



FORMATION OF READINESS OF A FUTURE SPECIALIST TO PROFESSIONAL SELF-IMPROVEMENT

FORMAÇÃO DE PRONTIDÃO DE FUTURO ESPECIALISTA PARA AUTO-MELHORIA PROFISSIONAL

FORMACIÓN DE LA PREPARACIÓN DE UN FUTURO ESPECIALISTA PARA LA AUTO-MEJORA PROFESIONAL

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ABSTRACT: The article examines the process of developing the readiness of a future specialist (on the example of a student architect) to professional self-improvement. The search for effective methods of training architects at the present stage actualizes the problems of various indicators of their professionalism, one of which is the readiness for professional activity and its improvement. Realization of the relationships between teachers and students contributes to the identification of the creative potential of young people. The administration and teachers of the Department of Design and Fine Arts attach great importance to the museum and plein-air practice, where young people have the opportunity to get acquainted with the masterpieces of world culture and study the monuments of architecture and art, the active perception of which is an integral part of their future profession.

KEYWORDS: Future architect. Professional activity. Professional readiness. Motivation. Career choice.

RESUMO: O artigo examina o processo de desenvolvimento da preparação de um futuro especialista (a exemplo de um estudante de arquitetura) para o autoaperfeiçoamento profissional. A busca de métodos eficazes de treinamento de arquitetos no estágio atual atualiza os problemas de vários indicadores de seu profissionalismo, um dos quais é a prontidão para a atividade profissional e seu aperfeiçoamento. A realização das relações entre professores e estudantes contribui para a identificação do potencial criativo dos jovens. A administração e os professores do Departamento de Design e Belas Artes dão grande

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importância ao museu e à prática ao ar livre, onde os jovens têm a oportunidade de conhecer as obras-primas da cultura mundial e estudar os monumentos da arquitetura e da arte, cuja percepção ativa é parte integrante de sua futura profissão.

PALAVRAS-CHAVE: *Futuro arquiteto. Atividade profissional. Preparação profissional. Motivação. Escolha de carreira.*

RESUMEN: *El artículo examina el proceso de desarrollo de la preparación de un futuro especialista (en el ejemplo de un estudiante de arquitectura) para la superación personal profesional. La búsqueda de métodos efectivos de formación de arquitectos en la etapa actual actualiza los problemas de varios indicadores de su profesionalidad, uno de los cuales es la preparación para la actividad profesional y su mejora. La realización de las relaciones entre profesores y estudiantes contribuye a la identificación del potencial creativo de los jóvenes. La administración y los maestros del Departamento de Diseño y Bellas Artes otorgan gran importancia al museo y la práctica al aire libre, donde los jóvenes tienen la oportunidad de familiarizarse con las obras maestras de la cultura mundial y estudiar los monumentos de la arquitectura y el arte, el activo percepción de la cual es parte integral de su futura profesión.*

PALABRAS CLAVE: *Futuro arquitecto. Actividad profesional. Preparación profesional. Motivación. Elección de carrera.*

Introduction

The productivity of any professional activity depends on a number of factors, one of which is the readiness to professional self-improvement. Russian educators Meshcheryakov and Zinchenko (2004) understand readiness as a person's mindset to mobilize individual forces to accomplish a task. Thus, a person's readiness to carry out professional activities depends on motivation and purposefulness. Of interest is the opposition of readiness, which is defined by these authors as a passive attitude to the task, carelessness, indifference, lack of an action plan and intention to make the most of personal experience.

Based on the data obtained and their interpretation in the experimental study, we consider that the readiness for professional activity affects the personal and professional spheres of individuals, as well as the area of the intersection of these spheres. On the basis of these data, we identified three main levels of readiness for professional activity: activity (or functional), personal and professional (Table 1).

Table 1 – Research review of the readiness for professional activity in modern educational science

| Level | Concept | Researchers |
|--------------|--|--|
| Functional | Preliminary readiness, preliminary efficiency, activation of psychological functions, the ability to mobilize psychological and physiological potential for the implementation of pedagogical activity | E. P. Ilyin, N. D. Levitov, L. S. Nersesyan, V. N. Pushkin and others |
| Personal | A person’s assessment of his/her activities on the scale of “negative–positive”, individual traits of character, as well as personal qualities dictated by a profession | B. G. Ananiev, A. N. Leontiev, A. G. Spirkin, I. S. Kon, E. V. Shorokhova and others |
| Professional | An organically holistic manifestation of the teacher’s personality, which allows him/her to effectively carry out his professional activities | A. A. Derkach, L. A. Kandybovich and others |

Source: Prepared by the authors

So, such a multilevel consideration of the concept of *readiness for professional activity* shows its complex multidimensional nature, affects not only personal, but also professional features, indicates the need to control psychological and physical resources, mobilize them at the right time, reflexivity and the ability to work in challenging conditions.

