

The Characteristics of Professional Pedagogy Orientation

Las características de la orientación pedagógica profesional

Natalia A. Bakholskaya 

Nosov Magnitogorsk State Technical University, Magnitogorsk, Rusia
ORCID: <https://orcid.org/0000-0002-4690-713X>

Svetlana S. Velikanova 

Nosov Magnitogorsk State Technical University, Magnitogorsk, Rusia
ORCID: <https://orcid.org/0000-0001-7470-4121>

Natalia V. Kozhushkova 

Nosov Magnitogorsk State Technical University, Magnitogorsk, Rusia
ORCID: <https://orcid.org/0000-0003-2544-5287>

Irina I. Sunagatullina 

Nosov Magnitogorsk State Technical University, Magnitogorsk, Rusia
ORCID: <https://orcid.org/0000-0002-2708-4297>

Inessa V. Kashuba 

Nosov Magnitogorsk State Technical University, Magnitogorsk, Rusia
ORCID: <https://orcid.org/0000-0003-2614-9914>

Oksana P. Chernykh* 

Moscow University of Finance and Law, Moscow, Rusia
ORCID: <https://orcid.org/0000-0001-8823-5012>

Recibido 03-10-19 **Revisado** 12-11-19 **Aprobado** 08-03-20 **En línea** 10-03-20

***Correspondencia**

Email: cherry-100@yandex.ru

Citar como:

Bakholskaya, N. A., Velikanova, S. S., Kozhushkova, N. V., Sunagatullina, I. I., Kashuba, I. V., & Chernykh, O. P. (2020). The Characteristics of Professional Pedagogy Orientation. *Propósitos y Representaciones*, 8(3). doi: <http://dx.doi.org/10.20511/pyr2020.v8n3.472>

Summary

This study aims to investigate the characteristics of professional orientation in pedagogy. Based on the works of I.S. Yakimanskoy, E.V. Bondarevskaya, A.A. Melik-Pashayeva, I.N. Semenova, V.K. Zaretsky and other researchers, the authors clarified the principles of personal orientation of educational activities that contribute to the development of the professional orientation of students of pedagogical specialties at the university. The article also presents the author's complex of pedagogical conditions ensuring the development of the professional orientation of students of pedagogical specialties in a higher educational institution. The complex includes the following components: identification and formation of value orientations of students of pedagogical specialties; creating in higher education educational environment that promotes self-realization of the individual; accounting of students' subject experience; development of pedagogical abilities of future teachers; development of professional skills of university teachers as the basis for the formation of professional orientation of students of pedagogical specialties. The article also describes the results of experimental work, which confirmed the effectiveness of the developed complex of pedagogical conditions that ensure the development of the professional orientation of students of pedagogical specialties in a higher educational institution on the basis of personal orientation of educational activities.

Keywords: Professional Orientation of Students; Students of Pedagogical Specialties; Personal Orientation of Educational Activities; Subject Experience; Professional Mastery of the Teacher.

Resumen

Este estudio tiene como objetivo investigar las características de la orientación profesional en pedagogía. Basado en los trabajos de I.S. Yakimanskoy, E.V. Bondarevskaya, A.A. Melik-Pashayeva, I.N. Semenova, V.K. Zaretsky y otros investigadores, los autores aclararon los principios de orientación personal de las actividades educativas que contribuyen al desarrollo de la orientación profesional de los estudiantes de especialidades pedagógicas en la universidad. El artículo también presenta el complejo de condiciones pedagógicas del autor que garantizan el desarrollo de la orientación profesional de los estudiantes de especialidades pedagógicas en una institución de educación superior. El complejo incluye los siguientes componentes: identificación y formación de orientaciones de valor de estudiantes de especialidades pedagógicas; creando en la educación superior un ambiente educativo que promueva la autorrealización del individuo; contabilidad de la experiencia de los alumnos en las materias; desarrollo de habilidades pedagógicas de futuros maestros; desarrollo de habilidades profesionales de docentes universitarios como base para la formación de orientación profesional de estudiantes de especialidades pedagógicas. El artículo también describe los resultados del trabajo experimental, que confirmó la efectividad del complejo desarrollado de condiciones pedagógicas que aseguran el desarrollo de la orientación profesional de los estudiantes de especialidades pedagógicas en una institución de educación superior sobre la base de la orientación personal de las actividades educativas.

