

**PSYCHOLOGICAL MECHANISMS OF FUTURE PEDAGOGUES' PROFESSIONAL
INDIVIDUALIZATION FORMATION DURING THEIR STUDIES IN A HIGHER
EDUCATIONAL INSTITUTION**

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ABSTRACT

The article considers problem of educational individualization within the system of professional training of future teachers in a higher educational institution. Relevance of the problem is determined by the fact that psychological mechanisms of future pedagogues' professional individualization formation during their studies in a higher educational institution have not been sufficiently developed in psychological and educational theory. In this regard, the present article focuses on description of the professional Self-Concept of the students — future pedagogues viewed as a psychological mechanism of formation of a student's professional individuality during the study in a higher educational institution. Stages and methods of the students' professional individualization development are determined. Results and analysis of the researches of the investigated problem are provided. The article material is of great practical value for lecturers of humanitarian, in particular, pedagogical universities. Based on the activity approach, criteria are identified and professional actions of future primary school teachers and social pedagogues are determined.

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On the basis of the indicators of the future pedagogues' professional actions formedness, levels of the students' individualization development are distinguished, and level characteristics are elaborated.

Keywords Professional individualization; Professional training; Professional development; Professional Self-concept

INTRODUCTION

Reforms of the Russian higher education system caused by renovation and humanization of different spheres of public life imply realization of new requirements for training of young specialists.

The concept of the Federal target program (FTP) of education development for years 2016–2020 defines training of a qualitatively new, competitive specialist, able to professional self-identification and successful self-fulfillment in profession, as a relevant task of a higher school (Governmental Regulation of the Russian Federation of 29 December 2014 No. 2765-r). Today's social demand for energetic and creative pedagogues poses a challenge for a higher school to develop individuality of the future professionals. The attainment of the objectives is possible in the framework of the person-oriented educational model (Governmental Regulation of the Russian Federation of 29 December 2014 No. 2765-r).

The Law of the Russian Federation on Education emphasizes the need to create conditions under which the quality of professional education would be enhanced (Federal Law of the Russian Federation on Education of 29.12.2012 No. 273-FZ). A teacher has to turn educational content into a means of professional and personal development of students (Gutsu 2013).

These requirements imply orientation of educational process to individual psychological characteristics of the student (individualization of studying), as well as necessity to create conditions for its realization. In this regard, a problem of the search for methods to adjust educational process to every student rises, which causes obvious obstacles in terms of the traditional mass education.

Investigation of the problem of educational individualization in a context of standardized education in a higher educational institution evokes a wide response in psychological and pedagogical science, where this problem has been studied extensively. Many educationalists have addressed the issues of educational individualization in the higher educational institution. Analysis of the researches has shown that term "individualization of students' education" does not have a status of determined scientific concept; methods and technologies

of its fulfillment at different stages of the educational process remain insufficiently substantiated.

As a result of insufficiently developed theory, modern pedagogical reality proves that individualization of learning, which manifests itself in the student's own free choice and creativity, has not yet become a mass phenomenon in modern higher institutional practice. In light of this, psychological and pedagogical developments in the area of individualization in the higher education system become especially important (Ananyev 2001; Kochetova and Zhukovskaya 2004; Merlin 2005; Parakhonskiy 2005; Bayborodova and Kharisova (Eds.) 2011; Federal Law of the Russian Federation on Education of 29.12.2012 No. 273-FZ; Kochetova 2013; Yurlovskaya 2013; Gutsu and Demeneva 2015; Gutsu et al. 2016). Theoretical foundations of the psychological aspect of this problem are represented in the works by B. G. Ananyev (2001), V. S. Merlin (2015), E. F. Zeer (1990), A. K. Markova (1990), and others. These authors note that development of professional individualization is a long-term process, which undergoes a stage of its formation during training in a higher educational institution.

GOAL OF RESEARCH

The goal of this work is to study psychological mechanisms of professional individualization formation of future pedagogues (social pedagogues (SP) and primary schoolteachers (PST)) and determine the level of students' professional individualization development when studying in a pedagogical higher educational institution.

