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STUDENTS’ PERSONAL AND PROFESSIONAL POTENTIAL IN THE SYSTEM OF UNIVERSITY TRAINING

The paper aims to present the results of the examination of personal and professional potential of future specialists in the process of studying at a university. The experiment involved 248 students of 1-2 years of study of the International Humanitarian University (Odesa). In the structure of personal and professional potential of a specialist, the motivational, epistemological, praxeological, and personal components are singled out. The personal and professional potential of future specialists was assessed according to the following criteria: motivational (indicators: value orientations, focus on a profession, the need for self-realization), cognitive (indicators: professional knowledge, desire for self-education), activity (creative potential, communicative and organizational skills), subjective (indicators: moral and volitional qualities, communicative tolerance, emotional intelligence). The personal and professional potential was examined by means of specially selected methods according to each indicator. As a result of the study, it has been found that most of the respondents have a low level of personal and professional potential maturity, which gives grounds to speak about the necessity of developing a technique to improve future specialists’ levels of personal and professional potential, which is considered to be the prospect of further research.

Keywords: potential, personal potential, professional potential, personal and professional potential, training, university, professional development.

Introduction

Modern educational system’s challenge is to train new generation specialists of all areas having a high level of professional skills, a culture of communication, and those ready for innovations.

In view of the above, institutions of higher education face an important task to form professionals, which, in turn, primarily involves the activation of their potential, and provides for the creation of conditions for professional development and further self-improvement.

An important aspect of revealing a personality’s potential in psychological and pedagogical training is self-education, which is a voluntary, independent individual cognitive activity guided by a personality and aimed at the continuous satisfaction of the needs of social, personal and professional pedagogical self-fulfillment. The volunteer nature of self-education involves a high degree of student’s motivation – the system of value orientations, the totality of needs and goals that determine ways of the development and self-expression of the potential abilities of an individual. Positive motivation for self-education involves understanding personal and social value of professional self-improvement, development of internal needs, emotional-volitional mechanism of overcoming difficulties.

Aim and Tasks

The paper aims to characterize the specifics of the personal and professional potential development of students in the educational process and present the results of the assessment of its maturity in future professionals.

The study tasks are as follows:

1. considering the essence of “future specialist’s personal and professional potential” concept based on scientific sources review;
2. determining the criteria for assessing the maturity of students’ personal and professional potential with appropriate indicators;
3. assessing the maturity of students’ personal and professional potential according to selected indicators;
4. outlining prospects for developing an experimental methodology for its improvement in students.

Theoretical Study Results

According to S. Rubinstein, a human being as a personality is characterized by not only what he or she is, but also who he/she wants to become. Personal development is the fulfillment of one’s potential universality, infinity (Misoid, 2009). That is, we can talk about personal and professional potential.

The term “potential” is defined as power, sources, capabilities, means that can be used to solve any task, achieve

certain goals, the ability of individuals, society, and state in a particular industry (Soviet Encyclopedic Dictionary, 1985) In the “Dictionary of Foreign Languages”, the term is interpreted as the power, force (Vasiukova, 2005).

Representatives of humanistic psychology interpret potential as a personal entity being implemented in the process of personal development. According to V. Frankl, each individual has his/her potential, and differences involve only the degree of its fulfillment (Frankl, 1990). The basis of the personality potential is self-esteem, the idea of a person about oneself, self-concept, which is formed in cooperation, interaction with other people (Rogers, 1969). Self-esteem can serve as a link between social experience, starting with social recognition, interpersonal traits, interpersonal behavior, the quality and stability of relationships (Jessica J. Cameron, Steve Granger, 2018).

Personal potential consists of the components, each of which, in turn, can be systematically considered as a potential: epistemological potential (a system of knowledge, skills, ideas, outlook, cognitive abilities); axiological potential (a system of goals, values and orientations, social and psychological attitudes); creative potential (the ability to create, find new, act in an original and non-standard way); communicative potential (communication skills); artistic potential (a system of artistic and aesthetic needs, forms and ways of their satisfaction); professional potential (conformity of orientations, inclinations, professional preferences of the chosen profession, availability of the corresponding type of personality, level of professional motivation); spiritual potential (a system of senses and sensory orientations, spiritual and moral values, moral guidance in the system of universal moral norms) (Murashko, 2010).

