The European Proceedings of
Social & Behavioural Sciences
EpSBS

Future Academy

ISSN: 2357-1330

https://dx.doi.org/10.15405/epsbs.2018.12.02.89

18th PCSF 2018
Professional Culture of the Specialist of the Future

READINESS FOR LEARNING AS A COMPONENT OF THE PROFESSIONAL CULTURE

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Abstract

The article deals with the relationship of such terms as "readiness for learning", "professional culture", "effectiveness of professional and educational activities". It is noted that human capital is a systemic factor in the development of the new economy based on knowledge and professional competence and professional culture of a specialist. Under the conditions of professional education continuity readiness for learning determines the processes of professional development and forming of professional culture of a specialist. Professional culture as a part of the overall culture of the individual is directly linked to the activities of the individual. The criterion for assessing the professional culture of the individual is the productivity of activity expressed in terms of the level and quality of the process and the results of the activity as well as the ability of the individual of self-improvement and self-development. At the statistic level significant differences in the level of readiness for learning as a component of professional culture are established among schoolchildren, students and specialists with different work experience; the relationship between the indicator of readiness to learn with the performance indicator of educational and professional activity of schoolchildren, students and specialists of pedagogical profile; the dynamics of the readiness indicator to learn in the process of education in higher school and professional activities. The indicator of readiness for learning serves as a criterion of the level of professional culture and can be used in the process of qualitative and quantitative analysis of the laws and mechanisms of professional development.

Keywords: Activity, professional culture, readiness for learning.

http://dx.doi.org/10.15405/epsbs.2018.12.02.89
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Selection and peer-review under responsibility of the Organizing Committee of the conference
eISSN: 2357-1330

1. Introduction

1.1. The acceleration of the pace of social development is noted by experts as a global trend in the development of the world community. This trend in all spheres of social life, economy and production is manifested by the growth of the volume and intensity of information flow, expansion of innovative processes, rapid scientific and technological progress. The active development of the economy leads to the increasing rivalry at the global, national and regional levels, reduction of unskilled and low-skilled labor sphere, profound changes in the employment structure. This determines the constant need to improve professional skills and professional culture of specialists. In the context of the transition to the post-industrial, informational society and the "knowledge economy" increases the role of human capital. It is noted that human capital is a systemic factor in the development of the new economy, based on the knowledge and professional competence of specialists. The UN report on human development and studies conducted in different countries show that the share of human capital in such highly developed countries like the USA, Finland, Germany, Japan, Switzerland and others is up to 80% of their national wealth. (UN: Human Development Report 2015; Labor for Human Development, 2016).

For successful professional activity, the future specialist should be ready to work in constantly changing conditions; he must possess such qualities as: adaptability, mobility, creativity, the ability to make decisions quickly, the ability to navigate in a growing information flow. He should be ready for constant training, self-development and improvement of professional experience.

In modern conditions the concept of getting higher education and profession once and for the whole life becomes less relevant. It is replaced by the "Lifelong Learning" model (Muijs, Day, Harris & Lindsay, 2004; Osborne & Thomas, 2003) which involves several stages in a person's life each of which can be retrained. Continuity of education creates conditions for human well-being throughout his life and is distinguished as a priority goal of sustainable development of society (Transformation of Our World: An Agenda for Sustainable Development for the period until 2030, 2015). Insufficient development of the future specialist's readiness for learning is the reason for reducing of professional performance, personality deformations, emotional burnout already at the stage of learning at the University (Maslach, 1993).

1.2. We define readiness for training as an integral (systemic) mental quality. It includes all levels of human individuality and develops throughout life. Readiness for training reflects degree of mastering the student's learning activity and determines the level of academic and professional performance and professional culture (Nizhegorodtseva, 2016).