Methods

The most important aspect of the readiness for professional development of student architects is the motivation and its various aspects. The process of development of the motivational sphere of a personality is, on the one hand, its harmonization, due to a more uniform nature of the mutual influence of elements, as well as due to the strengthening of various motives, i.e., external influence. Thus, one of the effective mechanisms for the development of motivation could be, on the one hand, training, which allows achieving the development of certain personality traits in a short time, and on the other, feedback during training, aimed at ensuring the intensification of external stimuli (DOLZHICH; DMITRICHENKOVA; SANCHEZ POZUELO; SHABANOVA, 2021).

Stimulating the professional activity of students should be aimed primarily at the formation of professional motives (DOLZHICH; DMITRICHENKOVA, 2019a). Therefore, it is necessary to transfer the general motives of the individual to the labor ones. In the process of professional training, the student's needs should be reflected in the educational activities. The student should be focused on finding personal meaning in these activities.

According to Shamova (1998), professional development occurs only when, in the process of training, educational and professional requirements are higher than student's capabilities, while the motivational sphere expands.

It is known that a student with a highly developed motivation for professional activity is more predisposed to achieving high results than a student with a less developed motivation, even a more capable one. That is, a different level of student performance can be due to a different degree of motivation for future professional activity.

The influence of motivation on the professional success is evidenced, first of all, by the presence of the achievement motive. If we consider this motive in the context of professional activity, then it works as the motive for career growth and social success, professional and personal development (the motive for self-improvement). The motive of achievement could be defined as one of the main criteria for the successful professional activity, which predetermines the professional development of the individual (VOLKOVA; PANCHENKO, 2018; DOLZHICH; DMITRICHENKOVA; SANCHEZ POZUELO, 2021).

Russian researcher Sharipov (2012) points out that any activity is impossible without the motives and meaning, and the knowledge and practical skills could not be successfully implemented. The author notes that there is a certain interdependence between job satisfaction and performance. The increase in performance is due to job satisfaction, and vice versa.

Motivation covers all spheres of a person's life and plays an important role in all types of activities, in particular, professional ones.

Shlyakhtina (2015) believes that stimulation could be a means that contributes to motivation, since incentives are tools designed to cause the action of specific motives. This fact explains why people are not always able to respond to stimuli.

The process of stimulating professional activity involves the use of various incentives to motivate people. The motive is the result of influencing stimulus on a need (SHARONOVA; TRUBNIKOVA; SOKOLOVA, 2018; DOLZHICH; DMITRICHENKOVA; SANCHEZ POZUELO, 2020).

Motivation is one of the key challenges of educational practice, since it determines the level of activity of future architects in the context of their educational activities. The study of various aspects of motivation plays an important role in the organization of higher education (TEKUCHEVA; GROMOVA, 2016). It is advisable to consider not the motivation as a whole, but the motivation of cognitive activity and its internal and external aspects, as the structural elements of cognitive motivation, as well as the criteria for the level of its development (DOLZHICH; DMITRICHENKOVA, 2018).

In Russian educational practice at the moment, due to the distance learning, the requirement for the minimum threshold of motivation for future architects is significantly increasing, which dictates the need to study the specifics of its development (GOREV; TELEGINA; KARAVANOVA; FESHINA, 2018; VASBIEVA; SOKOLOVA; MASALIMOVA; SHINKARUK; KIVA-KHAMZINA, 2018).

There is a need to overcome the contradiction between society's need for students motivated to master the educational program of higher education and the lack of understanding of the specifics of the internal and external motivation of the cognitive activity. Thus, the research problem lies in the need to systematize knowledge about the development of internal and external motivation for the cognitive activity of future architects.

Also, it is necessary to determine effective methods for developing motivation, especially those that could give a meaningful result in a short term.

