УДК 37.048.45

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ESSENCE AND CONTENT OF THE CONCEPT OF «PROFESSIONAL ORIENTATION» OF PEDAGOGICAL STUDENTS

The article is devoted to the study of the essence and content of professional orientation of a future educator personality, as a system of value relations, reflecting the integrative quality of an individual, having a certain degree of formation of intentions and inclination towards a future occupation and even showing a positive attitude and desire to engage in this profession.

Key words: *personality orientation, pedagogical orientation, professional orientation, a set of socially significant and professionally important personality qualities, motivation.*

Сущность и содержание понятия «профессиональная направленность» студентов-педагогов

Статья посвящена изучению сущности и содержания профессиональной направленности личности будущего педагога как системы ценностных отношений, отражающей интегративное качество личности, имеющей определенную степень сформированности намерений и склонности к будущей профессии и даже демонстрирующей позитивный настрой и желание заниматься этой профессией.

Ключевые слова: *направленность личности, педагогическая направленность, профессиональная направленность, совокупность социально-значимых и профессионально важных качеств личности, мотивация.*

Introduction

One of the most important questions in everyone's life is the question of choosing a career. At present, the vocational education system in various countries is modernizing, and the content and nature of teaching activities have undergone major changes, positioning the training process of college students as a competency-based graduate model, which includes a series of different abilities: knowledge, ensuring the completion of professional task skills, personality orientation, and personal qualities.

The content and technology of professional education should focus on cultivating students' professional awareness and career orientation. Professional orientation is considered a method of selecting and preparing for a career that best suits talents and abilities. This also includes equipping university students with the skills they need for their careers and expanding their professional capabilities.

The thinking about the professional orientation of students majoring in education is determined by society's requirements for future educators. Educators must be comprehensively developed, creative, and able to apply what they have learned. However, the success of preparing students for teaching depends largely on the attention the educational process pays to the development of students' own personalities – their personalities, motivations, abilities and professional interests.

This study, based on the work of other research scientists, analyzes the essence and content of the concepts of personal orientation, pedagogical orientation, and professional orientation, as well as the significance and

value of professional orientation for educating students majoring in education.

Main part

The concept of "personality orientation" has been widely studied in the pedagogical literature, and the following authors define its essence in different ways (table 1).

Table 1 – The essence of the concept of «personality orientation»

Personality orientation is...	Author
the pinnacle of personality, which includes drives, interests, aspirations, ideals, worldviews, beliefs; *socially conditioned substructure of personality*, which is formed through education	A. N. Kotukhov [1]
a personality property that includes an idea of the goal, motives that motivate activity, and an emotional attitude towards it (love, satisfaction, requirement)	N. V. Kuzmina [2]
a set of dynamic trends that express social requirements, a system of motives and tasks that a person sets for himself	S. L. Rubinstein [3]
one of the most important systemic personal formations, including needs, meanings, goals, motives, reflection	V. A. Shterenzon, A. V. Sazhaev [4]
a stable state that is formed during the active activity of the individual and allows him/her (the individual) to use or overcome the situation, navigate it and at the same time maintain his/her integrity and individuality	Yu. F. Georgiev [5]
system of dominant motives driven by a variety of requirements	R. I. Tsvetkova [6]

Thus, based on the analysis of the definitions presented above, we define the personality orientation as a set of dynamic trends that express personality traits (inclinations, interests, aspirations, ideals, worldviews, beliefs) and social requirements (motivations, satisfaction, needs of all types).

The personality orientation is a dynamic system that stimulates human activities; it is a reflection of the basic orientation of the thoughts, words and actions of the individual and the ability to manage them. This is the most active factor in the structure of personality, characterized by enthusiasm and selectivity, determining the individual's attitude towards objective things and the choice of objects of behavior, limiting all psychological activities of people.

According to K. K. Platonov [7] personality orientation is closely related to the category «personality», in which it includes four substructures: biopsychic (physical characteristics, type of temperament, sexual characteristics), mental (thinking, memory, attention, learning ability, etc.), experience (knowledge, abilities, skills, habits) and orientation. At the same time, orientation as a whole includes the following substructures: drives, desires, interests, tendencies, ideals, worldviews, and beliefs. Within these orientation substructures, relationships and various forms of needs are represented. Analyzing the relationship and interaction of personality structure, consciousness and activity, K. K. Platonov shows the possibility that elements of personality orientation have the same essence as substructural elements of goals and motivation for activity.

As V. A. Shterenzon [4] notes, orientation can develop into a clear and slightly changing structure both in the early stages of personality development and in specific positive and/or negative circumstances. In this case, the subject is more actively determined in life and self-realizes professionally. If the processes of interconnected and complementary development of the components of personality orientation are delayed, professional self-determination goes through a more difficult path.

