

Development of professional culture in the activities of future teachers and psychologists

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Abstract

The formation of professional culture of an individual is one of the most important conditions for changing the system of training qualified educational psychologists. This article aims at studying the main prerequisites for effective building of professional culture of young specialists in the field of educational psychology. The research collected data from previous researches and analyzed them using content analysis. The analysis show that future specialists' positive motivation to work is one of the key aspects that contribute to successful development of his/her competence and professional culture. The higher educational institution is an important factor for the formation of a new value system and should use its educational potential to form the proper attitude of future educational psychologists to the future professional activity.

Keywords: competence practical psychology; professional activity; student's preparedness; teacher-psychologist; professional development.

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1. Introduction

The introduction of the professional standard “Educational psychologist (psychologist in the field of education)” increases the requirements for the personality of this sphere. The growth of requirements for the professional activity of an educational psychologist leads to dissatisfaction with the professional self-realization of educational psychologists themselves, including due to the lack of personal confidence in their significance as specialists.

The content of professional psychological and pedagogical activities aimed at solving problems of mental and personal development of children, providing psychological assistance to children in the field of education, necessitates consideration of the significance of the problem of forming professional culture in the activities of future educational psychologists (Sladkova, 2017).

To some extent, a number of society’s requirements for a novice educational psychologist do not change over time: society expects from a novice specialist in this field high professionalism, social responsibility and high culture of the individual, a certain set of personal qualities that can be characterized as humane and moral (Sulima, & Filippova, 2015).

Kosareva (2010) states that the specifics of the modern labor market are determined by the lack of qualified psychologists in the industrial and social sphere, despite the fact that every year higher educational institutions produce a significant number of specialists in the field of psychology. At the same time, graduate students are not always ready to perform professional activities for several reasons. First, it is affected by the motivation of studying in the higher educational institution: the leading motive of many students is not to acquire knowledge, but to obtain a diploma of higher education. Second, an important role plays the inability to apply theoretical knowledge in practice. Third, many students do not have the personal qualities necessary for successful professional activity.

In modern conditions of development of the higher education system, there are increasing requirements for training educational staff. A modern school needs a competent specialist who is able to independently apply the acquired skills, be mobile, adaptive in a changing teaching environment, and have the ability to improve themselves in their professional activities. Currently, the basis for reforming the educational systems of Russia and Kazakhstan is the use of elements of the European model of education, which is reflected in the state standards of higher professional education of the new generation (Bisembaeva, 2017).

The recently established new specialty – the practical educational psychologist (or school psychologist, teacher-psychologist) – is becoming a mass profession. It performs a new form of socially significant professional activity and is caused by the needs of society, the new social realities of which increase the requirements for the development of the creative and moral potential of the country’s young generation. The difficulties of professional training of a practical educational psychologist have very objective reasons.

The specialty of a practical psychologist is still in the process of its professional development. The legal field of psychologist has not been determined yet, its responsibilities have not been clearly defined, etc. Therefore, the professional training of an educational psychologist has not yet been fully defined and organizationally provided, it depends on where the training takes place and who teaches psychologists (Dubrovina, 2010).

Future educational psychologists in the process of studying at the university develop a psychological culture in order to be successful in the process of professional activity in the subject-subject interaction and professional self-development.

Psychological culture of future educational psychologist refers to the value-dynamic, high-quality establishment of a personality and is the personal construct of “I am a professional”, which includes axiological, reflexive, regulatory, cognitive, communicative, organizational, research-related

and “I am a professional” components which allows to determine the ratio of the inner world of the individual and the requirements of professional activities, to carry out productive professional and personal self-development of future educational psychologist (Sladkova, 2016).

The educational environment is a complex integrated space that includes components of interaction between educational subjects, focused on the individual as the most important value. As was stated by Molozhavenko (2017), an educational psychologist, by virtue of professional duties, must enter into relations with all subjects of the educational environment, contributing to poly-subject interaction.

1.1. Purpose of study

It is known that the profession of a practical psychologist belongs to the “communicative spheres” of professional activity. For this reason, a psychologist who conducts psychological education among parents should be a highly professional specialist and a good communicator. The goal of this article is to study the main factors and principles for effective formation of professional culture of young specialists in the field of educational psychology. The paper employs general scientific methods of research, such as analysis, synthesis, deduction, induction, ascension from abstract to concrete. The theoretical and information basis of the research comprises articles and research works of domestic and foreign scholars specializing in the pedagogical and psychological area, in particular, training future specialists in a higher educational institution.

