SOCIAL AND PERSONAL ORIENTATION OF LEARNING ACTIVITY AS THE BASIS FOR STUDENTS’ PROFESSIONAL DEVELOPMENT

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ABSTRACT

The present article discusses the problem of development of students’ professional orientation. The article presents an author’s complex of pedagogical conditions that facilitate students’ professional development in institution of higher learning. The complex embraces the following: revelation and formation of students’ values; creation of an educational environment in an institute of higher education that promotes self-realization of an individual; consideration of the subject experience of students; development of pedagogical abilities of future teachers; development of professional skills of university teachers as the basis for formation of professional orientation. Moreover, the article describes the results of experimental work which has confirmed the effectiveness of the developed complex of pedagogical conditions that ensure the development of students’ professional orientation in an institute of higher education based on personality orientation of academic work.

Keywords: Students’ professional orientation. Social and personal orientation of learning activity. Subject experience. Professional skills of a teacher.

RESUMO

O presente artigo discute o problema da orientação profissional do desenvolvimento dos alunos. O artigo apresenta um conjunto de condições pedagógicas do autor que facilitam o desenvolvimento profissional dos alunos em uma instituição de ensino superior. O complexo abrange o seguinte: revelação e formação dos valores dos alunos; criação de um ambiente educacional em uma instituição de ensino superior que promova a autorrealização do indivíduo; consideração da experiência dos alunos na matéria; desenvolvimento de habilidades pedagógicas de futuros professores; o desenvolvimento das competências profissionais dos professores universitários como base para a formação da orientação profissional. Além disso, o artigo descreve os resultados de um trabalho experimental que comprovou a eficácia do complexo de condições pedagógicas desenvolvido que garante o desenvolvimento da orientação profissional dos alunos de uma instituição de ensino superior com base na orientação da personalidade do trabalho acadêmico.


RESUMEN

El presente artículo analiza el problema de la orientación profesional del desarrollo de los estudiantes. El artículo presenta el complejo de condiciones pedagógicas de un autor que facilitan el desarrollo profesional de los estudiantes en una institución de educación superior. El complejo abarca lo siguiente: revelación y formación de los valores de los estudiantes; creación de un ambiente educativo en un instituto de educación superior que promueva la autorrealización de un individuo; consideración de la experiencia de los estudiantes en la asignatura; desarrollo de habilidades pedagógicas de futuros profesores; desarrollo de las competencias profesionales del profesorado universitario como base para la formación de la orientación profesional. Además, el artículo describe los resultados del trabajo experimental que ha confirmado la efectividad del complejo desarrollado de condiciones pedagógicas que aseguran el desarrollo de la orientación profesional de los estudiantes en un instituto de educación superior sobre la base de la orientación de la personalidad del trabajo académico.

Palabras-clave: Orientación profesional de los estudiantes. Orientación social y personal de la actividad de aprendizaje. Experiencia del sujeto. Habilidades profesionales de un maestro.
INTRODUCTION

Consideration of the problem of students’ professional development is determined by social requirements to a future teacher who must be an all-sided creative personality capable of assimilating knowledge and applying it in practice. However, efficiency of the formation of students’ pedagogical direction largely depends on the focus of educational process on the development of the very student’s personality – their motives, goals, abilities and inclinations. In our opinion, it is the social and personal orientation of students’ learning activity that is the basis for further development of their activity characteristics, personality social-personal and professional qualities.

RELEVANCE OF THE PROBLEM

The relevance of the problem of the development of students’ pedagogical orientation based on social and personal orientation of learning activity is determined by the following factors:

- modernization of higher education in connection with a change in the development paradigm of higher education and the need to improve the quality of education;
- inclusion of modern national institutes of higher education into the Common Education Space;
- introduction of a two-level education system which presupposes new requirements for the subject-scientific, psychological-pedagogical, scientific-methodological and information- technological training of teachers in higher education; mainstreaming of psychological and pedagogical preparation of future teachers in view of changes in the requirements for their professional attributes which translate into the competitiveness in the labor market and, accordingly, the effectiveness of their future career.

