



PEDAGOGICAL CONDITIONS FOR STUDENTS' PERSONAL AND PROFESSIONAL DEVELOPMENT AT HIGHER EDUCATION INSTITUTIONS

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Abstract. The development of higher vocational education in Russia today is oriented towards the process of harmonization of personal and professional development of students. The issue is focused on three different perspectives: pedagogical activity of lecturers in higher vocational institutions, psychological/pedagogical research, and the student's professional and personal development. The goal to train highly-qualified specialists with versatile personalities at the institutions of higher education depends not only on the applied theoretic/methodological basis, but also on the knowledge of the student's personality. The first step in the process of planning and realization of the above mentioned educational goal is to provide adequate pedagogical conditions, aimed towards establishing methodological and theoretical bases closer to practice, i.e. the study and implementation of pedagogical personality-oriented technology. This can contribute to the creation of innovative projects and programs for training highly-qualified specialists. Theoretical/methodological and practice-oriented pedagogical conditions are selected and described on the basis of a systematic analysis of the educational process. The essential aspects of these conditions lie in defining appropriate methods for the realization of the educational process for each particular situation. Such methods contribute to the actualization of the students' potentials and enable their self-realization. The presented principles for the development of a personality-oriented educational process are essential for enabling professional development of future specialists.

Key words: student, personal and professional development, humanization principles, theoretical/methodological and practice-oriented pedagogical conditions.

Present stage of the development of higher vocational education in Russia

Higher vocational education has been and still is in a constant search for ways to improve and enhance its didactic system. Over the previous decades scholars have offered numerous fruitful ideas for developing wide-range learning programs and systems. Since personality values lie at the basis the

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education system in postindustrial information society, modern education is increasingly focusing on the student's personality and individuality rather than on the teaching contents, organization and educational activities (Ананьев, 2001). This implies a need for an innovative strategy for higher education development.

As early as the 1920s of the last century Vygotsky (Выготский, 1982, 1996), then Leont'ev (Леонтьев, 1975, 1983) and Rubinstein (Рубинштейн, 1976) emphasized that the formation of a professional's personality does not include only the processes of accumulation of knowledge, skills and abilities, but also the development of the complex psychological regulation and self-regulation systems of social behaviour. Regarding vocational college education, this means creating such pedagogical conditions that stimulate the progress of the student's purposeful activities. Only so, according to Petrovsky (Петровский, 1966), can a student be expected to cognize the reality extra-situationally. However, the present-day higher vocational education seems not to take this into account properly. Professional specialist development in higher education is a step-by-step process of the student's self-changing that reflects age, functional activities and situational progress, the process in which a student does not just adapt to the new learning environment, forms and methods but, also, purposefully acts upon them.

At present, there is an apparent demand for achieving a higher level of consistency between the educational standards (qualification characteristics and the graduate's models) and the students' individual characteristics in order to train highly-qualified specialists with versatile personalities at the institutions of higher education. In the context of developing professional skills, vocational education requires justification of programs, procedures, instructional aids, methods and the clear criteria for assessing professional preparedness, as well as the introduction of new approaches into pedagogical practice.

The student is regarded here as an integrity which is limited neither to a set of physiological and psychical functions, nor to the social role he/she plays. With this, considering the increased interest for the student's individuality, we find it essential that the educational process be designed and implemented on the basis of the combination of the pedagogical conditions which should be defined and specified. Therefore, the goal of the paper is to define and elaborate the pedagogical conditions which, in our opinion, can provide the optimal level of both the student's personal/professional development and the quality of instruction.

Therefore, the problem of the student's personal and professional development at higher educational institutions is treated here as a priority. It im-

plies close connection between those trends in education for which the humanitarian, professional and basic-knowledge values are of primary importance, i.e. the so-called humanization, professionalism and fundamental-value trends. This link enables the development and adoption of an optimal approach to organizing the educational process. The prevailing viewpoint in scientific literature concerning the relationship among these trends is as follows: humanization is of primary importance in the higher education realm. It manifests itself in special interest in the student's personality and individuality, in gradual shift of psychological-pedagogical research and application focus from knowledge and activities issues to those which concern personality primarily. Personality progress is becoming an important goal of educational activities. In that case, the objectives of higher education can be defined as social-personal.