Palabras clave: Orientación Profesional de Estudiantes; Estudiantes de Especialidades Pedagógicas; Orientación Personal de Actividades Educativas; Experiencia de la Asignatura; Dominio Profesional del Profesor

Introduction

Introduction to the Problem

Consideration of the problems of development of professional orientation of students of pedagogical specialties is determined by the requirements of society to the future teacher, who must be fully developed, creative person, capable of learning and applying them in practice. However, the success of the formation of the pedagogical orientation of students largely depends on the orientation of the educational process on the development of the personality of the students themselves - their motives, goals, abilities and aptitudes (Bogomolov, 2009; Iravani, et al, 2015).

In our opinion, it is the personal orientation of students' learning activities that is the basis for the further development of their activity characteristics, personal and professional qualities (Polyakova & Lushkina, 2011; Sarantsev, 2016; Saharchuk, 2004).

The Urgency of the Problem

The urgency of the problem of development of pedagogical orientation of students of pedagogical specialties on the basis of personal orientation of educational activity is determined by the following factors:

- modernization of higher education due to the changing paradigm of development of higher education and the need to improve the quality of education;
- the entry of modern native institutions of higher education into the world educational space within the framework of the Bologna Agreement;
- the introduction of a two-tier system of training, involving the development of new requirements for the subject-scientific, psychological, educational, scientific-methodological and information-technological training of higher school teachers;
- increasing the role of psychological and pedagogical training of future teachers due to changes in the requirements for their professional qualities, allowing to ensure competitiveness in the labor market and, consequently, the effectiveness of future professional activities (Serikov, 1994; Strelkov, 2007; Titova, 2018).

Study of the Problem

Considering the features of the development of professional orientation in students of pedagogical specialties, one can see that the study of the psychological and pedagogical foundations of pedagogical work has been conducted and is being conducted by many researchers (Khayrullo, 2005).

The ideas of the necessity of orientation of the educational process on the personality characteristics of students were voiced in the works of Ya.A. Kamensky, J.-J. Rousseau, later - J. Korchak, E. Bern, C. Rogers and other scientists. In native pedagogy, they were vividly expressed in the "pedagogy of non-violence" by L.N. Tolstoy, in the works of N.P. Pirogov, K.D. Ushinsky, later - S.T. Shatsky, V.A. Sukhomlinsky, A.S. Makarenko. At present, the concepts of personality-oriented education of students are devoted to the work of V.V. Serikova, E.V. Bondarevskaya, V.A. Belikova, G.K. Selevko, I.S. Yakimansky, V.Ya. Laudis. Also in Russian pedagogy, the types of pedagogical abilities and the issues of training future teachers (F.N. Gonobolin, N.V. Kuzmina, V.D. Shadrikov) have been studied in detail, the requirements for the teacher's personality (V. A. Slastenin, A. I. Shcherbakov, and others.), Analyzed ways to solve pedagogical problems (Yu.N. Kulyutkin, G.S. Sukhobskaya, etc.) and the basics of pedagogical communication (A.A. Bodalev, A.A. Leontiev, R.Kh. Shakurov and others). The problems of the

development of professional (including pedagogical) competencies are the work of both foreign researchers (J. Raven, S. Taylor, L. Pilo, D. Torrington, L. Hall, S. Taylor), and native authors (I.F. Isaev, I.A. Mishchenko, E.N. Shiyanov, S.G. Molchanov, A.V. Khutorskoy, M.A. Choshanov).

However, our analysis of psychological and pedagogical literature showed that the level of elaboration of the problem of the development of the professional orientation of students of pedagogical specialties on the basis of taking into account their personal characteristics in the educational process is insufficient both theoretically and practically. This circumstance determined the choice of the topic of this work (Tsvyk, 2003; Ardashkin et al., 2015; 2018; Sohrabi, 2017).