STUDY OF THE PROBLEM

The psychological and pedagogical foundations of pedagogical work have been carried out by many scholars. The ideas of the necessity to focus the educational process on students’ social and personal characteristics are disclosed in the works by Y. A. Kamensky, J. -J. Rousseau, later – by J. Korczak, E. Bern, K. Rogers and other scholars. In pedagogy of our country, they stand out in the “pedagogy of non-violence” by L.N. Tolstoy, in the works by N. P. Pirogov, K. D. Ushinsky, later – by S.T. Shatsky, V. A. Sukhomlsinsky, A. S. Makarenko. At present, the concepts of personality-oriented education are highlighted in the works of V. V. Serikov, E. V. Bondarevskaya, V. A. Belikov, G. K. Selevo, I. S. Yakimanskaya, V. Y. Lyaudis.

Also, in Russian pedagogy, the types of pedagogical abilities and the issues of training future teachers (F. N. GONOBOLIN, N. V. KUZMINA, V. D. SHADRIKOVA) are analyzed, the requirements for teacher’s personality are systemized (V. A. SLASTENIN, A. SHCHERBACHOK AND OTHERS), the methods of solving pedagogical problems (Y. N. KULYUTKIN, G. S. SUKHOBSKAYA AND OTHERS) and the foundations of pedagogical communication are viewed (A. A. BODALEV, A. A. LEONTIEV, R. K. SHAKUROV, ETC.). The works by both foreign scholars (J. RAVEN, S. TAYLOR, L. PILO, D. TORRINGTON, L. HALL, S. TAYLOR), as well as Russian authors (I. F. ISAEV, I. A. MISHCHENKO, E. N. SHIYANOVA, G. S. MOLCHANOV, A. V. KHUTORSKAYA, M. A. CHOYSHANOV) are dedicated to the development of professional (including pedagogical) competencies.

However, the analysis of the psychological and pedagogical literature indicates that the status of the problem of the development of students’ professional orientation based on taking into account their personal characteristics in the educational process is theoretically and practically low. The mentioned circumstance determined the choice of the topic of the article.

HYPOTHESIS

Effectiveness of the development of students’ professional orientation is based on social and personal orientation of their learning activity in implementing the following set of pedagogical conditions:

- Definition and formation of students’ value orientations in order to assist them in choosing life values and professional qualification.
- Creation in a higher school of an educational environment based on students’ engagement in various research and creative activities that contribute to self-realization of an individual.
- Consideration of students’ subject experience through students’ creation at university.
- Development of students’ pedagogical abilities on the basis of a goal-directed study of the degree of their formation and use in the educational process of a set of exercises aimed at their improvement.
- Development of the profession skill of university teachers as a basis of the formation of professional orientation of students.

**METHODS**

The formation of the concept of students’ professional orientation development on the basis of social and personal orientation of their academic work was premised on the principles of consistency, activity, humanization, individualization, feedback, integration at the level of interdisciplinary connections, reflexive activity and problematicity. The work is based on the following methods: theoretical – analysis, generalization, systematization, synthesis, modeling; empirical – conversation, observation, quantitative and qualitative analyses of research results, testing.

**MAIN BODY**

Proceeding from the fact that personality orientation is a set of stable motives and is characterized by interests, beliefs and worldview of a person overall, the authors of the article consider professional orientation of an individual as an internal predisposition of a subject to a specific professional activity, manifested in motivation, abilities and value orientations. The professional orientation of a teacher expresses a positive attitude toward their profession, desire for self-realization and satisfaction of their professional ambitions and claims, which ultimately contributes to an increase in the effectiveness of pedagogical work. Referring to the works by N. F. Gonobolin, N. V. Kuzmina, V. A. Slastenin, P. A. Prosetskiy, V. A. Krutetskiy, T. V. Ermolaeva and other authors, we can conclude that personal professional orientation of a future teacher develops already in the process of studying at university, and at the same time has a significant impact on students’ mastering professional knowledge, skills and abilities.

