BUILDING MOTIVATION- AND VALUES-BASED ATTITUDE OF COLLEGE STUDENTS TOWARDS PROFESSIONAL SELF-DEVELOPMENT

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Abstract

Personal and professional self-development of college students is a vital task of educating adolescents. This age is the threshold of new development periods, which goes together with the change of life goals and professional self-determination. Middle and late adolescence is marked by the rise of a new need – the need of self-development. This need involves choosing future profession and deciding on personally significant professional values. Future profession and professional values can become an indispensable reference point in life, helping adolescents preserve steady ideals, values-based attitude towards themselves and the surrounding world.

The analysis of works on pedagogy and psychology, uncovering the age characteristics of adolescents, the specificity of their life-purpose orientation in choosing personally significant professional values. The case-study of personal and professional characteristics of students, and of the diversity range in professional self-development motivation. Empirical methods: observation, questionnaire, opinion poll. Fostering professional self-development of college students requires a number of conditions: result-oriented teacher-student cooperation at all stages of college education, students’ adaptation and evolvement as subjects of activity, a steady interest and motivation in learning, teacher-student cooperation in the evaluation of learning roadmap and professionally significant activities, the development of personal competencies, as well as the involvement of students into scientific research and real professional activity. Building motivation- and values-based attitude to professional self-development in college students is the starting point of their professional self-realization.

Keywords: Professional self-development; adolescence; competence; motivation- and values-based attitude.

1 INTRODUCTION

Personal and professional self-development of college students is a vital task of educating adolescents. This age is the threshold of new development periods, which goes together with the change of life goals and professional self-determination. Middle and late adolescence is marked by the rise of a new need – the need of self-development. Future profession and professional values can make an indispensable reference point in life, helping adolescents preserve steady ideals, values-based attitude towards themselves and the surrounding world. Self-determination, profession choice, life perspectives and social prestige become socially significant factors for students. This new social position changes students’ attitude towards education, its tasks, goals and content, thus causing values revaluation with its retaliation in the future [2],[7].

Our research promotes the idea that information-educational environment is an important condition for professional and personal development. Modern information-educational environment is a complex system, regarded by a great number of researchers as an open, self-organizing, non-linear system that implies informational and energetic openness and the activity of its components driven by constant cooperation with another system or external environment [4],[5],[6]. Information-educational environment is a set of conditions enabling informational cooperation between users and interactive teaching techniques specific of a subject. In this case learners get access to informational educational resources used in a certain subject area and working with them, study the theoretical materials, carry out experiments, answer the questions, communicate with other students, discuss the issues under study.

The specificity of a unified information-educational environment consists in providing both learners and teachers with the possibility to access the educational multimedia resources anytime and from almost...
any device that enables web browsing, as well as in ongoing connection with the teacher, online and offline consultations, and getting personalized recommendations while performing a task [2],[4]. The strategy for innovative education defines the major requirements to educating highly-qualified competitive specialists: fluency with information and communication technologies and readiness to continuous professional development.

2 METHODOLOGY

The analysis of works on psychology and pedagogy has shown that students’ professional self-development is goal-oriented, enlarges cognitive capacity, fosters interest in different areas of professional practice and creates new connections with the surrounding world. This is confirmed by the results of pedagogic observation and questionnaire surveys held among medical college students by Moscow region Medical College №1 together with the Academy of Public Administration in 2017-2019 [9].

Professional self-development includes deciding on personally significant professional values. Students’ professional socialization in rapidly changing economic and social environment directs the formation of values orientation, professional and personal growth. Professional socialization of college students implies going into a profession through college professional training and real-life professional experience.

Professional socialization goes alongside with general social engagement. Successful social engagement of the youth requires a whole range of conditions, many of which are dealt with by pedagogy. Modern pedagogy tends to use the term “competence” for describing these conditions and the issues associated with them.

Legal and financial socialization and socio-communicative competence are the major components. Financial socialization is a process, through which an individual acquires knowledge about money and money management, develops the skills of budgeting, saving, insurance, using bank cards as well as bank products and services. Building socially-oriented attitude towards money is an important task of any educational institution, in which a special place is given to its social partners interacting with the external environment in both financial literacy and socialization.

Financial literacy is an element of social competency which, according to I.G. Zakharova, includes the following components:

- motivation-based activity component (refers to the use of social skills in one’s behavior and activity);
- cognitive component (refers to the awareness of socially appropriate ways, means and patterns of dealing with professional and social tasks, and behavioral norms and rules);
- behavioral component (refers to socially appropriate behavior, to the experience in the application of knowledge and skills in different life situations, both routine and extraordinary);
- values- and meaning-based component (refers to the values- and meaning-based understanding of one’s social experience);
- emotion- and volition- based component (refers to emotional and volitional regulation as the means of adequate reaction in the course of social and professional interaction) [8].

Combined, the above-mentioned studies make it possible to identify three key components within the integrative structure of social competency: cognitive, activity-related (behavioral) and emotion- and volition-related. These are the three components that lie at the basis of financial competence.

As far as the legal competence is concerned, we find it embraces knowledge and skills, as well as the ways and methods of their application in one’s activity, communication and development (self-development).