Hypothesis

The effectiveness of the development of the professional orientation of students of pedagogical specialties is based on the personal orientation of their learning activities in the implementation of the following complex of pedagogical conditions:

- Identification and formation of value orientations of students of pedagogical specialties in order to assist them in choosing a system of life values and professional determination.
- Creation of an educational environment in higher education based on the inclusion of students in various types of research and creative activities that promote self-realization of the individual.
- Accounting for students' subjective experience through the creation of an educational space at the university, in which personal self-determination of students of pedagogical specialties is carried out.
- Development of pedagogical abilities of students of pedagogical specialties on the basis of a focused study of the degree of their formation and application in the educational process of a set of exercises aimed at their improvement
- Development of professional skills of high school teachers as the basis for the formation of the professional orientation of students of pedagogical specialties (Arokiasamy et al, 2013).

Methods

The development of the idea of developing the professional orientation of students of pedagogical specialties on the basis of the personal orientation of their learning activities was based on the principles of systems, activity, humanization, individualization, feedback, and integration at the level of interdisciplinary communication, reflexive activity and problem. The work is based on the following methods: theoretical - analysis, synthesis, systematization, synthesis, modeling; and empirical - conversation, observation, quantitative and qualitative analysis of the research results, testing (Bakholskaya et al., 2017; Clark, 1997).

Results and Discussion

Based on the fact that the orientation of the individual is a combination of stable motives and is characterized by the interests, beliefs and worldview of the person as a whole, the authors consider the professional orientation of the individual as internal the predisposition of the subject to a specific professional activity, manifested in motivation, abilities and value orientations. The professional orientation of the teacher expresses a positive attitude towards his profession, a striving for self-realization and satisfaction of his professional ambitions and aspirations, which ultimately contributes to the effectiveness of pedagogical activity.

Focusing on the works of N.F. Gonobolina, N.V. Kuzmina, V.A. Slastenin, P.A. Prosetsky, V.A. Krutetsky, T. V. Yermolayeva and other authors, we came to the conclusion that the professional orientation of the personality of future teachers develops already in the process of studying at the university, and at the same time has a significant impact on students' mastery of professional knowledge and skills.

Based on the concept of student-centered learning, formulated in the works of I.S. Yakimanskaya (calling to base the educational process on the basis of the subjective experience of students), I.N. Semenova and V.K. Zaretsky (considering personal reflection as the basis for the inclusion of the subject of education in cognitive activity), E.V. Bondarevskaya (who sees the goal of student-centered learning in supporting the learner's individuality, in developing their reflection and desire for self-improvement), A.A. Melik-Pashayev (who proposes to subordinate the content of education to the development of the student's personality in order to develop logical thinking, perception and communication skills) and other authors, we clarified the principles of personal orientation of educational activities that contribute to the development of the professional orientation of students of pedagogical specialties at the university:

1. Creation of favorable conditions at the university for the realization of the freedom and individual rights of students. This principle can be implemented through the openness of the university in relation to a variety of scientific, social and industrial relations in the region, country and sphere of international cooperation; through the expansion of the conditions of interaction of subjects of learning in informal communication, art, sports, etc.

2. Awareness and acceptance by all subjects of the educational process in the university of a hierarchical system of values in the development of the future teacher. It should be noted that recognizing the development of students' personality as the main goal of studying in an institution of higher education, it should not be opposed to the assimilation of knowledge and skills, it would be more expedient to focus on the development of their professionally important qualities. personal and pedagogical abilities.

3. The principle of ensuring continuity in the development of personality. In accordance with it, the personality characteristics of students should be taken into account, starting with the selection of applicants and ending with their employment.

4. Variability in the implementation of personality-oriented higher education. The assimilation of new knowledge and skills should include the variation and free choice of such educational parameters as the level of difficulty of the tasks to be solved, or the choice between their collective or individual implementation.

5. The development of self-development of the personality of students, which should be manifested in the need-motivational sphere and the ability to be creative. Considering that the property of self-development is reflection, one should take into account that it is the student age that is the most sensitive to the development of reflexive abilities.

6. Creating conditions for psychological support for the development of students' personality. This principle can be implemented through: determining the psychological readiness of students to meet the requirements at various stages of study at the university and drawing up individual recommendations; identification of symptoms of psychological overload for the purpose of their prevention; creating a favorable psychological climate in academic groups.

Thus, in the center of the process of development of professional orientation of students of pedagogical specialties is the personality of the student himself with her individual

psychological characteristics, and it is the personal orientation of educational activities that creates the best conditions for self-development and personal growth of future teachers.