MATERIAL AND METHODS

Professional individualization formation at the stage of training in a higher educational institution lies in working-out of professional skills at students and opportunities of their application in their original variant, search for personal behavior, finding out promising plans of professional determination and development. Professional individualization formation is considered as the highest level of professionalization in the higher educational institution, which undergoes a number of stages in its development (Dmitrieva 2012).

The initial stage of the development is professional identification, which acts as a process of self-identification and identifying with real and perfect representatives of the professional environment. It should be considered as a process of mastering the system of professional actions. Therefore, this process characterizes acceptance of professional roles and growing

into them (Dmitrieva 2012). At that, nonlinearity and complexity of professionalization process in the higher educational institution is described.

One of the essential complications is possibility of spontaneous indiscriminate professional choice at this stage, which from the very beginning prevents the student from revealing his or her individual creative abilities in the process of professionalization. It puts forward a number of requirements when solving the indicated problems. One of the important requirements is to take into account age-related psychological peculiarities of the students at the stage of learning in a higher educational institution, when professional preferences are specialized and the first professional decision is made. During the process of targeted training in a higher educational institution, professional prospects and opportunities revealing true individual preferences and capacity for pedagogical profession are discovered and corrected (Mayasova and Lekomtseva 2015). At that, a significant condition is introduction of professional diagnostics into the system of professional training of future pedagogues, which solves a number of essential problems: determination of the level of adequacy of the students' ideas about the future profession; revealing stability of interest in the chosen profession and level of maturity of such a decision; determination of students' personal qualities correspondence to the peculiarities of the professional activity (Zeer 2006; Gutsu and Sorokina 2014; Gutsu and Demeneva 2015; Kochetova 2010). When solving problems of professional diagnostics, it is necessary to keep confidentiality of the data obtained, stay correct and observe nonintervention of a pedagogue into the student's personal sphere. The opportunity for realization of these humane and personal principles in practice gives an introduction of professional portfolio (working and demonstrational) into the system of classes in the higher educational institution (Gutsu et al. 2016).

In the training of future pedagogues in the Minin University (Nizhny Novgorod State Pedagogical University named after Kozma Minin) (Nizhny Novgorod, Russia), which focuses on the elaboration of psychological mechanisms of the development of future pedagogues' (SPs and PSTs) professional activity components, opportunities of the personal approach in the system of higher school training have been discovered.

At seminars and practical classes, students of both directions were given with specially developed cases, which allowed to determine the level of professional activity development: analytical actions, modeling, planning, designing and constructing.

To evaluate significance of differences between percentages of two samples, φ^* criterion (Fisher's angular transformation, or F-ratio test) was used, which evaluates significance of

differences between percentages of two samples where the effect of interest has been registered.

Selection of examinees. 56 students of the pedagogical university participated in the research:

The first group (27 people) — students specializing in social pedagogy (SP)

The second group (29 people) — students specializing in teaching at primary school (PST)

RESULTS

The level of professional activity development at the future PSTs and SP has been studied. The obtained results are summarized in Table 1.

Table 1. Activity development levels at the future PSTs and SPs, n = 56 (%)

Index	Level					
	High		Medium		Low	
	SP	PST	SP	PST	SP	PST
Analytical actions	26.75	44.85	43.90	43.05	29.35	12.10
Modeling	24.10	28.10	38.80	50.27	37.10	21.63
Planning	12.50	24.70	39.40	51.60	58.10	23.70
Designing	10.90	19.20	24.80	49.30	64.30	31.50
Constructing	10.50	18.50	31.80	48.50	57.70	33.00

DISCUSSION

A high level by the “Analytical actions” criterion has shown more than one third (44.85 %) of the future PSTs; a little bit lower is the SPs index (26.75 %) ($\varphi^*_{emp} = 2.31$, differences are significant). A high level in this criterion manifests in students’ proficiency in professional diagnosis, their ability to distinguish professionally important qualities of the pedagogue’s image. The highest index by this criterion at the PST group is conditioned by their more distinctive professional orientation towards the pedagogical activity. The future PSTs have more clear perceptions of themselves as professionals. This group has clear understanding of ideal professional qualities of a PST, which are those determinative for their professional self-image. Medium levels are almost equal in the groups (43.90 % for SP, 43.05 % for PST, $\varphi^*_{emp} = 0.14$, differences are non-significant). This level characterizes insufficient distinctiveness of professional qualities, incompleteness of professional self-images. Low

level (29.35 % for SP, 12.10 % for PST, $\varphi^*_{emp} = 0.84$, differences are non-significant) more often testify to non-systematic performing of professional diagnostics tests by the students, their low motivation to acquire the pedagogical profession.

