Role of psychological disciplines in preparation of students of the pedagogical higher education institution for professional activity

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Abstract: In this article questions of preparation of students of pedagogical higher education institution to professional activity in the course of studying of psychological disciplines are considered. The model of formation of readiness of students of the pedagogical higher education institution to professional activity when studying psychological disciplines and pedagogical conditions of its effective realization in modern conditions of training of specialists in pedagogical higher education institution is described. Preparation of students of the pedagogical higher education institution for the professional activity in the course of studying of psychological disciplines assumes: possession of professional activity in the field of education, ability to project the professional development; to project and organize educational and educational process in the educational organization; it is rational to use psychological, pedagogical and information technologies.
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1. Introduction

In the conditions of a globalization of education and improvement of technologies of training new demands are made to preparation of future teachers. Today the experts of a new formation capable creatively and highly professionally to solve at modern scientific and practical level socially significant problems of training and education, possessing professional competences of areas of educational, experimental, research, organizational, administrative, social, psychological, pedagogical, educational, technological activity, ability creatively to carry out productive subject and pedagogical activity in the training and education organizations are necessary to an education system.

Employers along with professional knowledge and abilities appreciate today new abilities: leadership skills, ability to work in team, creative approach to the solution of educational tasks, ability constantly to study and adapt for changes, responsibility for the performed work [1]. Mechanisms of integration of education with fundamental science and production in which on the first place are put science, technology, and preparation of students become the most perspective in respect of increase of efficiency of pedagogical education is based on motivation and their inclusion in researches, design and educational and technological development.

Psychological disciplines give the fundamental knowledge opening all set of regularities of the relation of thinking to life, the subject to object. In present time there is a need of expansion of a role of psychological disciplines in respect of formation of readiness of students to professional activity was shown. Success of integration of a psychological and professional preparation defines understanding of essence of readiness for professional activity.

The analysis of works of modern researchers of a professional education showed that there is no uniform approach to understanding of the term "readiness to professional activity". According to Mane, L. Miville, Changming Duan, Roberta L. Nutt, Charles A. Waehler, Lisa Suzuki, M. Carole Pistole, Patricia Arredondo, Michael Duffy, Brenda X. Mejia, Melissa Corpus, Valeeva I.A. Beregova I.P. [1; 2] and other researchers, the concept "readiness" is identified with ponyaktiy "competence". The competence, being characterized existence at the identity of the strong knowledge, the created abilities, experience of activity, ability to make reasonable decisions in various life situations, at the same time is a readiness indicator to performance wide is cool actions and operations and as a whole to a professional activity. Thus, to professional activity we understand existence of fundamental knowledge of psychological disciplines and other fundamental disciplines, an ability as readiness of students of pedagogical higher education institution to use this knowledge in design activity for the solution of problems of the applied character considering specifics of specialty, motivation existence to the solution of professional tasks and ability to work in

team and as earlier we noted, possession professional competences of areas of educational, experimental, research, organizational, administrative, social, psychological, pedagogical, educational, technological activity, ability creatively to carry out productive subject and pedagogical activity in the training and education organizations.

Research methods – For a solution of the problem of preparation of students of pedagogical higher education institution to professional activity when studying psychological disciplines we used set of methods:

the theoretical analysis of literature, studying and the analysis of programs, textbooks, grants, collecting and processing of a research material, comparison, conversations, poll, questioning, testing, generalization of the received results, the qualitative and quantitative analysis, pedagogical experiment.

The aim of the research. For a solution of the problem of preparation of students of pedagogical higher education institution to professional activity when studying psychological disciplines, it is necessary to develop model of formation of readiness of students of pedagogical higher education institution to professional activity when studying psychological disciplines and to formulate the pedagogical conditions providing its functioning. Within our research in organizational and procedural aspect we attach to this problem great value.

Today, in system of high school pedagogical education dominates purely educational, and reproductive, instead of scientific and methodological training in psychological disciplines, formal, instead of qualitative interrelation with profile disciplines [3; 4; 5]. Students almost psychologically don't prepare and they can't motivated and use further consciously possibility of psychological disciplines for the complete solution of professional tasks. The lack of this approach to studying of psychological disciplines is connected with an inefficiency of management of informative activity of students. On the basis of the carried-out analysis of works of Valeeva I.A. Beregova I.P, Larionov V.V. Mane, L. Etc. [1; 2; 6; 7] the option of formation of readiness of students of pedagogical higher education institution to professional activity when studying the psychological disciplines which model is presented in fig. 1 is offered.