Within the framework of the problem under study, we developed a set of pedagogical conditions that ensure the development of the professional orientation of students of pedagogical specialties in a higher educational institution.

The complex of pedagogical conditions includes the following components:

1. Identification and formation of value orientations of students of pedagogical specialties in order to assist them in choosing a system of life values and professional determination.

2. Creation of an educational environment in higher education based on the inclusion of students in various types of research and creative activities that contribute to the self-realization of the individual.

The educating environment in this case allows you to create a free space for the interaction of the student with significant others (students, teachers), where he makes a free choice of many responsible decisions. To do this, you should take care that both academic and scientific activities carry a situation of success as a set of conditions that are realized and experienced by the student as successful. It is precisely on the basis of this that significant changes occur in the students' personality: their level of self-esteem, self-esteem, self-esteem, and positive attitudes towards the surrounding reality increase.

3. Accounting for students' subjective experience through the creation of an educational space at the university, in which personal self-determination of students of pedagogical specialties is carried out. By subject experience, we understand the already existing experience of the individual, acquired in the course of communication, activity, training, and decision-making. It should be borne in mind that students already have certain attitudes towards teaching activities that have developed in the course of their schooling. Thus, our survey of bachelor students of the first and second courses of pedagogical specialties showed that almost all of them witnessed the unfair attitude of teachers towards students, and 67% noted the prevalence of an authoritarian style of communication among school teachers. Such facilities may affect the professional development of students, therefore, in our opinion, they need to be monitored and adjusted.

4. Development of pedagogical abilities of students (communicative, perceptual, organizational, suggestive, creative, reflexive, etc.) based on a focused study of the degree of their formation and use in the educational process of special exercises aimed at their improvement.

5. Development of professional skills of university teachers as the basis for the formation of professional orientation of students of pedagogical specialties. The process of development of the professional orientation of students of pedagogical specialties can be productive only if it is prepared, supported and directed by pedagogical influence that is adequate to its nature and inner essence. Consequently, the need for personal and professional improvement of the teacher serves as a condition and means of student development. In the integral pedagogical process, the teacher creates and implements his own pedagogical concept, the result of which is expressed in a qualitative change in the personality of the student and the teacher himself.

According to modern psychological and pedagogical research in particular, the development of students and teachers in the educational process can be carried out in the following ways:

- the usage of innovative educational technologies (interactive, reflexive, health-saving, design, etc.) that treat the student as an equal partner of the educational process that realizes its potential;

- the change in the nature of pedagogical communication in the direction of its openness and empathy;
- the carrying out purposeful preventive work aimed at preventing and, if necessary, overcoming the formation of professional deformations of teachers, such as: pedagogical dogmatism, authoritarianism, conservatism, social hypocrisy, emotional indifference.

The inclusion of this pedagogical condition is due to the fact that students who have passed their professional development within the framework of an authentic culture of pedagogical relations in the "teacher-student" system, in our opinion, will be able to transfer them to their future pedagogical activities in the "teacher-student" system, practice, implementing the main provisions of the personality-oriented approach.

The effectiveness of the developed complex of pedagogical conditions that ensure the development of the professional orientation of students in pedagogical based on the personal orientation of educational activities, was confirmed as a result of experimental work carried out during 2011-2018. The experiment was attended by 250 students of 1-4 courses of pedagogical specialties (Weist, 2001).

Conclusions

In the course of the conducted experimental work we obtained the following results:

1. Specified the specificity of value orientations of students of pedagogical specialties in order to assist them in choosing a system of life values and professional determination. In this area, we have summed up the results of a 5-year study of the motives for choosing a specialty and ideas about the future profession among first-year students. The results of the study showed that the reasons for the choice of a pedagogical specialty among students are (in order of decreasing significance): interest in a specific area of knowledge (chemistry, philology, psychology, history, geography, etc.); love for children and desire to work as a teacher; a shortage of subject teachers in the city and the possibility to choose further from a large number of vacancies; failure to enter another specialty or the difficulty of studying in other faculties; a positive example of adults (parents or school teachers) who wanted to follow.

2. The ideas of creating an educative environment based on the inclusion of students in various types of research and creative activities that contribute to the self-realization of the individual are systematized and put into practice. The result was an increase in the number of students participating in competitions in pedagogy and psychology in cathedral, university and All-Russian conferences and scientific competitions.

