The research of the personality qualities of future educational psychologists

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ABSTRACT

In this article, the authors substantiate the existence of the personality qualities of future educational psychologists (PQFEP) that are, in fact, a sum of knowledge, skills, abilities, socially required qualities of personality allowing the psychologist to solve problems in all the fields of professional activities. A model of PQFEP predicts the formation of emotion-based, communicative, gnostical, motivational, practical and reflexive components. The achievement of the goal is provided by the realization of functions of propaedeutic, adaptive, prophylactic, correctional development nature, as well as by the program of PQFEP formation in which the interconnection of all forms of psychologist's work (lectures, seminars, trainings, correction psychology work, etc.) along with the further controlling on four levels (inadmissible level, critical level, acceptable level and desirable level) is included. The process of the PQFEP-formation is provided in five stages: targeting, positive attitude formation, theoretical prerequisites formation, trial and frontal adoption. The task of each stage is decomposition of the general goal of the whole process. The result of work is an increase of the formation level of the PQFEP-components which are the following: communicative level (leadership, communication ability), gnostical level (knowledge of psychologist's professional activity; the ability of creative usage of professional experience; psychologist's abilities and skills; intellectual power, smart mind and creative thinking), emotion-based level (empathy; emotional resistance; independent decision-making ability), reflexive level (ability for adequate self-rating and self-regulation), motivational level (aggressiveness) and practical level (task-oriented mind).

Introduction

Under the term PQFEP we mean a sum of skills, abilities, knowledge, as well as socially required qualities and abilities of personality that allow the psychologist

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to successfully solve problems in all the fields of professional activities (Dolgova 2014a; Petrenko and Shalabayeva 2014; Mischel,et. al. 2003).

A model of PQFEP is based on the professional program of psychologist (Dolgova, et. al. 2016; Dolgova 2016; Marishchuk and Yukhnovets 2011; Nevryuev and Mokhova 2013; Polukhina and Polyanskaya 2015). The system of criteria and indicators of the PQFEP-formation model is constructed in accordance with the theory of the level-to-level approach.

The criteria of the level determination are the following: attribution of the elements to various classes of complexity; specificity of the laws of each level; submission of the laws and systems of lower level to the laws and systems of upper level; derivation of the systems of every next level from the general structures of the previous one (Dolgova, 2014b; Fursova 2014; Craft 2011; Salgado 2002).

The mechanism of transition from level to level is provided by complication of elements, complication of structure, simultaneous improvement of elements and structure.

This fact allows defining four levels of the given model: desirable, acceptable, critical and inadmissible.

The process of the PQFEP formation developed in five stages, where every next stage was the logical consequence and the logical completion of the previous one (Lozhkina 2015; Moskovaya 2012; Garcia-Cepero 2008; Gibbs and Coffey 2004; Lave 2009).

At the first stage, the task was to set a goal of PQFEP-formation, to substantiate the content, criteria, levels and indicators, prediction of the final result.

At the second stage of the PQFEP-formation, positive attitude of all members of the research process (academics and students) was created.

During the third stage, the academics and students were taught to use the theory of PQFEP-formation and to improve their knowledge in this field.

At the fourth stage, realization of the selective content of the PQFEP-formation program in an experimental group was organized.

During the fifth stage, frontal adoption of the PQFEP-formation program into the practice of learning process in the Department of Psychology at CSPU was implemented.

This order of stages reflects the substance of the process as successive shifting of states (stages). Meanwhile, every stage preserves the qualities of the whole process.

The process of PQFEP-formation comes into existence, exists and develops in certain psycho-pedagogical circumstances (Dolgova 2013; Entwistle, et. al. 2003; Lee 2004; Postareff 2007).

The circumstances themselves are a component of a complex of objects, the existence of which presupposes the possibility of existence of the research process itself.

While influencing the content of the process, the circumstances themselves are affected by it.

Based on the research goals, we define the psycho-pedagogical circumstances of the PQFEP-formation as objective and subjective prerequisites promoting the successful realization of the formation of personality qualities.

