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Professional growth of master's personality

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Abstract

Key landmarks of the modern educational system are the knowledge and professional skills. Place of education in the life of society at the present stage is largely determined by the role of knowledge in the social development of people, the ability to develop their professional and personal qualities. The actuality of this article is an active process of Russia included into the European and world educational space through the Bologna process. The cultural and socio-economic changes taking place in all areas of public life associated with this process make some demands to the professional training of future specialists; so important is the formation of interest in future profession. This, in turn, makes high demands to teaching the students as future specialists and professionals in their chosen field of activity. Basics of professional knowledge of the master are received from the teacher. The authors consider some stages of professional formation of the person, which belong to the period of the studying process at the educational institution. Motivation of studying the students is a complex and multi-layered process. Studying the motivation is an important component in optimizing the training of students. Reserves for motivating the students to learning are quite extensive and

require thoughtful organizational and intensive managing efforts of the teaching staff for the competent effect on strengthening the motivational structures of the masters of university to educational activity.

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Keywords

Motive, motivation, master, higher school, professional activity.

Introduction

Key landmarks of the modern educational system are the knowledge and professional skills. Place of education in the life of society at the present stage is largely determined by the role of knowledge in the social development of people, the ability to develop their professional and personal qualities [Belykh, 2004, 20]. As already mentioned, the main task of the Russian Federation is the integration of the world educational space. To implement this task, it is advisable to make a number of changes in the training of students enrolled in universities. Credit system as one of the most effective tools of interaction of educational systems around the world has been implemented in Russian higher educational institutions. Also, the goals of credit system implementation are international recognition of national educational programs, providing academic mobility of the students and the teaching staff and meeting the needs of the person in the sphere of professional education.

The basic postulate of credit system is, as we know, about 70% of self-study work of the student, that is, reducing the volume of classroom work, a direct impact on increasing the volume of self-study work of the student. This postulate of the credit system should be brought to clear understanding of the students, starting with the first course. The high importance of the large volume of self-study work stimulates a person to the maximum mobilization of his forces and abilities as a student works on himself, on his future success in social and professional activity [Shilova, Belykh 2000, 13].

Activation of masters' independent work promotes their independence, mobility, and the ability to be creative to solve their problems, more conscious consolidation of educational material, the acquisition of new professional knowledge and skills, as well as the formation of practical skills. Conscious self-study work of students contributes to the gradual development of the ability to work with a variety of information-analytical and scientific resources.

The quality of training at the present stage of development in society is determined not only by the level of its erudition, but also the ability to formulate and solve problems in professional

activity independently. It is also one of the important factors to stimulate independent cognitive activity of the student. Thus, active independent work of the masters becomes the basis for the preparation of future specialists for future professional activity.

Basics of professional knowledge of the master are received from the teacher, as well as the process of transfer and acquisition of knowledge is not abstract and mechanical, and in contrast, is characterized as active and emotionally rich interaction between individuals, that knowledge is interpreted through the prism of personal sympathies and affections to the personality of a teacher. The teacher as a person should have a clearly constructed system of personal items, should have moral and ethical attitude to life, and, of course, have high professional skills in the field of activity [Belykh, 2000, 95-98].

Teacher's pedagogical activity

The significant part of the pedagogical activity of the teacher is a humanistic orientation to the student as a full participant. It is said that the professional activity of the teacher is a systematic activity and a factor in the reproduction of life values. Therefore, the whole process of the formation of the master's personality as a future professional should be permeated with humanistic attitude as to partners in the interaction, and in relation to the activities carried out by him. The master as a future professional specialist in the period of study at the university must be engaged in the organization and adjustment of his activity, taking into account his own interests, inclinations, abilities and capabilities. So important is the formation of interest in future profession. This is students' involvement in research activity in collaboration with the teachers, and their participation in collective projects of the department and faculty, as well as participation in various student initiatives international projects. Therefore another important thing, influencing the formation of the personality of the future specialist, is pedagogical mastering of the teacher, which consists of projecting, structural, organizational and communicative skills.

From the point of view of the professional activity communicative skills of the teacher are quite important, because it is through the process of communication between the teacher and the student, anyway, is a part of work in the field of his chosen profession. The results of communicative activity of the teacher and students are forming the new ideas, interests, and quite often, new values, but the result can be reversed, if the teacher is disappointed with his work or engaged in it by chance.

In psychological science an important role in the process of professional formation of the future specialist takes the formation of a professional self-consciousness. In this process there are a few components: awareness of professional ethics; formation of personal morality of labor activity; vision of himself as the subject of professional activity; estimation of labor relations, that is, the formation of his attitude as a specialist; formation of relationships to his colleagues and his activity [Belykh, 1998, 199-205].

Thus, in the course of master's training is his gradual formation, not only as an individual but also as a future specialist. Process of professional formation of personality is not an exception, because there are the following stages of development of personality of future professional: preliminary stage; forming of professional intentions; preparatory stage; adaptive stage; stage of professionalization; mastering.

Stage and factors of identifying the formation

Let us consider those stages of professional formation of the person, which belong to the period of the studying process at the educational institution. At the stage of professional formation the master must obtain the necessary knowledge about the social significance of his future profession, the possible forms and methods of training, conditions of activity, the requirements to the specialist of this profession. At this stage of professional formation psychodynamic personality traits are very important, particularly such as: emotional stability, mobility, ability to orient in a problematic situation.

At the early stages of professional formation of the person is very important the social situation in which the man is. At the preparatory stage the master forms the initial professional knowledge and skills, as well as ways of solving typical problems, in addition to theoretical knowledge, which the student receives at a higher education institution, he has the opportunity to be included in the direct activities of his chosen profession in the process of passing the various practices, as well as possible independent undermining on specialty. Further professional development of the person takes place either in the process of taking MA course or in the process of work on the chosen specialty. Here, just as in the process of studying, the great importance for the person is an independent activity, as in the process of activity the person overcomes the established ways of doing activities, converts it, introduces into it his innovations and goes to the higher stage of professional skills formation, to the stages of the professionalization and skills [Belykh, 1998, 199-205].

