

Actual problems of psychology

THE MAIN MAYS OF THE INFLUENCE OF AN ACADEMIC GROUP ON THE PROCESS OF FORMING THE PROFESSIONAL STABILITY OF THE FUTURE PRACTICAL PSYCHOLOGIST IN THE CONTEXT OF THE MODERN EDUCATIONAL SPACE

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Modern higher education is a catalyst of the subject's to the strategy of self-transformation, reformation of the structures of subjective experience, corresponding to its tasks within the new humanistic paradigm. The process of individual and professional formation at different stages of professionalization of the students' professional stability is, to a great extent, determined by the character of their interaction with a personalistically important micro environment, which is an academic student group. Just therefore the necessity of researching the influence of group processes on the personality formation and professional stability as a priority component of professionalism of the future specialist acquires important significance.

The works, written by L.V. Petrovskyi, H.S. Antypin, R.L. Krychevskyi, T.P. Halkina, K. Levin, H. Nixon, G. Gegen, G. Katzenbach, D. Smith, etc., are dedicated to the problems of functioning small groups, the description of their principal features, including group activities. The issues, touching the educational process arrangement and the role of small academic (student) groups in it, are explained in the works, written by V.O. Nechaiev, K. Kh. Delokarov, M.A. Pletniova, etc.

Some issues, concerning to the influence of social environment on the formation of the scientific works, written by N.P. Bondarenko, M.P. Ishchenko, A.Y. Kapska, L.N. Koval, V.A. Sapohov, I.D. Bekh, I.S. Bulakh, etc. K.D. Davydova, I.I. Andreieva, A.M. Brnstein etc. rightly connect the rise of the efficiency of functioning small groups with the improvement of social and political climate, with the increase of the group solidarity, with the rise of the referenceness level of the group for its members, i. e. with psychological and social-psychological references of small groups and their participants. Proceeding from these references of the small group, various methodologies of social-psychological diagnostics are built. At the influence on the academic group with the purpose of the formation of the professional stability characterizes such a consolidation of a worker with his profession, when the professional activities become «a labour

dominating idea» for man» [5, p. 40].

The student group peculiarity is in fact determined by its one-aged contingent and the nature of common activities. M. M. Obozov names the process of forming an original general fund of thoughts and feelings, taking place in the gained, transformed and created together information, the formation of «a joint subject» [4]. As a result of the interaction in common activities the student group gradually forms as a joint subject. Coming into being begins with the creation of community in opinions, judgements, assessments in the main aspects of the group's vital activity, it passes through the realization by the members of the group their community with it and ends with the formation of standards, values, traditions and instructions. The other words, the integrity of the group and the level of its development increase, the formation and development of the group consciousness take place. As it has been found out in many investigations, the power and nature of the level of its development. It is assumed, that the influence of the group is directly proportional to the level of its development [1].

The professional stability is an integral description of the personality, which provides his on her readiness to resist the stressogenic influence in difficult situations. According to Ye. M. Kovalchuk; the professional stability means the correspondence of motives and interests of the personality to the real content of his or her work. If such a correspondence is observed man successfully copes with his professional activities, he is less tired and irritated. On these grounds, one can say about the personality's psychic or psychological activity, which determines its stability[3, p. 43]. Just consequently, a group, like a microenvironment, immediately influences both on the formation of personalistic structures and on all the process of professionalization.

A particular attention should, in the first place, be paid to the specific character of education-professional activities. Numerous investigations of the influence of these activities on the process of their members' solidarity in education-professional groups attest to the fact that in these microsocieties these activities are essentially individual and they are displayed by means of realizing the subjective efforts of some members (A. V. Hoholeva, L. M. Dychkovska, Ya. L. Kolomyiskyi, V. I. Sekun, ect.). The process of the formation of the future specialists' professional stability is largely determined by the character of their interaction with personalistically significant microenvironment, which is an academic student group. The student group «is considered, on the one hand, as an object of the upbringing influence of a wider social environment and, on the personality and the future specialist's intelligence as a microenvironment of his or her formation and development» [2, p. 101-102]. It is a complex social organism, called for playing an essential part in executing by higher school its most important

social function – the formation of students' readiness for their future activities in modern changeable conditions of society existence by means their mastering the range of new social roles, assimilating the life experience in a future professional environment.

