REVISTA ESPACIOS

HOME   Revista ESPACIOS ⌄   ÍNDICES / Index ⌄   A LOS AUTORES / To the AUTORS ⌄

Value orientations as a part of professional competence of future specialists in the field of education

Orientaciones de valor como parte de la competencia profesional de futuros especialistas en el campo de la educación

AMANOVA, Aray 1; YBRAGYMKYZY, Shynar; ROMANENKO, Svetlana 2

ABSTRACT:

Objective is to define the concept "professional competence", "professional position" *Methods/Statistical analysis*: analysis of the existed literature that identifies the requirements for a professional position psychologist: the psychologist as a person, confident in their professional abilities, begins with unconditional self-acceptance. *Findings:* The professional competence of future specialists. Professions such as "a person - a person", which include the profession of the teacher, the psychologist, suggest the presence of a humanistic orientation and a bright expression of cognitive interests to the inner world of people. The authors of the study revealed values typical for future psychologists. The article presents the results of empirical studies that show the development of valuable orientations of students in the course of their professional training in pedagogical high school. The data shows the similarities and differences of value orientations of future professionals at the level of standards (adequate) and on the individual level priority setting, as well as the dynamics of the first to fourth year of study. *Application/Improvements*: At the stage of training at the university there are formed the key components that are necessary for the formation of the subject of professional activity, including professional competence.
Keywords: professional competence, professional attitude, values, training, professional development

RESUMEN:

El objetivo es definir el concepto "competencia profesional", "posición profesional". Métodos / Análisis estadístico: análisis de la literatura existente que identifica los requisitos para un psicólogo de posición profesional: el psicólogo como persona, confiado en sus habilidades profesionales, comienza con incondicional auto-aceptación. *Hallazgos:* La competencia profesional de futuros especialistas. Las profesiones tales como "una persona, una persona", que incluyen la profesión del maestro, el psicólogo, sugieren la presencia de una orientación humanista y una brillante expresión de intereses cognitivos en el mundo interior de las personas. Los autores del estudio revelaron valores típicos para futuros psicólogos. El artículo presenta los resultados de estudios empíricos que muestran el desarrollo de valiosas orientaciones de los estudiantes en el curso de su formación profesional en la escuela secundaria pedagógica. Los datos muestran las similitudes y diferencias de las orientaciones de valor de los futuros profesionales a nivel de estándares (adecuados) y en el establecimiento de prioridades a nivel individual, así como la dinámica del primer al cuarto año de estudio. *Aplicación / Mejoras:* En la etapa de capacitación en la universidad se forman los componentes clave que son necesarios para la formación del sujeto de la actividad profesional, incluida la competencia profesional.
Palabras clave: competencia profesional, actitud profesional, valores, capacitación, desarrollo profesional

The introduction of competence approach in modern conditions is a comprehensive program for the development of higher education. The professional competence is formed during the professional training in a higher school. Professional competence is defined as the willingness and ability of professionals to implement the knowledge, skills and experience in the real world of professional activity.

The process of becoming a professional is a complex multi-layered process. Becoming a professional is concretized in different terms. "Professionalization" while being synonymous with "professional socialization", emphasizes the role of social controls in the professional formation. The concepts of "professional development" and "professional learning" are used to describe the changes that occur to an individual in the course of professionalization: the first describes the concept of the formation of professional abilities and motivations, and the second - of professional experience. The notion of "professional way of personality" emphasizes the personal sense of professional development processes, their controllability and human involvement in a real life context. As an integrated concept which takes into account all aspects of the process, we will be oriented to the definition of "professional development."1,2.

The professional formation of personality in psychology is understood as "... the process of personality development in the choice of profession, vocational education and training, productive performance of professional activities"3.
Most important characteristics that determine the features of professional formation of the person, the psychologist specialist in general and professional positions in particular are formed and laid in the course of professional psychological education. The strong evidence of it is shown in researches by researchers4.