Therefore, we can think that personality orientation is the most active factor in the personality structure. The orientation of personality determines the basic system of a person's relationship with the world and himself; the semantic unity of behavior and activities creates the stability of personality, enabling it to resist adverse influences from the outside or inside. Personality orientation is also the basis for self-development and professionalism and is the starting point for the ethical evaluation of goals and methods of action.

In the educational profession, one's personality orientation dominates. An educator's personality orientation is reflected in his/her entire career and personal

pedagogical environment, determining his/her perception and behavioral logic, and determining his/her overall appearance. This view is also agreed by L. M. Mitina [9].

According to V. A. Slastenin [8], in the personality of a teacher, the leading place is occupied by his/her orientation, draws attention to three interrelated types of orientation:

1) social and moral orientation of the individual, which includes social needs, moral and value orientations, a sense of public duty and civic responsibility, ideological conviction, professional position, social activity;

2) professional and pedagogical orientation of the individual, which includes interest in the teaching profession, teaching vocation, professional and pedagogical intentions and inclinations, pedagogical duty and responsibility, pedagogical justice, and the desire for self-improvement;

3) the cognitive orientation of the individual, the basis of which is spiritual needs and interests, the need for knowledge, love for the subject being taught, passion for the process of cognition, continuity of pedagogical self-education, a culture of scientific and pedagogical thinking.

Analyzing the ways of development of pedagogical orientation of students of pedagogical specialties, one can see that the development of psychological and pedagogical foundations of pedagogical work has been and is being carried out by many researchers (table 2).

Table 2 – The essence of the concept of «pedagogical orientation»

Pedagogical orientation is…	Author
emotional and value-based attitude towards the profession of educators, a tendency to engage in activities that embody the specifics of this profession	A. K. Markova [10]
a system of pedagogical skills that have gnostic, projective, constructive, organizational and communicative components; *interest and love* for the pedagogical profession, *awareness of the difficulties* in pedagogical work, *the need* for pedagogical activity, *the desire* to master the basics of pedagogical skills.	N. V. Kuzmina [11]
a system of value orientations that sets the hierarchical structure of the dominant motives of the educator's personality, encouraging the educator to assert it in pedagogical activities and communication	V. A. Slastenin [12]

Thus, based on the analysis of the definitions presented above, we define pedagogical orientation as a set of system of pedagogical skills, including the value orientation of the educator's personality, showing interest and love for the pedagogical profession and effective motivation for the development of students' personalities. Whether a person has the potential and ability to become a competent educator can be judged by his love for teaching, awareness of pedagogical difficulties, effectiveness of pedagogical activities, and desire to master pedagogical skills.

A. K. Markova [10] believes that pedagogical orientation is the driving force of the pedagogical profession, the most important of which is an effective focus on the development of students' personalities. A sustainable pedagogical orientation is the desire to be and remain an educator, helping him/her to overcome obstacles and difficulties in his/her work. The orientation of an educator's personality is reflected in his/her entire career and personal pedagogical situations, determines the logic of his/her perception and behavior, and determines the general appearance of a person. The educator's motivation shifts from the disciplinary side of one's work to the psychological area, that is, interest in the personality of students, thereby contributing to the development of the direction of learning.

The problem of forming a person's pedagogical orientation is considered by L. N. Razinkova [13] as complex, the study of which is possible only on the basis of the unity of epistemological and ontological approaches that provide both knowledge and explanation of pedagogical phenomena, as well as their understanding and description, aimed at extracting the meaning of subjectively perceived manifestations in a person's life.

L. M. Mitina [14] considers pedagogical orientation in the narrow and broad senses of the word. In a narrow sense, pedagogical orientation is a professionally significant quality that occupies a central place in the

structure of an educator's personality and determines his/her individual and typical originality. In a broad sense, it is a system of emotional-value relations that sets the hierarchical structure of the dominant motives of an educator's personality, encouraging him/her to assert it in pedagogical activities and communication. The hierarchical structure of pedagogical orientation includes: 1) focus on the learners (and other people); 2) self-direction; 3) focus on the subject side of the pedagogical profession.

An educator's abilities are usually considered as individual personality traits that contribute to the successful performance of his/her activities. Pedagogical abilities are defined as individual stable personality traits, consisting of specific sensitivity to the object, means, conditions of pedagogical work and the creation of productive models for the formation of desired qualities of the personality of a student being educated.

According to T. V. Dmitrienko [15], the pedagogical orientation of a future specialist, in our opinion, is expressed in the following:

1) developed interest in people and teaching activities;

2) the desire to engage in teaching activities and communicate with people of any age;

3) the predominance in the emotional sphere of pedagogical activity of such components as gnostic, altruistic, communicative, practical (self-affirmation);

4) high cognitive interest in pedagogical literature;

5) preparedness and ability for research activities on pedagogical problems;

6) a creative approach to solving pedagogical problems;

7) high level of socio-political activity;

8) the desire for constant self-education.

