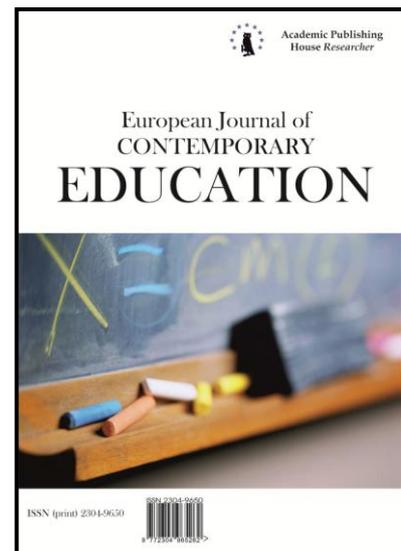




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Psychological and Pedagogical Support of the Formation of Professional World Outlook of the University Students

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Abstract

The research urgency is caused by necessity of the accumulation of human capital as the main factor of economic growth. The purpose of this article is to identify methods of psychological and pedagogical support of formation of professional outlook of the university students. Methodological basis of the research was the principle of acmeology, which allowed to consider professional outlook as a set of special knowledge, value orientations, ways of activity, influencing the formation of professional competencies, readiness for lifelong learning, and competitiveness on the labour market. The main results of the study are to identify informational, motivational, activity-methods of psychology-pedagogical support. The significance of the results is that informational methods (lectures, discussions, lecture-discussions) is aimed at assimilation of special knowledge, which became a belief and contributes professional views of the future specialist. Motivational techniques (exhibition of achievements of the students, the construction of individual educational trajectories) promote awareness of belonging to a professional community, the formation of relatively autonomous and sustainable system of internal determinants of professional activities (interest, social, group, personal values). Activity methods (research work of students, internships) provide a co-creative artistic search teacher and student the solution of existential problems of professional activity and the formation of an integrated system of beliefs, attitudes, values and skills. Performance criteria methods of psychological and pedagogical support reflect a relationship of professional ideals, values related to the chosen profession, readiness for

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lifelong learning, self-organization and competitiveness on the labour market. The criteria of the effectiveness of the methods of psychological and pedagogical support reflects a relationship of professional ideals, values related to the chosen profession, readiness for lifelong learning, self-organization and competitiveness on the labour market.

Keywords: professional worldview, the principle of acmeology, university, higher education, methods of psychological and pedagogical support, information methods, motivational methods, methods of activity.

1. Introduction

The research urgency is caused by the necessity of accumulation of human capital as the main factor of economic growth. Human capital is formed and developed in the process of professional socialization and education of students (Kozhanova et al., 2016). Human capital is characterized as the set of knowledge, skills, abilities, motivations, having social value. Their accumulation in the conditions of modern civilization is a faster pace and is leading the strategy for the development of a modern economy and society as a whole (Pugacheva, Filippova et al., 2016).

Modern society confronts universities with the task of preparing graduates who should be able to: navigate the changing life situations, independently acquiring the necessary knowledge and apply them in practice to solve various problems, to throughout life to have the opportunity to find their place in it; to think critically, see problems and seek efficient solutions, using modern technologies by themselves; to clearly understand where and how acquired knowledge can be applied; to generate new ideas, think creatively; to work competently with the information and extract the knowledge (to collect the necessary for the solution of a particular problem facts, to analyze them, to do necessary generalizations, comparisons to similar or alternative variants of the decision, to establish statistical and logical patterns, make reasoned conclusions, to apply the lessons learned to identify and solve new problems); to be sociable, contact in various social groups, to be able to work together in different areas, in different situations, preventing or skillfully leaving any conflict situations; to work independently on the development of personal morality, intelligence, cultural level (Akhmetov, Kirillova et al., 2016; Islamov et al., 2016; Lunev, Pugacheva & Stukolova, 2014).

This actualizes the need of formation of professional outlook of students, which affects the professional development and professional identity formation of readiness for lifelong learning, self-organization and competitiveness on the labour market and expresses the qualitative characteristics of the subject of work (Khairullina et al., 2015). The purpose of this article is to identify methods of psychological and pedagogical support of formation of professional outlook of university students.

