

PSYCHOLOGICAL READINESS OF FUTURE PSYCHOLOGISTS FOR PROFESSIONAL ACTIVITY

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Аннотация

В статье раскрывается понятие готовности будущего психолога к профессиональной деятельности в аспекте его личностного состояния, предполагающего наличие как образа структуры действия, так и направленности сознания на выполнение профессиональных задач. Представлены основные подходы к исследованию данной тематики, к пониманию сущности психологической готовности к профессиональной деятельности и форм ее проявления.

Abstract

The article reveals the concept of the future psychologist's readiness for professional activity in the aspect of his personal state, which presupposes the presence of both the image of the structure of action and the orientation of consciousness to perform professional tasks. The main approaches to the study of this topic, to understanding the essence of psychological readiness for professional activity and forms of its manifestation are presented.

Ключевые слова: будущие психологи, студенты, личность, образование, профессиональная деятельность, готовность, психологическая готовность.

Keywords: future psychologists, students, personality, education, professional activity, readiness, psychological readiness.

Introduction

The problems of studying the states of personal readiness of specialists of various profiles to perform professional tasks and correlating these states with the level of their knowledge, skills and abilities, the level of motivation and manifestations of optimism remain and will be in the perspective field of view of modern psychologists. To this day, the issue of training competitive and competent specialists ready for a professional career by higher educational institutions remains open and relevant.

In this regard, the readiness of the individual for professional activity in general, and psychological readiness in particular, are objectively important issues of the problem field of scientific research that require detailed consideration.

Based on the data presented in the psychological encyclopedia, it can be stated that readiness for professional activity is a mental state that includes a number of interrelated, complementary components, namely personal (cognitive component, motivational, emotional) and operational-activity (skills and personal qualities important in a particular profession)

To date, various approaches have been developed to determine the individual's readiness to work in various types of professional activity. Such as:

- Personal (L.S. Vygotsky, V.A. Krutetsky, E.V. Shorokhova);
- Functional (N.D. Levitov, E.I. Ilyin);
- Systemic (A.A. Bodalev, A.V. Sukharev);
- Individual activity (A.A. Derkach, M.N. Dyachenko, etc.).

There is no single definition of a person's readiness for a particular activity in the scientific community. The most correct way to consider this concept is based on a specific field of professional activity. The phenomenon of readiness was actively studied in domestic scientific circles in the 80-90s of the twentieth century. At the same time, this concept was considered in different planes, both theory and practice.

Turning to theoretical sources, we will see that the overwhelming majority of teachers, psychologists, scientists considered psychological readiness, highlighting in it structural components expressed in the totality of cognitive, motivational, emotional, volitional and operational elements, as well as the general psychophysiological state of the individual. (R.A. Gasparyan, E.G. Kozlov, L.S. Nersesyan, A.C. Puni, etc.). Kondrashova L.V. readiness was studied as a set of properties, qualities and attitudes of a person, which allows conscientiously and with great professionalism to start working, it is also noted that a sufficient level of readiness acts as a springboard to the conscious fulfillment of work tasks [6]. Abulkhanova-Slavskaya A. K., [1] like many other proponents of a personal approach to readiness (B.G. Ananyev, I.S. Kon, etc.), considered it as a sum of personal and individual traits, the manifestation of which depends on the nature of the upcoming activity. By a number of scientists, readiness is also understood as a special state of the psyche, manifested in the ability to mobilize mental and physical forces at the moment necessary for this. (E. Ivanova [3], etc.), and as the presence of an individual of special knowledge, skills and abilities that allow him to carry out his activities at a level corresponding to modern requirements of science and technology [4], and as a sign of a formed attitude (D. Uznadze [8]), and as a manifestation of abilities (B.G. Ananyev [2]), and as a synthesis of the properties inherent in the personality, which is more profound than abilities [9]. With all of the above, despite the differences in the specific interpretation of the concept of readiness, the analyzed literature convincingly proves that what these interpretations have in common is that readiness is a special mental state.

When considering scientific research on this issue, a certain discrepancy is found between the society's demand for highly qualified personnel sufficiently trained for effective professional

activity and the degree of development of psychological readiness for it among students. In this regard, there is an obvious pattern to the conclusion that it is necessary to expand the scientific base based on a deeper study of the professional and psychological readiness of the future specialist and methods of its improvement.

It seems necessary to consider in more detail the existing approaches to the study of professional readiness. Personal (readiness is understood as a set of motivational, emotional and volitional components, as well as knowledge, skills, abilities, and other important personal qualities from the point of view of effective professional activity); functional (readiness is understood as a functional state due to the state of higher nervous activity, stable mental characteristics of the individual and contributing to effective activity at a high level), personal-activity approach (one of the types of activity approach in which an individual is an active, innovative subject of educational activity, at the same time, an individual approach to the mental characteristics of each subject of educational activity is necessary, taking into account his needs and interests).

Summarizing the above, it follows that, considered within the framework of the activity approach, the concept of professional readiness can be presented and understood from two sides, on the one hand, as the sum total of all components of the training process, on the other – the attitude of the individual to the practical application of the acquired knowledge and skills. Psychological readiness is the basis of activity as a whole, and the general readiness of an individual for professional activity depends to a greater extent on the level of its formation.

The overwhelming number of authors of scientific research on this topic has determined that the professional readiness of a psychologist contains motivational, personal and value components, and is best identified when viewed from the point of view of a personal-activity approach.

Thus, it seems possible to make a quick scientific conclusion: motives, value orientations, personal qualities important for the profession of a psychologist, etc., in their totality, undergoing changes during university studies and professional identification, and some of the above can only begin to form in the process of studying at a university, are the most important structural components of a multicomponent professional and psychological readiness of psychology students for future activities in their profession, which should be considered in more detail when studying the level of formation of any readiness. And psychological readiness forms a solid foundation for the professional activity of every person, since this type of readiness directly becomes a lever of personal activity, forms the individual's interest in professional activity.

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