Currently, in the psychological and pedagogical sciences, there are several approaches to understanding the motivational sphere of the individual. This is due to the fact that the question of the relationship between motive and motivation, motivation and other stimuli of activity is still open (BÍROVÁ; KRUŽLÍK; KALIMULLIN; SOKOLOVA; HAROUN; KRÁLIK; VASBIEVA, 2018). Thus, as an object of psychological and pedagogical research, motivation is interpreted in different ways. However, in general, approaches to understanding it could be reduced to the following three areas:

- conscious process of movement towards the goal, where the stimulus is the process of movement towards it;
- unconscious striving to get what you want (DOLZHICH; DMITRICHENKOVA; PELÁEZ VERDET, 2018);
- various combining formats of the first two approaches.

In fact, from the point of view of Gordeeva (2006), the controversial issue is whether the engine of motivation is a conscious desire or an emotional experience. In our opinion,

such a formulation of the question is not entirely correct, since both a conscious desire and an emotionally colored stimulus are simultaneously the basis of motivation, being constantly and dynamically interconnected with each other. This point of view is shared by the majority of Russian researchers, adherents of the system-activity approaches, as well as a number of foreign authors.

Thus, we believe that the motivational sphere of a person is a hierarchical organization of the entire system of motivations of a person's activity, which includes needs. The realization of needs forms a complex of internal and external motives, which determine, through selection of motives, the direction of activity and value attitude, the nature of activities to achieve the set goal, which, with a high level of aspirations, is transformed into a new need.

Results

According to the Russian educator Shchukina (2014), one of the ways to form students' readiness to carry out successful professional activities should be to involve students in the activities that contribute to the meaningful development of professional skills.

A student's conscious attitude to professional activity is one of the most important indicators of a successful career. The main criteria for this indicator are the sustainable interest and need for a specific activity, awareness of the social meaning of the chosen profession and a desire to self-improvement.

It can be stated that on the basis of the general professional competencies, the development of special professional competencies, reflecting the specifics of their professional activities, is laid. The development of other competencies, as well as the professional competency, which, in turn, together with all aspects of professional training, is the basis of readiness for professional improvement, depends on the level of general professional competencies (BLINOVA; DUGINA; ZABOLOTSKIKH, 2018; DOLZHICH; DMITRICHENKOVA, 2019b).

It is important to note that the issues of psychological readiness and readiness for professional activity and self-improvement are studied in great detail for law enforcement agencies, police, firefighters, etc. In this context, psychological science has developed a voluminous theoretical and practical material from the study of the problem of a psychological readiness for professional activity. The concepts of readiness, activity,

structure, conditions that affect the development, persistence and duration of its appearance are substantiated.

We examined the psychological works of Russian researchers, which indicate the variety of approaches they use when studying the professional readiness of a subject for professional activity (Table 2).

Table 2 – Approaches to the study of the psychological readiness of the subject for professional activity and improvement within its framework

| Approach | Characteristics |
|---------------------------------------|--|
| Subject-activity approach | The final result of training for professional activity, integral personal development. |
| Functional approach | Considers psychological readiness as a specific stage of the state of consciousness |
| Content approach | Provides for the development of the features of this phenomenon, taking into account specific conditions (O. V. Pushkina, A. Maslow, N. F. Rodichev). |
| Socially functional approach | Applied to the study of certain functions that determine the psychological readiness in the life of the subject (V. N. Pushkin, L. S. Nersesyan, D. N. Uznadze). |
| Structural and psychological approach | Consistent with the characteristics of the elements of psychological readiness and their correlation (A. V. Karpov, A. N. Leont'ev). |
| Genetic approach | Revealing the foundations of psychological readiness for professional activity and their influence on it (E. P. Ilyin, V. D. Shadrikov). |
| Logical and epistemological approach | First of all, the understanding of the grounds and content of psychological readiness, its criteria and relationship with other socio-psychological characteristics is revealed (Yu. S. Stepanov, N. D. Arutyunova, A. D. Shmelev, G. V. Ramishvili, E. V. Paducheva). |

Source: Prepared by the authors

First of all, in the higher education system it is necessary to provide conditions for the development of professional readiness of graduates and readiness for their professional self-improvement.

Since the material and technical base of the professional education system often does not keep pace with the process of modernization of production processes, it is necessary to update the theoretical part of the training of future architects. The information space of the university, modern technologies make it possible to solve such an important problem as visualization, clarity in the learning process. Therefore, multimedia laboratories, classrooms, computers, access to the Internet, information and communication technologies, digital educational resources are needed.

At the stage of professional training, the following qualitative changes in personality occur, which are necessary for further self-realization: the development of professional competencies and personal traits.

Professional readiness reflects the individual level of readiness for professional activity, which is made up of the sociopsychological and individual characteristics of a professional. According to the proposed structure of readiness for activity, we identified the components of readiness for professional activity (Table 3).