2. Research methodology

The leading principle of the study was the principle of acmeology allowing to consider professional outlook as a set of special knowledge, value orientations, ways of activity, influencing the formation of professional competencies, readiness for lifelong learning, and competitiveness on the labour market. The principle of acmeology led to the identification of core components of professional ideology (Erdyneeva et al., 2016). The structure is relatively stable way of organizing the elements of the system. The concept of "structure" makes primarily one element, the stability of the object, so that it retains its quality under changing external or internal conditions (Akhmetov & Terenteva, 2013). The following structural components of professional ideology were found.

First, the knowledge that combines knowledge, which became a belief and causing the eyes of man. Beliefs we consider knowledge as experienced by the man who became the determinant of his will and determining the focus of activity. Beliefs are ideas that are embodied in actions, and actions illuminated by the idea. Beliefs begin where the consciousness rises above the facts, he sees a generalized reality, the world in all its diversity. Views are taken by the person as a reliable knowledge, ideas, theoretical concepts, assumptions. They explain the phenomena of nature and society, serve as guidelines in the behavior, activities, relationships. The views express the individual position of the person, his interests, needs, aspirations, opinions, judgments, evaluation of objects and processes with specific social positions. Beliefs and attitudes – is the highest synthesis of the conscious and internally accepted knowledge that determines the direction of all life and human activity.

Second, the value component. It combines the values of: a) social (a set of ideas, representations, norms, rules and traditions governing the activities of the society), b) the group (ideas, concepts, and standards for the operation of certain legal institutions), c) personal (socio-psychological education, which reflect the goals, motives, ideals, installation).

Thirdly, the activity component, including ways and means of activity and communication. Active component is dialectically interrelated with the corporate culture and ethics: they cause each other (Akhmetov et al., 2016).

Identifying knowledge, values, activity-related components in the structure of the professional world due to the subject-object characteristics of professional activity. The objectivity of the professional activity is based on normally, legal support (Lunev, Pugachova & Stukolova, 2014a). The subjective component is the integration of meaningful components of professional ideology (beliefs, attitudes, values, action) (Yepaneshnikov et al., 2016). The process of education is the development of the activity: educational – training and professional – a real professional. The efficiency of this process dialectically interrelated with the formation of professional world outlook (Kamasheva et al., 2016). Therefore, the efficiency of formation of professional outlook improves, provided psychological and pedagogical support. The process of formation of a professional outlook should be in the form of a co-creative artistic search teacher and student decisions are not individual tasks, and existential (universal) problems. The result of this process is ground, as the formation of professional world outlook (Petrova et al., 2016). This leads to the allocation in the structure of psychological and pedagogical support several components paired with structure-forming components of the professional world: knowledge, including assistance in the formation of beliefs and attitudes; value, providing support in the process of learning social, group values and developing personal values; activity, providing assistance in the development of methods and means of activities and communication.

During research following methods were used: theoretical (analysis, synthesis, generalization, systematization); sociological (observation, interviews, questionnaires).

3. Discussion

The idea of psycho-pedagogical support emerged within the concept of creation of the psychological service in educational institutions. In the scientific literature of psycho-pedagogical support is considered ambiguous:

1) scientific support of educational process with the goal of successful learning and psychological development of the learner (Ezhov et al., 2016);

2) organization of pedagogical interaction and cooperation aimed at self-knowledge of the student, search of ways of self-your inner world, the system of relations with others (Gutman et al., 2015; Pugacheva et al., 2016);

3) creation of favorable psychological and pedagogical conditions for the successful development of young people, ensuring personal development, social and professional self-formation and self-realization, preservation of psychological health of participants of educational process representing the state of subjective well-being of the individual, providing optimal opportunities for effective interaction with the surrounding world, people and will be able to implement internal resources (Ivanov et al., 2016; Terentyeva, Starodubtsev et al., 2016; Zamaletdinov et al., 2016);

