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A FUTURE SPECIALIST'S READINESS FOR PROFESSIONAL ACTIVITY AND THE ROLE OF CONTEXT LEARNING IN ITS FORMATION

The article deals with the problem of future specialists' readiness for professional activity and its urgency in modern conditions. In scientific works readiness for activity is defined as a wholesome psychologic phenomenon integrating a personality's knowledge and skills concerning their performance of a certain kind of activity. There has been shown the necessity in unity of professional and personality development of students in the course of their learning at higher education establishments. There have been viewed pedagogic conditions necessary for a student's dynamic movement from learning to professional activity, transformation of the first one into the second with the corresponding change in needs, motives, aims, actions, means, the object, and the results. For this in the process of learning there should be quite consistently modelled the content specialists' professional activity from the perspectives of its subject-and-technological (subject context) and social components (social context). These demands are met by the context teaching which ensures the transition, transformation of one type of activity (cognitive) to another one (professional).

Key words: *readiness, future specialist, professional and personality development, pedagogic conditions, activity.*

Problem setting. The necessity in improving Ukrainian education system and raising its quality level is an important contemporary task, which is determined by the needs in creating positive conditions for development and formation of a student as a future specialist and their personal self-realization in professional activity. Solving this problem is possible under condition of training a specialist possessing solid knowledge and skills combined with the ability of applying them in complicated and ever changing situations, possessing professional self-identity, developed abilities and traits, communicative competence, possessing the skills in self-development and self-perfection. That is why forming a future specialist's readiness for professional activity in modern condition is of utmost importance.

Analysis of research. Modern psychological and pedagogical science has accumulated quite a considerable theoretical and practical material concerning a person's readiness for various kinds of activity; there have been determined a great many developed notions of readiness, content, structure, the main parameters of readiness and the conditions influencing dynamics, duration and stability of its manifestations; the levels of readiness development have been studied.

The results of researches were readily used by scientists in search for ways to optimize the formation of readiness for various aspects of professional activity (L.V. Dolynska, O.M. Koropetska, R.S. Nemov, M.V. Toba, O.M. Khlivna, N.V. Chepeleva, et al.); analysis of structural components and indicators of readiness for professional activity (G.O. Ball, A.O. Derkach, L.P. Ovsyanetska, M.V. Papucha, A.Ts. Puni, L.Ya. Rubina, V.A. Semychenko, V.O. Slastyonin, et al.).

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In a generalized variant, the readiness for professional activity includes, on the one hand, psychological, psychophysical and physical training, and on the other hand – scientific-and-theoretical training as the basis of professionalism. In scientific works readiness is defined as an integral psychological phenomenon integrating a personality's knowledge, skills, and traits concerning their performing a specific kind of activity. According to B.G. Ananiev it cannot be limited by characteristics of skillfulness, and work productivity alone, its qualities are manifested at the very moment when the activity is performed. He considers important when evaluating the level of training to determine a personality's internal strengths necessary for successful professional activity in future [1].

S.D. Maksymenko notes that readiness for activity is a state of a person's mobilizing their psychologic and psychophysiological systems which ensure its successful performance. The scientist singles out several aspects of preparation for an activity: a) operational, i.e. possessing a certain set of *modi operandi*, knowledge, abilities and skills, as well as the ability of obtaining new experience within a certain activity; b) motivational level, the system of compulsive qualities concerning a certain activity (motives of cognition, achievement, self-realizing, etc.); c) social-and-psychological level, the one of maturity of a person's communicative sphere, an ability to perform collective's distributed activity, to maintain relations in the collective, to avoid destructive conflicts, etc.; d) psychophysiological level, the capabilities of organism's systems. Each state is determined by combinations of various factors determining the different levels, aspects of training. Depending on the contents of activity and the conditions of its performance any of these aspects may become the leading one.

Thus, professional development is inseparable from personal one. It must contain intellect development, favourable state of emotional system, positive attitude to the world and other people, forming of self-certainty and independence, achievement motivation, etc. That is why the object of professional development should be a person's integral characteristics: competence, personal traits, emotional and behavioral flexibility, communicativeness, etc.

V.D. Shadrikov developed the notion of "integrative ensemble" (symptom complex) influencing work productivity and effectiveness in the process of personality professionalization [8]. For every profession there exists the ensemble of professional characteristics peculiar to it alone. In foreign pedagogy they got the name of "key qualifications". In the works by E.F. Zeyer, E.O. Klimov and other researchers the following are included to the rank of key qualifications: communicativeness, responsibility, reflection, ability for cooperation, professional independence, ability for self-perfection, initiative, above-standard professional activity, and others. Each of them is a certain sum or combination of meaningful personal traits essential for successful work within a certain profession.

