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Psychological Mechanisms for Creation Professional Orientation of the Personality

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Abstract

Conscious choice of profession determines the success of learning, the formation of a stable professional orientation of each student. Requires an individual approach and maximum use of the full Arsenal of technologies aimed not only at increasing the level of students' knowledge, but also on the development of professional identity of future specialists.

Keywords: personality, choice, student, profession, work, social

The emergence of the selectively positive attitude to the profession, means the formation of the system “person – profession”, inside of which begins the interaction of object and subject relations. The concept of “man’s relation to the profession” cannot be reduced to the activity coming from a subject. Research professional orientation, conditions, and driving forces of its development, cannot be implemented in isolation from the system of influences coming from the other side of the relationship, that is, from the profession. Under certain conditions of interaction of the parties to this relationship assumes the character of dialectical contradictions that create the driving forces of development of professional orientation. Perfect model matching between the individual and the work must contain a complete coincidence of the objective content of activity and its personal meaning. However, a complete match is achieved cannot be for the following reasons. Not always in the structure of motives of choice of profession is dominated by the motif, internally associated with this activity. In all cases, when prevailing is of interest to the specific content of the activity, there remains the possibility of deepening this interest (Шишкина, 1976). With proper organization of activities of its creative possibilities more fully recognized person.

Thus, the discrepancy between the objective content of professional work and the personal meaning that has for a man of his choice or participation in it, is inevitable. Since the main content of the professional development focus is to

increase its level, this process is not possible without overcoming this discrepancy. Under certain conditions, it acquires the character of dialectical contradictions, becomes the driving force of development of professional orientation.

The selective manifestation of positive attitudes to the profession is understood as the beginning of their interaction. The essential feature of this interaction is the mismatch between the specific, socially relevant content of the profession and personal sense of her preferences (Титма, 1975).

It is possible to allocate three levels, qualitatively original form of discrepancy. In the first case, there exists an organic relationship between the dominant motive of choice of profession and some significant parties of its objective content. Other motives of choice of profession it is usually to a greater or lesser extent complement, reinforce leading motive. The discrepancy is the presence of the potential of it to better reflect the requirements in the motivational sphere of personality, that is, to deepen the personal meaning of the choice.

Another qualitatively distinctive form of inconsistency arises when a dominant role is played by the motive side in relation to the objective content of the activity, and in the structure of motives contain and direct the motives.

The demands of the profession to a much greater extent remain external to the individual, are not included in its motivational sphere as organically as in the case of the predominance of direct explanation.

The third form of inconsistency occurs in the absence of direct motives of choice of profession. It usually happens when the choice of University has for the individual the meaning of the tools necessary to achieve meaningful goals. In these cases, the discrepancy between the motives of choice and content chosen profession is so complete, and the demands of the profession so devoid of personality that the phrase "professional orientation" simply makes no sense.

Needs, Hobbies and interests of the student arise on the basis of awareness of the prospects and adequate assessment of the degree of mismatch of the requirements of the prospects with cash aptitudes, knowledge and skills. On the basis of universally valid perspectives formed worldview, attitudes, beliefs and ideals, the system of goals and attitudes and intentions. Prospects are in this case as the individual goals of the student.

The establishment and maintenance of a stable orientation of the individual student represents a continuous process of harmonization perspective through activities, through feedback. Formation of motives goes along with the formation of needs. Need and other components (interests, inclinations, goals, intentions) become more stable due to a deeper knowledge of perspective and transformation of the resulting human needs in specific motives.

Changing societal significance perspective, the awareness of it and an adequate assessment of the degree of mismatch of the requirements of this prospects with cash knowledge and skills leads to new needs and interests, goals and atti-

tudes to the need to improve attitudes, beliefs, and worldview. These changes would encourage to be active, which compensates for the resulting misalignment. If the individual is in the process of work is not going to see the prospects or public interest for him as a person of no interest, the focus will evolve as if frozen because there is no active pursuit of a public interest perspective.

In the process of development of professional orientation the student goes through a series of steps. The initial stage. Externally, the student makes the decision to master a specific profession, having an emotional, episodic, situational interest, subject setting, some labor habits, but he has no independence and is not shown the initiative.

The second stage. The student has a fixed setting for the profession and more stable interests; he manifested the tendency, however, more interested in the practical side of educational material; formed goal gives the overall direction of the training and production activities, he has a sense of self-confidence, independence; develop a sense of responsibility.

The third stage. The student has a strong emphasis on the profession, a strong interest and inclination to it; he takes special keenness as to the practical and theoretical side of teaching material; there is the affirmation of the individual through professional work.

Fourth tier. Passion for his profession; man and matter merge in a single whole; the focus is formed in the presence of large abilities for their chosen profession, distinct aptitudes and vocation; there is a high professional skills and a professional ideal; with a firm belief in the personal and social significance of their profession (Халыпина, 1995).

Development of professional orientation cannot be understood to constrain the source to only the inner world of the individual, the activity of her consciousness. This is confirmed by the fact that the realization of the considered contradictions is not sufficient for its solution. The possibility of exacerbation of this contradiction will largely depend on the nature of the co-ordination of these more General motivational factors as ideological motives, the desire for self-expression, the desire to satisfy material needs. In the event of a conflict of motives is possible only reorientation or preservation the primary intention. However, the internal struggle by itself cannot change the personal meaning that has to man the contents of his profession.

Cognitive activity, ensuring the flow of new information about the profession, its requirements, more effective at full professional orientation (the predominance of the direct motives of choice). Opens before man new horizons can stimulate in these cases, the value-orientation activities, expanding and deepening the already established system of ratings and views.

Undoubtedly, there are other mechanisms of development needs. Occurring in the course of business, the emergence of new needs as evidence of the devel-

opment of professional orientation. However, this process primarily lies in the development of the leading needs from simple forms to more complex: from unilateral or mild interest in professional activities to a more profound, complex needs. This development needs in the main content of the activity and causes changes in its personal meaning, and ultimately increase the level of professional orientation.

Thus, psychological mechanisms of professional orientation of the personality can be a complex multilevel structure of motives, values, personal senses and abilities that determine the professionally important qualities.

In connection with the above understanding of the driving forces of professional orientation for the development of the latter required such organization of activity of students, which have highlighted the contradiction between the requirements of the preferred activities and its personal meaning for the person. The possibility of different types of activities in this respect are not equivalent.

Literature

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