The given definition enables distinguishing two substructures of the legal competence:

- activity-related (refers to knowledge and skills in the legal sphere and their application);
- communicative (refers to knowledge, skills in the legal sphere and their application within the framework of legal regulations).
Figuring out legal competence components is of conditional character, for all of them are interconnected and interdependent. Knowledge and skills acquisition is a necessary precondition for the development of positive attitude to the legal aspects of a profession. The positive attitude in its turn stimulates efforts to acquire professionally-significant legal knowledge and skills.

Excluding any of the components from the legal competence or the low level of their development leads to less successful and effective professional activity.

The content of the legal competence components in general and in students’ education is an important issue among those devoted to the professional activities. This issue deals with:

- the content of the legal competence motivational component, which includes the attitude towards the professional activity and towards the legal regulation of employment disputes;
- the content of legal competence cognitive component, which includes knowledge of the employment law, analysis of economic and legal environment and the ability to build adequate legal relations;
- the content of the legal competence activity-related component, which includes legal skills, respect for human rights and freedom, lawbreaking prevention, sufficient level of legal activity, adequate orientation in the legal sphere of life;
- the content of legal competence personality component, which includes adequate assessment of one’s psychophysical resources and developing such personal qualities as confidence, fidelity to one’s principles, self-command, impartiality etc [7].

“Soft skills” – an umbrella term for a range of universal competencies, metacompetencies and skills – is of frequent use in business environment. It has come forward as one of the key requirements to employees. Nowadays the competitiveness of alumni depends on soft skills just as on the “hard skills”, that is knowledge. The literature analysis demonstrates that “soft skills” is a set of personal characteristics, raising the effectiveness of business interaction with other people and work productivity [3]. “Soft skills” include: communicative skills, active listening, result-oriented relationship development, teamwork (including international teams); leadership; independent decision-making, creativity, problem-solving, cultural competency, time-management skills, influencing other people, communicative skills, conflict resolution, information and knowledge sharing [8].

Undoubtedly, some of these qualities are inherent; other qualities can and are to be developed intentionally. However, theoretical knowledge is not enough for that purpose, it is not enough to read a textbook, listen to a lecture or participate in a webinar. Soft skills development requires proper real-life communication.

Further consideration of “soft skills” demonstrates their complexity, multifacetedness and ambivalence, as well as the impossibility of their development without building the general cultural competence.

Building general cultural competencies is the condition of students’ motivation- and values-based attitude towards professional self-development. It is a matter of common knowledge that a person is simultaneously the subject and the object of culture, thus the general cultural competency is a unity of the accumulated knowledge, skills and experience, relationships and qualities. It is both a state and a result, both acquisition and creation of social and individual values. Culture for one part and the product for the other part determine the systems of human social cooperation. The key issue of modern society functioning is the recognition of two culture bearers – society and personality, which supposes the culture of the society and the culture of a personality. Sociocultural background of general cultural competence formation is connected with the potential of culture, for the latter possesses the resources for the comprehensive development of person’s creativity and capabilities. Culture accumulates the experience of living a human life and exploring the world, represented in the ways of perceiving, thinking, emotional reaction and activity patterns, as well as in knowledge, values, norms, goals and meanings storing and transmitting the experience of spiritual and practical activity.

In open educational environment, professional self-development of students has some specific characteristics. E-learning, the technologies of virtual academic mobility, openness to social and professional partnership and their integrity facilitate learners’ dynamic professional development and growth.

Open educational environment enables self-development of all learners owing to its specific characteristics:
• rich content and equal opportunities of all categories of students to access variable educational resources;
• professional development continuity with regard to individual interests;
• pedagogical integration as a method of interactive teaching realization through group cooperation and learners' individual activity. Teaching with regard to students' development as professionals must occur with the integration of internet technologies, active and interactive technologies and profession-oriented content of disciplines.

Working out a personal professional plan (person’s professional perspective) at the stage of building readiness for professional activities in students can be regarded as one of the methods of professional growth fostering. The algorithm of working out a personal professional plan consists of the following components:

• understanding the value of professional education (the moral basis of professional self-determination)
• deciding upon the goals of personal development, choosing the training program (cognitive basis of self-determination)
• starting practical implementation of professional perspective, self-assessment and review of the original plan (reflexive basis of the experience)
• general orientation to innovative activity, understanding the necessity of life-long professional development (creative basis of professional self-determination)

Life in modern world requires any professional not only to use previously acquired knowledge for problem solving, but the ability to identify problems, ask questions and find unconventional solutions as well.

3 RESULTS
Fostering professional self-development of college students requires result-oriented teacher-student cooperation at all stages of college education: students' adaptation and evolvement as subjects of activity, competency development. Information-educational environment can provide steady interest and motivation in learning and in future profession. The evaluation of learning roadmap and professionally significant activities is gained though the development of personal competencies: legal, information and financial literacy, cultural values, social and communicative competencies among others.

4 CONCLUSIONS
Summarizing the above, let’s make a conclusion. The leading activity is of decisive character for the person’s self-development. Mastering a profession and especially professional practice evoke deep structural changes both in the specialist's personality and in professional activity itself. In other words, professionalization of a person leads to certain changes in profession character and content [6]. Building motivation- and values-based attitude to professional self-development in college students is the starting point of their professional self-realization.

Professional self-development of college students enriches their psychic, fills their lives with a special meaning. Yet, as any developing process, professional self-development is accompanied by destructive changes: crises, stagnation and personality deformation. Fostering professional self-determination must be implemented with regard to life perspective, whose essential elements are values orientation, life plans and goals.

REFERENCES