Let us dwell on the content of the psychological education. The content of professional training in any field is determined by the State educational standards. The existence of this document allows standardizing the process of vocational education, ensures continuity in the various stages of the educational system and contributes to the quality of vocational training.

The basic psychological education in Kazakhstan is carried out in higher education institutions that have a license which is issued by the Ministry of Education, which gives the institution the right to education of students in psychology training programs. Government agencies and educational organizations develop appropriate criteria and requirements to ensure a high level of training and qualifications of psychologists. State accreditation gives the right to a higher education institution to issue state diplomas5.

In the course of training at a university or institute the future expert-psychologist acquire theoretical knowledge, practical skills, he/she gets professional orientation, presentation of the scope of the profession of psychologist. In addition to training in the period of higher education continues to personal growth of students.

Among the many problems of vocational training in the field of psychology there are two interrelated aspects, largely determine the continuing viability and competitiveness of specialty. The first aspect increasingly linked to successful and effective assimilation of psychological disciplines and formation adequate to modern requirements of scientific psychological specialist positions. In this case there is revealed a problem of preliminary selection of persons who are not only willing to devote himself to the study of psychology, but also suitable for use in the field of "a person – a person."

The second aspect relates to the formation of personality, moral and spiritual image of the psychologist. Dominating are the degree of acceptance and depth of understanding of the ethical norms and principles. This is due to the uniqueness of the object and the

specificity of the psychological impact of technological tricks to penetrate deeply into the inner world of man. Psychologist like no other the most closely related to the unique mental organization, with a holistic manifestation of human psychology. Intentionally or unintentionally touching the soul of the person who presents for care should be as careful and should not harm the attainment of itself, its own creation of a unique way of life. Severe orientation in the professional activities on the value of another person sharpens perception psychologist himself, his capabilities and personal problems as a measure of a kind of psychological impact on the people around them, based on the experience of a sense of professional duty and responsibility for their professional actions6.

Authors characterizes the development of the professional identity of the parameters of psychology students from 1 to 4 year. Data subjects 1 to 4 year show relative prosperity and stability. The first year is different from others in that there are no students with the professional identity of the psychologist. Most likely, the identity of their future profession psychologist quite formal: "If I am studying at the Faculty of Psychology, that I should be a psychologist" .The second year is characterized by elevated levels of reflexivity. Perhaps this is due to the choice of specialization and the need to reflect on this case. The third year differs from the rest of increased motivation for professional training. The fourth year is characterized by average values for all investigated parameters. For the first time one of the leading positions out is a value-goal as "material - provided life.7"

So, during the preparation of higher education take place very significant transformation in the personal-professional formation of psychology students. Along with value professional self-determination (interest in the profession, the definition of its humanistic nature and social significance) at the turn of the third year there is a pronounced crisis, manifested in the increased criticality to the content received vocational education (his adequacy, fundamental, systematization, modernity), and to re-evaluate their professional students plans. The research dynamics of professional positions in the different stages of learning based on the position that the professional position is a structural and dynamic personality variable and can evolve undergo changes in the course of professional formation.
We have carried out their research to verify this position.

General characteristics of selection. The selection were made by: students of pedagogical faculty of the State University named after Shakarim in Semey (Kazakhstan) from the I till the IV year in the amount of 73 people. Of course, the I year - 23 students, the II year - 18 students, the III year - 20 students, the IV year - 12 students.
Research methods. 1) the self-questionnaire (Stolin V.V., Panteleev S.R.). 2) Method of Schwartz 'study of the individual values "is a scale designed to measure the significance of the ten types of values (power, achievements, hedonism, stimulation, self-dependence, universalism, kindness, traditions, conformity, security).

We present some research results in Table.1.