The term culture has a polysemantic interpretation. In the context of mental development it is understood as "enlightenment, education, erudition" (Dictionary of the Russian language, 1985, p. 148); the set of mankind achievements in production, social and spiritual life. The knowledge and skills mastered in the process of training are included in the structure of abilities and metacognitive personality traits and cognitive control of a person and determine their development (Karpov, Karpov, Karabushchenko, & Ivashchenko, 2017; Kostromina, Mkrtychian, Kurmakaeva, & Gnedykh, 2017; Shadrikov, 2012), which in turn is the basis of achievements in educational and professional activities. Readiness for learning and improvement is a component, an integral part of the professional culture of a specialist (Muzalev, 2014), which provides self-development, self-improvement and the desire to achieve high results in professional activities, effective solution of professional problems.

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1.3. Professional culture is considered as a complex systemic mental quality, an expression of maturity and development of the whole system of personal qualities of a specialist, which are productively implemented in professional activity (Muzalev, 2014), degree of mastering a person by methods of solving professional problems (Grunt & Lymar, 2008); it is defined as an integrative concept, reflecting the level of skills achieved in the work activity, an integral part of the general culture of the individual, based on conscious assimilation, continuous development and use of an integral system of professionally important qualities that ensure the effectiveness of professional activity. In the general scientific understanding professional culture as a part of the overall culture of the individual is associated directly with human activity. The criterion for assessing the professional culture of the individual is the productivity of activity expressed in terms of the level and quality of the process and the results of the activity as well as the ability of the individual to self-improvement and self-development. Professional culture reflects a holistic orientation of the person, enshrined in motives, knowledge, skills, as well as images and standards of behavior (Shumakova, 2012).

It is noted that the categories "culture" and "activity" are historically interdependent. The development of culture by a person involves the development of methods of practical activity and vice versa. The development and improvement of human activity in the learning process contributes to the improvement of culture (Isaev, 2004).

2. Problem Statement

2.1. Readiness for learning and professional development is a component of professional culture, therefore, the indicator of the level of readiness for learning as an integral individual property of a person can be used for qualitative assessment of the development of professional culture of the future specialist. Based on the fact that the criteria of the level of professional culture are performance indicators it is necessary to prove at the empirical and statistical levels the existence of a significant correlation of the indicator of readiness for learning and indicators of academic (during vocational training) and professional (during the work in the specialty) effectiveness of the specialist.

2.2. In the context of the continuity of modern education readiness for training as a component of professional culture develops throughout the life of a person. Research of development dynamics of readiness for learning at different levels of education and in different age periods is of scientific and practical interest.

3. Research Questions

3.1. Development of diagnostic methods corresponding to the psychological nature of the phenomenon of readiness for learning and scientific views and ideas underlying the study (Nizhegorodtseva, 2016).

3.2. Determination of groups of examinees participating in the study:

- «Pupils» - pupils of the senior classes of the secondary school with the pedagogical orientation of learning;

- «Students» - students of 1st ,2nd ,3rd and 4th bachelor's years from Pedagogical University with the direction of learning «Psychological and pedagogical education»;

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- «Specialists» - professional teachers (school teachers) with experience from 0 to 30 years.

Total number of participants – 450 people.

3.3. Qualitative and quantitative analysis of research results.

4. Purpose of the Study

The purpose of the study was to identify the relationship between the indicator of readiness for learning as a component of professional culture and academic performance (at the stage of vocational training) and professional performance (at the stage of active professional activity) and its dynamics at different stages of professionalization.

5. Research Methods

5.1. Theoretical analysis of the concept of professional culture and its relationship with the category of activity and the phenomenon of readiness for learning**.**

5.2. Standardized technique "Comprehensive diagnostics of students' readiness for learning in a university (KDGs)" (Nizhegorodtseva & Zhukova, 2012). The method is based on theoretical ideas about the system of professional and educational activities, the psychological structure of activities, its dynamics at different levels of education and professionalization. The technique includes 14 subtests aimed at the diagnosis of components of educational and professional activities; the results of each subtest are evaluated on a 5-point standard scale. On the basis of testing the integrated indicator of readiness for learning (IDL).

