

The Formation of Readiness for Professional Self-improvement of Future Psychologists

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Abstract

The article shows the results of theoretic-methodological analysis of studying the formation of readiness for professional self-improvement of future psychologists.

In our high-change world, those who are most successful in their work are the people who are committed to developing themselves by giving themselves goals or new levels of mastery to reach for.

Successful professionals don't wait for their annual performance review and their boss to tell them where they need to grow – they're committed to life-long self-directed learning and they're deciding and driving their own development directions. They are committed to take responsibility for your own personal and professional improvement.

The definition of the formation of readiness for professional self-improvement of future psychologists is given and its component structure is described.

Keywords: formation of readiness, psychological readiness, professional self-improvement, future psychologists, professional training.

Now society needs a specialist psychologist who is able to constantly, consistently and continuously improve the content of the professional activity means that the only possible thanks to the work on themselves, the capacity for professional self throughout the profession. The solution to this problem is possible only if the psychological readiness to work on a self-improvement and skills that graduates need to ensure the conditions of training and flexible combination of personal and professional components of the education system. This implies transition from traditional subject teaching and assessment to the adaptive-individual – mastering the profession of the first steps for the formation program focused interaction and cooperation of student and teacher who has good “teaching techniques [9]”, taking into account educational and cognitive capabilities and abilities of each individual [2; 6].

Analysis of current approaches reveals the dynamics of such a complex psycho-pedagogical phenomenon of self-improvement. To understand the nature and characteristics of the teaching category, trace the logical connection between "self", "readiness" and "formation" personality.

Self-improvement – a creative approach to the individual himself, creating them himself in the process of active influence on the outer and inner world in order to transform them [12].

P.Blonsky defines the purpose of the lead teacher education in training future professional self-improvement, and stresses: "We do not want to teach the student" over, "but we want to teach him self-education, to teach his own throughout his future life, when there will be no next speakers nor teachers, learn everything he need " [1].

Professional self- improvement - conscious, purposeful process of raising their own professional competence and development of professionally significant qualities according to the social requirements, the conditions of professional work and own development program [7].

Humanization of professional self-improvement expert should provide and create conditions in which future psychologist will be able to build your own professional image of "I" and analyzing the contradiction between "I am real" and "I am a professional" program and implement professional self-development and self-improvement.

Professional self according to modern schoolars (A. Bodalev, A. Derkach, etc.) It is a specific type of professional activities, an integral part of training. It is the result of conscious interaction with future psychologists specific social environment, in which process implemented their own needs to develop in themselves such personal qualities that ensure success in careers and life in general. Thus, professional self-improvement – is a conscious, purposeful process of improvement of their professional competence and professional skills development under the external social requirements, conditions of professional activity and personal development program 10].

Psychologist B. Koporulina defines "professional readiness formation" as the process by which there is the spiritual enrichment, improvement of work style, personality development, intelligence, internal and external general and professional culture. The expert is able to control the activity of other people, their education, training, assignments, creation of organizational, technical, moral and psychological preconditions for achieving high results of work [12].

World practice of training future psychologists to professional self-improvement, found that in the leading countries of the world, there are several approaches to develop new educational content:1) integration of disciplines; 2) the transfer of educational content in modular form; 3) inclusion in the content of the activity (activity approach); 4) humanization of education.

Acknowledging the readiness to professional self-important component of overall readiness for professional activity O.Kucheryavyi identifies key laws, principles and terms of the organization of professional self-students - future professionals and developing a coherent system of guaranteeing their activity in self-education [5].

Factors formation of psychological readiness of the future psychologists to professional activity are the following:

I. Internal (individual psychological conditions):

- a) biopsychic and physiological characteristics;
- b) social and professional activity;
- c) the motives and meanings of professional activity;
- d) the need to realize their professional and psychological potential.

II. Exterior:

- a) socio-economic conditions;
- b) leading educational-professional and professional activities;
- c) personal training.