Table. 1
Indicators significance types of values at the level of
normative ideals of students-psychologists of 1-4-year

Value types	X(Arithmetic average)	Đ (Standard deviation)	Ranks	X(Arithmetic average)	Đ (Standard deviation)	Ranks	X(Arithmetic average)	Đ (Standard deviation)	Ranks	X(Arithmetic average)	Đ (Standard deviation)	Ranks
	1 year (n=23)			2 year (n=18)			3 year (n=20)			4 year (n=12)		
1 Conformity	4,09	1,04	6	3,45	1,18	8	3,89	0,58	6	3,59	1,21	7
2 Traditions	2,94	1,25	10	2,21	1,36	10	2,85	1,15	10	2,8	1,16	10
3 Kindness	5,05	0,79	1	4,75	0,98	1	4,88	0,72	1	4,52	1,00	3
4 Universalism	4,3	0,94	5	3,68	1,03	6	3,74	1,05	7	3,79	1,01	5
5 Self - dependence	4,69	0,84	3	4,37	1,00	3	4,42	1,10	3	4,53	0,94	2
6 Stimulation	3,7	1,59	8	3,53	1,20	7	3,35	1,34	8	3,65	1,30	6
7 Hedonism	3,86	1,76	7	3,99	1,57	5	3,98	1,31	5	3,29	1,47	8
8 Achievements	4,33	1,02	4	4,51	1,06	2	4,5	1,07	2	4,64	1,15	1
9 Power	3,24	1,46	9	3,04	1,9	9	3,15	1,15	9	3,09	1,36	9
10 Security	4,70	1,10	2	4,16	0,97	4	4,41	0,87	4	4,23	1,10	4

The table shows that for the first year at the level of belief are the most significant following values: kindness, security, self-independence. In the structure of values has the greatest impact on the individual, a priority place occupied by goodwill, focused on well-being in everyday interaction with the loved ones. Also important are independent thinking and ways of election actions in the work and research activity, self-dependence, and on the other side - the safety for others and for themselves. Perhaps these values are significant in relation to the transitional stage of life, the completion of school, the beginning of training activities at the university. Among the least important are: respect, acceptance of the customs and ideas that exist in the culture and following them8.

Thus, the students-psychologists of the first year of study at the regulatory level are guided by the ideals of the value of "kindness." The least they are guided by the value "tradition", but in the real social behavior "power" value. In general, students have positive self-thinking primarily directed by self-interest. The responsibility for the events of his life are inclined to attribute to external factors, but noted their responsibility for interpersonal relationships.
The content-based professional position of students-psychologists of the second year of training in the core structure of values is the value of "kindness." In addition, to the first place goes the value of the "achievements" and "self-independence". Thus, the current becomes personal success, the manifestation of social competence, social acceptance, and independence of thought and the choice of

modes of action. The least important is the value of "power", which includes the achievement of social status, prestige, dominance.

In the structure of values of students of the third year of study continues to dominate the value of "kindness" is becoming a significant value of the "achievements", actual values are "self-independence" and "security." It should be noted that the value of "tradition" are more important than for second-year students, but still occupies the last place in the hierarchy of value orientations. Visible changes in the structure of value priorities manifested in students of the fourth year. Most important value becomes "achievements". The desire for personal success and social acceptance comes to the fore. Still significant are values such as: "independence," "self-government", "self-control". In evaluating these values are unanimous enough subjects. It retains its value for students the welfare of loved ones. It is interesting to note that the value of "hedonism" takes insignificant position, but has a larger range of values represented in the sample.

In the real social behavior priorities for students-psychologists are slightly different value systems .

We present some research results in Table.1.

Table. 2
Indicators of the importance of values at the level of individual
types of priorities psychology students of 1-4-year students