Humanization of the educational process

According to Orlov (Орлов, 1988), the problem of humanization in education cannot be tackled by training and retraining, but by rendering psychological assistance in personal development, namely, by fostering civism, spirituality, responsibility and mentality. Platonov (Платонов, 1986) points out that the mentioned problem can be solved if the educational aims for forming personal convictions are treated, in a general sense, as forming personal world views and developing aspirations for self-realization in intellectual and emotion/will spheres.

The essence of humanization in higher education is to set and realize, as a primary goal, the purpose to build up a personality of a specialist able to develop itself in the course of training rather than to teach a person a number of functions needed for future occupation. Thus, we should focus on students' interests and their role, on creating optimal conditions for their general development, self-expression, self-affirmation and self-realization, and on designing the educational process on the basis of the students' inner educational needs.

However, there is a conflict between some students' needs for personal and professional development and the demand, that the society puts on them, to develop certain social characteristics, traits, values, knowledge and skills which will equip a student, as a human being, to become an acceptable participant in social relationships and a useful member of society. Students might find it difficult to realize the importance of their future occupation since, currently, there is a problem of obtaining an optimal combination of adaptive (prestige of the profession, the amount of salary) and so-called

substantive (interest for the profession, the need for self-realization and self-affirmation) motives for activity.

The leading role of humanization trend reveals itself in implementing the task of future specialists' personal and professional development in the process of training. The educational system should not impose one way of development on any individual, but select and stimulate those possible conditions which would coincide with possible ways of development defined by the students themselves. Yet, our current system of higher vocational education does nothing regarding the implementation of this approach, which is due to certain difficulties. According to Novikov (Новиков, 2000), these arise when attempts are made to express the concrete educational objectives and, subsequently, the contents of education in terms of personal and professional development.

Ushinsky (Ушинский, 1950), the author of the original pedagogical theory based on in-depth analysis of individual's psychology, showed that a common goal for teaching and upbringing is hardly possible to be defined since individuals differ in intelligence and abilities. Therefore, educational goals must be different, and individual, personal peculiarities are not to be neglected. This holds true for teaching students at institutes of higher education, too. There should be no "general" but "particularized" instruction which takes into consideration each student's potentials, learning motives and needs. To ensure effective future specialists' personal and professional development at institutes of higher education in terms of rate and outcomes it is necessary to design the educational process on the basis of the students' inward educational interests and needs.

However, it should be noted that, from the theoretical standpoint, no integral theory of a pedagogical process that places emphasis on the student's personality, is sufficiently advanced. The cause may very well lie in the limited opportunities for technological popularization of the suggested educational concept. This concept leads inevitably to divergence when the problems of future specialists' professional and social formation are addressed and treated. What is more, the causal relations between these problems are not established as yet. Some evidence indicates that the third and fourth-year advanced students lose interest in educational activities and demonstrate low motivation for training during the most sensitive period of their development. Undergraduates tend to diminish the value of such personality's traits as enterprise, activity, high capacity for work, diligence, honesty. Moreover, the present structure of the educational process causes strong psychological strain in students and then, in turn, training efficiency decreases. The essential aspects of these conditions lie in defining appro-

priate methods for the realization of the educational process for each particular situation.

Prioritizing student personality in the educational process

In order to solve this problem we should replace the existing methodological aim of acquiring knowledge contents, with a more natural one. The latter is presumed to be consciously aimed at personality of an individual, his/her values, purports, motives in designing the educational process. This suggests the following statements to be adopted: the subject matter of the research is no longer learning, as such, but the personality of a student in an educational activity; if so, learning should be treated as the activity (reproductive, productive and creative) in the course of which a future specialist acquires not only knowledge needed for his future job, but also the ways of effective knowledge acquisition. At the same time, the student creates new knowledge and gains new socially important experience.

Educational activities like teaching and learning taken together are not simple aggregates of the individual efforts of both a lecturer and a student, but a system of socially organized interactions. It is very important to obtain their integration, to establish the integrity of purposes and goals, thus obtaining joint learning-teaching activity as the most important condition for personal and professional development of both the student and the lecturer.

The next point deals with a variety of methodological forms for organizing educational activities for students at all stages of the teaching process. One of the most important problems facing a lecturer in contemporary vocational college consists of taking into consideration the dialectics of the specialist formation process and, at the same time, responsible and independent student activities, when he/she selects various variants of pedagogical assistance for students' learning activities (accompaniment, support, guidance). The key element of the educational process is the dialectics of the interconnection and interdependency of student/lecturer relations within the system.

