

The account of psychological features of pupils of the senior classes of a technical grammar school in the course of professionally focused training

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Abstract. Psychological features of pupils of a technical grammar school for the purpose of their account in the course of profile training in general and learning of foreign language in a technical grammar school in particular are analyzed. The obtained data confirms expediency of profile training at modern senior school and necessity of the account of internal social and external positive motives of learning of foreign language which are supervising for pupils of profile senior classes.

[Asanaliev R.M., Fayzullina Z.F., Baisalbayeva K.N., Taipova M.K., Shekerbekova S.T., Madjarova G.A. **The account of psychological features of pupils of the senior classes of a technical grammar school in the course of professionally focused training.** *Life Sci J* 2014;11(6):507-510] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 72

Keywords: Modern education system, differentiation and individualization of education, process of industry-specific training, individually significant inner motives.

Introduction

Modern education system of the Republic of Kazakhstan includes the educational level of secondary education which is actually an initial link of educational preparation of the future specialists. One of the organisations for general secondary education is a grammar school which activity in accordance with Article 1 of the Law of the Republic of Kazakhstan "About Education" is determined as follows: "grammar school is an educational establishment that implements general education and additional educational training programmes of the primary, secondary and general secondary education which provide profound education for social-human and other educational directions according to the skills and abilities of students" [1]. One of the "other educational directions" is an industry-specific training which is "a process of differentiation and individualization of education, organisation of educational process with due regard to the students' interests, skills and abilities." Thus every grammar school can implement "profound education" of a specific orientation, including technical orientation [2].

The aim of this article is the analysis of psychological peculiarities of technical grammar school students aimed at further tracking in the process of industry-specific training in general and study of foreign language in a grammar school in particular.

The main part

The transfer of students to the senior school is in most cases the transfer to the schools with specific educational orientation which is formally a transfer to the new social situation of development. Senior school students feel the necessity of self-determination and the profession selection becomes a psychological centre of development creating a peculiar inner position. This peculiarity of the inner position consists in the fact that the senior school students are oriented to the future and the present for them lies in the context of this main orientation of their personality [3,4]. This statement is true both for the senior school students of general education schools and for senior school students who have already chosen a specific line of education.

It should be noted that the senior school age establish quite a strong connection between professional and educational interests. The senior school students are more often interested in those subjects who they need for their chosen profession, and "needless" subjects are often ignored [5]. That's why this problem is solved with the help of industry-specified school which main aim is to determine the formation of conscious positive attitude towards the education in the senior school age. Thus, a student of the industry-specified school is involved in a new type of activity - profession-oriented education which determines his/her formation as a subject of the future professional and labour activity. This greatly subjects the learning activity of a student to the

important goal - his/her future professional activity. According to I.A. Zimnyaya, the inherent value of learning is subjected to the remote aims of professional self-determination. One studies not only for the sake of education itself but also for something more significant for him/her in the future, something which is revealed in student's age to the full extend [6]. Thus, a student of a senior industry-oriented school as an active subject of profession-oriented education falls in between students of the general secondary line of education and a student of a certain educational establishment.

As a rule there are two functionally connected sides in a human behaviour - impelling and regulatory. While such mental processes as perception, memory, imagination, thinking, abilities, temperament, temper, emotions provide mostly the regulation of behaviour, its stimulation, or impelling, is connected with motives and motivation - concepts which are used in psychology for description and explanation of impelling moments of a human behaviour [7].

It is no doubt that the awareness of the reason why a senior school student chooses certain line of education allows to foresee how successfully he/she will get new educational profession-oriented activity, how seriously he/she will work, how strong will be his/her interest for this activity. That's why most investigators say that inner motives of the choice of a certain line or profession are of great importance, as the inner motivation arises from the needs of human himself. Therefore he/she works with pleasure and without outer pressure on this basis [5, 8]. Unlike the inner motivation, young person can be guided also by outer motivation while choosing profession. Thus among outer motives such inducements are emphasized for the sake of which a person considers it necessary to make necessary efforts. These inducements are considered to be positive motives. These are such motives as financial incentives, possibility of movement upwards in the hierarchy of the positions, prestige. In case of influence on the personality by means of pressure, orders, criticism, condemnation, or other negative sanctions we mean negative motives.

Thus, the advantage of the inner as well as positive outer motives which are taken as guides by senior school students while choosing the line of education is the most beneficial from the point of view of satisfaction by the chosen activity. In case when such choice is predetermined mostly by negative outer motives it can be considered as premature, inappropriate and one can recommend the senior school student to continue his/her education with general secondary line of education [9, 10].