4) the system of professional activity of the teacher, aimed at the creation of psycho-pedagogical conditions for the successful training, education and professional and personal development of the student (Krylov et al., 2016; Terentyeva et al., 2016). The main objective of psycho-pedagogical support – maximum support personal and professional development of students. Components of psychological and pedagogical support: the systematic tracking of social-psychological characteristics of the student and the dynamics of their development in the learning process; providing students opportunities for independent personal choices for successful learning and professional development; creation of special psychological, educational and social environment to assist students experiencing problems in learning are of great interest. These components allow to define psychological-pedagogical support as a multilevel and polymorphic education, its main function is to stimulate individual set of personality important needs of the student that lead to its fulfillment;

5) of poly-subject, dialogical relationship in teaching and professional interaction. A student in such a relationship not only takes the subject position, but also creates a very polysubject dialogic relations in the course of interactions (Ibragimov et al., 2015). In conditions of poly-subject, dialogic relations, the formation of independent thinking, self-affirming activities;

6) minimize impacts on young students negative factors, the conscious formation of a system of humanistic views of the world and their place through inclusion of boys and girls in independent, multichannel search of answers to questions concerning the meaning and purpose of life (Valeeva & Salyakhova, 2015);

7) focus on getting the real product: the formation of competencies and development of personal achievement (Sadovaya et al., 2016). Such an understanding of psychological and pedagogical support allows us to solve the following tasks: to teach students effective techniques of expression and modes of manifestations of the personality; personalized educational routes of students; integrate the forms and methods of professional education system in integrity;

8) implementation method of the training content, in which shape and develop the knowledge, skills, competence, professionally important qualities and value orientation (Ibragimov et al., 2016).

Psycho-pedagogical support is realized in three directions: scientific and professional organization of educational activity; formation and development of a highly intelligent personality of a future specialist; formation of psychological readiness to perform professional activities. Summarizing the above, we note that psychological and pedagogical support – a specially organized a continuous process to support students in developing their internal capacity to effectively achieve this goal. This definition allows you to use different methods, like lecture classes and in extracurricular activities.

4. Results

The main results of the research are the methods of psycho-pedagogical support of the formation of professional outlook. The conjugation of the components of psychological and pedagogical support and core components of professional ideology has led three groups of methods: information, motivation, activity.

Information methods are focused on the transmission and memorization of information, its interpretation and formation of beliefs or attitudes. Purposefully information methods are primarily used in the lectures. This allowed to identify the following lectures. The lecture-conversation - allows you to draw students' attention to the most important issues to determine the content and pace of presentation, taking into account characteristics of the audience. Student participation in the lecture and conversation can be achieved in many different techniques. During the lecture the teacher asks the students questions designed to determine their level of awareness of this problem. Taking into account the answers the teacher builds his further arguments. Lecture-discussion involves a free exchange of views. It quickens the learning process, stimulates students. In the beginning of the lecture the students should ask questions about previous lecture material. It is advisable to organize the discussion, gradually introducing new material. If the teacher offers discussion questions and specific situation, then it's a lecture with the analysis of a particular situation. The situation may be presented orally or as a video. For activation of activity of students at lectures is possible to invite highly qualified specialists to express their opinions on controversial issues (Pugacheva et al., 2016). Thus, the information methods include talks, discussions, etc., which can be successfully applied in the lectures.

Motivational methods include exhibition of achievements of the students, the construction of individual educational trajectories. Abstracts, scientific articles, projects, technical creativity, etc. can be presented on the exhibition. Advantage of the exhibition is a concentrated combination of exposition, personal contacts (teacher-student, student-students). During the exhibition presentations can also be held, presentation of the project, person, etc. of the exhibition of achievements can be of real and virtual. The organization of a virtual exhibition provides for the creation of special pages on the university website. We are more impressed by a virtual exhibition that allows to increase the audience awareness; that is permanent. Undoubtedly, the organisation of a personal exhibition of the student personal participation in the thematic exhibition is very stimulating for students, promote professional interest, the active shaping of subjective reality (Pugacheva et al., 2016). The construction of individual educational trajectories provides the

dialectical relationship of knowledge, beliefs, attitudes, intentions and actions, conscious and unconscious, objective and subjective. The construction of individual educational trajectories stimulates cognitive activity of students, development of professional competences, the acquisition of professional experience. On this basis, a student recognizes his or her belonging to a certain professional community and developing professional outlook.

