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Pedagogical Conditions of The Formation of the Psychological Readiness of Economists

Problem definition. The modern Ukrainian system of economical education has a significant socio-pedagogical potential which gives us an opportunity of creating a new kind of expert for the socio-economical reality of nowadays. All this need a deeper study, aimed on the discovery of the matter of the psychological readiness of the future expert for the economical activity, the reveal of innovational mechanisms of development and enhancement of the economical education, which will provide the integration and interaction of all its participants. In a concept of the educational activity with a specialization on “Applied statistics” it is highlighted that the need of specialists of this profile is determined by the necessity of solving economical problem during the crisis period; providing the informational support of market reforms in the economy; entering into the world information space. Economical information was always an effective way of assuring right administrative decisions, especially in the production management.

Bearing in mind qualification characteristics and the working experience of specialists in the sphere of Ukrainian statistics, we are

able to determine certain requirements to their professional education. The realization of basic functions in terms of collecting, processing and analyzing the economical information creates an objective necessity of specialists that would be able to develop and implement statistic methods on all levels of economic management; use the statistic instrument in order to conduct a data analysis about events and processes in the economy of the state.

The creation of the system of the professional education needs, first of all, the determination of professionally important qualities of future specialists, which will permit us to determine the structure of the education process.

The solving of contradiction between preparation standards (even the most perfect) and individual personal development consists in the humanization of the education which is a complicated, opened and dynamic process. This process is to create favorable conditions, based on personal goals and tasks of the self-education which from their side are based on many examples which our society can offer, for every student to develop himself as an individual.

The concept of education of statistic specialists in a system of the higher economical education, developed by ourselves, is based on:

- the determination of the main list of professionally important qualities, which the future specialist has to possess; construction on this basis the model of his psycho-professional readiness.

- the study of the professional environment of the development; the formation of the specialist and conducting the information analysis of the professional activity so that we can develop informational and educational model of the system of the professional education.

- the socialization of the personality of the student in the professional environment; the acquisition of the instruments of the interaction.

The realization of all professional functions demands the relevant level of the psychological readiness of the specialist. For that reason, the first priority step on the way towards the solution of the problem of the professional education of statistic specialists was to determine the matter of this phenomenon; to study the psychological readiness for the professional activity as the complicated psychological formation in its dynamic development. The process of the professional formation of the durable psychological readiness is the result of the steadily formulated psychological readiness for the profession choice; the studying process and acquisition of the appropriate skills in the higher education establishment;

the professional activity.

The objective of the article is to give the proper definition to the matter of the psychological readiness of the future specialist in the economical sphere, based on the analysis of the various scientific points of view, and to determine the psychological conditions of its formation.

First of all, the psychological readiness includes the positive attitude to the job, the awareness about the social and personal importance of the work. In addition, the educational and artistic activity, personal perception when choosing a profession based on the interest towards it, professional awareness, a decent level of the assurance of the motives are playing a big role in the structure of the readiness. Moral and professional qualities are said to be the dominating elements of the structure.

The results of the theoretical research

The problem of psychological readiness for the professional activity was widely covered in many fundamental researches of M.I. Diachenko, G.G. Fundamentova, L.A. Kandybovych, O.V. Kyrychuk, A.G. Kovaliov, A.N. Leontiev, V.O. Moliako, S.L. Rubinstein and others. Although, this problem takes one of the leading positions in the researches in the process of professional formation of the individual, the scientists have not reached a common point of view in terms of the proper definition of the conception, while the issue of components, which are forming its structure, is unclear as well. The scientists are trying to explain the matter of this phenomenon and making a model of its structure by looking through the prism of the certain professional sphere. They are also determining specific features, which are related mostly to this activity. From our point of view, the clearest explanation of the psychological readiness for the professional activity is given in scientific researches of M.I. Diachenko and L.A. Kandybovych, who were at the origins of the formulation of the problem. Authors are affirming that this phenomenon should be regarded not only as being the psychological state of the individual, but also as a professionally important trait in the form of the durable readiness. Motivational, educational, emotional and willing components are being highlighted in its structure by authors [2].

Creating the model of the psychological readiness we had a regard to the structural and functional specific of economy as a branch of science, which is an inseparable component of the social policy, the system of fundamental and applied disciplines and professions that is aimed on all spheres of living activities. The methodological base for the development of the concept of psychological and professional readiness is a statement

about the multifunctional sphere of the economist's activity, integrative property, well-being of the individual with its functional orientation on this activity.