The main factor that determines students' career development in the process of educational activities is the career orientation formed by students.

Professional orientation is a socially determined category that is formed during the education process and manifests itself in various activities as a personality trait. One of the urgent tasks of professional education is to shape the professional work of a future specialist (his/her tasks, style, methods, motivations), to create the conditions for students to successfully perform their functions based on acquired knowledge, experience, qualities, practice of a specialist.

Therefore, one of the important tasks to strengthen the cultivation of professional talents in colleges and universities is the formation of students' professional orientation.

Table 3 – The essence of the concept of «professional orientation of an individual»

The professional orientation of an individual is...	Author
an integrative property of a person, based on his attitude towards his chosen profession, and also influencing preparation for a future profession	T. S. Yakovleva [16]
interest in a future profession, calling for it, a certain level of formation of intentions and inclinations towards a future profession; *desire* to improve one's training, satisfy material and spiritual needs by working in the field of one's profession	I. A. Zimnyaya [17]
a set of motivational formations (interests, requirements, inclinations, aspirations, etc.) associated with a person's professional activity and influencing, in particular, the choice of profession, the desire to work in it and satisfaction with professional activity	T. D. Dubovitskaya [18]

Thus, based on the analysis of the definitions presented above, we define the professional orientation of an individual as a system of value relations that reflects the integrative quality of an individual, has a certain degree of formation of intentions and inclination towards a future occupation, and even shows a positive attitude and desire to engage in this profession. At the same time, professional orientation is a set of motivations that combine goals, motivations and emotional attitudes towards a full-fledged professional activity, reflecting a person's internal interests, goals, inclinations and abilities.

O. S. Ovsyannikova [19] reveals the essence of professional orientation through its components: «interests in the professional environment, which are understood as selective

activity in relation to the profession; positive attitude towards professional activity; purposeful human efforts focused on the implementation of professional activities; the image of the profession, which reflects the nature and content of professional ideas about socio-economic, production-technical and socio-psychological aspects of a chosen profession».

According to L. N. Khalyapina [21], in the process of developing a professional orientation, a student goes through a number of steps.

The initial stage. The student outwardly decides to master a specific profession, having an emotional mood, episodic, situational interest, subject orientation, and some work habits, but he does not have independence and does not show initiative.

Second stage. The student has a fixed focus on the profession and more stable interests; he/she shows inclinations, but they are more interested in the practical aspects of educational material; the formed goal gives the general direction of educational and production activities, he/she develops a sense of self-confidence and independence; a sense of responsibility is formed.

Third stage. The student has a firm commitment to the profession, a stable interest and inclination towards it; shows particular passion for both practical and theoretical sides of educational material; self-affirmation of personality occurs through professional work.

Fourth stage. The student demonstrates a passion for his or her profession; the person and the business merge into a single whole; orientation is formed in the presence of great abilities for the chosen profession, pronounced inclinations and vocation; high professional skills and the presence of a professional ideal are noted; with firm convictions in personal and social significance of their profession.

L. I. Kunz [20] proposes to consider the structure of professional orientation as a system consisting of emotional-cognitive, motivational-target and regulatory blocks. It includes professional interests, attitudes, motives and attitudes towards activities. In the process of professional development of an individual, these components change, form various combinations and relationships, which lead to the emergence of relatively stable complexes of orientation.

The process of forming professional orientation of a future educator's personality is inextricably linked with the process of forming his/her universal, general professional competencies and largely depends on the individual pace of their development, determined by the level of development of the student's thinking.

Interest in a future profession – the basis of professional orientation – is expressed in a positive, emotional attitude towards professional activity in general, towards its specific types, in the desire to master the knowledge and skills necessary for this.

Therefore, the core of the process of forming career orientation is to enable students to have a positive emotional attitude towards professional activities, improve students' thinking development level, and develop their own personality, including their personality traits, skills, motivations and experiences.

Conclusion

Having studied and analyzed the definitions and contents of the three concepts «personality orientation», «pedagogical orientation» and «professional orientation» by different scientists, we found that all the definitions and contents of these three concepts are related to personality traits and motivation, and manifests itself in such forms as attraction, desire, aspiration, interest, inclination, ideal, worldview, belief.

Thus, shaping the professional orientation of students means strengthening their positive emotional attitude towards their future profession, interest, inclinations and abilities for it, the desire to improve their qualifications after graduation, satisfy basic material and spiritual needs, constantly engaging in their chosen type of professional work, and develop goals, ideals, views, beliefs, prestige of the profession in the future specialist's own eyes.

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Рукапіс паступіў у рэдакцыю 20.02.2024