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Socio-economic changes in Ukraine, the reorientation of its economy to the world market determine the need for qualitative improvement of secondary and vocational training of specialists for agriculture. Graduates of higher agricultural education should not only have a high level of professional competence but also possess personal qualities such as entrepreneurship, mobility, determination, emotional stability and endurance, flexibility, ability to make adequate decisions, that is to be competitive, willing to work in the market, consider upgrading technology trends and technologies. The current system of agricultural education should provide training of future specialists in agriculture to meet the needs of society with their personal qualities, skills, and outlook.

Providing of quality education is of particular relevance now and actuality for Ukraine because it has important ideological, social and economic importance. Now to the fore in high school activities is pushing the problem of humanization, and humanization of education.

Psychological training is one of the powerful tools of humanization of the educational process, factor for the development of professional competence, initiative and creative attitude to solving production problems of the future specialists in agriculture. Professional activities of any professional are connected with people, and therefore require knowledge and skills of resolving the psychological problems. This life is not limited to professional activities. Any specialist is a person who performs a variety of social roles and functions. Thus, psychology than any other academic disciplines has significant developmental and educational potential impact on the development of the student as a person. Knowledge and understanding of man himself, psychological peculiarities of formation and development, mental properties that determine the specificity of its behavior, and communication activities, help to understand the deeper reasons for actions of people, to regulate relations with them, have self-government and self-regulation techniques, which allows to realize their personal capacity, correctly navigate the behavior of people, have ways of psychological influence, build relationships with the environment. According to Mr. Lomov, psychology, learning activities, reveals the mechanisms of regulation of mental activity, the processes that ensure the adequacy of its subject, means and conditions [Ломов 1984].

Analysis of recent research and publications shows that various problems of training specialists in agriculture recent times is intensively investigated by domestic scientists, including: the formation of educational and cognitive activity of students in agricultural universities (P. Luzan), stepwise training of mechanical engineers of agricultural production (V. Manko), training of future specialists in agriculture to management activity (V. Svistun), training to professional communication students of agricultural universities (L. Baranovska), training of junior specialist of agricultural profile (V. Lozovetska), multilevel training of future ecologists (N. Ridey), culture forming of professional communication students of agricultural universities (St. Amelina), practical training of students in technical and technological specialties in agricultural universities (M. Khomenko), professional development of students in agricultural universities (St. Vygovska), training courses of humanities students in agrotechnical institute (N. Ostrovsky), students training of agricultural specialties to professional communication in foreign language environment (Yu. Nikolayenko), training of future economists in agriculture to professional information activities (G. Kornev), formation of information and communication competence of future specialists in agriculture (P. Pahotina), cultural training of future specialists in agrotechnological direction (T. Melnychuk), the professional development of future specialists in agriculture in the educational process of the agricultural university (Y. Kurbatova) formation of employers security skills of students in agricultural universities (V. Zhdanov), the formation of management competence of future masters in forestry (L. Makodzey) and others.

Psychological training of specialists is investigated by teachers and psychologists. The vast majority of researches is concerning the psychological training of teachers (V. Semychenko, D. Dzvinchuk, V. Kozakov, S. Lysenko, N. Denisova, V. Fedorchuk, V. Wolf, S. Tkachenko, N. Molodychenko, O. Kazharska, and I. Ovdiyenko), state border service (S. Mule, A. Samokhvalov), staff of maritime transport (S. Sytnik), police (A. Kornev, N. Rogachev, I. Mashuk), pilots (I. Okulenko), lawyers (Y. Boiko), athletes (A. Fedyk, O. Cherepyehina, S. Kuzmin).

Thus, analysis of the literature shows that psychological training of future specialists in agriculture was not the subject of a separate research and therefore was not analyzed composition of the psychological training of a future specialist in agriculture to the professional activity.

The purpose of the article is theoretically justified the regulatory component of psychological readiness of future specialist in agriculture to the professional activity.

The main body. Significant contribution to the development problems of self-made was made by representatives of the age and educational psychology. Depending on the goals of scientists, primary emphasis is placed on these types of self-regulation, such as style (E. Konoz, V. Morosanova, R. Sahiyev), volitional (V. Ivannikov, A. Kalin, V. Kotrylo, V. Syelivanov) emotional (I. Brinza,

J. Reykovskyy, A. Sannikov A. Chebykin, O. Chernikova), moral (M. Boryshevskiy, B. Bratus, T. Kirichenko, P. Jacobson), motivational (O. Ksenofontov, V. Stepanska, A. Fayzullayev), personal (K. Abulhanova-Slavskaya, L. Orban-Lembryk, I. Chesnokov), intellectual (V. Molyako, O. Tikhomirov), value-sense self-regulation (L. Dolynska, J. Cohn, B. Semenov, V. Yadov).

Scientific researches of regulatory sphere of personality are presented in publications in various aspects and considered:

- by desires, motives, aspirations, needs, motives, that is the cause of activity (D. Uznadze, L. Bozovich, S. Rubinstein, L. Anciferova, B. Ananiev, P. Simonov and etc.);
- through conscious of self-selection purposes, motives, own actions without external coercion (L. Vygotsky, V. Frankl, A. Bandura, R. May, E. Fromm, A. Maslow, K. Rogers, W. Vilyunas, O. Konopkin and etc.);
- from a position of its management, performance, controlling functions of an arbitrary activity (S. Rubinstein, A. Konopkin, V. Morosanova, V. Syelivanov);
- from a position of an arbitrary self-government as conscious and subject impact on random activity, which includes self-determination, self-control, self-mobilization, self-stimulation (G. Nikiforov, Y. Ilyin, W. Ivanikov, V. Syelivanov).