The pedagogical technology that implements integrative/differentiating instruction can serve as a variant to solve the above problem (Сериков, 1994; Якиманская, 2000). The suggested technology rests on the following propositions: the student's personality, as an integral system, must be studied from the aspect of psychological and social interconnections. Besides, we should consider the impact of the educational environment in which a student exists and evolves as an individual and a professional. A student possesses inward intention to engage in different activities (learning activi-

ties he/she is engaged in, communication in which he/she is involved, the process of developing self-awareness and functioning as a human being) and evolves constantly. However, the potentialities and capabilities of students are not equal. No abstract student exists to whom one could apply all patterns of teaching and upbringing. No separate constitutional, psycho-dynamic, socio-psychological (individual) characteristics of students exist, only their unique and numerous combinations.

It is worth mentioning that the chances for an individual to realize his/her potentials can, more or less, depend upon the suggested conditions. The more diverse, but adequate, pedagogical conditions we provide, the more successful students will be in their personal and professional progress. Hence, the tasks facing the instructors lie in the following: firstly, to make the students adopt the attitude towards the lecturer as their guide in the process of meeting social and vocational objective requirements; secondly, to assist and insist on establishing and strengthening interpersonal relations and mutual understanding, which will definitely offer new possibilities for both lecturers and students and eliminate eventual obstructions in their communication, and which is certain to impart dynamics to the process of personal and professional development; and thirdly, with an eye on the student's evolving personality, to create such pedagogical conditions that would appeal to his/her individual characteristics.

Theoretical and practice-oriented studies, which would shed more light on the regularities and peculiarities of mental, personal, professional and social development of students, have gained on importance. Due to its manifold nature, a thorough consideration of this issue is inevitably limited within the framework of a separate paper. Hence, we have to confine our consideration to those aspects which are the most essential for practical lecturer activity, namely, purposefully created pedagogical conditions that favor actualization and offer a scope for implementing cognitive, value, communicative and creative potentials of students' personalities.

The theoretical-methodological conditions for higher vocational education are as follows: (1) Focusing on future specialists' personal and professional development. (2) Systems approach to the educational process and its modeling. (3) Integration-differentiation approach to organization and implementation of the educational process which manifests itself in the form of a compromise between knowledge-, activity- and personality-oriented paradigms of higher vocational education.

One of the conditions for harmonizing the processes of personal and professional development (treated as initiative-based self-progress of a student, his/her inwardly determined activities), on the one hand, and educa-

tion (treated as purposeful pedagogical influence upon students), on the other, is the realization of the educational and training principles combined with due consideration of individual characteristics within personality-oriented approach to organization and implementation of the educational process.

Of all didactic principles related to higher vocational education we have singled out the most urgent ones for solving the problems of future specialists' personal and professional development in the educational process of higher education institutions. These are the following: the humanization principle, the integrity principle, the democratization principle, the professional advisability principle, the poly-paradigmatic principle.

Humanization principle. Humanization of education is viewed here as a redirection of the focus, which now shifts on personality and places the emphasis on humanitarian values in designing and implementing the educational process. Accordingly, the personality progress level is placed at the centre of professional development.

Integrity principle. It assumes integral interrelation of the educational process components such as contents, methods, forms, instruction and teaching aids, diagnostics and analyses of the results of monitoring the students' personal and professional development.

Democratization principle. This principle suggests optimal combination of the didactic aids for the many-sided educational process in order to realize the teaching maximum, which includes the potentials of the student's personality and individuality, and places intentional emphasis on the "human factor" – personal characteristics and distinctive individualities of both the students and the instructors.

Professional advisability principle. This principle is intended to develop those abilities in future specialists which would help them to be successful in different kinds of professional and self-educational activities.

Poly-paradigmatic principle. As a methodological principle of modern pedagogy it incorporates different postulates of knowledge-, activity- and personality-oriented paradigms of higher vocational education aimed at providing consistency between the ideas and elements of various instructional theories within the framework of the existing educational technology. Here, it is important that the whole should be taken as an integral unity, although the tasks of each paradigm differ, rather than a simple sum or a combination of different components. Difficulties here arise because the current system of education does not firmly support a stable balance of theory which focuses on student's personality, and practice which implements authority-based methods of teaching.