For effective functioning of model of formation of a preparation of students to future professional activity when studying psychological disciplines the following pedagogical conditions are revealed:

- implementation of diagnostics of formation of readiness of students of higher education institution to professional activity in the course of studying of psychological disciplines;
- inclusion of details of professional activity when developing detailed designs in the course of studying of psychological disciplines;
- application of technology of design activity of students in educational process;
- motivation and involvement of students to design activity

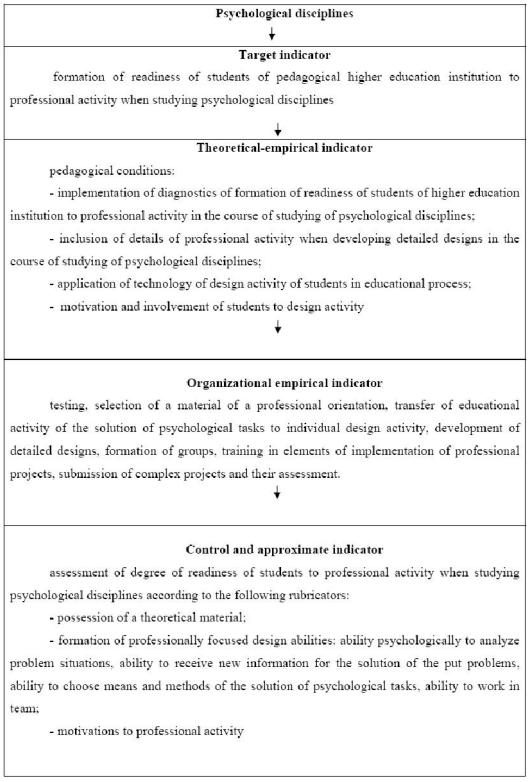

Fig. 1. Model of formation of readiness of students of pedagogical higher education institution to professional activity when studying psychological disciplines

Comprehensive diagnostics is carried out on a lecture and practical training on the psychology, realized in IT technology on the basis of the experimental specialized multimedia audience with feedback. The specialized audience is equipped with personal computers for work of students. The teacher does poll in the form of testing through the Platon's system and quickly receives information on level material assimilation, about degree of readiness of students to the further to the decision and assimilation of a new material in a real mode of time.

For the accounting of psychological features of students, for identification of dominating tendencies in behavior of students, researches of effective educational strategy [2, page 519; 6] and

their initial level of a motivation to professional activity the first classes with students are given by the psychologist. The psychologist receives all necessary psychological characteristics of students. Psychological feedback is based on parameters of model of formation of readiness of students of pedagogical higher education institution to professional activity when studying psychological disciplines where the complex of the psychological techniques defining psychological and the dominating tendencies of behavior in educational activity of the student and his motivational mechanism is professionally selected and adapted: valuable orientation, leading way of an activity and behavior strategy in achievement of the educational purpose, psychology of personal meanings; expressiveness of types of thinking, and also their development; emotional reaction being trained in situations of check of its level of knowledge, his competence of a training material. Based on the results received by the psychologist, formation of student's design groups is carried out.

Inclusion of elements of professional activity on the basis of a application of design technologies for the solution of tasks with a professional orientation in a course of psychological disciplines happens to use of design approach to training of students of pedagogical higher education institution. To training of students we understand such approach as design approach in training, a basis which is the independent design activity of the student which has been psychologically focused on the solution of professional problem situations. For a realization of this approach psychological tasks with a professional orientation are shown to students. In the course of discussion solutions of psychological tasks through implementation of individual projects which are consolidated further in the uniform scientific project are formed.

At introduction of design approach it is necessary to organize: consecutive training of students of design activity in the training process in psychological disciplines, detection of psychological features of students, development of ability to work individually, and also abilities to solve problems in team [6; 7; 8]. At the first stage disclosure of psychological specifics of design activity and its value for professional activity of students is carried out. At the second stage training of individual design activity is carried out. The teacher needs to give the chance to each student to realize itself in training process to psychological disciplines, to understand its fundamental mission for further mastering by future specialty, to learn to apply psychological knowledge during further professional activity. At the third stage the motivation and training of students of a group design activity is carried out. The teacher needs to motivate students to work in team, creatively to approach to the solution of professional tasks.

Taking into account experience of the similar researches Larionov V.V. Sakenov D.Zh. etc. [7; 9], we will allocate the following indicators of readiness of students to future professional activity:

a) level of proficiency in a theoretical material;

b) level of formation of the professionally focused on design abilities;

c) motivation level to professional activity.

It is necessary to create at students certain abilities in the field of the corresponding psychological knowledge for further application in professional activity. Integration of professional and psychological knowledge is carried out on the basis of selection of the contents psychological мате¬риала for presentation of the tasks focused on professional activity. Selection of a material is carried out according to the next requirements: compliance to the state educational standard; compliance to a level of development and training of students; concrete communication with the content of future professional activity.