2. Materials and Methods

The research was qualitative in nature. Data was secondary and was collected from previous research in the topic of study. The paper, which was a review of literature analyzed the collected data using content analysis.

2.1. Procedure

In the practice of higher pedagogical education, there are necessary prerequisites for the purposeful organization of the process of forming a future educational psychologist’s culture for professional orientation. First of all, we should positively assess the integrative potential of the content of academic disciplines, the possibility of relying on the correlation between in-class and extracurricular work, the inclusion of new educational elements in the educational program, and additional practical base. Building an integral process of forming students’ readiness for professional orientation allows not only to fully realize the potential of academic disciplines, but also to lay the foundations of pedagogical integration, create conditions for going beyond the narrow-subject training of the future educational psychologist. At the same time, it was found that in the practice of higher pedagogical education, the issues of training future educational psychologists in professional orientation do not always find their proper reflection, which in turn causes a low level of real readiness of students for professional activity.

3. Findings

The problem of formation of professional culture is currently of great importance, since innovative processes occurring in pedagogical theory and practice make serious demands on the training of future specialists in the field of education: teacher, educational psychologist, social teacher, etc.

In the practical and theoretical aspects of modern higher education institutions, the issue of readiness for future professional activity and development of the student’s personal potential is one of the main issues in the training of competent specialists. This is due to the fact that the primary stage of mastering the profession takes place at the time of studying at the university, during the formation of student’s worldview and life position, the process of self-determination in life, learning new individual ways of behavior, communication, and activity. At the same time, one of the main

challenges is to build an optimal educational process that would take into account not only the laws of personal development, but also professional readiness for the activity of an educational psychologist (Shcherbakova, & Shchetinina, 2017).

Professional readiness as an integrative characteristic of the individual and the subject of activity reflects: active and effective position of the individual in relation to future activities; a dynamic system of cognitive characteristics and features of the individual, psychophysiological and individual psychological characteristics of an individual, acting as a factor of success in professional activities; maturity of the need-motivational, emotional-volitional and cognitive spheres of an individual (Lyubimova, 2000).

Professional orientation of educational psychologists is expressed, first of all, in the ability to perceive the qualitative diversity of pedagogical reality, to establish in this diversity essential properties that are important for making balanced psychological and pedagogical decisions. The formation of students' culture for professional orientation involves the implementation of orientation itself in the educational process: in a certain content of various disciplines, various forms of educational and extracurricular work, through special pedagogical technologies. This kind of content, forms, and didactic tools are of particular interest for professional training of students since the quality of the organization of the educational process largely depends on their readiness to carry out professional activities.

The system of formation of readiness for professional orientation is a single set of goals, content, and technologies for mastering the profession, which is built while taking into account certain pedagogical conditions and psychological mechanisms. As was noted by Khristova (2019), training future educational psychologists at the university stage involves not only the transfer of scientific information and students' acquisition of special knowledge, skills, but also the formation of professionally significant personal qualities and professional culture.

Throughout the entire period of training, it is important to focus on the formation of students' essential aspirations: helping and supporting people, understanding, and developing their own real capabilities and abilities, and implementing life plans. On the part of those responsible for ensuring the educational process, it is necessary to implement comprehensive support in the formation of students' professional culture. It should be based on the following areas:

- Psychological support for first-year students in their understanding of the prospects for their professional development, explanation of ideas about the profession, awareness of the motives for its choice – in order for the period of study to not become a wasted stage in the life of a student, s/he must have a clear idea of the chosen specialty. At this stage, it is useful to study the experience of educational psychologists – conversations, experience described in literary sources, observation in the course of training practice.
- Practical activities aimed at students' awareness of professional intentions, specifying the "image of a professional," understanding the criteria and factors of success of professional psychological and pedagogical activities, building professional plans during the period of training practices – mastering of the future specialty by students should be based on the desire for self-development and achieving a professional level in future activities. It can be facilitated by practical classes, studying the methods of work of experienced teachers, which is their mistakes, innovations, achievements.
- Assistance to senior students in their choice of a specific field of psychological and pedagogical activity. By the end of their studies, students should have preferences and internal orientation for applying their own potential – this should be based on the work done during the course of training practices, when students have the opportunity to project themselves in the real field of activity of the chosen profession (Khristova, 2019).