The personal and professional potential provides students with the opportunity for self-improvement and self-realization. The latter, in fact, reveals the significance of personal potential in continuous training as a universal disclosure of abilities, talents, needs in work. This idea is in line with the statement of N. Khrustaleva who identifies human potential and self-realization as the person's desire for self-fulfillment (of creative, intellectual, and emotional potential) (Khrustaleva, 2010).

The main prerequisite for the successful self-realization of a student in future work is an individual system of his or her internal resources required for a profession, personal and professional potential, whose continuous development is the essence of professional growth of a student.

Personal and professional potential is the basis of professional competence (Markov, 2004).

Important qualities that make up the personal and professional potential of future experts are as follows:

- worldview qualities (active life philosophy, optimism, harmony, humanity, high sense of duty, patriotism, high level of aesthetic feelings, creativity, spiritual growth, self-knowledge, self-expression, etc.);
- character traits (benevolence, tactfulness, sincerity, mercy, tolerance, criticality);

- intellectual qualities: (foresight (ability to predict events), curiosity, observation, sense of humor, mind flexibility (ability to make adequate decisions, depending on a situation), variation of thinking, independence of thinking, mature intuition, erudition, ability to analyze and synthesize, originality, metaphorical thinking, initiative);

- volitional qualities: purposefulness, perseverance, courage, ability for self-affirmation, endurance, self-confidence (Lvova, 2005).

In view of the above, within the framework of the initiated research, the personal and professional potential of future professionals is considered as an integrative entity characterized by the presence of knowledge, skills, personal qualities necessary for the successful implementation of professional duties.

Research Methods

The experiment involved 248 students of 1-2 years of study at the Odessa Academy of Law and International Humanitarian University (Odessa) majoring in different humanitarian fields of study who were randomly selected for the research.

In the structure of personal and professional potential of future professionals, the motivational, epistemological, praxeological, and personal components are singled out.

The personal and professional potential was assessed according to the following criteria: motivational (indicators: value orientations, focus on a profession, the need for self-realization), cognitive (indicators: professional knowledge, desire for self-education), activity (creative potential, communicative and organizational skills), subjective (indicators: moral and volitional qualities, communicative tolerance, emotional intelligence).

In order to examine the respondents' value orientations as part of the motivational criterion, Rokeach Value Survey (Rogov, 1996) was used. Given the topic of the research our attention was focused on the values that characterize values in the system of interpersonal relations. The high level was peculiar for the students for whom altruistic values were the most significant ones, the average level – for those who chose conformist values, and a low level – for those students who chose individualistic values.

In order to examine the students' commitment to work, the adapted M. Fetiskin's questionnaire “Self-assessment of Professional and Pedagogical Motivation” was used (Fetiskin, 2005), which helps to find out if a student's interest in a chosen profession has an episodic, superficial nature or he/she has a pronounced functional interest in it, whether there is a need for conscious and systematic professional skills mastering. The respondents who had from 1 to 30 points were considered to have a low level of motivation for work, from 31 to 46 points - an average level, from 47 to 60 points - a high level.

The next indicator of the motivational criterion (the need for self-realization) was evaluated by means of Motivation for Success and Fear of Failure Inventory (Rean, 2001). The distribution of students according to levels was carried out as follows: the respondents who had from 1 to 5 points were regarded to have a low level (motivation for

failure), from 6 to 15 points - average (the motivation pole is not clearly expressed), from 16 to 20 – a high level (motivation for success).

In order to evaluate the indicators of the cognitive criterion (professional knowledge), a case-study method was applied. The students were asked to solve 10 professional situations peculiar for the work with other people, each of which was assessed from 1 to 5 points. The high level was characteristic of the respondents having from 40 to 50 points, the average level - from 20 to 35 points, and the low one – from 0 to 15 points.

Besides, this indicator was also measured according to the developed test tasks containing 30 questions. According to the test results, the students who correctly answered 25-30 questions were considered to have a high level, 11-24 questions - an average level, and 1-10 questions - a low level.

To find out the degree of manifestation of the “striving for self-education” indicator, appropriate self-assessment cards were developed. The students had to evaluate their level of motivation for self-education.

