

ТЕОРІЯ І МЕТОДИКА ПРОФЕСІЙНОЇ ОСВІТИ

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PROFESSIONAL QUALITIES AS THE MOST IMPORTANT FACTOR OF PROFESSIONAL SUITABILITY OF SPECIALIST

For the successful implementation of professional activity the person should possess a number of characteristics. In science they are called professional qualities of a person. An important result of the current research says that any professional activity is implemented according to the basis of the system of professional qualities. Let's analyze the point of view of scientists according to the professional qualities as psychological and pedagogical problem. In the process of development and implementation of activity psychological qualities are gradually professionalized, forming a separate substructure.

E. F. Zeyer [1] identified the following professional qualities, which are necessary for any competent specialist: observation, imagery, motor and other types of memory, technical thinking, spatial imagination, attention, emotional stability, determination, endurance, perseverance, dedication, discipline, self-control and others.

V. D. Shadrykov [4] provides two definitions of professional qualities. Firstly, professional qualities he understands as «the individual qualities of a subject of activity which influence the effectiveness of the development and the success of this activity.» He refers to such ones the abilities, but according to his opinion, they do not exhaust the total amount of professional qualities.

Secondly, V. D. Shadrykov [4] believes that the systems of professional qualities are internal conditions, due which ones external influences and requirements for activity are refracted. Thus, the development of professional qualities and their systems is the major point of psychological system of activity.

According to the definition in the dictionary by B. O. Dushkov, professional qualities are some dynamic properties of the individual, his mental and psychomotor properties (which are expressed by the level of development of the relevant processes) and physical qualities which satisfy a profession and assist the successful acquirement of it. Professional qualities

are one of the most important factors of proficiency, they don't only briefly describe some abilities, but also they are organically within their structure, developing in the process of learning and practice.

Identification and assessment of professional qualities are of great psychodiagnostic importance, they have a significant impact on the results of activity, so they must be considered while choosing a profession. In the study of professional qualities we should be aware that some of them may be (suitable) and relatively stable (e.g. typological properties of the nervous system), others turned to be of development and training (certain mental quality).

Specifically directed development and improvement of these professional qualities and their adjustment (adjustment training) can be actively pursued while preparing for future activity. The feasibility of such training is especially growing in cases where high enough motivation to master the profession is opposed to the low development of professional qualities. In other cases low level of professional qualities can be neutralized by industrial compensation. However, there are situations when professional skills are not expressed enough and they can not be trained and compensated. Then we should talk about the unsuitability of this person to this type of activity, although in other work he may be a good specialist.

Professional qualities are some dynamic features of individual, some mental and psychomotor properties (which are expressed by the level of appropriate mental and psychomotor processes) and also physical qualities which satisfy the profession and assist the successful acquirement of it.

A. V. Karpov [2] interprets the professional qualities as individual characteristics of the subject of activity which are necessary and sufficient for its implementation according to a given regulatory level and which are significantly and positively correlated with at least one (or more) of its main effective parameters – quality, productivity, reliability.

A. K. Markova [3] believes that professional qualities, on one hand, are a prerequisite of professional activity, on the other hand - they are refined and polished during activity, being its new formation.

Thus, having considered professional qualities in psychological and pedagogical literature, we make general conclusions.

Firstly, professional qualities are success in acquirement and implementation of certain types of profession by specialist. According to the function professional qualities can act not only as mental and personal but also as not psychological properties of the subject of activity (physical, biological, morphological, constitutional, typological, neural, etc.).

Secondly, professional qualities are socially conditioned and socially important qualities, which are required by the modernity from the specialist of any profession.

Thirdly, professional qualities are dynamic phenomenon; they are gradually formed, they are in constant development, they are unequal and multilevel at different stages of achievement by specialist of professional excellence.

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МЕТОДИКА РЕАЛІЗАЦІЇ КОНЦЕПТУАЛЬНОЇ МОДЕЛІ РОЗВИТКУ МЕТОДИЧНОЇ КУЛЬТУРИ МАЙБУТНІХ ВИКЛАДАЧІВ ПЕДАГОГІЧНИХ ДИСЦИПЛІН

Соціальне й економічне реформування країни, її поступовий рух до євроінтеграції якісно змінюють суспільну свідомість у поглядах на освіту. Підвищення її якості і, як результат, конкурентоспроможності майбутніх фахівців залежить від ефективного освоєння ними цінностей культури, у тому числі методичної. Методична культура дозволяє майбутньому викладачу привласнити суспільний і усвідомити власний досвід організації навчання студентів, перетворити його на фактор розвитку особистості, творчого мислення, сформувати систему методико-педагогічних цінностей, що кристалізується в персоніфіковану систему педагогічної діяльності.

Продуктивним методом, який допомагає теоретично осмислити можливості скерувати й оптимізувати процес розвитку методичної культури майбутніх викладачів педагогічних дисциплін в умовах аспірантури є моделювання. У філософії моделювання розуміється як «відтворення характеристик деякого об'єкта на іншому об'єкті,