The continuing improvement of the national education system increases the requirements for personal and professional qualities of educational specialists, as well as the conditions and content of their professional training. Of great importance is the ability of educational specialists to quickly adapt to new conditions, their readiness to implement innovative approaches in their professional activities, and their desire for self-education and self-improvement. Taking into account the numerous challenges that the modern teacher faces, the psychological readiness of a specialist for pedagogical activity, as well as the task of its formation at the stage of professional training in higher education, becomes of particular importance in professional culture (Lezhnina, & Danilova, 2019).

The problem of psychological readiness for activity in psychology is presented from the positions of three main approaches. The functional approach considers psychological readiness for activity as a state of mobilization of all psychophysiological systems of the body necessary for effective performance of activities. In line with the personal approach, psychological readiness is presented as a component of the development of the individual as a whole (Lezhnina, & Danilova, 2019). The personal and activity-based approach considers psychological readiness for activity as a manifestation of individual, personal and subjective features, properties, and qualities that enable a person to effectively perform their functions.

According to Efremova (2012), the required level of professional culture in the activities of future educational psychologists implies the following parameters:

- formed professional positions of humanist, diagnostician, researcher, expert;
- students are focused on helping teachers (educators) in building and achieving developmental and educational goals based on psychological information, data of psychological and pedagogical diagnostics;
- they have basic knowledge of the disciplines of psycho-pedagogical cycle, an arsenal of mastered diagnostic, training, and psycho-correction techniques, and are ready to introduce own modifications to the mastered techniques;
- they are quite critical of the negative stereotypes of pedagogical work that have developed in the practice of educational institutions and understand the need to overcome them;
- demonstrate a focus on psychological assistance to all subjects of the educational process (educators, teachers, parents, pupils, students);
- psychological knowledge is successfully used in solving psychological and pedagogical tasks to identify causes and consequences, goal setting, and building a procedure for achieving goals;
- main groups of pedagogical skills that will provide qualified assistance to teachers (educators) are formed;
- the main types of professional activities – diagnostic, counselling, educational, correctional, and developmental – have been mastered in the course of pedagogical practices, coursework and final qualification works;
- the following personal qualities are demonstrated: empathy, responsibility, organization, an interested attitude to pedagogical innovations.

Another quality that is essential for such a professional as educational psychologist is to have conflict-related competence. Nowadays, the problem of forming students' conflict-related competence became even more relevant. Conflict-related competence can be interpreted as knowledge, ability, and readiness to anticipate conflict situations, take prompt and reasoned actions for effective participation in conflict situations, recognize the prerequisites for the occurrence of incidents, reduce their negative impact, and conduct preventive and advisory conflict-related activities in the educational environment (Bisembayeva, 2017).

Difficulties in training educational psychologists to some extent are due to the fact that there is no serious development of practical psychology as a science, which would be the direct scientific basis of their professional activities. The specifics and complexity of training specialists consist in the fact that they must not only have deep knowledge of psychology and related scientific disciplines, but also competently navigate the real life of children raised in preschool institutions or studying in schools of various types, in the origins and methods of solving problems that arise in children and adults (teachers, parents, administrators of institutions), etc. Students must master not only the science of psychology, but also ways to implement scientific knowledge in specific work with specific people of different ages and groups (Dubrovina, 2010; Kaziyev et al., 2019).

To determine the main means to implement the tasks of forming a professional culture when working with the family for future educational psychologists, it is necessary to reveal the main system-forming principles of productive interaction with students for effectiveness in preparing for psychological and pedagogical work with the family. The most important principles are as follows: 1) the principle of forming an attitude to the family as a value; 2) the principle of cooperation; 3) the principle of activity; 4) the principle of strengthening the educational function of education in higher educational institution; 5) the principle of integrating knowledge in pedagogy and psychology.

