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Research of Formation of Personal-Professional Capacities at Higher Education Institutes Students of Pedagogical Specialties

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Abstract

Existing process of the higher pedagogical education forms personal-professional capacities unequally, that negatively reflects to pedagogical institute’s graduates job-placement and to theirs subsequent adaptation in educational surrounding. Study of personal-professional capacities formation at students of pedagogical specialties and their conformity to contemporary requirements of the educational space. The system of higher pedagogical education needs correction in improvement of quality and quantity of student’s practical-pedagogical abilities, forming by means of a teaching practice as per specialty. Pedagogical specialties students’ professional orientation requires a social-psychological support and trainings.

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1. Introduction

Increase of the social-psychological and economic status of pedagogical specialty becomes one of the main tasks of the Kazakhstan education system. In connection with growth of requirement in human resources of qualified teachers gets a special actuality a problem of their personal and professional qualities development at a stage of high school education.

The problem of pedagogical conditions revealing becomes actual, conditions, where will be taken place personal and professional development of future teachers, whom preparation is carried out by pedagogical institutions. At the same time, the system of professional training of teachers insufficiently aimed to formation of specialists as personalities and professionals capable to develop their personality in the pedagogical trade to be its full subject. Therefore arises necessity for search of the new content, methods and means, forms of professional training and the further development of teachers, having personality-focused character.

Existing system of pedagogical specialties training does not give proper attention to personality-professional formation and the development connected with formation of personal properties and qualities, abilities and professional responsibility, independence, social activity and a position choice.

Insufficient study of this problem in the contemporary pedagogical psychology causes spontaneity and weak controllability of professional formation of future teachers that negatively affects to their professional work after graduation.

One of important directions of personality-professional qualities formation of pedagogical specialties students is, on our sight, purposeful activity on the organization of students professional formation, directed on stimulation of their activity in relation of own professional development, to contribution of establishment of personal sense of vocational training; and transition of students from a position of an object of vocational training to a position of a subject of professional formation of personality, who is capable to successful integration into pedagogical activity and adaptation in the process of this activity.

It allows us to prove two-level structure, in which basis there are personal characteristics of an individual promoting personal development and important professional qualities.

2. The Basic Content

As the practice shows, now there is a number of problems, connected with training of highly skilled pedagogical human resources.

One of these problems is the insufficient study of the problem of personality-professional qualities formation at students of pedagogical specialties. It negatively affects to efficiency of teaching-professional process, as well to the future professional competence and adaptation of graduates of a pedagogical high school.

Quality of educational process in many respects defines success of a person in the future professional work and in his interaction with other people. In connection with this to quality of a higher education are imposed as well new requirements, among which requirements not only to professional, but as well to personal formation and to development of a student – a future teacher.

For deeper understanding of a problem of a personality professional development and formation of a complex approach to an investigated problem we have addressed to substantive provisions of complete concepts of the professional formation opening specificity of formation process of a professional personality.

Basing on positions of the complex approach to professionalism, offered by E.A. Klimov who is defined a personality of specialist as a system of professionally important qualities formed in a course of a personality professional formation and actively influencing to efficiency of realization of the professional activity separate forms, and professionalization in a whole.

According to this author the professionally important qualities as properties of a professional personality can be adequately understood and defined only as integrated system formations.

In the given research of personality-professional qualities, we allocated following positions for empirical studying from the point of view of influences of educational process: in the area of personal qualities - mental abilities, responsibility, skill to communicate, organizing abilities, creativity, adequate self-estimation; on lines of professional making – interest to a trade, high motivations on career, professional special skills and abilities.

For an empirical part of research as respondents were chosen students of 1-4 courses of pedagogical institution (N=170). As well it was carried out expert question of heads of the educational environment.
For acknowledgement of received results reliability it was carried out the correlation analysis with use of computer programs package Microsoft Excel which has shown existence of linear dependence between numbers of the data received by separate techniques.

In the results received by means of a technique of valuable orientations of M. Rokich the general structure and hierarchy of valuable orientations were interesting, as well its changings during training process.

In dynamics of separate values it is possible to allocate the following laws: is observed positive dynamics on such indicators, as «interesting work», in the general structure of valuable orientations such values as “development”, “creativity” have appeared in second half of the list, besides importance of value “creativity” and “development” has decreased throughout training.