The stable durable readiness can be considered as being the complicated individual quality and the condition of the personality, whose formation is performed during the activity process by the creation of the special developing situations and conditions for their multiple repetition. In addition to that, as the author highlights, simple psychological conditions and personal qualities are somehow connected with each other, integrate and create a new complicated structure. Assuming that the readiness, as a complicated psychological formation, is a result of a certain forming process, G.G. Fundamentova points out the following components which are, at the same time, the model of the readiness and the level of its structure:

- rationally-cognitive component (knowledge);
- the transformation of the knowledge into conviction, motives of the activity, the formation of psychological properties and personal qualities (orientation);
- the fixation of the knowledge and convictions; their practical realization (behavior) [10].

What is noticeable is that the majority of authors are considering all components of the structure of the readiness altogether as a system, where every element not only supplements each other, but can also be significantly changed, depending on them. The level of the final readiness of the applicant for the studying process is in the list of important factors of the successful adaptation of the student. It is determined by the following indicators: the level of the purposefulness of the motivation of the choice of the higher education establishment, the range and the quality of skills which are necessary for the successful didactical adaptation; the decent level of the development of the complex of socio-psychological qualities which are needed for the effective entrance into the system of interpersonal relationship in a student collective; the level of the development of intellectual and professionally-artistic abilities.

The analysis of the research results. The analysis of the scientific works showed that even within a certain sphere of the professional activity the scientists have not come to a unique point of view. It can be explained not by the contradictions of statements, but by the fact that the researches are conducted using different systems. Given structural components only characterize numerous aspects of the professional activity from different sides. What is common for all researches is the presence of the relative

motivation (socially significant) which determines the positive attitude to the sphere of the professional activity, chosen by the young man; the required amount of special knowledge, a certain level of formed skills and abilities. Moreover, the scientists are pointing out the complex of professionally important qualities and properties on the level of subsystem, including the character, temperament, the special features of the emotional and willing regulation.

This way, it is possible to observe in the list of traits of the five main features, which we used as a basis. These are *motivational, educational, willing, emotional and operational* components respectively. Thus, the transformation of the knowledge into conviction, motivation and the formation of the orientation occurs in a motivational component on the evaluative basis. The motivational sphere differs with a better order. Socially important components like the passion for the profession, its prestige and the possibility of realization of artistic and spiritual needs are predominating in the group of motives. The educational component includes the knowledge about the profession and perspectives of its further development; the need of human resources by concretizing the domain and economical areas; personal professional specialties and professionally important properties. The low level of the development of the educational component causes 'the non-critical acceptance of the stereotyped opinions about the professional activity which are functioning in mass media and the proximate social surrounding'. Due to this fact, the readiness for the professional choice often depends on the emotions of the individual. The emotional component is characterized by the readiness to solve the problems, connected with the activity; the satisfaction with the profession and the working process in a collective; confidence and so on. Strong positive emotions are stimulating, while the negative ones are suppressing or even blocking the professional orientation, they are also influencing the development of necessary skills, abilities and properties in terms of the chosen profession (emotional and willing components). The willing component includes the development of skills for the self-study work, self-analysis, self-improvement and self-realization. The demonstration of the willing component can help to resist doubts, accumulate efforts for different types of activities, including the education. The operational component provides the presence of skills and abilities, which are necessary to perform many different professional tasks, to make a model of the professional activity.

Researching the process of the formation of psychological readiness among young students for the future professional activity we agreed

with the statement of S.L. Rubinstein, who implied that results of the psychological development of the individual become the background for its further evolution [9]. This idea permits us to observe how the process of psychological readiness is being formed, by taking into consideration two aspects:

- the dynamic one, which determines the unity of the process of the formation of the durable psychological readiness and lasts in the next stages: professional orientation and the choice of the future profession; adaptation to the conditions of the studying process; the formation of the psychological readiness in the process of the obtaining professional skills; adaptation to the real life conditions of the working process after the graduation from the higher education establishment.
- the structural one, which implies a durable psychological readiness in the form of interrelated structural components. These include the psychological readiness for the self-determination, the psychological readiness for the studying and getting the appropriate skills for the future job, the psychological readiness for the professional activity.

The generalization of the results of the research permits us to give the definition for the psychological readiness as an integrative property and the condition of the individual with its functional orientation on the professional activity. Furthermore, the level of professional proficiency is determined by the presence of professional abilities, the system of knowledge (socio-humane, natural science, fundamentally-economical and special professionally-oriented), formed on the basis of skills, abilities, convictions, evaluative orientations and other moral and psychological qualities. Only in this case it is possible to judge whether or not the specialist is capable of performing a wide range of socio-economical tasks. The formation of the stable psychological readiness for the activity as the entire dynamic formation is anticipated on different stages and needs the integration of the efforts of many social institutes (a family, a school, a higher education establishment and staff members).