A high index by the “Modeling” criterion suggests the ability to correlate models of real Self and ideal Self, where ideal image of Self in profession acts as emotionally loaded standard of actions. A high level (24.10 % for SP and 28.10 % for PST, $\varphi^*_{emp} = 0.34$, differences are non-significant) testify to the student’s ability to monitor his or her individual route in the professional development during the study in the higher educational institution. By “modeling” index, a lower level has been shown by the SP group (31.10 %, as compared to the PST group, 21.63 %, $\varphi^*_{emp} = 1.26$, differences are non-significant). This is due to the difficulty the SP group students have in seeing themselves in the future profession. The reasons for this can be seen in insufficient theoretical elaboration of the SP job description and, consequently, difficulty of working-out practical mechanisms of the SPs work in educational institutions, which often can be observed by students when practice-teaching. In addition, as a considerable reason for the obtained indexes, a relatively short history of practicing the SP profession and, consequently, training in this profession, should be mentioned.

A relatively high level by the “Planning” criterion has been demonstrated by 24.70 % of future PSTs, while the corresponding index in the SP group was 12.50 % ($\varphi^*_{emp} = 2.41$, differences are non-significant). By this criterion, a considerable difference between low-level indexes of the two experimental groups has been registered as well. More than a half of the SP group students (53.70 %) are perplexed in planning their employment after graduating. At that, only 23.70% of the PST group students are perplexed with the further employment ($\varphi^*_{emp} = 2.34$, differences are non-significant). An important reason of this difference can be seen in the today’s social conditions: PSTs are in great demand in educational institutions, while the SP vacancies have been reduced.

“Designing” is considered as an integrating index of the future pedagogues’ professional actions formedness. 19.20 % of the PST students have demonstrated its high level, while the SP students have a much lower index — 10.90 % ($\varphi^*_{emp} = 2.17$, differences are significant). Distinctive feature of its high level is a student’s possession of a thought-out program of the professional employment after graduating, as well as the prospects of professional development. Medium level testifies to instability of programs of the future employment, low variability of vision of himself developing in the pedagogical profession. At that, more than a

half (64.30 %) of future SPs and a little more than one third (31.50 %) of the future PSTs have a low level by this criterion ($\varphi^*_{emp} = 2.41$, differences are significant).

A high index by the “Constructing” criterion has been demonstrated by 10.50 % of the SP students and 18.5 % of the PST students ($\varphi^*_{emp} = 0.14$, differences are non-significant). Its high level suggests well-developed communicative skills at students, which manifests itself in ability to establish the intended cooperation when solving professional problems: ability to rely on one’s own professional priorities, take into account a companion’s needs and mood, as well as the specificity of the educational institution. Medium level in the two groups turned out to be as follows: 31.80 % for SP and 48.50 % for PST ($\varphi^*_{emp} = 1.11$, differences are non-significant). This testifies to a higher level of mastering the communication skills, finding out one’s own personal style in professional cooperation by the future PSTs in comparison with the future SPs. Index ratio of the lower level (57.70 % for SP, 33 % for PST, $\varphi^*_{emp} = 2.32$, differences are significant) shows that more than a half of the SP students and approximately one third of the PST students have insufficiently developed skills of professional cooperation. The reasons for this can be seen in the insufficient students’ professional and practical cooperation, in which communicational skill and individual style of professional communication are formed and calibrated.

CONCLUSION

To sum up, the data obtained in the study prove the necessity of a further study of the mechanisms of future pedagogues’ professional identification. A relevant issue is also a search for ways of improvement of this index in the higher educational institution training and practice of the modern school.

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