In the process of professional formation of the person also influence the factors that we can divide into two types: internal factors are a set of individual characteristics of the person, as well as social factors of motivating character, which provide an intellectual and psychological development of the personality of the future specialist; external factors, which include the training activities of students and social environment of the person influencing the choice of profession. It could be established family traditions, and requirements of the state and society to the specific practical activities, as well as the high social status of the profession in society, the desire to assert as a professional in the field of his chosen activity that can be called "external positive factors." However, there are factors opposing them, they are also social factors such as the impossibility of the desired activity because of any problems of organic nature, the willingness of activity, but the lack of understanding the necessity of certain specific skills for this profession.

These factors, in turn, lead us to a group of the tasks of social and cultural character for the successful and effective implementation of the person's formation as a future specialist in the conditions of the Higher School:

– Tasks of personal nature are the students' formation of respect to the higher education. Personal interest is a desire of the chosen field of activity, solving their own problems, the desire to be necessary in the society. An active interest of a person is an experience in this field;

– Tasks of a social nature is the possibility of getting higher education, the possibility of getting higher education for persons with disabilities and invalids, the competitiveness of the chosen activity, good working conditions;

– The socio-pedagogical tasks: matching the list of suggested items to future professional goals, prospects of scientific development of the chosen field of activity, conformity of education quality to the declared level, professionalism of the teaching staff, high level of logistical support of the educational process, getting work experience in training period.

Professional development of students should take place in accordance with the theoretical educational base – different programs, teaching aids that are complementary to the curriculum, taking into account the analysis of the above mentioned factors and tasks, to ensure the effectiveness of professional formation of the person [Sorokina, Belykh, 2000, 29-30].

Thus, we can conclude that at the present stage of educational development a specialist should not be limited to his narrow specialization, and should have a broad education, because the processes of active changes in the economic situation in the country can require quick retraining from the person, getting new professional skills as well as the mastery of additional specialties. Therefore, professional education spreads from the narrow "preparatory phase" for the following stages, allowing not to stop studying all the life, which in turn corresponds to the new paradigm of Russian education – "education throughout the life".

Professional development of a master

The main feature of educational and professional activities of the master is professionally directed subordinate methods' assimilation and experience of professional solutions of practical tasks and production problems that graduates will meet in the future.

Professionalization of the master, his professional development and professional growth as a specialist, forming a creative, spiritually rich person, taking into account his needs, interests, desires, abilities, is one of the most important tasks of modern higher education.

The process of professional self-determination is self-knowledge, self-evaluation of professional skills and practical activities for their development, it is self-actualization. Professional orientation of the master leads to understanding and acceptance of professional tasks and assessment of the own resources to solve them. The process of specialist's preparation with higher education encompasses

not only the acquisition of professional knowledge and skills, but also professionalizing of the master's personality as a whole.

The educational and professional activities form a professional capacity, further development of general intellectual abilities. Each professional activity requires some own set of professional qualities (abilities) from the specialist that determine his success. The consequence of the professional growth of the future specialist and professional development of his abilities is the professional competence acquired by the student. Professional competence is the ability to successful carrying out of professional tasks and responsibilities of the position for which the person pretends.

Subjective criteria of improving the mind are the ability to concentrate, to focus on the essence of phenomena, to control the thoughts and emotions. When this desire is enjoying the complete freedom of actions, they are an effective method of self-improvement.

General tendencies of personality of the specialist in the conditions of his training in higher school:

- socialization of the future specialist;
- completing the process of the professional self-determination;
- improving and becoming the "professional nature" of mental processes and states, enriching the life and professional experience;
- increasing the sense of duty and responsibility, independence and self-control;
- increasing the level of the master in a future profession, forming the motives of professional self-affirmation and self-realization.

Conclusions

Thus we can draw the following conclusions:

– The motivation of teaching the students in the learning process at the university is a temporary development of dynamics (past, present, future), in which there is a regular change of learning activities;

– Motivation of educational activity is a part of the motivation, by analogy, as the training activities included in the teaching activity;

– Inner motivation of students at university is made up by inner motives of entering the university, broad cognitive motives and relevant professional reasons;

– External motivation of students at university is made up by external motives of entering the university, narrow educational and cognitive motives, irrelevant and professional motives.

Motivation of studying the students is a complex and multi-layered process. Studying the motivation is an important component in optimizing the training of students. Reserves for motivating the students to learning are quite extensive and require thoughtful organizational and intensive managing efforts of the teaching staff for the competent effect on strengthening the motivational structures of the masters of university to educational activity.

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Профессиональный и личностный рост магистров

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Аннотация

Актуальность данной научной статьи – это активный процесс включения российской образовательной системы в европейское и мировое образовательное пространство через Болонский процесс. Связанные с этим процессом культурные и социально-экономические изменения, происходящие во всех областях общественной жизни, предъявляют определенные требования к профессиональной подготовке будущих специалистов и к их личностному развитию. Важным является формирование интереса к будущей профессии среди будущих специалистов. Это, в свою очередь, предъявляет высокие требования к обучению студентов как будущих специалистов и профессионалов в выбранной ими сфере деятельности. Магистры получают основы профессиональных знаний от преподавателя. Авторами данной научной статьи рассматриваются некоторые этапы профессионального становления личности, относящиеся к периоду учебного процесса в учебном заведении.

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Ключевые слова

Мотив, мотивация, магистр, вуз, профессиональная деятельность.

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