It should be noted that the conscious of self-regulation is a systematic and organized process of internal mental activity of man to initiate, build, support and management of various types and forms of free activities that directly implements the objectives. According to O. Konopkina, from the degree of perfection of processes of self-regulation depends on the success, reliability and performance, the end result of any act of arbitrary activity [Конопкин 1995].

M. Boryshevsky understands the self-regulation as mainly conscious, deliberate planning, building and transforming by the subject's own actions and actions based on personal important goals and urgent needs. This scientist focuses on the availability of business functions a self-subject effect that effects on their mental processes and states with the purpose of optimization [Боришевський 1993].

The regulatory component of psychological readiness of specialists in agriculture to the professional activity determines the willingness and ability to respond flexibly to subject variability of situations in terms of dynamic development of society, regulate their behavior and emotional states, self-control sequence and achieve the objectives of the exercise self-control and control their own development, monitoring and evaluation of ongoing and final results of activity and more.

In the context of our research valuable is a point of view of V. Morosanovoyi who believes that the manifestation of creativity, independence, autonomy, persistence, and other subjective system properties that indirectly affect the achievement of professional and educational purposes, primarily influenced the personal characteristics, characterological structure of man, his consciousness,

orientation, perceived motives of activities. The researcher focuses on the fact that personal characteristics affect the activity indirectly by means of individual self-activity. In self-regulation is reflected how the person plans and programs the goals, taking into account the significant external and internal conditions, evaluates and adjusts its own activity to obtain a subjectively acceptable results [Моросанова 1995].

There are distinguished these regulatory processes [Моросанова 2002]:

1. Planning purposes of activity – describes specific features of goal-setting in terms of awareness and autonomy of the process of nomination activity objectives, their effectiveness, feasibility, sustainability, detail.
2. Modeling of significant conditions – allows determining the sophistication of representations about the external and internal significant to achieving conditions, the degree of their awareness, detail and adequacy.
3. Program of action – is conscious building by the subject of construction methods and sequence of their actions taken to achieve subjective goals. Sophistication programming suggests about the formation of a person needs to think how their actions and behavior to achieve the objectives, about the unfolded and stability of programs that are developed.
4. Evaluation and correction of results – adequacy, autonomy of self assessment and human results of own activities and behavior, stability of subjective criteria for evaluating the success of achievement.

Psychological training makes the process of professionalization by self-regulating, conscious, controlled, and subject more professionally fit [Наживин 1986]. The personal skills of self-control, self-regulation and behavior are forming in the process of psychological students' training. Significant role in self-regulation of behavior is willful effort, which is a major means of personality by which it exercises authority over its motives, selectively blowing into effect a one motivational system and slowing the other [Селиванов 1982]. Self-regulation and self-regulation of activity complement each other, since both regulation of action and regulation of attitudes is existing, but in self-regulation (voluntary regulation subject to all that concerned with the organization and implementation of activities) dominates the regulation of actions, and in person – regulation attitudes (to themselves, other people, to the professional activity). On the personal level to learn self-regulation indicated S. Rubinstein, emphasizing that regulatory processes are fixed in the form of individual character and abilities and are at all levels of human activity ensuring the success of any activity [Рубинштейн 1957].

Thus, from the self-regulation depends on the reliability, performance, quantitative and qualitative characteristics of the random activity of the individual. Individual characteristics of behavior and activity of the subject are determined by level of development, performance and sense of self-regulation. Therefore, self-regulation of students in agricultural universities should be considered in the context of optimization:

- identity of the individual – is to adjust of self-correcting and „I”-concept of the future specialist in agriculture, particular in the formation of „I”-professional;
- motivational and values sphere of a personality – is in its restructuring by rational forming the subject of motives, purposes and values in professional direction;
- volitional – is the driving motives and regulation of motives, learning by the subject skills to provide, recognize and solve a variety of worked out methods the different situations that will ensure self-management of functional structure of the psyche and the level of resource expenditure in activity and behavior [Калин 1989];
- cognitive sphere of personality – is learning skills that will enable the subject to anticipate events, create means for exercising control over what affects his life and activity, in assessing the level of cognitive mental processes of the subject, developing an action plan for their development to ensure the effectiveness of educational and professional activities, prediction of learning outcomes and activities in accordance with the goals and adjustment programs of action;
- emotional sphere of personality – is the ability to identify and differentiate their own experiences as well, and emotional states of others, control their emotions and their verbal and nonverbal signs, manage emotions and adjust them if necessary.

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Abstract

It is substantiated the necessity and importance of self-regulation, analyzed the regulatory component of the psychological readiness of the future specialist in agriculture to the professional activity in the article.

Key words: self-regulation, specialist in agriculture, regulatory component.

Регулятивний компонент психологічної готовності майбутнього фахівця аграрної галузі до професійної діяльності

Анотация

В статье обоснована необходимость и важность саморегуляции, проанализирован регулятивный компонент психологической готовности будущего специалиста аграрной отрасли к профессиональной деятельности.

Regulacyjny komponent psychologicznej gotowości przyszłego specjalisty w zakresie rolnictwa do działalności zawodowej

Streszczenie

W artykule uzasadnia się konieczność i znaczenie samoregulacji, analizowany jest regulacyjny komponent psychologicznej gotowości przyszłego specjalisty w zakresie rolnictwa do aktywności zawodowej.

Słowa kluczowe: samoregulacja, specjalista w zakresie rolnictwa, regulacyjny komponent.