It may be reasonably assumed that the implementation of the above principles would result in a qualitatively new level of the students' personal and professional development once they become active participants of the educational process; in the reduction of the gap between the requirements that are imposed upon them as students and those which are imposed upon specialists in real professional life; in the improvement of the ability for adaptation, for social mobility under environmental changes (professional activity conditions, change of occupation).

Practice-oriented educational conditions include: (1) optimum combination of collective, group and individual forms of the educational process organization, (2) consistency of individual-group interaction at the higher education institution, (3) imposing requirements upon students while being respectful to them, (4) monitoring students' personal and professional development, (5) pedagogical mastery of the instructors.

Providing qualification and personalized-psychological description for each graduating student: the point is that the variety of the individual-typological traits of the student personalities, the diversity of specializations that a higher-education institution offers, as well as the multiformity of possible future appointments, call for harmonizing the relations between the individual and the vocational, or the socially prescribed.

The priority of establishing equivalent relations and valuable interpersonal contacts in lecturer-student interactions: a joint activity is the most effective activity when it is in the form of a dialogue that rests on mutual understanding, respectful and positive attitudes of interacting parties. Thus the dialogic form of interpersonal contacts is of particular importance. It creates a certain "common" atmosphere for intercourse, so-called joint "we-experience" of communicators (both lecturers and students). This form of intercourse enables comparing each other's actions and behaviour by both parties, for the viewpoint of one party is of decisive importance for the other.

Effective settlement of conflicts which arise in the course of students' educational activity: this envisages determination, correction and predicting changes in psychological climate and interpersonal students' relations.

The priority of informing function of feedback: in the course of the educational activity difficulties and failures inevitably occur. Consequently, negative feedback is sure to appear. As this takes place, students are still inherently motivated. Yet, a certain amount of negative information on their progress or failure will not necessarily decrease their inward motivation but can help them see their own weak points which, in turn, can promote their self-perfection processes. In choosing between informing and controlling feedback functions preference should be given to the former. In this case

external influence is interpreted by the student not as the odious compulsion to some kind of behaviour be it continuation, reinforcement, redirection or termination of his/her activity. Instead, it is treated as a desire to inform him/her about the conditions and consequences of the activity, its progress, the level of his/her achievement and the degree of his/her competence. It aids in increasing inward motivation, self-appraisal and the stability of the I-concept. Besides, it encourages the broadening of self-awareness and personal-professional progress as a whole.

The problem of students' personal and professional development at higher-education institutions is viewed from the standpoint of practice. The solution to the problem resides in the fact that the students, while studying, realize their own individual traits, virtues, qualities as well as the ways of their actualization. In addition, they are capable to make decisions motivated by the needs of their own personal and professional progress. The conditions that can make the process of the specialist formation successful in the context of higher-education institutions are the following: (1) students' subjective experiences are of particular importance for the lecturer; (2) it is imperative to employ reflexive procedures, achieve consistency in interpreting the results of monitoring students' personal and professional development; (3) one should entirely support students when resolving contradictions between "I want-I can-I have-I should" situations; (4) it is essential to help students find means for implementing different activities that best fit their personality; (5) it is of value to differentiate pedagogical influence while, in general, focusing on the student's personality in the implementation of the educational process.

Each student must be in a position to choose his own direction for self-determination among a number of possible ones; to set an aim(s), specify it and make suggestions on how to achieve the aim(s); to pick out the most preferable variants for reaching the aim(s); to work out organizational-technological schemes for solving arising problems.

Student self-actualization in the educational process

The following enables the student's self-actualization (as a future specialist) within the framework of higher-education institution: (1) if a student deeply and consciously believes in what he/she sets as the goal, namely, to become an expert, then self-realization gains a special meaning. The student then directs all his/her energies toward this aim; (2) if a student takes eventual problems as a source of new possibilities for personal and professional development and not as difficulties; (3) if a student realizes and consciously

implements his/her abilities, interests, preferences for purposeful and dynamic personal and professional development; (4) if a student renders support and help to his/her fellow-students, no matter what his/her own preferences are; (5) if a student poses moral demands on others but, first of all, on himself/herself, his/her actions and activities, and assesses them both rationally and ethically; (6) if a student possesses abilities, knowledge, skills, and aptitudes that permit him/her to fully realize his/her potentials in different activities and in various social relations; (7) if a student is able to conscientiously regulate his/her behaviour and activities, and (8) if he/she is capable of efficient and creative self-regulation in order to become an active molder of his/her own life.