The respondents’ creative potential assessment was carried out by means of Creative Potential Scale (Potemkin, 2006). The levels of creativity were evaluated as follows: students having 45 or more points were considered to have a high level, from 24 to 44 points – average, 23 or less points - a low level.

In order to examine communicative and organizational skills, which are an indicator of the activity criterion, the COS-1 test by V. Sinyavsky and V. Fedorishin (Fetiskin, 2005) was applied. The students whose estimated coefficient value ranged from 0.20 to 0.65 had a low level of communicative and organizing skills; from 0.66 to 0.75 – an average level; and from 0.76 to 1 – a high level.

To examine the respondents’ tolerance for conflicts, the test by M. Fetiskin (Fetiskin, 2005) was used. With the help of extreme judgments, it makes it possible to determine the most characteristic behavior of the individual in a conflict situation. The respondents having from 1 to 29 scores have a low level of tolerance for conflicts, from 30 to 39 points – an average level, from 40 to 50 points – a high level.

The examination of the respondents’ moral and volitional qualities was carried out with the help of Volitional Qualities Scale (by Vostrikov, 1986), which helps to evaluate the maturity of such qualities as resolution – hesitancy, courage – fear, initiative – lack of initiative, restraint – intemperance, self-control - lack of self-control, persistence - lack of perseverance, independence – dependency. The students who got from 0 to 29 points had a low level, from 30 to 58 points - an average level, from 59 to 87 points - a high level volitional qualities maturity. The degree of manifestation of the moral and psychological qualities was evaluated according to the scale by N. Kuzmina (Kuzmina, 1980). The answers on the scale are arranged in the order of growth: from 1 – which is assessed as “very bad”, to 5 – “excellent” (from 1.0 to 2.5 points - a low level, from 2.6 to 3.9 points – an average level, from 4.0 to 5.0 points - a

high level).

The respondents’ communicative tolerance was evaluated by means of V. Boyko’s test (Fetiskin, 2005). The students were asked to rate themselves from 0 to 3 points according to the following scales: 1) the degree you can accept or reject the individuality of people around; 2) I have a tendency to evaluate people based on my own self; 3) to what extent is your attitude categorical or stable towards other people?; 4) I know how to hide or smooth unpleasant impressions when dealing with unsociable people; 5) I have a tendency to change and re-educate my partner; 6) I tend to adjust partners to myself making them “comfortable” for me; 7) this tendency of behavior is characteristic of me; 8) to what extent are you patient to the discomfort of people; 9) what are your adaptive abilities in dealing with people? Levels of communicative tolerance were defined according to the following scale: 0-45 points – a low level, 36-90 points – an average level, 91-135 points – a high level.

The last indicator of the subjective criterion (emotional intelligence) was measured according to test by N. Hall (Fetiskin, 2005), which is intended to examine the ability to understand other people’s emotions and to manage one’s own emotional sphere. It consists of 30 statements and contains 5 scales: 1) emotional awareness; 2) management of one’s own emotions; 3) self-motivation (free management of one’s own emotions); 4) empathy; 5) recognition of emotions of other people (ability to influence emotional states of other people). The students having 70 or more points were regarded to have a high level; from 40 to 69 points – an average level; from 39 and less – a low level of emotional intelligence.

Empirical Study Results

According to the “value orientations” indicator, 18.6% of the students who chose altruistic values (ability to think logically, to make rational decisions, those having tolerant attitude to other people’s opinions, the ability to respect other people’s tastes, customs, habits) had a high level. 40.1% of the respondents had an average level as they chose conformist values (manners, cheerfulness, diligence, self-control, etc.). 41.3% of the students had a low level as they chose individualistic values (high living standards, independence, responsibility, self-control, etc.).

The results obtained according to the “focus on a profession” indicator showed that most of the students had low (40.7%) and average (37.9%) levels, and only 21.4% of the respondents had a high level. In our opinion, this is due to the fact that they do not have a complete idea of their future profession, and therefore they do not fully appreciate its significance, so they have motivation for professional development.

According to another indicator of the motivational criterion, the following results were obtained. A high level was found in 19.1% of the respondents. They are characterized by persistence in achieving goals, activity and initiative, etc. The average level was found in 38.5% of the students who had motivation for success, prefer planning their future, etc. The students who showed a low level

(42.4%) while trying to perform their tasks tried to find possible reasons for refusing to do it; as a rule, in case of lack of time the effectiveness of their activities gets deteriorated, they are not too initiative in achieving goals especially if there is no external control.