Based on the concepts of student-centered learning, formulated by I. S. Yakimanskaya (who suggests the educational process being based on the students’ subject experience), I. N. Semenov and V. K. Zaretsky (who consider personal reflection as the basis for including a subject of education into cognitive activity), E.V. Bondarevskaia (who sees the goal of personality-oriented learning in supporting the student’s individuality, in developing their reflection and striving for self-improvement), A. A. Melik-Pashaev (who proposes to subject the content of education to student’s personality development in order to develop their logical thinking, perception and communication skills) and other authors, we have redefined the principles of social and personal orientation of learning activity that facilitate the development of professional orientation of university students:

1. **Enabling university environment for realization of freedom and individual rights of students.** This principle can be implemented through university’s openness in relation to a variety of scientific, social and industrial relations in the region, country and the field of international cooperation; through expanding the conditions for the interaction of subjects of learning in informal communication, art, sports, etc.

2. **Awareness and adoption by all subjects of learning process in university of the hierarchical system of values in the development of the future teacher.** It should be noted that recognizing the development of a student’s personality as the main goal of training in university, this should not be opposed to the assimilation of knowledge and skills, it would be more expedient to focus on the development of their professionally important personality traits and pedagogical abilities.

3. **The principle of ensuring continuity in personality development.** In accordance with it, students’ social and personal characteristics should be taken into account, from the selection of applicants on down to their employment.

4. **Variability in the implementation of personality-oriented higher education.** The very assimilation of new knowledge and skills should include variation and free choice of such parameters of educational activity as the level of difficulty of current tasks, or the choice between their collective or individual completion.
5. Development of self-development of student’s personality, which should be manifested in the need and motivation sphere and the ability to creative activity. Since the property of self-development is reflection, it should be taken into account that it is student age that is most sensitive to the development of reflexive abilities.

Thus, at the center of the process of development of professional orientation of students is the very student’s personality with their individual psychological characteristics, and it is the social and personal orientation of learning activity that creates the best conditions for self-development and social and personal growth of teachers-to-be. Within the framework of the problem under consideration, we have elaborated a complex of pedagogical conditions that ensure the development of students’ professional orientation in higher school. The complex of pedagogical conditions encompasses the following components:

1. Identification and formation of students’ value orientations in order to facilitate the choice of a system of life values and professional determination.

2. Creation of an education environment at university based students’ being engaged in various types of research and creative activities that contribute to individual self-realization. The education environment in this case makes it possible to create a free space for student’s interacting with other significant students, teachers, where they have a free choice of a set of responsible decisions. For that to happen, it is worthwhile to have a situation of success as a set of conditions perceived and experienced by the student as successful ones contained in educational and scientific activities. It is this thing on the basis of which significant changes occur in the personality of students: their level of self-esteem, self-confidence, dignity, self-respect, and positive attitudes towards the surrounding reality increases.

3. Taking into account an individual experience of students through the creation of an educational space university where social and personal self-determination of students is carried out. By individual experience we mean the already existing experience of a person acquired in the course of communication, activity, learning, and decision-making. It should be borne in mind that students already have certain attitudes to pedagogical activity which have developed in the process of their education at school. Thus, our survey of first- and second-year bachelors showed that almost all of them witnessed teachers’ unfair treating students, and 67% of them noted the predominance of school teachers’ authoritarian communication style. Such attitudes can affect the professional development of students, therefore, in our opinion, they need to be monitored and adjusted.

4. Development of students’ pedagogical abilities (communicative, perceptual, organizational, suggestive, creative, reflective, etc.) on the basis of a focused study of the degree of their formation and use of special exercises in the educational process aimed at their improvement.

