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Professional Training as an Effective Method of Practical Preparation for Theology Students

The current period of Ukrainian society is the period of active change, nation-building, and integration into the European community. This fact defines new landmarks for the organization of training future specialists in higher educational institutions in Ukraine. Nowadays, our state education is changed according to European standards of qualified professionals training of all industries. One of the main landmarks in this problem is the socio-psychological bases of professional formation.

Such transformational period is hardly experienced by society. So, the people need spiritual growth to achieve inner freedom and to believe in better future. And theologians are bound to attract people to spiritual growth.

Many modern researches in education are aimed at problems of educational process development and intensification of the education subject. To resolve these problems, we can use practically-oriented teaching. One of the most effective ways to do this is to apply trainings into the educational process. However, nowadays in science, there is no complete

idea of how to use training to form a competent professional. Therefore, it is essentially topical issue to investigate the organization of trainings in the educational process as a means to development the professionally-oriented specialists.

So, the aim of the article is the theoretical analysis of professional training peculiarities and its advantages, and an offer of the program of such training for Theology students.

The process of professional formation was studied by many russian (E.A. Klimov, S.H. Vershlovskyy, O.A. Dubasenyuk, N.V. Kuzmina, A.K. Markov, L.M. Mitina, V. Orlov, H.S. Pryazhnykov, E.F. Zeyer, N.M. Pylypenko, Y.P. Povarenkov, A.R. Fonarev etc) and foreign (H. Borow, J.O. Crites, H.A. Hesse, J.L. Holland, D.E. Super etc.) scientists. Among Ukrainian scientists the process of professional formation was studied by S.D. Maksymenko, S.I. Moskin, O.M. Kokun, V.I. Yurchenko, V.L. Lapshin, T.Y. Guschina, J.P. True, A.B. Mudrik, T.D. Fedirchuk and so on.

Currently a large number of studies consider different aspects of using training in the educational process (A.I. Averin, V.U. Babaytseva, N.L. Himpel, N.M. Dyachkova, A.R. Ermentaeva, E.V. Ibragimov, Y.V. Makarov, I.V. Orlova, I.A. Rudakov, N.M. Sarajevo, U.V. Ushacheva, T.N. Chernyaeva, A.V. Shcherbakov et al.). Many researchers underline the urgency of implementing training in modern educational process in order to prepare students to future careers.

The first the idea of training was originated by psychologists that were engaged in the education of teachers and social workers in the US (1946). The authors' main task was to solve the problems associated with teaching and social work in groups. Creators of the training were K. Levin, L. Brandfort, and K. Benny. A year later, the first laboratory of training emerged, and established groups of socio-psychological education were allowed to work there. Then an organization known as the "National Laboratory of Training" was created. It took over the patronage of many training groups and began to publish a special magazine with training issues. American scholar and humanist psychologist, Carl Rogers called group training a largest social discovery of the twentieth century [6]. The main training result is positive changes in the interpersonal relationships.

In psychology, training usually understood as "active method of group psychological work for develops communicative competence" as well as "a method of psychological impact." The training purpose is concretized according to its orientation but always points to the acquisition of knowledge and skills of attitudes. These skills determine the behavior

in communication, reflect perceptual abilities aimed at correction and development of the relationship between the individuals (I.V. Vachkov, L.A. Peter, Y.N. Emelyanov) [9, p. 11].

M.R. Bytyanova emphasizes that training in the educational process should be used with the following conditions: for the whole study group; without fail; in the mode of short meetings once a week; in a situation of very low psychological safety that characterizes educational institutions [1].

The term “educational and professional training” first appeared within the contextual approach to training (A.A. Verbitsky). It is interpreted as a form of educational sessions intended for educational and professional students’ activities. The content of such training is based on the logic of studied subject and future professional activity [10].

Training in professional preparation of future professionals is considered by scientists as: a training method of study (N. Nychkalo); the common way of teachers’ and students’ activity that provides the mastering social experience by students and management of teaching and learning activities by the teacher (A. Alekseyuk); tool and path (procedure of actions) to obtain a certain result in the educational work (O.S. Padalka); the way of learning (O. Kuklin, A. Shcherbakov); systematic method of creation, application and determination the process of teaching and learning with the technical and human resources, and their interaction which aims to optimize education (S. Sysoiev, T. Pojasok) [7, p. 121-122].

Researcher A. M. Kocherga investigates the features of using training technologies in the practical components of teachers’ vocational training. He states that the training of future teachers helps to practice, experiment, simulate the situation, check findings, analyze achievement, and improve communication skills and their own behavior. It helps to avoid errors in the real world, helps to quickly make better decisions and overcome difficulties in further professional activity [4, p. 119].