The conception of education modernization has put a task forming a creative, high-competent, competitive personality of the future specialist as a self-organized subject of the professional activities. Owing to this, the future practical psychologist gains freedom in taking independent decisions, reliability and professional stability. Therefore just the investigations of the processes, taking place in the reference student group, are of important significance on the way of the professional formation, social experience development, interiorization of theoretical knowledge and practical skills of future specialists.

The empirical research was carried out among the students of the 1st – 5st years of studies in Melitopol Bohdan Khmelnytskyi State Pedagogical University. The total selection was 105 persons. With the purpose of optimizing the process of the professional stability formation in the context of developing the favourable social-psychological group conditions, the training «Actualization of the personality professional stability of the future specialist» within the subject matter «Practice in group psychocorrection» was introduced. For ascertaining the significance of the changes, taking place after correcting, we used G – criterion. According to the results of the technique «Assessment of the student group microclimate» (V. M. Zavialova), we found out that the training helped with the rise of the degree of the positive psychological microclimate in 14, 2%, which certainly increases the students' striving for being in this reference group and assists in the intensification of the professionalization process.

	low	...				
	middle	...				
	high	...				
		high	middle-high	middle	middle-low	low
After correcting	...	...	...	...	...	...
Before correcting	...	...	...	...	...	...

Scheme 1. The dynamics of the development of the student group microclimate before and after correcting.

According to the results of the correlational analysis we found out that with n=108 the typical displacement is positive. The negative displacements come up to

32. $G \dots\dots$ – the number of non-typical displacement, i. e. $G \dots = 32 \dots$. S_0 , H_0 is rejected, but H_1 is accepted.

On the basis of revealing and summing up the peculiarities of the professional stability of the personality of future practical psychologists according to the mentioned components, the following groups of students were conditionally distinguished.

1. The students with a high level of the professional stability (a middle or low level of self-appraisal, a low level of personalistic anxiety, dominating the internal tendencies of locus control, a lack of essential inner personalistic problems, possessing the strategy of self-development, a humanistic type of the personality direction, a high level of the development of communicative skills and empathic abilities, readiness for the creative realization of abilities, dominating the inner socially significant motives).

2. The students, having a middle level of the professional stability development (availability of two distinctly revealed criteria of the positive I – conception, one of which is lack of essential inner personalistic problems, striving for mastering a profession, dominating the inner socially significant motives, a middle level of self-appraisal, aspiration for self-development, a middle level of empathic abilities).

3. The students, having a low level of the professional stability (inadequate self-appraisal, availability of a high level of personalistic anxiety, dominating the external tendencies of locus control, availability of essential inner personalistic problems, an egocentric personality direction, dominating the outer negative motives of activities, a low level of empathic abilities, a lack of a system of self-development or availability of a phase of student self-development).

		
	high	middle	low
Before correcting			
After correcting			

Scheme 2. The dynamics of the formation of the future practical psychologist stability.

With $n=118$ the typical displacement is positive. The negative replacements make 37.

$G \dots = \{ \dots G \dots$ – the number of nn-typical replacements, i. e. $G \dots = 37$
 $G \dots$

So, H0 is rejected, but H1 is accepted.

After correcting the per cent level of the number of students with a high value of the professional stability increased in 1.7 times. Thus, the positive role of the group training takes undoubtedly a considerable place in the process of forming a favourable psychological microclimate and the future specialist professional stability.

In the course of researching, it has been revealed that the professional stability is a totality of motivational, emotional, cognitive and volitional properties, uniting into a more or less integrated system. It is provided with functioning a concordant mechanism and preserved at its distinct coordinate work. It is important to understand, how the role of the conscious subject, the group and the social surrounding in ensuring a reserve of the professional stability is significant.

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