3. The system of development of pedagogical abilities of students was tested and introduced into the educational process. The system is a purposeful work aimed at studying the degree of development of pedagogical abilities of students through the use in the educational process of test techniques that investigate the degree of development of such abilities as: communicative, reflective, organizational, suggestive, perceptual and creative. The research was accompanied by the inclusion of special tasks and exercises designed to develop one or another type of abilities into the content of the studies. Let us give an example of the results obtained: the students' communicative abilities improved (the coefficient of efficiency was 1.31); indicators of development of empathic qualities of students (efficiency ratio was 1.18), their creative abilities (in terms of thinking fluency, efficiency ratio was 1.31; in terms of flexibility of thinking, efficiency ratio was 1.20; in originality of thinking, efficiency ratio was 1.17) etc.

4. Systematic native and foreign experience in the development of professional skills of teachers of higher education in general, and to overcome the formation of professional

deformation of the personality of teachers, in particular. Theoretical and practical results of the research are introduced into the content of educational material in such disciplines as: "Introduction to pedagogical activity", "Pedagogy", "Pedagogical conflictology" among bachelor students; "Andragogy as a scientific basis for adult education", "Theory and methods of professional self-education of the individual", "Pedagogical excellence" among undergraduate students, as well as refresher courses for teachers of the university "Curator School" and "Pedagogy and Psychology of Higher Education."

Generally, the results of the use of the developed complex of pedagogical conditions for the development of the professional orientation of students of pedagogical specialties were monitored during the passage of students of pedagogical practices.

The study showed that students with whom work was carried out to develop a professional orientation made fewer mistakes in building subject-subject relationships with students, better established contact with the class, more adhered to humanistic principles in communicating with students. All of the above leads to the following conclusion: the development of professional orientation of students of pedagogical specialties will be effective if the educational practice of students is based on organization personal orientation of their educational activity, which confirms put forward Hypothesis.

References

- Ardashkin, I., Martyushev, N., & Bezborodov, V. (2015). Problem Methodology as One of the Ways of Innovative Organization of Educational Process. *Procedia - Social and Behavioral Sciences*, 166, 227-231.
- Arokiasamy, A. R. A., Tat, H. H., & Abdullah, A. (2013). The effects of reward system and motivation on job satisfaction: evidence from the education industry in Malaysia. *World Applied Sciences Journal*, 24(12), 1597-1604.
- Bakholskaya, N. A., Orinina, L. V., Kashuba, I. V., Ovsyannikova, E. A., & Vedeneeva, O. A. (2017). Formation of civil competence of students in a multicultural environment. In *The European Proceedings of Social & Behavioural Sciences* (pp. 43-50).
- Bogomolov, E. V. (2009). Methodology and didactic training of teachers to implement student-centered education. *Bulletin of MGU*, 2, 146-150.
- Clark, A. (1997). Job satisfaction and gender: Why are women so happy at work? *Labor Economics*, 4, 341-372.
- Khayrullof, Zh. R. (2005). Formation of self-actualization of personality in a professional direction. *Integration of education*, 3, 156-160.
- Polyakova, O. O., & Lushkina, M. P. (2011). Features of the professional identity of modern students. *Moscow State University Bulletin*, 2, 69-73.
- Saharchuk, E. I. (2004). Quality management of training specialists in the field of education as a pedagogical problem. *Education Integration*, 3(36), 50-54.
- Sarantsev, G. I. (2016). Harmonization of professional training for a bachelor's degree in "Pedagogical education". *Integration of education*, 2, 211-219.
- Serikov, V. V. (1994). Personal approach in education: concepts and technologies: a monograph. *Volgograd: Change*, 150 p.
- Strelkov, V. I. (2007). Experimental design of the professional environment of a teacher. *Human Ecology*, 6, 25-29.
- Titova, O. I. (2018). Tolerance to uncertainty as a factor in attitudes towards business interaction in the context of the development of the general cultural competencies of university students. *Siberian Psychological Journal*, 68, 131-142
- Tsvyk, V. A. (2003). Professionalization as a social process. *Bulletin of RUDN. Series: Sociology*, 4-5, 258-269.
- Weist, M. D. (2001). Mental health promotion. *Journal of School Health*, 71, 101-104.