The higher educational institution should become an important factor in the formation of a new system of values, should use its educational potential to form the attitude of future educational psychologists to the family as a value. Therefore, in the educational process of the higher educational institution, it is necessary to highlight the value of the family in the content of the course of family psychology and family counseling, which, unlike other subjects, has special potential for forming readiness to work with the family in future educational psychologists (Sakhapova, 2013; Rahiminejad, Golshani & Arshi, 2018).

The formation of professional preparedness of educational psychologists in the providing of psychological education of parents will increase if there are:

- theoretically substantiated and methodologically defined features and specifics of professional training of a specialist in the field of psychological development of children, based on the system, competence, personality-oriented, activity-based, technological and andragogical approaches;
- defined modern requirements for professional training of a specialist majoring in "Special psychology" and the place in it of the ability to provide psychological education of parents on the issues of children's psychological development as a mandatory component;
- developed criteria, indicators, and levels of the specialist's ability to provide psychological education of parents on the psychological development of children;
- effective innovative technologies, techniques, methods, and tools will form the basis of professional training of future specialists in the framework of forming the ability to provide psychological education of parents on the psychological development of children;
- created organizational and pedagogical conditions for the formation of a specialist's ability to provide psychological education of parents (Alipkhanova, 2018).

The use of effective methods of forming the self-consciousness of the parent community in the practice of working with parents is also a common task of professional training of the psychologist. The effectiveness of the psychologist's work with parents will depend on the effectiveness of the organized work, which will complete or strengthen the understanding of parents in the competent upbringing of children and the laws of family education. All this can activate and produce good results in the processes of self-improvement and self-development (Alipkhanova, 2018). This interaction should significantly mobilize joint actions of teachers, psychologists, parents, children, and administration in order to solve and understand the pedagogical support of personal and age-related development of children on the part of parents. It is important to rely on personal

qualities, which include such indicators as individual's value orientations, life plans, formed attitudes, and dominant motives for behavior.

The peculiarities of student age and the specifics of psychological and pedagogical disciplines can not only contribute to the formation of professional orientation of future educational psychologists, but also hinder this process, determine the deformations of professional development of the future specialist. Among them: a stable "I-centering", a position of superiority, an interest in manipulating other people and ways to influence them (Khristova, 2019).

In this regard, the orientation to personal growth of each student in a pedagogical university requires that educational specialists (Sakhapova, 2013): 1) constantly study and know well the individual characteristics of temperament, character traits, views, tastes, habits of their pupils; 2) know the real level of such important personal qualities as the way of thinking, motives, interests, attitudes, personality orientation, attitude to life, work, value orientations, life plans; it is important to know the level of anxiety and the level of conflict of pupils, since this affects the removal of socialization difficulties; 3) relying as much as possible on the pupil's own activity, constantly attracts to the activities that are feasible and gradually becoming more complex; 4) timely identifies and eliminates the reasons that prevent the full development of the younger person's personality; 5) stimulates the activity of the young person.

The activity of an educational psychologist is unthinkable without such a component as management, which includes the following main managerial functions: forecasting, planning, decision-making, communication function and motivation function. Referring to the activity of a psychologist as a "subject-subject" relationship, Shadrikov (2007) notes that only when a person has a goal, s/he becomes a subject. Therefore, in the process of training future educational psychologists, an important role is played by the formation of the ability to predict the situation and set a goal for its solution.

The motivational and value component of the competence of an educational psychologist includes the following parameters: orientation to Another as the object of their professional activity and a tendency to help; professional position, the desire for independent decisions and actions; responsibility, integrity; empathy; authenticity, etc. While working with children, for the educational psychologist great importance is attached to such personal qualities as: the sincere and deep interest in children, ability to inspire confidence, patience, communication, sensitivity to attitudes and behavior, non-judgmental attitude towards them combined with emotional stability and objectivity, formation of professional and personal position, reflection, empathy, the ability to critically assess information, adequate self-esteem (Ovcharova, 2015).

As was noted by Khristova (2019), the success of the development of professional culture depends on the place it occupies in the structure of the general orientation of the individual, on adequate motives, professional needs, and value orientations. Awareness and justification of the choice of professional path, the formation of professional ideas and intentions are of immense importance. When forming the professional culture of students, it is important to pay attention to the life orientations of students. In the course of training, the development of students should be directed to the study of life and activity, expanding the communicative space – worldview. Purposeful formation and development of professional culture will contribute to the development of students' personal qualities necessary for mastering the profession, orientation of students towards active creative activity, which optimizes the process of training future specialists.