Table 3 – Components of readiness for professional activity

| Components | Contents |
|------------------------|---|
| Orientation component | Mode of activity and personal professional plan that actualizes the self-regulation of the subject. |
| Motivational component | Professionally significant needs, motives and values of the activity. |
| Individual component | Professionally significant personality traits of a specialist from among characterological, emotional and volitional, moral and ethical, communicative and other qualities that determine the professional suitability of a person. |
| Cognitive component | Possession of basic and special theoretical knowledge. |
| Operational component | The acquired knowledge and professional skills. |

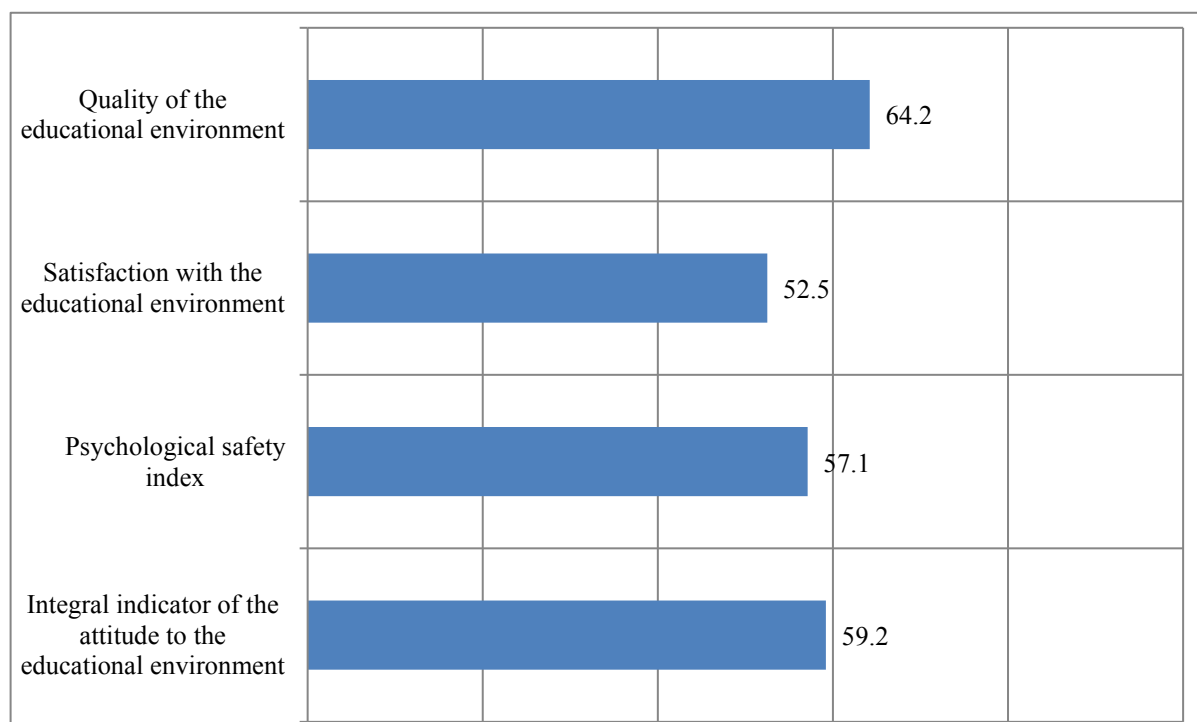
Source: Prepared by the authors

Discussion

The indicators shown in Figure 1 reflect the safety of the educational environment for teachers and university students. The diagnostics allowed us to concretize the indicators of the safety and comfort of the educational environment separately for students and teachers.

Analysis of the data presented in Figure 1 revealed that the university has a medium level of safety and comfort of the educational environment. It is important to pay attention to the fact that only Parameter 1, which determines the quality of the educational environment, is close to the high range of values. The diagnostics results prove that the educational environment of the university is characterized by a medium level of psychological safety and comfort.