The main body. The process of students' professional and personal development obligatorily supposes possession of moral values which further get interpreted and become life-principles and are very important. These are the values that lie in the basis of decision-making, i.e. they determine selection of certain course of action within a profession. The extent of their formation makes the premise of position in life, or stance, of a person's attitudes. Values determine selectiveness of human behavior. The conclusion of their crucial role is supported by sociologic research headed by V.A. Yadov [10].

Meanwhile, in the works dealing with the study of the problem of students' choice of profession the scientists stress that many of them are not sure if their choice is correct. This is also confirmed by stable decrease in interest in profession from the first to the fifth year of study. The reason for such a manner of things is the character of profession selection mo-

tives: 40 to 50 per cent of students choose their future profession through lack of other options [9].

It follows that motivation-and-needs structure of learning-and-professional activity of considerable part of students becomes deformed, and the processes of formation and development of professional interests evolve erratically and are not connected with life and professional values of a person's orientation [9, 20]. It means that students' social values don't activate their cognitive activity and active position in life which affects students' moral development: for many of them the problems of moral choice are not essential.

Value and meaningful formations ensure personality's inner integrity; determine a comparatively stable attitude to oneself, to others, to profession and the world in general. They act as the most important regulators of a person's life and activity, including professional one. "The significance of objects, phenomena, and their meaning for a person is what determines his/her behavior" [2, p.93]. This is a lengthy and multifaceted process which includes a personality's conscious search for personally significant meanings in professional activity and the choice by the personality of its way in life.

A human has great opportunities for self-understanding, for changing his/her self-concept and behavior regulation. Correction of self-concept and strengthening of its positive aspect helps students to overcome inner barriers and enhances their personal growth, successful integration into society which will certainly manifest in personal potential fulfilment in any aspect. Successful mastering a profession means not only the availability of professional knowledge and skills, but also their effective application in practical activity.

I.A. Zazyun claims that "...for a student to be able to transit from training to professional work it is necessary to create in the process of study corresponding pedagogic conditions. Attraction of a specialist-to-be to profession faces unavoidably the contradiction which manifests itself in the following: the organization of training-and-cognitive activity is inadequate to the future professional activity. To achieve the goals of forming a specialist's personality a higher education establishment needs such a learning which ensures the transit, transformation of one kind of activity (cognizance) into another one (professional) with corresponding change of needs, motives, aims, actions, means, objects, and results" [5, p.74].

Traditional forms of organizing students' learning activity don't resemble its real forms in professional sphere at all. Meanwhile, according to one of the basic statement of the theory of activity, to master any specific activity it should be carried out in the conditions peculiar for this very object or phenomenon in the systems created by them [4]. Here lies the main contradiction of professional training: mastering professional activity should be provided within the frames and by means of qualitatively different learning activity. They possess the same psychological structure, but their content materials are different.

Students' obtaining learning information or forming of the behavioral skills system within the countless number of learning subjects does not guarantee at all their mastering a wholesome professional activity. As a result, to become competent a university graduate has to pass a long professional-subject and social adaptation, which in some cases may take as long as several years. To become theoretically and practically competent a student has to make in his/her consciousness the transition from information to thought, and from thought to action. Only in this case information does become meaningful knowledge. In other words, for knowledge to become professional one, information should be assimilated by the student in the context of his/her practical activity and deed, his/her personal practical activity and behavior.

In the process of learning it is necessary to create pedagogic conditions for dynamic movement of a student from learning activity to practical one, transformation of the first into the second with the corresponding change of needs and motives, actions (deeds), means, the subject, and the results. For this in the process of learning there should be quite consistently modelled the content specialists' professional activity from the perspectives of its subject-and-technological (subject context) and social components (social context).

A context is a system of a person's inner and outer conditions of behavior and activity, which influences perception, understanding and transformation of certain information by an individual which gives content and meaning both to the whole situation and its components. Accordingly, the inner context is made up of a person's individual psychological traits, knowledge and experience, while the outer context is subject, sociocultural, time-spatial, and other characteristics of the situation within which the person acts. So, subjects and phenomena are not given to a person by themselves, but are obtained within certain subject and social contexts [4].

The context learning theory gives an answer to the question of how to overcome the contradiction between the content, forms, and conditions of a student's learning activity and the assimilated wholesome activity of a specialist. Context learning in comparison with other kinds of professional training to the greatest extent ensures transformation of a student's learning activity into a specialist's professional activity.

The main principles of context learning are the following:

- pedagogic support of a student's personal involvement in learning activity;
- consistent modelling of the wholesome content, forms and conditions of specialists' professional activity in students' learning activity;
- ensuring problem-orientating of the learning content and of the process of its expansion in the educational process;
- relevance of forms of organization of students' learning activity to the goals and content of education;
- the leading role of combined activity, interpersonal interaction, and dialogical communication between the subjects of the educational process (a lecturer and a student, and between students themselves);
- pedagogically justified combination of modern and traditional pedagogic technologies;
- the unity of teaching and education of personality of a professional [4, p.57].