Important stage when studying psychological disciplines is presentation to students the psychological tasks considering specifics of future professional activity of students. Tasks break into the structural components which assimilation is checked in audience with the return into communication, and then those problem situations which are caused by insufficient communication of psychological disciplines with problem problems of future professional activity of students come to light. The idea of the solution of psychological tasks through the complex project is formed. Originally students carry out individual projects, and then reduce them in the uniform complex project. Work of students on projects increases level of proficiency in a theoretical material. The report of students in the form of presentation, animation demonstrations define a level of development of professional design abilities and create a psychological basis of future professional activity. We agree with Burden Robert L data. [10, page 294] that psychological preparation of future teacher will positively be reflected in efficiency of his professional activity at school.

The motivation of students to professional activity is estimated on the purposes which are put by students of pedagogical higher education institution.

The I level (low) - is characterized by small positive motives to future professional activity. Generally it is motives of avoiding of inconveniences, discomfort or personal. The informative interests amorphous, situational.

The II level (average) - is shown interest to future professional activity, all positive motives are connected only with the productive party, focused on success, achievement of result, the doctrine acts as means of achievement of the purpose.

The III level (high) - formation of all components, a motivation accurate, an orientation of informative motives steady [7; 8; 10].

Data on level of formation of motivation to professional activity and coefficient of level of formation (CLF) are presented in tab. 1.

For an assessment of level of proficiency in a theoretical material used results of examinations on all studied sections of psychological disciplines. Results of examinations in control and experimental groups are provided in tab. 2.

Table 1. Level of formation of motivation to professional activity

Academic year	Number of students	Levels of formation of motivation			CLF, %
		low	average	high	
2011-2012	CG 62	13	42	7	65
	EG 67	8	33	26	79
2012-2013	CG 67	22	34	11	63
	EG 68	5	35	28	82

Table 2. Results of examinations in control and experimental groups

Academic year	Number of students	Psychology				Differential psychology				Ethno psychology			
		2	3	4	5	2	3	4	5	2	3	4	5
2011-2012	CG 62	11	34	14	5	9	33	15	8	12	35	12	5
	EG 67	8	18	25	16	7	19	26	15	9	21	25	12
2012-2013	CG 67	12	35	14	6	11	36	13	6	11	38	13	5
	EG 68	8	20	24	16	9	16	29	14	8	24	21	15

Taking into account positive experience of the similar researches Mane L, Larionov V.V. Sakenov D.Zh. etc. [2; 7; 9], level of assimilation of a theoretical material is estimated with the help a criterion x2. According to the table of critical values for level of reliability P = 0,05 (with an error of 5%) and degrees of freedom of m = With - 1 = 3 critical value a criterion x2 = 7,81. Results of calculation of criterion are given in tab. 3 x2.

Between results of assimilation of a theoretical material in investigated groups are available dynamics and statistically significant differences.

Level of formation of professionally focused the design abilities was estimated taking into account ability to analyze problem psychological situations (1), to receive new information for the solution of the put problems (2), to choose means and methods of the solution of psychological tasks (3), to work in team (4). Summary data on levels of formation of professionally focused design abilities and coefficient of level of formation are presented in tab. 4.

Conclusions and recommendations.

Interpretation of the received results shows a tendency to indicator growth a possession a theoretical material, formation level professional the focused design abilities; motivation level to professional activity when using this scheme of training.

Thus, need and possibility of a decision of a problem of formation of readiness of students of pedagogical higher education institution to professional activity from a position of gradual and continuous transition from subject to vocational training on condition of realizing of transfer of educational activity of the solution of psychological tasks in professional design activity is confirmed.

We express gratitude to teachers and students of the Pavlodar state teacher training college for the help in carrying out research.

Table 3. Results of calculation of criterion of X2

Academic year	Psychology	Differential psychology	Ethno psychology
2011-2012	**11,26**	**11,09**	**11,45**
2012-2013	**12,08**	**11,35**	**12,07**

Table 4. Summary data of levels of formation of professionally focused design abilities

Academic year	Level of a formation	Groups	Professionally focused design abilities							
			1		2		3		4	
			bef	after	befo	after	bef	after	befor	after
1	2	3	4	5	6	7	8	9	10	11
2011-2012	low	CG	17	12	21	17	18	11	28	20
		EG	18	7	20	6	19	7	30	10
	average	CG	31	35	29	32	34	39	28	32
		EG	34	39	35	42	35	41	28	34
	high	CG	14	15	12	13	10	12	6	10
		EG	15	22	12	19	13	19	9	23
	CLF, %	CG	64	69	62	62	60	65	54	59
		EG	64	73	60	73	61	72	52	71
2012-2013	low	CG	21	22	15	12	19	16	27	23
		EG	24	13	15	8	20	9	25	7
	average	CG	33	30	38	40	37	38	30	33
		EG	32	32	40	41	40	37	38	37
	high	CG	13	15	14	15	11	13	10	11
		EG	1	23	13	19	8	22	5	24
	CLF, %	CG	61	65	64	66	60	63	55	63
		EG	60	72	65	71	61	72	56	75

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