Figure 1 – Diagnostics results of the safety and comfort of the educational environment of the university at the indicative stage of the experiment



Source: Prepared by the authors

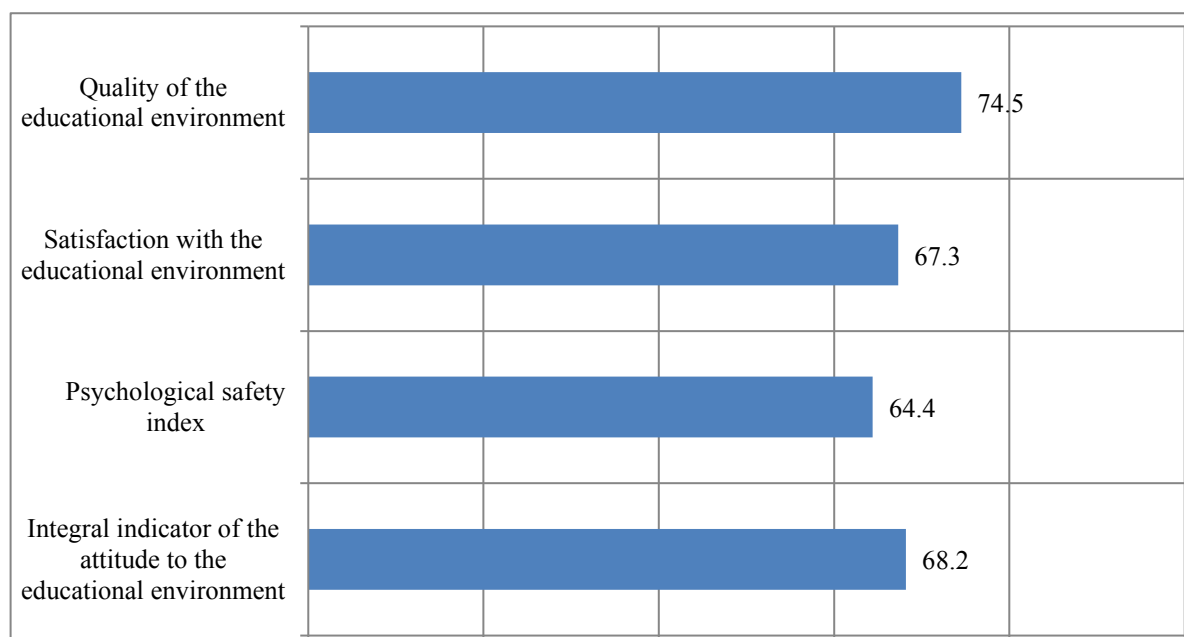
Next, we consider the results of diagnosing the safety and comfort of the educational environment in a differentiated manner for teachers and university students. The results are shown in Figures 2–3.

Analysis of the data presented in Figure 2 allows us to conclude that for teachers, the safety and comfort of the educational environment is favorable, since the indicators are close

to the high range of values, and the quality of the educational environment demonstrates a high level of development.

Analysis of the data presented in Figure 3 indicates that for students, the safety and comfort of the educational environment of the university is only relatively favorable, since the indicators are in the medium range of values.

Figure 2 – Diagnostics results of the safety and comfort of the educational environment for the group of the university teachers at the indicative stage of the experiment



Source: Prepared by the authors

Figure 3 – Diagnostics results of the safety and comfort of the educational environment for the university students at the indicative stage of the experiment



Source: Prepared by the authors

Comparison of indicators of safety and comfort of the educational environment of students and teachers and general indicators prove that the educational environment is more favorable, safe and comfortable for teachers, and less favorable, safe and comfortable for students.

Final considerations

The experimental research was devoted to the study of the components of students' readiness to professional self-development. The authors developed a program for the improvement of psychological readiness for professional activity (cognitive and motivational components) and assessed its effectiveness.

Readiness for professional activity and improvement within its framework is an integral competence that has a complex dynamic structure. The components of this structure are closely interconnected, and the structure itself is constantly evolving and transforming. Development of readiness for professional activity and improvement within its framework is an integral process.

The problem of the professional readiness is of particular importance during the training period. Professional readiness stimulates the students to successfully fulfill their duties, effectively apply knowledge, skills, experience, maintain self-control and be flexible

when emergencies arise, helps to quickly adapt to working conditions and contributes to further professional development.

The program of organizing a psychologically comfortable and safe educational environment of the university is based on training sessions, minilectures, as the optimal forms of ensuring the effective organization of a psychologically comfortable and safe environment for teachers, students and administration. The program implies the following forms of work: discussions, conversations, pedagogical support, psychocorrection, the involvement of students in extracurricular activities.

The results of the control experiment proved that the program for organizing the safety and comfort of the educational environment of the university is highly effective, maximizing the indicators of the comfort and safety of the educational environment in relation to all its subjects. Safety and comfort indicators increased significantly at the control stage of the experimental study. We observed more than 25% growth in indicators, each of the indicators of the educational environment reached the high range of values.

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