The high levels of formation of special, individual, and personal competence and competence in communication allow speaking about the formation of professional culture of educational psychologists. Such a specialist will adapt to psychological and pedagogical activities faster and easier, and the work performed by them will differ in efficiency and success. To form a

high and sufficient level of formation of each component of professional competence of educational psychologists, it is necessary to organize a coherent educational process.

Khoreshman (2011) highlights positive motivation as one of the main conditions for knowledge consolidation, acquisition of skills and abilities, and the formation and development of competencies and professional culture. The author believes that without positive motivation to work, it is impossible to form a competent specialist. Motivation performs various functions of the student's cognitive activity: it encourages continuous intensive activity, giving it a certain pace (incentive function); concretizes the degree of volitional effort, gives a selective orientation to cognitive actions (regulatory function); determines the effectiveness (developmental function); acts as an internal mechanism of management, self-regulation of all educational activities of the student (managerial function).

The development of a person's motivation for professional activity depends on understanding the consciously set goal of this activity and acts as a factor of readiness for it. Motivation determines the potential capabilities of an individual, the activity of the subject in professional activity, determines the development of the specialist in professional terms. The motivational sphere ultimately determines the success, quality and result of professional activity. The motive of achievement is the main condition for the successful implementation of a professional career.

Personal readiness is a necessary condition for successful professional self-realization and professional activity of the future psychologist. The effectiveness of the process of professionalization in general depends on the effective completion of all its stages and phases, but a specific role is attached to the stage of professional training, which strengthens the professional development of the student, forms professionally important qualities needed for future employment, the stage when an individual is developed by means of professional training. In this regard, in the process of studying at the university, each student-psychologist needs help in finding their own way of personal self-development and professional self-improvement, in the development of readiness for professional activity.

One of the most important components of formation of professional culture is the improvement of professional training of future teachers, which is based on the ability of conscious professional and personal growth, as well as the fight against social and professional stereotypes (Stenyakova, 2013).

It can be stated that the formation of the future educational psychologist's readiness for professional activity in higher education settings is a complex process that meets the needs of the state social order for the educator of modern times. In this process takes place the transition from disciplinary to personal paradigm of pedagogical activity aimed at the development of personal features of students as subjects of educational process, their self-determination from the point of view of meaning, values, educational content, and activities (Shcherbakova, & Shchetinina, 2017).

Professional-oriented workshops help to form a professional culture, which ensures the acquisition of professionally important qualities and skills by a specialist, creates conditions for the development of professional abilities and contributes to improving the efficiency and effectiveness of professional activities. The formation of professional culture provides for the wide use in the educational process of interactive forms of classes, aimed primarily at the activation of independent and reflexive learning activities of students, the development of their stable cognitive needs as a key personal and professional competence of a modern specialist (Gagarin, 2013).

The problem of students' self-analysis of educational achievements and prospects for personal and professional growth comes to the fore. It is centered on the concept of educational reflection – the student's understanding of own educational history and developing a strategy for the formation of own personality through the creation of a future image of themselves. To do this,

the student must be given the opportunity to create conditions so that they can realize their opportunities and educational prospects, make a conscious choice of training, and create own individual educational program.

Orienting students to a reflexive position imply the possibility of developing self-management skills in educational and future professional activities and helps to become a subject of creative activity. The inclusion of one is inner, actual "I" in the process of obtaining a profession helps to make educational activities a sphere of self-actualization of the individual (Gagarin, 2013; Kelemen, 2018).

The problematic area of psychological and pedagogical research includes all new aspects of culture, one of which is the didactic culture of the teacher. While preserving the main structural, functional, and level characteristics of professional and pedagogical culture, didactic culture also has specific, completely unknown properties. It requires analysis of both domestic and foreign experience, their comparison and mutual development.

Foreign works are rich in evidence of the relevance of the problem of the development of teacher's didactic culture. The authors' arguments are social needs, radical changes in the socio-cultural environment, increased requirements for the level of training of graduates, changes in educational paradigms, and the humanitarian nature of pedagogical activity. Foreign researchers see the functions of teacher's didactic culture in realizing the potential of modern innovative pedagogical technologies, developing pedagogical creativity, improving the effectiveness of self-organized didactic activities and the educational process, its humanization through didactic interaction and the generation of socio-cultural and professional values, regulating the activities, communication, and behavior of participants in the learning process (Tyrina, 2017).