5.3. Analysis of formal (academic performance, professional level indicators) and informal (expert evaluation) indicators of academic performance and professional activity.

5.4. Methods of statistical analysis of the results of empirical research: the Kolmogorov-Smirnov test for estimation of normality of distribution of values in the sample; the Kruskal – Wallis N test for estimation of the uniformity of values in the sample; the r-Spearman coefficient for correlation analysis.

6. Findings

6.1. In the process of statistical analysis of the results of empirical research are established significant correlations of the integral indicator of readiness for learning (IIRL) and the indicator of academic performance (progress) in the groups "Pupils" ($p \leq 0.05$) and "Students" ($p \leq 0.01$) are defined; the indicator of readiness for learning (IIRL) and indicators of professional performance in the group "Specialists" ($p \leq 0.05$).

The obtained results allow us to conclude that the level of readiness for learning is an indicator of readiness for professional development and can be used to assess the degree of development of educational, professional activity and the level of professional culture of a specialist at the stage of learning and active professional activity.

6.2. The study found that the indicator of readiness for learning of students from Pedagogical University is higher than that of high school students and working teachers (Figure 01). This is consistent with the results of Ananiev's research, in which it was found that the student's age is the period of the most intensive development of personality and intelligence (Ananyev, 1974). It is a period of mobilization of internal resources aimed at the intensive development of professional activity, the formation on the basis

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of educational activity of the psychological structure of professional pedagogical activity, professionally important qualities and professional culture.

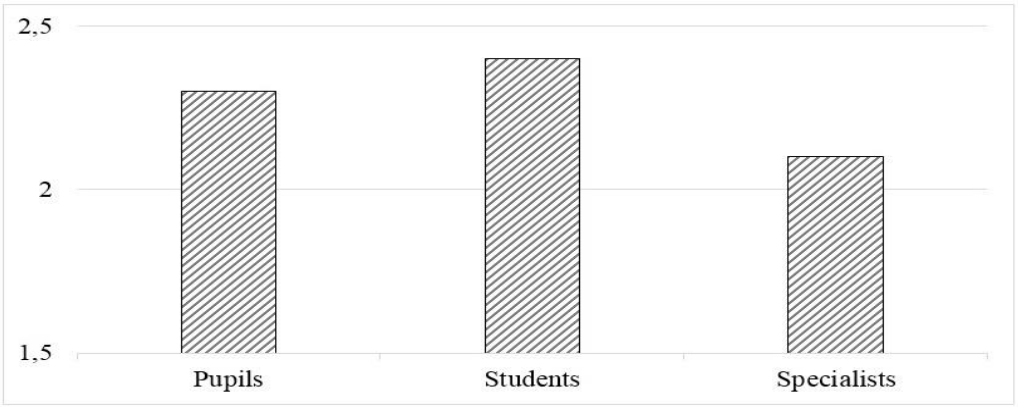

Figure 01. Average values of psychological readiness for training of students and specialists.

In the course of comparative analysis of the results of empirical research of schoolchildren and students it was found that the indicator of readiness for training of 1st year students is lower than that of schoolchildren and students of other courses of study (Figure 02). This result reflects the natural processes of adaptation of students to the conditions, content and organization of learning at the University. At the beginning of study at the University there is an active restructuring of the psychological structure of educational activity of students in accordance with the objectives of professional training and specifics of educational process in higher school: educational activities of school type are rebuilt and take the form of educational and professional activity, the level of autonomy in the implementation of training activities rises, professional-important qualities are formed, the formation of psychological structure of professional activity begins. The indicator of readiness for learning increases in the process of studying at the University. On the 4th year its value is higher than at the previous training courses.

