

PSYCHOLOGICAL FEATURES OF PREPARING STUDENTS FOR PROFESSIONAL ACTIVITY

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Abstract

The article discusses the psychological factors of student professional formation in the team of educational institutions. The article analyzes the topical issue of the relationship between the level of motivation to achieve success, self-esteem and personal characteristics of students.

Keywords: Personal characteristics, motivation to achieve success, self-esteem, lability, anxiety, aggression, motivation to avoid failure. education, educational institution, teacher, pedagogical, psychological, psych correction, correctional pedagogy.

Introduction

Today, any educational process must have motivation for it to be successful. Currently, as scientists note, the problem of motivating participants in the educational process remains relevant. This issue is related to the motivation of students to prepare them as the main participants in the educational process. "Motivation for students is the most effective way to improve the educational process: V.K. Starodubtseva, - Motivations are the driving force of the educational process and the assimilation of material. "

According to the author, learning motivation is a very effective process of changing a person's attitude both to a specific subject of study and to the entire educational process. According to E.A. Kuzmin and Maslova T.M.: "For a student to achieve high peaks in life and develop himself, constant motivation to achieve success is necessary." Amerzhanova Sh.K. According to him, "Today, human success is one of the main indicators of the effectiveness of every person's life.

DISCUSSION AND RESULTS

Student motivation is the processes, methods and means of motivating them to knowledge, activity, active development of educational content. According to the authors, motives can act in a set of feelings and aspirations, interests and needs, ideals and attitudes.

The socio-psychological environment of the team is the most integral psychological characteristic of the group, a social process associated with the specific features of reflecting individual objects (events, processes) that are directly related to the joint cooperative activities of the group.

The effectiveness of student activity depends on the state of the socio-psychological environment of the team.

The most important signs of a healthy socio-psychological climate are:

- trust and high demands of group members on each other;
- friendly and constructive criticism;



- free expression of one's opinion when discussing issues of concern to the entire team;
- lack of pressure from managers on subordinates and recognition of their right to make decisions that are important for the group;
- sufficient awareness of team members about their tasks and the state of work on their implementation;
- a sense of satisfaction among team members from belonging to the team;
- high level of emotional involvement and mutual assistance in situations that cause frustration in any member of the team (deception, disappointment, disruption of plans);
- assumption of responsibility for the state of affairs by each member of the group, etc.

When implementing this program, it is necessary to carry out the following additional measures:

- 1) study of literature on improving the professional skills of managers, managing the labor team and normalizing the psychological environment, methods and techniques of organizational and educational work;
- 2) develop personnel development programs that provide personnel training, professional development, and career planning opportunities for employees;
- 3) identify successes and failures in joint experiments with the team;
- 4) further improve the healthy socio-psychological environment in the organization by changing the leadership style, if necessary;
- 5) form a team based on psychological compatibility;
- 6) use the potential of employees in the process of making management decisions;
- 7) promote an increase in the frequency of formal and informal contacts between employees, showing their advantages and promoting their professional growth;
- 8) jointly organize and hold the team's leisure time:
 - holding sports competitions;
 - organizing joint visits to theaters, cinemas, concerts;
 - organizing receptions for special holidays, dates and ceremonies;
- 9) participation in amateur performances of team members;
- 10) creation of a psychological relaxation room for the team;
- 11) creation of a "box of suggestions and wishes" to improve team work, where employees can submit their suggestions;
- 12) periodic and ongoing psychological training by an organizational psychologist.

Elimination of psychological tension in the team, improvement of the professional skills of the head of the educational institution and subordinates, proper organization of employees' free time, creation of the opportunity to freely introduce suggestions into the organization of labor activities, creation of friendly relations in the team, as well as cooperative relations in work.

Gorbunova K.Yu., Maslova T.M. "Motivation to achieve success is considered as a person's desire to achieve high results in various activities and communication and a constant desire to avoid failures, to avoid failure in life situations related to the evaluation of his activities and communication.

According to E.A. Lezhneva, the need to develop motivation for success is justified, which affects the formation of a person's professional strategy.



Zvereva R.G. - the competitiveness of a person characterizes the synthesis of such qualities as clarity of goals and value orientations, a creative attitude to work, a desire for continuous self-development, etc. According to the author, the motivation for success is a driving and a factor in the development of the competitiveness of the student's personality.

Based on modern definitions of the concept of "motivation" (V.K. Vilyunas, V.I. Kovaleva, E.S. Kuzmina, B.F. Lomov, K.K. Platonov, etc.), the motivational sphere of a person is understood as a set of constant motives that have a certain hierarchy and represent the direction of the person.

Researchers A.N. Leontiev, J. Atkinson, V. James, T. Dembo, N. Kuzmina, K. Levin, G. Murray, Heckhausen, F. Hoppe in their scientific work are aimed at studying such personal characteristics that affect the motivation to achieve success. For example, the level of self-esteem and aspirations. A.N. Leontiev believes that the motivation to achieve success is manifested in personal characteristics. The psychologist emphasizes the interdependence of individual behavioral strategies, most of which manifest themselves in childhood and are associated with the parameters of motivation to achieve success in life.

Psychologist E.P. Ilyin notes that personal characteristics affect the characteristics of motivation to achieve success, and motivational characteristics are strengthened and become personality traits. At the same time, the psychologist identifies such personal characteristics as self-control and self-efficacy as the main influence on the development of motivation for success.

Consequently, motivation for success is interconnected with the personal characteristics of a person. The results of the analysis of the works of famous psychologists show that a person's high motivation for success is based on abilities, creativity, optimism, and confidence in success. Thus, E.Yu. Patyaeva emphasizes that the formation of motivation for success is facilitated by such personal qualities as belief in the importance of one's work, understanding of one's mission, high efficiency, enthusiasm, self-confidence, and constant striving.

Modern researchers have identified the most important personal qualities that are decisive factors in the motivation to achieve success. Thus, Karpova E.V., Afanaseva A.S. believe that the motivation to achieve success, self-regulation and educational motivation depend on the individual characteristics of the student, the nature of the closest reference group, the level of development of the student community.

Zherdeva L.A. found that the motivation to achieve success is interconnected with such components of self-awareness as closeness, self-confidence, self-control, self-esteem, internal conflict and self-blame. Fokina I.V. believes that the level of motivation to achieve success and the sociometric status of students are interconnected. Timofeyeva O.V. It was found that students who are motivated to achieve success recognize the value of their career and consider it one of the main goals of life, which is different from students who are clearly motivated to avoid failure.

According to psychologists, a person's behavior is largely determined by his system of values and attitudes. According to the results of research by A.N. Bezrukova, T.S. Timofeyeva, S.N. Kovalenko, the desire to achieve success among young people is associated with the important values of friendship and independence.



Thus, the motivation to achieve success in students depends on the student's personal characteristics, qualities, and value system. Students' enthusiasm for education, the desire to gain knowledge, is associated with their personal qualities.

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