Activity methods include: research work of students, practical training. Any activity is a developing system that has structure, its own internal transitions and transformations. The nature and characteristics of activities are determined by needs and motives, and the structure is ensured by certain actions and operations. Thus, in the activity there are two sides: the motivational needs and operational-technical ones. Motivation-the requirement of the side leads to the personal meaning of activities. Operational-technical – individual work style. Scientific-research work of students, above all, ensures the development of motivation-the requirement of professional activities. Production practice – operational-technical side of professional activities. Scientific-research work of students includes participation in competitions, contests, scientific-practical conferences of different levels, the activities of the engineering offices, training and production design. These methods include:

- 1) the formation of scientific beliefs and attitudes;
- 2) the development of instrumental values (self-direction, diligence, discipline, dedication, persistence);
- 3) development of skills of work with literature (independent selection of literature, catalogs, archives, information reviews, drafting of catalogues, summaries, abstracts, thematic statements), conduct research (preparation of questionnaires and conduct survey, analysis and generalization of the results of the work, the planning stages of the study, etc.), presentation of its results (public performances scientific reports, writing reviews and other such work, the justification of the results, create presentations, etc.).

For example, in the university at the initiative of students the engineering and design bureau. It brings together talented and gifted students, of various majors seeking academic activities and willing to apply their knowledge in practice. Participation in the activities of engineering and design bureau ensures the inclusion of students in the problem field of real professional activity. In turn, this is the basis of formation of professional outlook. Part of the theory activities that characterize the development of its components in time, taking into account professional due to the nature of its dynamics, is praxeology. An important provision praxeology is the recognition of any self-development activities. Activity has developed, functioning, functioning and developing. The specific self-development activities is the emergence of new and progressive elements to replace the existing old ones. The development activities can be interpreted as the development of the subject, and the activity itself. During production practice, students develop their professional beliefs, attitudes, values, learn professional skills. Production practice is the production in the context of real professional activities. This allows for the creation of a common space of the university and industry, aimed at bringing together efforts to improve quality development of students' professional competencies, combining professional and educational standards, formation of students and specialists of professional values and value-emotional attitude to professional activity (Lunev et al., 2016).

The study involved 300 teachers, 450 university students who identified the criteria for the effectiveness of methods of psychological and pedagogical support for the formation of a professional worldview.

The research passed in 3 stages: primary, forming, final. At the primary stage research was clarified attitude teachers and students to idea the formation of professional world outlook. In the survey, teachers clarified what interested in formation students value attitude to the chosen profession – 87 %, sustainable direction on the existential (common all humans) problem – 91 %, systems professional ideals – 81 %, the aggregate of specialized knowledge and convictions, influence on the professional development students and willingness to learn through all life – 83 %. Most of the teachers – 81 %, noted that learning the student acquires knowledge and certain skills for further practical activity, as a result him personal values begin to correlate which value orientations the future professional activity.

The questioning of students showed that they are oriented to self-realization in professionally significant activity – 69 %, "mastering the profession" (the desire to master professional knowledge and to form professionally important qualities) - 73%.

Based on the results of the survey, the criteria for the effectiveness of methods of psychological and pedagogical support for the formation of a professional worldview were determined. Questioning of teachers and students showed that the criteria for the effectiveness of methods of psychological and pedagogical support include: the students' professional ideals, the value attitude to the chosen profession, the willingness to learn through life, the ability to self-organization and competitiveness in the labor market.

Based on the selected criteria, the students were given a list of ten terminal values (values-goals): social activity, career progress, labor market competitiveness and high pay, improving professional competencies, professional recognition, innovative activity, leadership, social responsibility for performance, True friends-colleagues, self-realization in professional activity. Students appropriated each value a rank number. The most significant value is one, the least significant is ten.