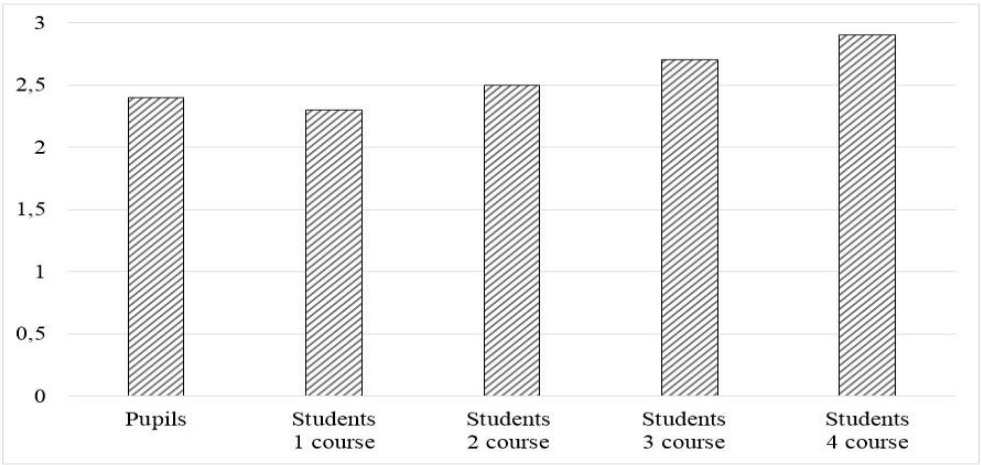

Figure 02. Average values of psychological readiness for education of schoolchildren and students

The analysis of indicators of psychological readiness for learning of teachers with different professional experience shows that the highest values are among teachers with work experience from 3 to 10 years and from 10 to 25 years (Figure 03).

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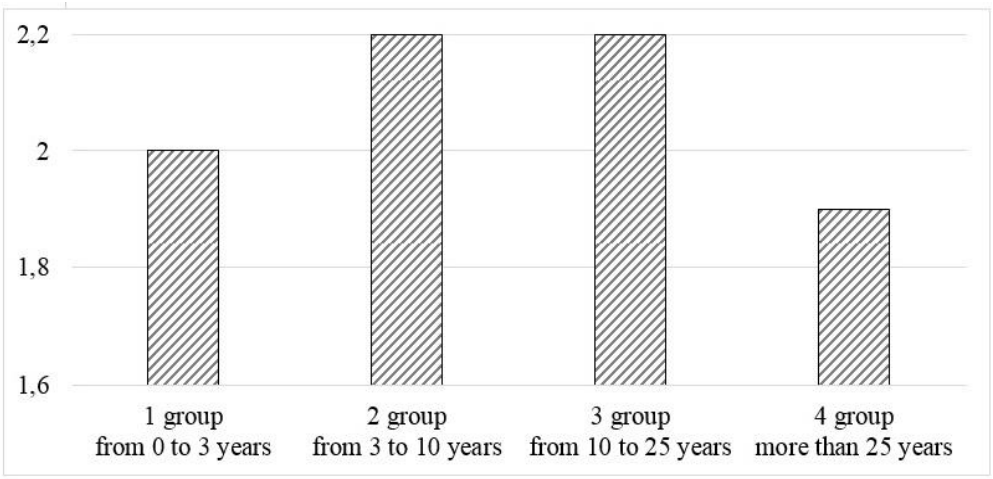

Figure 03. Average values of psychological readiness to learn - teachers with different professional experience

The indicator of readiness for learning for beginners with experience of work up to 3 years is lower than in groups 3 and 4. This is due to the difficulties in the beginning of independent teaching, adaptation to the educational institution and new conditions, the need to reallocate internal resources and use them more in the new, not enough mastered professional activities. The lowest values of the indicator of readiness for learning are set by teachers with more than 25 years of experience which may be due to age-related changes in mental processes and a decrease in labor activity.

7. Conclusion

In modern dynamically changing conditions of social and economic development readiness for learning is the basis of professional development of a specialist, a central component, the core of professional culture, which determines the level of professional achievements. The indicator of readiness for training serves as a criterion of the level of professional culture and can be used in the process of qualitative and quantitative analysis of the laws and mechanisms of professional development.

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