Pedagogic technologies in context learning are projected on the grounds of the aforementioned principles, goals of teaching, content of the program material, conditions of the learning process, contingent of trainees, the directions of their professional training, and individual traits of the teacher. Development and realization of the complex of specific technologies in context learning based on its main principles is the sphere of a teacher's pedagogic creativity.

As the material for such a complex both all the known forms and methods of teaching – innovative, programmed, traditional, etc. and those created by the developers themselves may serve. In the context teaching there can be used any forms, methods, and teaching procedures. It is only important to keep to the aforementioned principles, first of all that of relevance of forms of organization of students' learning activity to the goals and content of education.

According to this theory, the assimilation of the content of social experience is maintained not by means of passing the information of it to a person, but in the process of a hu-

man's personal activity directed at objects and phenomena of the environment created by the development of human culture. From this perspective the aim of a student is not acquisition of knowledge, skills, and abilities (they are necessary but they alone are not enough), but mastering a professional's wholesome professional activity which includes the needs, motives, activity aims, operations, necessary means for reaching the goal, the results. Knowledge in this activity comprises the orientation basis of forming students' readiness for future professional activity.

Conclusions. Thus, the formation of future specialists' readiness for professional activity supposes their professional and personality development as an integral creative process of personal formation as a result of which there form motivational, cognitive, value, and activity aspects of a specialist's personality. At the same time there are changes in their interests, aims and attitudes, stimuli and motives, skills and habits, knowledge and abilities, wishes and desires, social and moral traits. To some extent their consciousness and self-consciousness are changed as well. This leads to changes in the personality structure which acquires quite a new content. This is a long-termed and multifaceted process which demands for a developed methodology of improvements in the organization of the learning process at higher education establishments. These demands are met by the context teaching which ensures the transition, transformation from one type of activity (cognitive) to another one (professional) with the corresponding changes of needs, motives, aims, actions, means, objects, and results.

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ГОТОВНІСТЬ МАЙБУТНЬОГО ФАХІВЦЯ ДО ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ І РОЛЬ КОНТЕКСТНОГО НАВЧАННЯ В ЇЇ ФОРМУВАННІ

У статті розглянуто проблему готовності майбутніх фахівців до професійної діяльності та її актуальність у сучасних умовах. У працях вчених готовність до діяльності визначається як цілісне психологічне явище, в якому інтегруються знання, вміння особистості щодо виконання ними конкретного виду діяльності. Показано необхідність єдності професійного й особистісного розвитку студентів під час навчання у ВНЗ. Розглянуто теорія і практика управління соціальними системами 3'2015

ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ПРОФЕСІЙНОЇ МАЙСТЕРНОСТІ МАЙБУТНІХ ФАХІВЦІВ

дагогічні умови, необхідні для динамічного руху студента від навчальної до професійної діяльності, трансформації першої у другу з відповідною зміною потреб і мотивів, цілей, дій, засобів, предмета і результатів. Для цього досить послідовно моделювати у навчальному процесі зміст професійної діяльності спеціалістів з боку його предметно-технологічних (предметний контекст) і соціальних твірних (соціальний контекст). Цим вимогам відповідає контекстне навчання, що забезпечує перехід, трансформацію одного типу діяльності (пізнавальної) до іншої (професійної).

Ключові слова: готовність, майбутній спеціаліст, професійно-особистісний розвиток, педагогічні умови, діяльність.

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ГОТОВНОСТЬ БУДУЩЕГО СПЕЦИАЛИСТА К ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ И РОЛЬ КОНТЕКСТНОГО ОБУЧЕНИЯ В ЕЕ ФОРМИРОВАНИИ

В статье рассмотрена проблема готовности будущих специалистов к профессиональной деятельности и ее актуальность в современных условиях. В трудах ученых готовность к деятельности определяется как целостное психологическое явление, в котором интегрируются знания, умения и качества личности относительно выполнения ими конкретного вида деятельности. Показана необходимость единства профессионального и личностного развития студентов во время обучения в вузе. Рассмотрены педагогические условия, необходимые для динамического движения студентов от учебной до профессиональной деятельности, трансформации первой во вторую с соответствующей сменой потребностей и мотивов, целей, действий, способов, предмета и результатов. Для этого достаточно последовательно моделировать в учебном процессе содержание профессиональной деятельности специалистов со стороны его предметно-технологических (предметный контекст) и социальных образующих (социальный контекст). Этим требованиям отвечает контекстное обучение, которое обеспечивает переход, трансформацию одного типа деятельности (познавательной) в другую (профессиональную).

Ключевые слова: готовность, будущий специалист, профессионально-личностное развитие, педагогические условия, деятельность.

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