A necessary condition for the formation of preparedness in professional activity - active, positive attitude to the profession on the effectiveness of the dependent, a measure of activity of the individual, and which will be produced positive results in labor.

One of the most important mechanisms of formation of readiness for professional activity and learning is goal-setting. Aware of the needs and motivations, the individual produces a certain model for future action. Motivation is an important component of preparedness, so that influences to establish the necessary relationships, attitudes, experience, personality, professionally significant qualities of perfection in the work, skills, providing individual conscious activities.

The next important component readiness – is the professional quality. This include professional competence, which includes the following things: knowledge of the material, developed scholarship, awareness, erudition, and so on. AI. Reflexive nature management educational process is closely related to empathy. The psychologist has to understand the inner man, to be friendly, be respected. Psychologists need to be emotionally sensitive man to have psychological insight.

Commitment is also needed, because this includes the quality of the pursuit of goals, energy, perseverance, dedication.

By professionally important qualities that characterize readiness for professional self-improvement, owned and expressiveness, artistry, emotion, vivid presentation of teaching material, development of language, parting people, good manners.

Formation of readiness for professional self encompasses several stages: career guidance, professional selection, desired Pre-pedagogical training (pedklasy, pedlitseyi etc.), Teacher training in higher education and vocational adaptation [8].

The main directions of future psychologists professional self while studying in educational institutions of higher learning, the following: 1) development of ideological and positional certainty, morality, expanding their horizons; 2) improving personal and professional skills; 3) establishment of general, technical, legal and psychological culture, aesthetic and physical qualities; 4) continuous updating of knowledge, improvement practical skills and abilities; 5) the skills of independent work on himself, capacity for continuous self-improvement, motivation established professional and personal development; 6) the ability to manage their own behavior, needs and feelings, the mastery of methods and techniques of emotional and volitional self-regulation, etc. [10].

As a professional self-improvement process of the future is a psychologist at the following stages.

The first stage is the self-knowledge and the decision to engage in self-improvement. *The second* is the planning and program improvement. *The third stage* is the direct practical activities to implement the tasks related to work on themselves. *The fourth stage* is the self-control and self-correction of this activity.

The existence of the process of professional self Psychologist future depends on his motivation direction – the set of aspirations and conditions that determine it, steer and regulate at all stages of the course.

Formation of readiness for professional self psychologists future in terms of socio-economic reforms clearly demonstrated the need for a new type of workers that equip high mobility, commitment to continuous self-education, self-upbringing and self-organization.

As we see, especially the formation of future psychologists to professional self-improvement goal as prolonged and predictable result of psychological education requires detailed consideration of its nature, content and structure that would ensure the effectiveness of its targeted formation.

Professional self-improvement specialist holds in two interrelated forms: self-upbringing and self-education, complementing one another and determine the direction of professional growth of the individual. Self-upbringing is an active, purposeful activity of the person, whose purpose is the systematic formation and development at the positive and eliminate the negative qualities. The content of self-education is self-updating and improving professional knowledge and skills to provide the highest level of professional competence.

In his studies of M. Ksonzenko determines vocational teacher self-improvement as a process and the result of purposeful self-creation that is achieved through self-education and self-upbringing and ensure continuous excellence and its creative and professional fulfillment [4].

The content of professional self-improvement T. Vaynilenko highlights are *three essential components: self-education* that is aimed at updating and deepening existing specialist knowledge to achieve the desired level of professional competence, *self-upbringing* as an active purposeful activity of systematic formation and development of a positive and eliminate the negative personality traits and *self-actualization* as the development and expression of their own intrinsic strength and potential [3].

In our study on formation of readiness for professional self-improvement, we define this process as a result of creative, focused, independent, self-determined traffic psychologist to the heights of personal and professional development achieved through self-education, self-upbringing and self-organization psychologist and provides its creative self-realization in the profession.

Based on the analysis of the problem we have concluded that the *formation of future psychologists to professional self-improvement* – is the process of creating the necessary experience, skills and motivational determinants which make it possible to ensure its full implementation in the profession and to carry out professional activities effectively.

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