Conclusion

The pedagogical conditions which can facilitate the education of specialists at higher-education institutions most efficiently are as follows: setting humanistic values as the educational aim – focusing on the student's personality in the educational process; being open to the new, i.e. possessing the ability to overcome stereotypes and see alternatives to the problems to be solved; being prepared to use different educational methods, forms, and aids required by the multifunctional system of didactic support for the educational process in higher-education vocational institutions; strengthening mutual empathic influences of individuals within student/student and student/lecturer dyads. Under purposefully created pedagogical conditions the students will be able to consciously plan the ways for their further personal and professional development and participate in the educational process successfully. Only under these conditions can one hope to reach the needed levels of functional mobilization and willpower which will enable one to meet numerous widely varying needs of one's students on their journey towards self-actualization.

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 ПЕДАГОШКИ УСЛОВИ ЗА ЛИЧНИ И ПРОФЕСИОНАЛНИ РАЗВОЈ
 СТУДЕНАТА НА ИНСТИТУЦИЈАМА ВИШЕГ ОБРАЗОВАЊА

Апстракт

Развој вишег стручног образовања у Русији у данашње време усмерен је ка процесу хармонизације личног и професионалног развоја студената. Ова тема фокусира се на три различите перспективе: педагошка активност предавача на институцијама вишег образовања, психолошка/педагошка истраживања и лични и професионални развој студената. Постизање циља обучавања високо квалификованих стручњака који ће бити свестране личности у институцијама вишег образовања зависи не само од примењене теоријско-методолошке основе, већ и од познавања личности студента. Први корак у процесу планирања и остваривања горепоменог образовног циља јесте обезбеђивање одговарајућих педагошких услова, усмерених ка утврђивању методолошких и теоријских основа ближих пракси, односно проучавање и примена педагошких техника усмерених ка личности. Ово може допринети стварању иновативних пројеката и програма за обучавање високо квалификованих стручњака. Теоријско-методолошки и на праксу усмерени педагошки услови одабрани су и описани на основу систематске анализе образовног процеса. Кључни аспекти ових услова налазе се у дефинисању одговарајућих метода за остваривање образовног процеса за сваку појединачну ситуацију. Такве методе доприносе актуализацији потенцијала студената и омогућавају њихово самоостварење. Представљени принципи за развој образовног процеса усмереног ка личности есенцијални су за омогућавање професионалног развоја будућих стручњака.

Кључне речи: студент, лични и професионални развој, принципи хуманизације, теоријско-методолошки и на праксу усмерени педагошки услови.

Александр В. Белошицкий и Ирина Ф. Березная
 ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ДЛЯ ЛИЧНОСТНОГО
 И ПРОФЕССИОНАЛЬНОГО РАЗВИТИЯ СТУДЕНТОВ В ВУЗАХ

Резюме

Развитие высшего специального образования в России сегодня направлено к процессу гармонизации личного и профессионального развития студентов. Данная тема фокусируется на трех различных перспективах: педагогическая деятельность вузовских преподавателей, психологические/педагогические ис-

следования, а также личностное и профессиональное развитие студентов. Достижение цели обучения высококвалифицированных кадров в вузах, и одновременно всесторонне образованных личностей, зависит не только от использованной теоретико-методологической основы, но и от знакомства с личностью студентов. Первый шаг в процессе планирования и осуществления вышеупомянутой образовательной цели – это обеспечение соответствующих педагогических условий, направленных к утверждению методологических и теоретических оснований, стоящих как можно ближе к практике, т. е. изучение и применение педагогических техник, направленных к личности. Это, в свою очередь, может содействовать созданию инновативных проектов и программ обучения высококвалифицированных специалистов. Теоретико-методологические условия, направленные к практике отобраны и описаны на основании системного анализа образовательного процесса. Ключевые аспекты данных условий лежат в определении соответствующих методов реализации образовательного процесса в каждой конкретной ситуации. Подобные методы содействуют актуализации потенциалов студентов и обеспечивают их самореализацию. Представленные исходные принципы развития образовательного процесса, направленного к личности, имеют эссенциальное значение для обеспечения профессионального развития будущих специалистов.

Ключевые слова: студент, личностное и профессиональное развитие, принципы гуманизации, теоретико-методологические условия, условия, направленные на практику.