At the core of the formation of professional and pedagogical culture of future teachers, there are systemic, competence-based, contextual, and personal-activity approaches, the specificity of which lies in their effective combination. True higher education of students of psychological faculties of universities and institutes largely depends on the level of general, professional, and personal culture of teachers, on their understanding of the meaning of the professional activity for which they prepare their students. The effectiveness of teachers' activities includes criteria for personal development of students. Direct communication of young people with teachers is one of the most important conditions for the development of their personality (Dubrovina, 2010; Almeida & Castelo, 2018).

In order to make a personality from any student, the educational psychologist must also be highly literate, initiative, independent, self-confident, have an optimistic view of life, systematically and consistently develop these qualities (Konst & Kairisto-Mertanen, 2019). A modern educational psychologist should master and continue to practice pedagogical optimism, which will provide them with a cheerful atmosphere in the educational institution, will win over the pupil, and will set them up for success. Despite the fact that modern children are quite optimistic about the world around them, however, the spiritual uplift of modern children occurs quite spontaneously, so they need help from an educational psychologist, who should provide them with faith, hope in their own strength, and not disappoint them in their studies, in relationships with peers, parents, and adults.

The teacher should also contribute to the harmonization of the social sphere of the institution and implement preventive measures to social maladaptation of children. The future educational psychologist should provide psychological support to students, pupils, promote their development and effective organization of the developing school environment. In other words, the educational psychologist must learn to instill confidence in children in their own abilities, and thus be confident himself/herself, which will help set realistic goals and achieve them (Bekhoeva, & Musaeva, 2018).

As for the formation of professional and pedagogical culture, workshops can be considered the most active method of training, since it develops communication skills, motivation, reflection, etc. Workshop as a method of intensive formation of professional and methodological knowledge, skills, abilities, and competencies necessary for the performance of pedagogical activities can function as a pedagogical means of professional training of future teachers, since it has organizational and content properties (Magomedova, &Minazova, 2018).

In terms of structural approach, skills as the basis of pedagogical activities are divided into constructive, associated with designing the content of future activities; the organizational, related to the organization of training activities; communication ones, related to the establishing of right relationships with students; gnostic, related to the study of process and outcomes. From the point of view of the functional approach, among the main skills, in addition to the listed above, are constructive; informational; mobilization; research; educational and developmental. In the procedural approach, this list of skills is supplemented with predictive and analytical skills (Khaybulaev, &Gadzhikurbanova, 2016).

The profession of an educational psychologist involves working in complex and non-standard situations. Psychologists help solve various problems for all participants of the educational process. Therefore, this activity is associated with a large emotional load and stresses that affect the mental, psychological, and physical health of a person (Ivanova, 2019). This is one of the reasons why developing the psychological culture of future psychologists is of high importance. Formation of psychological culture of future educational psychologists is a complex phenomenon, which is a purposeful process and the result of positive changes in the personal, value-semantic, communicative spheres during the understanding and development of the “I am a professional” construct (Sladkova, 2017).

Hence, the professional activity of educational psychologists involves complex psychological and pedagogical preparedness of a specialist, requires the latter to have a broad worldview, deep knowledge of psychology and related scientific disciplines, and have well-developed professional culture.

4. Conclusions

From the analysis it follows that a future educational psychologist must undergo a comprehensive training that will develop in a future specialist all the qualities for the professional activity, help to acquire the required skills and knowledge, and contribute to the formation of professional culture, including understanding of own place in the current society. In view of the above, it is higher educational institution that bears primary responsibility for developing student's personal potential.

The proper training of future educational psychologists must involve practical activities aimed at students' awareness of professional intentions, which will help to build “image of a professional,” understand the necessary factors for successful professional psychological and pedagogical activities, build professional plans during the period of training practices. The higher educational institution must provide such a learning process, which will widely include interactive forms of classes, aimed primarily at the activation of independent and reflexive learning activities of students, the development of their stable cognitive needs as a key personal and professional competence of a modern specialist.

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