The degree of manifestation of the personal and professional potential of the respondents according to the cognitive criterion was as follows: according to the “psychological and pedagogical knowledge” indicator 12.6% of the respondents had a high level, 35.7% had an average level, and the greatest number of the students (51.7%) had a low level.

According to the “professional knowledge” indicator, 49.2% of the students had a low level, 39.4% - an average level, and only 11.4% of the students had a high level.

Levels of the desire for self-education were as follows: 13.1% of the students had a high level, 44.1% had an average level, and 42.8% of the respondents had a low level.

In our opinion, this is primarily due to the fact that the students only began to study the major subjects, and therefore their answers were mostly uncertain, they do not understand the need for self-education, further self-improvement. This means that starting from the first year of training it is necessary to focus students’ attention not only on the acquisition of the knowledge provided by the curriculum, but also to form a stable desire for constant self-development, deepening knowledge in order to achieve success in work.

According to the “creative potential” indicator of the activity criterion, the following results were obtained: 17.9% of the students had a high level (they have a significant creative potential, are characterized by creative skills and implemented them in various forms of creative activity), the average level was found in 45.4% of the respondents who had a creative potential though experienced difficulties in creative activity; 36.7% of the future educators had a low level, who were characterized with self-distrust. We believe that the results obtained mean that in general students like creative activity, they are aware of the need for a creative approach to work, however, they have not yet had the opportunity to show their creative potential.

According to the “communicative and organizational skills” indicator of the activity criterion a high level was found in 19.4% of the students who are characterized by self-confidence, easily get involved in any kind of activity,

are initiators in solving conflicts, take an active part in public work. The average level was peculiar for 49.1% of the respondents. They quite quickly make contacts with strangers, are sociable, but do not show initiative in organizing joint activities, are quickly get tired of communication, take a neutral position in solving controversial issues, etc. 31.5% of the respondents who have difficulties in communicating with other people, prefer being alone, cannot defend their points of view, have a low level.

According to the results of examining the “conflict tolerance” indicator of the activity criterion, it was found that 16.5% of the students had a high level (they have an adequate self-esteem, are tactful). Such students have a negative attitude to conflicts and try to avoid them. The average level was found in 43.1% of the respondents who also try to avoid conflicts, consider other people's opinions, feel guilty in case of getting angry, believe it is reasonable to hide their emotions in the dispute. 40.4% of the respondents who have inflated self-esteem, do not accept other’s opinions, have a low level of conflict tolerance. Thus, they are prone to conflicts.

According to the subjective criterion of personal and professional potential of the respondents, the following results were obtained. According to the “moral and volitional qualities” indicator, 25.2% of the students showed a high level, 42.3% - average, 32.5% - low.

The data obtained according to the “communicative tolerance” indicator show that 21.9% of the students had a high level of communicative tolerance, 43.5% of the respondents had an average level, and 34.6% of the respondents had a low one.

The assessment of the emotional intelligence, which is an indicator of the subjective criterion, showed that 22.3% of the respondents had a high level; 39.6% had an average level, and 38.1% of the students had a low level.

The results obtained according to the subjective criterion give grounds to state that most of the respondents have a positive attitude only towards those people who they need for some reasons, the attentiveness and sensitivity to their fellow students are combined with demanding attitude to them. Most of them cannot make relationships with other people, cannot understand other people’s emotions and manage their own emotional sphere.

Generalized results of the experiment are presented in table 1.

Table 1.

Levels of the Respondents’ Personal and Professional Potential (in %)

	high	average	low
Motivational criterion	19.7	38.8	41.5
Cognitive criterion	12.4	39.7	47.9
Activity criterion	17.9	45.9	36.2
Subjective criterion	23.1	41.8	35.1
\bar{X}	18.3	41.6	40.1

As we can see in table 1, only 18.3% of the students had a high level, 41.6% of the respondents had an average

level, and 40.1% of the students had a low one.