These prerequisites include: realization of the PQFEP-formation, prediction of the change of the level of the PQFEP-formation of all the components (emotion-based, communicative, gnostical, motivational, practical and reflexive ones):

- from inadmissible and critical to acceptable and desirable;
- detection and modernization of the criteria system, indicators and the PQFEP-formation levels;
- development and implementation of the program of the PQFEP-formation within the learning and pedagogical activity of a department of a pedagogical institute of higher education.

Materials and methods

The research was carried out at the Department of Psychology of the Chelyabinsk State Pedagogical University. 216 students took part in the constating experiment, among which 170 participants were four-year students and 46 participants were five-year students. Also, 87 four-year students took part in the forming experiment.

The program of the PQFEP-formation includes 9 modules with the volume of 72 academic hours.

The first module of the program is aimed at the detection of the PQFEP manifestation levels.

During the diagnostics, the students could appraise personal possibilities from the point of view of the requirements of their future professional activity.

The second module starts with the lectures and seminars that cover the material concerning the qualities and specifics of the PQFEP and the creation of positive attitude toward the PQFEP formation.

Every next module is interconnected with a certain component of the PQFEP-system: emotion-based, communicative, gnostical, etc.

The multidirection of each module studies and the interconnection of all the program modules provide realization of the individual differentiated approach to the students.

The study organization based upon individual training and exercises within the module program is of great importance as it stimulates creative activity of the students.

The studies were organized in the form of lectures, seminars, socio-psychological training, group discussions, role plays and business games, psycho-gymnastic exercises, individual and group consultations, etc.

The results of the constating and forming stages of the experiment are represented in the form of data, gathered with the help of the procedure of learning of the PQFEP that is used in the research as the main method.

Learning PQFEP

Instruction:

Dear colleague, we ask you to make self-appraisal of your knowledge, skills, personal qualities that form the professionally significant qualities of psychologist.

You are required to assess the formation degree of each of the given qualities based on their characteristics.

In the column "self-appraisal", you are to indicate the corresponding level.

While assessing, you should remember that the grades "4" or "5" do not mean "good", and the grades "2" or "3" do not mean "bad". Here the marks just reflect your personal peculiarities and express the degree of intensity of a certain quality.

The best result will be achieved, if you are sincere in your personal assessments.

The professionally significant qualities (the total number of them is 20) in the professional program are divided into six components: emotion-based, communicative, gnostical, motivational, practical and reflexive components.

The professional program includes all the characteristics of the PQFEP according to four levels of formation: desirable, acceptable, critical and inadmissible that corresponds to the grade variation from 5 to 2.

The task of the person being tested is to independently assess the personal qualities according to the given levels.

After that, this person's qualities are assessed by five experts: a researcher, two academics, a monitor student and a first-year student.

The mean value of the expert assessment equal to the grades $2 - 2.4$ corresponds to the inadmissible level; grades $2.6 - 3.4$ corresponds to the critical level; grades $3.6 - 4.2$ correspond to the acceptable level; grades $4.4 - 5$ correspond to the desirable level.

According to the constating experiment, the lowest level of all the components is gnostical, namely, the knowledge of the psychologist activity content (average grade is 2.94), abilities and skills of psychologist activity (grade 3.1).

Moreover, among the personality qualities of the students of the Department of Psychology, the least apparent are: leadership (3.2 grade), emotional stability (3.3 grade), ability for self-regulation (3.34 grade) and independence in the decision-making process (3.35 grade).

Results and discussion

The comparison of the formation levels of the PQFEP-model emotional component has shown absence of significant differences in the experimental group (EG) and the control group (CG): the value of Student's t-criterion (temp value) for each quality varies in the range of $0.1 - 0.93$ that is lower than the critical value when $p<0.05$.

The temp value for each quality of the communicative component varies in the range of 0.18-0.84 that is lower than the critical value when $p<0.05$. The temp value for each quality of the gnostical component varies in the range of 0.03-1.32 that is also lower than the critical value when $p<0.05$.