Value types	X(Arithmetic average)	Đ (Standard deviation)	Ranks	X(Arithmetic average)	Đ (Standard deviation)	Ranks	X(Arithmetic average)	Đ (Standard deviation)	Ranks	X(Arithmetic average)	Đ (Standard deviation)	Ranks
	1 year (n=23)			2 year (n=18)			3 year (n=20)			4 year (n=12)		
1 Conformity	1,8	0,77	8	1,37	0,72	8	1,84	0,74	8	1,5	0,83	8
2 Traditions	1,26	0,88	9	0,74	0,72	10	1,18	0,79	10	1,08	0,83	10
3 Kindness	2,83	0,71	1	2,77	0,68	1	2,93	0,75	1	2,47	0,89	2
4 Universalism	2,47	0,73	3	2,07	0,64	6	2,27	1,20	3	2,19	0,81	5
5 Self - dependence	2,72	0,67	2	2,56	0,69	2	2,25	0,77	4	2,65	0,84	1
6 Stimulation	2,26	1,06	4	2,36	0,96	4	2,16	0,88	5	2,34	0,94	3
7 Hedonism	2,23	1,11	5	2,22	0,98	5	2,37	0,83	2	1,99	0,98	6
8 Achievements	2,06	0,98	7	2,46	0,83	3	2,15	0,85	6	2,21	0,92	4
9 Power	1,03	1,17	10	0,93	0,93	9	1,25	1,04	9	1,36	1,06	9
10 Security	2,16	0,75	6	1,95	0,76	7	2,00	0,56	7	1,95	0,78	7

The students of the first year, along with the values of "kindness", "independence" there appears the value of "universalism". Motivational basis of this value is the understanding, tolerance, protection of the welfare of all people. It is necessary for the entry of people into contact with anyone outside of their own environment, the expansion of the primary group. Come to the fore this value can be attributed to the entry of new first-year students in a small social group, adapting to the new conditions of educational activity, the formation of a new position. The least manifest the value of "power", "achieve", preserving the dominant position within the whole social system

Students of the second year of study show the predominance of the value of "kindness." "Tradition" is not significant value.
In the structure of values of students of the third year of study continues to dominate the value of "kindness" is becoming a significant value "achievements" remain relevant "independence" and "security." It should be noted that the value of "tradition" are more important than for second-year students, but also takes the last place in the hierarchy of value orientations.
Students are also guided by the "goodness" value at the end of training in actual behavior. A significant role is played by such values as "hedonism," "universalism", "independence". Pleasure and sensual pleasure go to one of the first positions in the structure of value orientations. Along with the well-being of loved ones in real social behavior becomes a valuable understanding, tolerance, protection of the welfare of all people and nature. Minor relevance retains the value "tradition", "power". At the level of individual priorities subjects more unanimous in their assessment of priorities: the dominant values of self-reliance, kindness, stimulating. There is also a desire for novelty, deep feelings[9].

Thus, the differences observed at different stages of learning content based on the professional position of psychology students. In the transition from the first to the fourth course students of psychology there is a change in the content-based professional position. Note the changes in the structure of value orientations on the level of belief. This value as "kindness" is one of the priority values at all stages of education, but become less important in the process of moving from junior to senior courses are usually prevalent in students of the first-year. Among values that have the greatest impact on student's personality in all phases of higher education, we are celebrating "independence". This value becomes more important during the maturation of students - from the second to the fourth year[10]. Among important in the structure of psychology students are seeing the value of achieving values: achieving personal success, social approval. Bright is a tendency of increasing the role of values to achieve as we move students to the senior courses. "Universalism" Value somewhat loses its relevance for the second-year students, it becomes increasingly important for students of the fourth year[11]. Such value as a "security", "conformity", "tradition", "stimulation" of the most significant for the first-year students. A value of «hedonism "is significant for students of second and third yaer.

At the level of individual priorities in the value orientations of students of psychology, we highlight the following trends in the change. In the real social behavior for students of all courses are significant "goodwill", which is realized in the relationship with close people, independence of thought and behavior. At least degree psychology students follow the customs and traditions that exist in culture[12]. It is possible that this fact requires a separate special study. The value of "kindness" has a tendency to reduce the importance to the

senior courses, reaching a maximum value at the third-year students. Values of "understanding", "tolerance", "well-being" of people in wifely social plan also has a downward line to the discharge rate at the maximum severity at the freshmen, with some increase in the third year. The value "self-independence" becomes less important for the third year students13. At the same time the value of pleasure, sensual pleasure and power more pronounced compared to other stages of education.