5. Development of professional skills of university teachers as the basis for the formation of students’ professional orientation. The process of students’ professional development can be productive only if it is prepared, supported and directed by pedagogical influence, adequate to its nature and inner essence. Consequently, the need for social, personal and professional improvement of a teacher is a condition and a means of student development. In an integral pedagogical process, a university teacher creates and implements their own pedagogical concept, the result of which is expressed in a qualitative change in the personality of both a student and the very teacher. According to modern psychological and educational research, the development of students and teachers in educational process can be carried out in the following ways:

- application of innovative educational technologies (interactive, reflective, health-preserving, design, etc.), considering students as an equal partner in the educational process, realizing their potential;
- change in pedagogical communication towards its openness and empathy;
- targeted preventive activities involving preventing and, if necessary, overcoming the formation of professional deformations of teachers, such as: pedagogical dogmatism, authoritarianism, conservatism, social hypocrisy, emotional indifference.
The inclusion of this pedagogical condition is determined by the fact that students who have reached their professional becoming within an actual culture of pedagogical relations in the “teacher-student” system, in our opinion, will be able to transfer them into their future pedagogical activities in the “teacher-student” system, putting the main ideas of the personality-oriented approach into practice. The effectiveness of the developed complex of pedagogical conditions that ensure the development of professional orientation of students in university based on social and personal orientation of educational activities was confirmed as a result of experimental work carried out during 2015-2021. The experiment engaged 1125 students being within 1 to 5 years of university.

SUMMARY

The results obtained in the course of the experimental work are as follows:

The specificity of students’ value orientations has been redefined in order to assist them in choosing a system of life values and professional determination. Within the context of this direction, we have summed up the results of a 5-year study of the motives for choosing a specialty and the ideas about future profession among first-year students. This study has shown that the reasons for choosing a teaching profession by students are (in order of lessening significance): interest in a specific field of knowledge (chemistry, philology, psychology, history, geography, etc.); love for children and desire to work as a teacher; lack of subject teachers in a city and the ability to choose in the future from a large number of vacancies; failure when being enrolled in another specialty or difficulty in attending other schools; a positive example of adults (parents or school teachers) which is chosen to follow.

1. The ideas of creating an educational environment based on students’ engaging in various types of research and creative activities that contribute to personal self-realization have been systematized and applied in practice. As a result, there is an increase in the number of students participating in Olympiads in pedagogy and psychology, in department, university and all-Russian conferences and scientific competitions.

2. A system for the development of students’ pedagogical abilities has been tested and introduced into educational process. The system is a purposeful work aimed at studying the degree of development of students’ pedagogical abilities based on the application of test methods in the educational process that investigate the degree of development of the abilities such as: communicative, reflective, organizational, suggestive, perceptual and creative. The study was accompanied by the author’s special tasks and exercises included in the content of academic studies aimed at developing a particular ability. Here is an example of the results: there is an improvement of communicative abilities of students (the efficiency coefficient is 145); indicators of the development of the empathic qualities of students (the efficiency coefficient is 122), their creativeness (the coefficient of fluency of thinking is 1.51; the efficiency coefficient of flexibility of thinking is 1.30; the efficiency coefficient of originality of thinking is 1.19), etc.

3. Domestic and foreign experience in the development of professional proficiency of university teachers in general and the overcoming of formation of professional deformations of the personality of teachers in particular has been systematized. The theoretical and practical results of the research have been introduced into the content of the educational material of the disciplines, such as “Introduction to Teaching”, “Pedagogy”, “Educational Conflict Resolution Studies” for bachelor’s degree students; “Andragogy as a Scientific Basis of Adult Education”, “Theory and Methods of Professional Self-Learning of an Individual”, “Art of Teaching” among master’s degree students, as well as into advanced training courses for university teachers “School of a Curator” and “Pedagogy and Psychology of Higher Education.”

In general, the results of the application of the developed complex of pedagogical conditions for the students’ professional development were monitored during the students’ pedagogical practice. The study showed that the students engaged in the experimental work on the development of vocational guidance made fewer mistakes in building subject-subjective relations with students, were easier to get in contact with the class, and adhered to humanistic principles in communicating with students to a greater extent. All the above allows us to draw the following conclusion: the development of students’ professional orientation
will be effective if the educational practice of students is based on the organization of social and personal orientation of their learning activity, which confirms the hypothesis.

CONFLICT OF INTERESTS
The authors confirm that the data provided does not contain any conflicts of interest.

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