The temp value for each quality of the motivational component varies in the range of 0.12-0.84 that is lower than the critical value when $p<0.05$.

The temp value for each quality of the practical component varies in the range of 0.39-1.0 that is lower than the critical value when $p<0.05$.

The temp value for each quality of the reflexive component varies in the range of 0.002-0.98 that is lower than the critical value when $p<0.05$.

The findings of the research allow us to conclude that the significant differences in the level indicators of the PQFEP-manifestation of the test participants were absent until the beginning of the experiment.

In the CG the differences in the level indicators of the PQFEP were not significant.

The analysis of the research findings also let us to conclude that the realization of the psychologist formation program has been efficient in relation to the following qualities: leadership (Δtemp=3.09, $p<0.01$), the knowledge of the psychologist activity content (Δtemp=3.0, $p<0.01$), ability for the creative usage of the professional experience (Δtemp=2.76, $p<0.01$).

Less significant positive changes have been achieved by such qualities as:

empathy (Δtemp=2.25), emotional stability (Δtemp=1.98), independence in the decision-making process (Δtemp=2.12), communicative skills (Δtemp=2.1), abilities and skill of the psychologist activity (Δtemp=2.19), intellectual power, smart mind and creative thinking (Δtemp=2.09), ability for adequate self-assessment (Δtemp=2.17), ability for self-regulation (Δtemp=1.97), aggressiveness (Δtemp=2.32), orientation for result (Δtemp=2.55) (temp<tkp when p≤0).

There are some qualities, the positive changes of the level indicators of which are present but they are not sufficient to be statistically significant (p≤0.05), namely: general culture (Δtemp=1.59), the sense of optimism (Δtemp=1.76), capacity for work (Δtemp=1.49), humanness (Δtemp=1.82), self-discipline (Δtemp=1.42), responsibility (Δtemp=1.86), honesty and sincerity (Δtemp=0.94). This fact indicates that there is a necessity for further improvement of content-based and functional aspects of the PQFEP program.

Empirical values of the Student t-criterion reflecting the differences in the levels of the PQFEP in the EG and the CG, after the experimental interaction.

Note: Numbers of ranges of discretion k=172 in the EG and k=164 in the CG;

Tkp=1.96 when p≤0.05; Tkp=2.58 when p≤0.01; Tkp=3.29 when p≤0.001; ** temp>tkp when p≤0.01; * temp>tkp when p≤0.05.

The identified changes of the indicators of the PQFEP-formation levels in the CG are not significant.

The dynamics of the PQFEP in the EG and the CG revealed itself mostly in two levels: the critical level and the acceptable level.

PQFEP six components distribution concerning the students of the control group and the experimental group, in %.

The amount of students having admissible level of the PQFEP emotional component average is 47.8% in the EG and 43.8% in the CG. At the same time, the amount of students having the critical level of various PQFEP is 49.4% for the CG, that is more than their value for the CG (40.5%).

The amount of students of the EG that have shown the desirable level of the PQFEP (11.1%) in average for the given sample exceeds its level for the CG (3.6%).

Conclusions

The given findings indicate that there is positive dynamics of the PQFEP level indicators of the EG-students after having made the approbation of the psycho-pedagogical interaction program.

The PQFEP-formation program of the future psychologists includes 72 academic hours that are arranged in 9 modules with duration of 2 to 16 hours.

The studies based upon the program were organized in the course of 5 months, 4 hours a week within a special course.

The realization of the research program has turned out to be efficient in relation to the majority of the PQFEP.

Also, the result of work was an increase of the formation level of the PQFEP-components which are the following: communicative level (leadership, communication ability), gnostical level (knowledge of the psychologist professional activity; the ability for creative usage of professional experience; the psychologist abilities and skills; intellectual power, smart mind and creative thinking), emotion-based level (empathy; emotional resistance; independent decision-making ability), reflexive level (ability for adequate self-rating and self-regulation), motivational level (aggressiveness) and practical level (task-oriented

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