According to A. K. Markova, professional training is a system of influences and exercises aimed at the development and correction of professional skills. The functions of training are transformation, correction and prevention [5, p. 236].

The tasks of professional training are defined as: the formation of integral personality of specialist; formation of certain professional activities or professional communication (eg, training of teaching or research activities); development of motivational sphere as finding a new motives and a new system of goals in professional activity (motivational professional training);

formation of the emotional sphere (emotional professional training); to train operational skills as ownership of a new professional technicians, such as teacher training observation [5, p. 236-237].

Regarding to the process of vocational education in organizational aspect, training considered as a form of group learning process (type of training session) in higher education with professional, practice-oriented purposes. This understanding would fit in with the basic values of the training: "Training – the process of bringing a person to an agreed standard of proficiency by practice and instruction" [3, p. 304]. Student's academic group, thus, becomes educational and training group, where lecture preparation and training exercises are combined with subsequent analysis of situations that arise in the course of their implementation [2, p. 30].

The program of professional training for theology students is created to provide a competitiveness of graduate higher vocational educational establishment. The competitiveness of specialist in today's job market is associated not only with specialist's information and technological resources but with one's ability to continuous professional improvement. Specialist must creatively transform their professional activity; improve the professional environment and ways of professional activity.

Practical preparation of students is usually limited to the internships within the curriculum. In Ukraine, practice usually takes 2-3 weeks and takes place on 4 and 5 courses. This practical experience doesn't give enough knowledge and skills to form a specialist. Therefore, we propose to apply the training of professional development within the study at the university.

The training of professional formation is considered as active method of group learning, aimed at fostering professional orientation and competence, social and professionally important qualities. Training develops the commitment to continuous professional self-development, encourages to the search for optimal methods of quality and creative execution of professional activity in accordance with the individual psychological characteristics of man.

The main advantage of using trainings is that it allows to organize a special educational environment in which future professionals realize their own incompetence to solve simulated situations. The emotional approach helps to define their own limitations in existing knowledge or competence, and ultimately leads to action: students are trying to find alternative options for imaginary situation, the best solutions to the tasks. So, person accumulates professional experience and uses it in future similar situations while solving real professional tasks during practice and in the future

professional activity.

One more advantage of professional formation training is that it takes place in a psychologically comfortable environment that helps students to be active and practically work off the investigated material, shape and develop communication skills, self-reflection and self-assessment. Thus, training courses implement teaching and psychological tasks. It makes the usage of training courses in the student's learning process in high school today especially important (N.L. Himpel, T.N. Chernyaeva, A.V. Shcherbakov et al.).

Professional growth of theology students aimed at forming and strengthening special worldview, values and way of life, promotes tolerance, altruism and respect for people and nature. So mastery and professionalism of theologian involves constant improvement of key knowledge, competence and spiritual growth.

Theologian is a professional with a broad outlook, a specialist in a particular world religion. One should have knowledge in religion, humanities and natural sciences. Theologian's research and methodical work requires analytical and logical thinking, developed language. Theologian's work in education, upbringing and social field requires communication and public speaking skills. Also experts in theology may work in research institutions, publishing houses, archives and media, as translators or editors of religious texts. Theologian may work in the area of religious tourism if one knows foreign languages good. Also, theologian can work in religious organizations where communication and organization of meetings will be key functions.

So, we can underline the main directions of theologian work: scientific research, educational work, expert consultation and service in religious institutions.

This theoretical analysis of the characteristics of professional theologians and professional formation model created by L.I. Shumska [8] became the basis for further development the problem. We created a model of professional formation for theology students, which consists of the university degrees of socialization, factors, criteria and conditions of professional formation. Criteria for professional formation were identified by analyzing features of vocational education, the main directions of the theologian work and the necessary professional skills.

Among the criteria of professional formation of theology students we have identified: professional motivation and orientation of personality, satisfaction and stability of professional choice, personal significance of social

microenvironment and interpersonal relationships between members of academic groups, the importance to students the vocational and educational qualities of lecturer, communicative competence, organizational skills and spirituality as an integral personality characteristics. These criteria are the basis for the training of professional formation for theology students. The purpose of the training is to form practical skills in participants; to develop skills of cooperation, the formation of the student as a professional.

The main tasks of the training of professional formation of theology students are: 1. The formation of students' representations regarding the system of psychological, social and pedagogical content of professional activity; 2. The formation of the students' vocational motivation and value orientation, through analysis and assess of their own life experiences in a process of group interaction; 3. Consolidation of students' academic group; 4. The development of skills which is necessary for planning and implementing a successful professional career. For theologians these are communication and organizational skills and skills of interpersonal interaction; 5. Simulation of the situation for actualization the knowledge and the experience of vocational activity; 6. To help each participant to find their professional identity, the awareness of professional capabilities and the ways of professional growth; 7. Students' spiritual formation as constant desire for self-development and creativity in the professional sphere.