Therefore, it should be noted that the structure of the value orientations of students is mobile and can be changed under the influence of pedagogical influence. In this regard require a systematic and coordinated work of the team of high school teachers, ensuring the formation of valuable orientations of the necessary specialists in the field of education.

Reference

Alekseev V. G. (2013). Valuable orientations of the person and the problem of their formation. Banks J. A. (2015). Cultural diversity and education. Routledge.

Beck C. M., Crittenden B. S. & Sullivan E. (2016). Moral education. University of Toronto Press.

Cohen L., Manion L. & Morrison K. (2013). Research methods in education. Routledge. Greene J. P., Kisida B. & Bowen D. H. (2014). The educational value of field trips. Education Next, 14(1).

Bakhytzhan O , Sultanovich S , Ergeshovich S E , Duisenbekovich O E , Balabekovna K B Nagashbek D Z , Nurlakovich K A . National Sports in the Sphere of Physical Culture as a Means of Forming Professional Competence of Future Coach Instructors Indian Journal of Science and Technology,2016 Feb, 9(5)pp. 1-8.

Bhatia M P S , Kumar A , Beniwal R .Ontologies for Software Engineering: Past, Present and FutureIndian Journal of Science and Technology,2016 Mar, 9(9),

Omarov Bakhytzhan Sultanovich, Seidahmetov Ermek Ergeshovich, Orazbaev Ergali Duisenbekovich, Kendzhaeva Balnur Balabekovna, Kelisbekovich Zhilisbaev Nagashbek, Khalilaev Abdisadyk Nurlakovich ,"National Sports in the Sphere of Physical Culture as a Means of Forming Professional Competence of Future Coach Instructors ",Indian Journal of Science and Technology,2016 Feb, 9(5), Doi no:10.17485/ijst/2016/v9i5/87605

Larisa V. Nikolaeva, Galina N. Sleptsova,"Tolerance as an Important Component of Professional Competence of the Graduate of the Teacher's Institute",Indian Journal of Science and Technology,2016 Apr, 9(16), Doi no:10.17485/ijst/2016/v9i16/90288

Tatiana Yevgen'evna Isaeva, Olga Nikolaevna Bessarabova, Irina Vladimirovna Savchenko, Elmira Sherifovna Shefieva, Elena Rudolfovna Goryunova,"Evaluation Procedures of the University Graduates' Readiness for Railway Professional Activities in the English-speaking Countries",Indian Journal of Science and Technology,2016 Aug, 9(31), Doi no:10.17485/ijst/2016/v9i31/88593

Il-Gwang Kim, Susan Kim, Yong-Kuk Lee, Joo-Young Kim,"Analysis of Corporate Social Responsibility (CSR) Activity Types of Korean Professional Sports Team: Application of Coorientation Model",Indian Journal of Science and Technology,2016 July, 9(25), Doi no: 10.17485/ijst/2016/v9i25/97240

Toleubekova RK. Professional-personal development of students of educational psychologists in the course of training in high school   Collection of articles of the International scientific-practical conference. - Ufa, 2015, pp. . 127-130.
KlimovEA. Psychology of the professional self-determination / Klimov, E.A. - Rostov-on-Don: Remix, 1996, pp.512.
LukinVS. The study of motivation of professional development Questions of psychology. – 2004, 5, –pp.25-32.
ZeerEF. Vocational Education Psychology Publishing House of the SAG, 2005,pp . 216
 Archangel SI.The educational process in high school, its legitimate bases and methods / Archangel, Higher School, 1978, pp.328.
 BrushlinskiiAV. Problems of psychology of the subject 1994, pp. 109.
BodrovV.A Psychology of professional suitability.: Perceedings 2001,pp.–511 .

1. N. Gumilyov Eurasian National University. KAZAKHSTAN

2. Candidate of Pedagogical Sciences.

[Index]

[In case you find any errors on this site, please send e-mail to webmaster]