The analysis of the scientific works and researches, the experience of the education of specialists in the system of the higher economical education and the awareness of the state program of the socio-economical development of the society gives us the opportunity to draw the conclusion that there is a necessity of creating a principally new system of the professional education of the statistic specialists, assuming:

- the creation of the professional environment with its orientation on

the personality;

- the providing of the dialogue interaction of the main subjects of the system of the professional education; the use of different ways of their collaboration; the implementation in a practical sphere the ideas of the pedagogical collaboration. The democratization of the relations between student and the tutor is an important condition of the quality improvement of the studying process;
- the establishment of the interrelation and the correlation of the informative and innovative-artistic functions, theoretical and practical sides of the system of the professional education on the basis of specialties of the practical activity;
- the transition from the extensive-informative education to the intensive and fundamental education on the basis of the integration and interdisciplinary connection. This will help to determine the economic priorities (especially statistics) as an efficient factor of the social development;
- the providing of the phase sequence and succession when researching the problem of the character of the studying process;
- the implementation of the principles of differentiation and individualization during the organization of the studying process (by taking into consideration the individual specialties of the future specialist, his professional and life orientations);
- the providing of the wholeness of the studying process between the components of the general system of the professional education (higher and middle stages). It has also to fulfill the main requirements and the regularity of the internal connections of the certain education establishment (categories, levels, determined by the educational and qualifying characteristics of the specialist respectively).

This education system is capable of preparing the young generation for the acceptance of new ideas and social relationship.

Conclusions and the prospects of the further research. The theoretical analysis of the problem and results of the research permit us to make the following conclusions:

1. The readiness is a complicated stable psychological formation which is a dominating factor in terms of the influence on the human behavior in the process of solving contradictions on the personal level (I want – I must, I want – I can).
2. The problem of the readiness is considered as being the psychological

- one. The readiness can help to realize the professional intentions of young people where social and individual interests become united.
3. The psychological readiness shows in itself essential and functional components. It is being formed during a large variety of socio-economical activities under the conditions of the professional environment. The core of this pattern is its humanistic orientation. We are talking about the orientation on the socio-economical protection and the support of personal initiatives. It also consists of the will for the financial independence and comfort, favorable conditions for the mental enrichment and cultural development, the artistic socio-cultural activity of every person and the society on the whole, the orientation on the formation of the ambition of the young individual for the self-improvement. As well as containing everything stated above, the psychological readiness means the self-care in terms of the intellectual and cultural issues of the future life.
 4. The formation of the readiness in a system of the higher education needs the creation of certain psychological and pedagogical conditions, a principally new way of organization of the educational process with modern pedagogical methods and technologies being implemented alongside.
 5. The formed psychological readiness in a system of the higher education is a condition of the future successful self-realization of the individual.
 6. The formation of the psychological readiness is determined by the interrelation between theoretical and practical parts in the preparation system. They depend on specifics in the organization of the studying process.

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Abstracts

ГАЛИНА ЧЕРУШЕВА. Педагогічні умови формування психологічної готовності економістів. У статті на основі аналізу різних наукових підходів розкрито сутність і зміст поняття «психологічна готовність» майбутнього фахівця економічної сфери, визначено структурні складові даного феномену, виявлені основні якості економіста, обґрунтовані педагогічні умови формування психологічної готовності до професійної діяльності в системі економічної освіти.

Ключові слова: економічна освіта, психологічна готовність, професійна підготовка.

GALINA CZERUSZEWA. Pedagogiczne warunki kształtowania psychologicznej gotowości ekonomistów. W artykule na podstawie analizy różnych naukowych podejść opisano istotę pojęcia «psychologiczna gotowość» przyszłego ekonomisty, określono strukturalne składowe danego fenomenu, przedstawiono główne cechy ekonomisty, a także pedagogiczne warunki kształtowania gotowości psychologicznej do działalności zawodowej.

Kluczowe słowa: edukacja ekonomiczna, psychologiczna gotowość, przygotowanie zawodowe.

ГАЛИНА ЧЕРУШЕВА. Педагогические условия формирования психологической готовности экономистов. В статье, на основе анализа различных научных подходов, раскрывается сущность и содержание понятия «психологическая готовность» будущего специалиста экономической сферы, определены структурные компоненты данного феномена, раскрыты основные качества экономиста, обоснованы педагогические условия формирования психологической готовности к профессиональной деятельности в системе экономического образования.

Ключевые слова: экономическое образование, психологическая готовность, профессиональная подготовка.

GALYNA CHERUSHEVA. Pedagogical conditions of the formation of the psychological readiness of economists. Pedagogical conditions of formation psychological readiness of economists. The article, based on the analysis of various scientific approaches reveals the essence of the concept of «psychological readiness» of the future expert in economic sphere, defines the structural components of this phenomenon, discloses the basic qualities of economist, pedagogical conditions of formation of psychological readiness for professional work in the system of economic education are grounded.

Key words: economic education, psychological readiness, professional training.