“Decreasing” index of “development” value we can explain as follows: on the fourth course students consider that they have already reached the demanded level of knowledge and skills which the high school can provide them. Dynamics of “communication” and “organizing abilities” level indices show on insignificant increase in the given qualities in a training process in high school from the first up to the fourth courses.

Results of students self-estimation study have shown that during time of education in the university in top courses has increased by 2,9 % share of students with underestimated self-estimation, together with it observes positive dynamics on displacement of extreme degree of the raised self-estimation to the adequate (standard). As a whole, it is possible to draw a conclusion on positive influence of education in universities on a self-estimation of a person.

We connect increase in a share of students with the underestimated self-estimation with disappointment from the chosen pedagogical specialty and absence of employment prospects. Dynamics of level of intellectual development has confirmed the thesis about development of mental abilities in educative process.

For the statement received by an empirical and theoretical way of the data and studying of the factors influencing to professional development of students, their adaptation in the future labor activity, which as we have established, directly connected with quality of educational process. We carried out questioning of the four course students (graduates).

The analysis of questioning results allows to tell that at a choice of profession students-graduates preferably governed by the following motives: possibility to have good salary (60,5 %); possibility to build career (28,0 %); interest to a trade (25,5 %).

It testifies prevalence of rational motives in the primary models of perception of own future professional work, that, according to many researchers, can promote the high level of mobility in the course of adaptation.

At a choice of a real working place students-graduates were guided by possibility to earn good salary (32,9 %) and interest to professional activity (41,5 %).

The expressed positive connection between motivation indicators on certain characteristics of educational process and defined adaptation model (most often shown pedagogical skills, abilities, personal qualities) – on factor of Pirson from 0,53 up to 0,77.

3. Conclusions

In research it is revealed that during education as a whole is available positive on total dynamics educational tendency of personal-professional qualities at pedagogical specialties students, together with this, the given tendency is not brightly expressed that testifies necessity to optimize the educational process in higher educational institutions.

Personal-professional growth of pedagogical specialties students is characterized by heterogeneity of change of the essential for its indicators. Positively sensitive to the educational process in high schools are an adequate self-estimation, intellectual abilities; creativity, less sensitive - communicative and organizing abilities, responsibility, interest to a trade, motivation on career and professional skills and abilities.

Process of the personal-professional qualities formation of pedagogical specialties students is carried out in three stages: professional interest to pedagogical activity and its support (first-year students); formation of the personal and professional qualities (students of the second and the third year); stabilization and development of formation level of the personal-professional qualities of pedagogical specialties students (students of the fourth year).

It is proved actual personal-professional qualities of pedagogical specialties graduates. It is created the contemporary specification of development dynamics of personal-professional qualities of pedagogical specialties students during education in high schools. It is determined negative influence of absence or weak expressiveness of
important for pedagogical specialties the personal-professional qualities on employment of high schools graduates and their subsequent adaptations in the educational environment.

Psychological support of educational process promotes formation of the personal-professional qualities positively influencing on competitiveness of pedagogical high schools graduates on a labor market and is active-directed process.

One of principal causes of an inefficiency of pedagogical education is absence of system city in activity of pedagogical high schools on formation of the person-professional qualities at students to the future professional work.

Research of the problem of personal-professional qualities of pedagogical specialties students within the limits of contemporary model of higher pedagogical education is necessary not only for understanding the essence of the given process for the purpose to develop adequate methods and ways of positive correction of a personality, but as well for perfection of the educational process.

The motivation role as considerable factor in formation of the personal-professional qualities is proved.

We had regarded the formation of the personal-professional qualities of pedagogical specialties students as integrative characteristic of a person including emotionally-informative and value-target relation to pedagogical activity, characterized by strong-willed activity in development of abilities and personal qualities of a future teacher.

At the moment in Kazakhstan there is an obvious rupture between educational system and employers that negatively affected on employment of graduates of pedagogical high schools and their subsequent adaptations in the educational environment.

The system of the higher pedagogical education needs updating towards improvement of quality and quantity of the practical pedagogical skills of students formed at the expense of educational-pedagogical practice on a received specialty.

Professional guidance of pedagogical specialties students demands social-psychological support and trainings.

References