Discussion

The data obtained are in line with those acquired by T. Osypova (Osypova, 2017) who examined personal and professional qualities being the components of future teachers' professional development, the initial level of which can be considered to be a personal and professional potential of future educators. As a result of the summative assessment, the following results were obtained regarding the state of teachers' professional development: 17.5% of the students had a sufficient level, 39.6% of the respondents had a satisfactory one, and 42.9% of the future teachers had a low level.

Such a result has shown that the discrepancies between the data of assessing the development of the personal and professional potential of the respondents according to the identified criteria and data obtained with the help of special methodology are insignificant. Consequently, the experimental data obtained by us do not contradict the previously obtained results in the similar field (humanities).

Conclusions

1. The scientific sources review has made it possible to conclude that the personal and professional potential of students is an integrative multicomponent entity that con-

tains motivational, epistemological, praxeological, personal components and is characterized by certain knowledge, abilities, personal qualities necessary for the successful implementation of professional duties.

2. Criteria and indicators of the maturity of personal and professional potential are as follows: motivational (indicators: value orientations, focus on work, the need for self-realization), knowledge (indicators: professional knowledge, the desire for self-education), activity (creative potential, communicative and organizational skills, conflict tolerance), subjective (indicators: moral and volitional qualities, communicative tolerance, emotional intelligence).

3. The assessment of the personal and professional potential of the respondents has shown that only 18.3% of the students have a high level; the greatest number of the respondents have an average (41.6%) and low (40.1%) levels. The results obtained indicate the need for targeted work with students in order to improve their level of personal and professional potential.

Prospects for further research in this area involve the development of an experimental methodology aimed at the development of the personal and professional potential of students in the process of professional training at a university.

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ОСОБИСТІСНО-ПРОФЕСІЙНИЙ ПОТЕНЦІАЛ СТУДЕНТІВ У СИСТЕМІ ФАХОВОЇ ПІДГОТОВКИ

Мета дослідження – схарактеризувати специфіку особистісно-професійного потенціалу майбутніх фахівців в освітньому процесі педагогічних закладів вищої освіти й презентувати результати діагностувальної методики визначення рівнів розвиненості особистісно-професійного потенціалу студентів гуманітарних спеціальностей на констатувальному етапі експерименту. У структурі особистісно-професійного потенціалу майбутніх фахівців гуманітарної сфери було виокремлено мотиваційний, гносеологічний, праксеологічний, особистісний компоненти. Стан розвиненості особистісно-професійного потенціалу визначався за відповідними критеріями: спонукальний (показники: наявність ціннісних орієнтацій, спрямованість на професійну діяльність, наявність потреби в само-реалізації), знаннєвий (показники: наявність психолого-педагогічних знань, наявність фахових знань, наявність прагнення до самоосвіти), діяльнісний (наявність творчого потенціалу, наявність комунікативно-організаторських здібностей, конфліктоусталеність), суб'єктний (показники: наявність морально-вольових якостей, комунікативної толерантності, емоційного інтелекту). Для діагностування особистісно-професійного потенціалу було використано такі методики: методика М. Рокича «Ціннісні орієнтації», адаптована анкета М. Фетіскіна «Самооцінка професійно-педагогічної мотивації», опитувальник А. Реана «Мотивація успіху та боязні невдачі», метод кейс-стаді, спеціально розроблені тестові завдання, картка самооцінки, методика «Ваш творчий потенціал» Потьомкіної, методика КОЗ-1 В. Синявського і В. Федоришина, методика «Оцінка вольових якостей» О. Вострікова та інші. На констатувальному етапі експерименту було задіяно 248 студентів 1-2 курсів Міжнародного гуманітарного університету та Одеської юридичної академії (м. Одеса). Діагностування рівня розвиненості особистісно-професійного потенціалу студентів засвідчило, що високий рівень виявили лише 18,3% респондентів; найбільша кількість майбутніх фахівців перебували на середньому (41,6%) і низькому (40,1%) рівнях. Одержані результати свідчать про необхідність цілеспрямованої роботи зі студентами з метою розвитку рівня їхнього особистісно-професійного потенціалу. Перспективою подальших досліджень є розробка експериментальної методики, спрямованої на розвиток особистісно-професійного потенціалу майбутніх фахівців під час навчання у закладах вищої освіти.

Ключові слова: потенціал, особистий потенціал, професійний потенціал, особистісно-професійний потенціал, підготовка, університет, професійний розвиток.

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