We propose to hold this training program for 2-3 courses of learning when the phase of adapting to university environment is over. This is the phase when the process of purposeful assimilation of socially and professionally meaningful experience occurs. The training of professional formation contains three thematic blocks.

The first block is aimed to bring up the awareness of the holistic view of professional activity and forming of adequate professional motivation. Also, this block is aimed at developing abilities to establish interpersonal relationships with members of the academic groups, the creation of value-orientation group unity to form the comfortable conditions not only for training sessions, but also for the process of professional formation in high school. In this block, the exercises for team building, dance exercises, group discussions and others are actively used.

The second block is aimed at the formation of professional skills. Special attention is paid to the development of psychological possibilities of personality and its social-perceptual and communication skills, analysis of errors in interpersonal communication and development of organizational skills. The main emphasis in this unit is provided by developing skills of

optimal communication. Group members get acquainted with methods of debugging business cooperation and communication with colleagues at work, administration and business partners. To attain these aims we must use role and organizational-activity games.

The third block is focused on the participants' awareness of their place in the system of professional activity. At this stage new behavioral patterns are fixed, introspection skills of professional activity and ways to use creative potential are practiced. In this block it is necessary to define spirituality as integral formation of the person, which consists of values, creativity and religion (transcendence to something higher than person) components. In this part of training sessions, participants get acquainted with short and effective ways to remove internal stress, self-regulation techniques (relaxation and meditation techniques, auto training, etc.).

So, the theoretical analysis allowed to assess all advantages of practice-oriented professional training. Such training is useful for application of knowledge in practice, self-development and self-improvement of future specialists. In order to find the specific of theologian education, we underline the main directions of theologian work: scientific research, educational work, expert consultation and service in religious institutions. So, we created a model of theology student professional formation, which consists of different criteria. These criteria are the basis for the professional training of theology students.

We offered practice-oriented training for theology students that promotes professional and communication skills, and establishment of a professional. This training helps students creatively, qualitatively and effectively perform their functions in their future job. Research prospects include full development and approbation training of professional formation for theology students.

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Abstracts

НАТАЛІЯ ЧМІЛЬ. Тренінг професійного становлення як ефективний метод практичної підготовки студентів - майбутніх богословів. У статті розглядаються особливості професійно-навчальних тренінгів, переваги та умови їхнього застосування у ВНЗ. Здійснено теоретичний аналіз особливостей професійної діяльності богословів, запропоновані критерії професійного становлення

студентів майбутніх богословів. Описані завдання та основні змістові блоки тренінгу професійного становлення студентів-богословів.

Ключові слова: професійне становлення, навчально-професійний тренінг, практична підготовка, богослов.

NATALIA CZMIL. Trening rozwoju zawodowego jako skuteczna metoda praktycznego kształcenia studentów - przyszłych teologów.

W artykule omówiono specyfikę treningów zawodowych i szkoleniowych, ich korzystność oraz warunki umożliwiające stosowanie tego typu metod na uczelniach wyższych. Ponadto przeprowadzono również teoretyczną analizę osobliwości działalności zawodowej teologów, zaproponowano kryteria formacji zawodowej studentów teologii, oraz opisano zadania i podstawowe bloki treściowe treningów rozwoju zawodowego studentów teologii.

Słowa kluczowe: rozwój zawodowy, trening zawodowy i szkoleniowy, kształcenie praktyczne, teolog.

НАТАЛЬЯ ЧМИЛЬ. Тренинг профессионального становления как эффективный метод практической подготовки студентов - будущих богословов.

В статье рассматриваются особенности профессионально-учебных тренингов, преимущества и условия их применения в вузе. Осуществлен теоретический анализ особенностей профессиональной деятельности богословов, предложены критерии профессионального становления студентов-богословов. Описаны задачи и основные смысловые блоки тренинга профессионального становления студентов-богословов.

Ключевые слова: профессиональное становление, учебно-профессиональный тренинг, практическая подготовка, богослов.

NATALIA CHMIL. Professional training as an effective method of practical preparation for students future theologians.

The article considers the peculiarities of professional and educational training, benefits and conditions of their use in high school. The theoretical analysis of the features of the professional work of theologians, suggested criteria for professional development of students of theology are carried out. We describe the objectives and the main conceptual blocks of the training of professional formation of students of theology.

Key words: professional development, teaching and professional training, practical training, theologian.