The results of modern investigations concerning the distribution of motives of foreign language study by senior students show that among the complex of motivating factors two main groups are dominating. On the one hand it is a wide cognitive motive during which the process of language study is an internally conditioned need that stimulates the tendency of deepening language knowledge. This means the display of motive of success gaining, motive of "acquiring profound knowledge". On the other hand it is a social motive which consists in digestion of acquired knowledge images, methods and skills of further independent work using foreign language as a profession. i.e. "wish to be better prepared for the future profession", "to get socially significant profession".

With regard to the fact that the above mentioned investigations were conducted without reference to the line of education of senior school students, we conducted an interview in order to define psychological peculiarities of students who have chosen a certain line of education. The aim of our interview was to study the following: firstly, the motives of choosing the line of education, secondly, the motives of foreign language study in senior industry-oriented schools. The questionnaire, developed by N.M. Rekun, was taken as the basis.

The study of motives of choosing the line of education by senior school students allowed us to get the following results:

a) the following groups of motives significantly influenced the choice of line of education: *individually significant inner motives*. Thus, 59.0% of respondents agreed that «the line of education complies with my abilities», 43.8% — «chosen line of education contributes to mental and physical development», 37.6% — «chosen line of education opens up opportunities for self-expression»; *socially significant inner motives*. Thus, 54.7% of respondents agreed that «the professions of this line of education give the opportunity of being useful for other people», 46.3% — «these professions give an opportunity of improving professional skills»; *outer positive motives*. Thus, 45.3% of respondents agreed that "the professions of this line of education are well-paid";

b) *outer negative motives* didn't influence the choosing of line of education. Thus, 46.8% of respondents did not agree with the statement that "my parents like this line of education"; 41.3% did not agree that "the professions of this line of education are considered to be prestigious"; 67.7% did not agree that "the chosen line of education is the only possible one under the given conditions"; 64.5% did not agree that "this line of education was also chosen by my friends".

Basing of the conducted interview we can draw a conclusion of the fact that the following has had influence on the choice of line of education by the senior school students: inner motivation (group of socially and individually significant motives) and outer positive motivation. Outer negative motivation has slight impact on the choice.

The analysis of the motives of foreign language study by the senior school students of the industry-oriented school allowed us to state the following. Fully agreed with the statement that the knowledge of foreign language:

- "will help in getting prestigious, socially significant profession" - 77.0%;
- "is a comprehensive component of the general secondary education" - 69.7%;
- "will be necessary for the future professional activity" - 67.6%;
- "will help in movement upwards in the hierarchy of the positions, will influence the salary" - 53.2%.

On the other hand, senior school students do not agree with the statements that foreign language skills:

- "is attractive thanks to the personality of a foreign language teacher" - 52.3%;
- "are prestigious among my friends" - 56.4%;
- "satisfy my parents' wish" - 40.7%.

Thus we can draw a conclusion that socially significant inner motives and outer positive motives are dominant among the motives of foreign language study by the senior students of industry-oriented school; outer negative motives do not influence the choice.

The following data are important in the context of the problem under investigation:

- only 25.6% of respondents fully agree that "foreign language skills are attractive from the viewpoint of the content of a school subject";
- 32.8% of respondents partially agreed with such statement;
- 41.6% did not agree with this statement at all.

This circumstance reveals a significant contradiction between the inner readiness of senior students to study foreign language as a special subject and non-compliance of content of this subject with lines of education, its inability to satisfy cognitive needs of senior school students, first of all, according to the chosen line of education.

The acquired data confirm the fact of practicability of industry-oriented education in the modern senior high school and necessity of tracking inner social and outer positive motives of foreign

language study which are guiding and sense-forming motives for the senior students of industry-oriented schools.

Conclusion

Generalising the results of our analytical-synthetic work we can state the following.

1. The advantage of the inner as well as positive outer motives which are taken as guides by senior school students while choosing the line of education is the most beneficial from the point of view of satisfaction by the chosen activity. In case when such choice is predetermined mostly by negative outer motives it can be considered as premature, inappropriate and one can recommend the senior school student to continue his/her education with general secondary line of education.

The investigation of motives of choosing the line of education by the senior school students, conducted on the basis of interview, allowed us to draw a conclusion of the fact that the following has had influence on the choice of line of education by the senior school students: inner motivation (group of socially and individually significant motives) and outer positive motivation. Outer negative motivation has slight impact on the choice.

2. Industry-oriented higher secondary school is an important stage of pre-professional education of the future specialists. Psychological development of a student of industry-oriented higher school as an active subject of profession-oriented study has its own peculiarities that differ him/her from a student of general line of education; these must be taken into account while further developing of contents of certain school subjects and organising educational process, in foreign language in particular.

3. Pre-professional preparation with foreign language can be considered as one of the sub-systems of the general system of pre-professional education. Such approach is possible as a foreign language as a special school subject can perform the function of solving tasks of pre-professional preparation on a specific line of education, besides the function of formation students' communicative competence of foreign language communication.

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5/12/2014