on

requirements to professional activity, installations on the content of activity, activity, sensibleness of the professional choice), activity (installations on process, result of activity, money), social mental sets (altruistic, egoistical installations and installations on freedom and the power).

- At students partial integration of professional installations into complete system is observed. At students of the second, third (the second grade level) and the fourth courses (the third grade level) – contradictory and negative tendencies in interrelations between activity, social and psychological and educational and professional installations.

5. Research Methods

The study was conducted on the basis of the Tula state pedagogical University named after Tolstoy L. N. with students of the faculty of psychology direction "Psychological and pedagogical education".

5.1. Participants

In total 228 students of the first or fifth of courses at the age of 19-24 years have participated in a research (the 2nd course — 44 persons, the 3rd course — 46 people, the 4th course — 44 persons).

5.2. Instruments

The complex of psychodiagnostic methods was used in the process of experimental research.

Profile professional installations reveals the predominance of students in the training process of the particular installation: for internal maintenance activities, the prestige of the profession, the requirements of professional activity or to receive training information, as well as to assess the degree of awareness and social dependence of the choice of profession.

The method of studying the orientation of the personality of V. Smekal and M. Kucher allows to determine the type of orientation of the personality-on himself, associated with the predominance of motives of his own well-being, the desire for personal superiority, prestige; on the interaction, determined by the need for communication, the desire to maintain relationships with other people; on the task, reflected in the predominance of motives generated by the activity, passion for the process of activity, unselfish desire for knowledge, mastery of new skills and abilities.

Test questionnaire to determine the level of professional orientation (UPN) students. This test allows you to identify the level of professional orientation, expressed in strength-weakness of the desire to master the profession and work on it, while the UPN is a factor that affects the persistence and success of mastering the profession, the cognitive activity of students during their studies, the activity after graduation and employment. The level of professional orientation is understood as the degree of correspondence of the leading motive of preference of the profession (hence, "personal sense") to the objective content of the profession. High performance on the test indicate that the student is committed to mastering the chosen profession, wants to work on it in the future and improve in this profession, in his spare time doing things related to the future profession, has friends — experts in the field of the chosen profession, considers his profession a matter of his life. Low rates indicate that the student is forced to study at this faculty, admission to an educational institution is not due to interest in the specialty, and other reasons, if possible, wants to change profession, get another specialty and work on it.

Methods of socio-psychological attitudes of personality in the motivational and needs sphere. The technique is aimed at identifying the degree of expression of social and psychological attitudes aimed at altruism-egoism, process-result, work-money, freedom-power. Altruistic people need to be taken care of. At the same time, altruism is a valuable social motivation that characterizes a mature person. Based on the results of the technique, it is possible to identify groups of subjects: highly motivated, in which all orientations are expressed strongly and equally; low-motivated in which all orientations are weakly expressed; with disharmonic orientations, in which some orientations are strongly expressed, and others may be absent.

6. Findings

The most important in the future students consider the development of a large amount of practical skills, the development of communication skills. Indicators of awareness of professional choice are average. At the same time, they are interested in future professional activities, as evidenced by the average indicators for educational and information installations. Studying enough medium installed on the prestige, considering future activities on the promising modern society. Practically remain unchanged in the learning process (during all years of training) educational and information installations, installation on the requirements for professional activity, awareness of professional choice (tabl.01).

Table 01. Educational and professional installations of students of the II-IV courses under the questionnaire of professional installations (in points)

Course	Settings on content activities	Installations on prestige professions	Educational and information installations	Installations on requirements to professional activity	Awareness of professional choice	Social dependence of the professional choice
2	4,3	3,2	3,3	4,2	3,2	2,3
3	4,4	3,4	3,4	4,4	3,5	2,5
4	4,3	3,5	3,4	4,4	3,6	2,4

The analysis of social and psychological attitudes (altruistic and egoistic attitudes, attitudes to freedom and power) and activity attitudes (attitudes to process, to result, to work, to money) showed that at all stages of education, first of all, attitudes to power, with which altruistic attitudes compete at the second and fourth courses, dominate. By the middle of training, the indicators of attitudes to freedom are increased. Installation associated itself with activities that are less important, especially installation work. To a lesser extent, students are process-oriented. The performance of the installations on the result of activity is slightly above average (Table. 02).

Table 02. Activity and social and psychological attitudes of students (in points)

Course	Activity attitudes				Social and psychological attitudes			
	attitudes to process	attitudes to result	attitudes to work	attitudes to money	altruistic attitudes	egoistic attitudes	attitudes to freedom	attitudes to power
2	1, 7	3, 5	1, 5	3,	5,3	4,5	3,3	4,5

3	1, 4	3, 7	1, 6	4	4,5	4,6	5,6	4
4	1, 6	3, 8	1, 8	4,1	5,6	4,5	3,8	4,3

The results of diagnostics of the level of professional orientation (UPN) indicate the average level of professional orientation. The average level is typical for students whose knowledge of future professional activities are incomplete, sometimes superficial PA background of the General positive attitude to the future profession. Professional orientation is blurred. They are characterized by the external attractiveness of the profession and often underestimated by their personal participation in the development of the profession, the need for self-development, self-improvement.

Indicators of the type of orientation of the individual indicate that the second stage of training is dominated by self-orientation, from the second stage of training to the third stage, all types of professional orientation are equally represented. However, students, starting from the second year, there is a tendency to reduce the focus on interaction, but starting from the third year, there is a tendency to increase the focus on the task.

7. Conclusion

Please replace this text with context of your paper.. The structure of professional installations of bachelors includes: educational and professional, activity and socio-psychological. The degree of formation of these facilities depends on the degree of their differentiation and integration, as well as the stage of training at the University. Among the most significant professional attitudes of students are: at the II stage of training-educational and professional (installation on the requirements for professional activity, installation on the content of activities, awareness of professional choice), activity (installation on the process and the result of activities), socio-psychological attitudes (altruistic, egoistic attitudes and attitudes to power); at the III stage of training-educational and professional (installation on the requirements for professional activities, installation on the content of activities, activities, awareness of professional choice), activity (installation on the process, the result of activities, money), socio-psychological attitudes (altruistic, egoistic attitudes and attitudes to freedom and power).

A partial integration of professional attitudes into the whole system was established. Students of the second, third (second stage) and fourth years (third stage) - conflicting and negative trends in the relationship between socio-psychological and educational and professional settings.

The study showed that the basic structure of professional attitudes was due to material remuneration for performance and not related to indicators of professional and personal orientation. At the same time, the indicators of attitude to freedom (independence) are at an average level, which indicates the maturity of the students' position. Despite the immaturity of social and psychological attitudes of students, there is an increase in interest in certain aspects of professional activity (the desire for freedom, altruism) with the dominant desire for power. Indicators of educational and professional attitudes of students indicate an increase in interest in the content of professional activity. There are changes in the attitude of students to the choice and place of future profession in the "man-man" system.

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