Criterion "Students have professional ideals" is intertwined with such terminal values as professional recognition, self-realization in professional activity. The criterion of "Value attitude to the chosen profession" corresponded to the terminal value: social responsibility for the results of activities. The criterion of "Readiness for Learning Through the whole Life" put together following terminal values: improvement of professional competences, innovative activity. The criterion of "Ability for self-organization and competitiveness in the labor market" put together terminal values: career growth, competitiveness in the labor market and high remuneration. Terminal values "true friends-colleagues", "leadership", "social activity" are not relevant to the performance criteria.

Scientifically-methodical events (scientific and practical seminars, business games, round tables) were conducted at the forming stage of the experiment to check the effectiveness of information methods with teachers in order to draw up for lectures-talks, lectures-discussions plans. The plans formulated by the teachers were successfully introduced into the educational process. For a qualitative analysis of the results of their implementation, a mutual attendance of lectures was organized.

To test the effectiveness of motivational methods, an exhibition of the achievements of students "Professional perspectives" was organized. The exhibition presents photographs, diplomas, certificates of students, confirming their participation in national olympiads in professional disciplines, competitions of professional skills.

To test the effectiveness of the activity methods, a presentation of the design and technical office of students was organized in all the academic departments of the university. At the presentation of the student showed their work, talked about the process of their creation, shared impressions. The presentation was a great success and students studying in socio-humanitarian specialties, came up with the initiative to create a workshop for socio-cultural design.

At the final stage of the study, we again offered students to rank terminal values. Dynamics of terminal students' values is shown in [table 1](#).

Table 1. Dynamics of terminal values (values-goals) of students at the initial and final stages of research (ranking)

Nº	Terminal	primary stage	final stage
1	social activity	5	9
2	career growth	3	10
3	labor market competitiveness and high salary	4	3
4	perfection of professional competences	9	2
5	professional Recognition	7	1
6	innovative activity	8	6
7	leadership	2	8
8	social responsibility for the results of activities	10	4
9	true friends-colleagues	1	7
10	self-actualization in professional activity	6	5

Table 1 shows that the priorities of students have changed. At the initial stage of the study, the first three positions in the rating of terminal values were occupied by: loyal friends-colleagues, leadership, career growth. At the final stage, the first three positions were taken: professional recognition, improvement of professional competencies, competitiveness in the labor market and high salary. If, professional worldview is considered as a system of knowledge, ideals, competences, determining the intellectual and value-emotional attitude of students to professional reality, then the set of identified methods is necessary and sufficient for its successful formation.

Professional world – is not only the content but also the way of professional development activities, competitiveness in the labour market. Professional outlook is as relatively autonomous and stable system of internal determinants of professional activity, which appears in the form of a holistic, multi-level, complexly organized system of beliefs, attitudes, values, skills, competencies.

5. Conclusion

Informational, motivational, activity methods of psychological and pedagogical support of formation of professional outlook of university students were identified. The significance of the results is that informational methods (lectures, discussions, lecture-discussions) is aimed at assimilation of special knowledge, which became a belief and contributes professional views of the future specialist.

Motivational techniques (exhibition of achievements of the students, the construction of individual educational trajectories) promote awareness of belonging to a professional community, the formation of relatively autonomous and sustainable system of internal determinants of professional activities (interest, social, group, personal values).

Activity methods (research work of students, internships) provide a co-creative artistic search teacher and student the solution of existential problems of professional activity and the formation of an integrated system of beliefs, attitudes, values and skills.

Performance criteria methods of psychological and pedagogical support reflect a relationship of professional ideals, values related to the chosen profession, readiness for lifelong learning, self-organization and competitiveness on the labour market.

The results of the study allow us to outline the prospects for further research of this problem that are associated with the development of special programs of formation of professional worldview. The article may be useful for leaders and teachers of the institutions implementing programs of professional teacher education; employees of the centers of training and retraining of personnel in the selection and structuring of contents qualification of the teaching staff of universities.

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