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Forming Psychological Readiness of Economists: Pedagogical Background

The existing Ukrainian system of economic education has a significant socio-pedagogical potential. A deeper study into the subject of psychological readiness of a future professional economist is required, to reveal innovational mechanisms of development and improvement of the economic education methods.

Consideration for qualification characteristics and working experiences of Ukrainian professional statisticians enables for determining the requirements to their professional education. The professional education system can be created once the professionally important qualities of future professionals are identified.

As a result of the analysis, psychological readiness is defined as an integrative quality and the condition of an individual, characterized by his/her functional orientation on professional work. The level of one's professional proficiency is determined by the availability of professional skills, the system of knowledge (theoretical and applied/professional ones), formed on the basis of skills, abilities, convictions, values and other moral and psychological qualities.

The following conclusions are made: the readiness is a complex and stable psychological phenomenon, being a dominating factor of human behavior in solving contradictions at personal level (I want – I must, I want – I can); the problem of readiness is considered as a psychological one; psychological readiness has essential and functional components, being formed in various socio-economical activities and in the professional environment; the core of this phenomenon is its humanistic orientation on socio-economic protection and support of personal initiatives, seeking for economic comfort and freedom, seeking for favorable conditions for mental enrichment, cultural development and creative socio-cultural work at individual and community level; psychological readiness in the higher education system can be formed once psychological and pedagogical conditions are established; psychological readiness, once formed in the higher education system, is a condition of the future successful self-realization of an individual; formation of psychological readiness is determined by the links between theoretical and practical components of the education system and by the specifics of organization of the education process.

Keywords: *economic education, psychological readiness, professional education, pedagogical background, professional economist.*

Problem setting. The existing Ukrainian system of economic education has a significant socio-pedagogical potential which gives us an opportunity of creating a new kind of a professional for the socio-economical reality of nowadays. This requires a deeper study into the subject of psychological readiness of a future professional economist, to reveal innovative mechanisms for development and improvement of economic education methods, which will provide for integration and interactions of all its participants. In the education guidelines on the specialization "Applied statistics" it is emphasized that the need for professionals in this field is determined by the necessity to solve economic problems during the crisis period, provide information support to market reforms, and integrate in the global information area. Economic information has always been an effective way for taking proper administrative decisions, especially in the production management.

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Consideration for qualification characteristics and working experiences of Ukrainian professional statisticians enables for determining the requirements to their professional education. The need for realization of basic functions of collection, processing and analysis of economic information evolves the need for professionals capable to develop and implement statistical methods at all levels of economic management, use statistical tools in analyzing data about events and processes in the national economy.

To create the professional education system, we need to determine the professionally important qualities of future professionals, which will allow us to build the structure of the education process.

Bridging the gap between education standards (if even the most perfect) and individual personal development requires humanization of the education, which is a complicated, opened and dynamic process. This process is supposed to lay the conditions favorable for individual development of students through selecting personally significant goals and self-education objectives on the basis of diverse patterns from social practices.

The guidelines for statistics education, developed by us as part of the higher economic education system, are based on:

- compilation of the nomenclature of professionally important qualities for a future professional, to construct the model of his/her psycho-professional readiness;
- study of the professional environment and information analysis of the professional activities, to construct an information and education model of the professional education system;
- socialization of the student's personality in the professional environment, and acquisition of the interaction tools.

Realization of the professional functions requires the relevant level of psychological readiness of a professional. Therefore, the priority step to solve the problem of the professional statistical education was to conceptualize this phenomenon, to study psychological readiness for professional work as a complicated psychological phenomenon in its dynamic development. The process of forming durable psychological readiness involves the successively formed psychological readiness for the profession choice, for professional training in a higher education establishment (HEE), for professional work.

The objective of the study is to elaborate the category of "psychological readiness" of a future professional economist through analyzing various scientific interpretations, and to determine psychological background for its formation.

Basically, psychological readiness involves positive attitudes to one's work, the awareness of its social and personal importance, and one's striving for work due to one's love for work rather than one's awareness of one's social duty. Also, important components of the readiness are one's learning and creativity, one's personal standing in professional choice, based on the professional interest, professional awareness, and firm motives for the professional choice. Moral and professional qualities act as essential components in the structure.

Literature review. The problem of psychological readiness for professional work has been covered in theoretical studies of M. I. Diachenko [1], G. G. Fundamentova [2], S. L. Rubinstein [3], B. G. Ananiev [4], A. G. Kovalyov [5], V. Kremen [6], Leontyev A. [7], Rogers C. and Freyberg D. [8] and others. Although this problem has been in focus of studies on the process of professional formation of an individual, scientists have not reached a common point of view about the proper definition of this concept, while the issue of its structural components is unclear as well. The scientists have attempted to explain the essence of this phenomenon and model its structure by looking through the prism of a certain profession and outlining its specific features. From our point of view, the clearest explanation of psychological readiness for professional work is given in scientific studies of M. I. Diachenko who was at the origins of the formulation of the problem. According to M. I. Diachenko, this phenomenon should be addressed not as merely a psychological condition of an individual, but also as a professionally important trait in form of durable readiness. Motivational, educational, emotional and willing components are outlined as its structural components [1].

Our model of psychological readiness is constructed in view of the structural and functional specifics of the economy as a branch of scientific knowledge, an integral component of the social policy, a system of fundamental and applied disciplines and professions encompassing all the walks of life. The methodological background for conceptualizing psychological and professional readiness is the thesis about multifunctional nature of economist's work, about the integrative quality of an individual with its functional orientation on this work.

Assuming that the readiness, as a complicated psychological formation, is a result of a certain forming process, G. G. Fundamentova distinguishes the following components in it, which also act in her model of the readiness as the structural levels:

- rational cognitive component (knowledge);
- transformation of the knowledge into conviction and work motives, formation of psychological qualities and personal qualities (orientation);
- absorption and practical implementation of the knowledge and convictions (behavior) [2].

It should be noted that the majority of authors consider structural components of the readiness altogether as a system where each component not only supplements others, but can also be significantly changed depending on them. The level of the final readiness of a university applicant is a foremost factor for successful adaptation of a student. It is determined by the following indicators: purposefulness of the motivation in the choice of a HEE, the scopes and the quality of skills necessary for successful didactical adaptation; the developed socio-psychological qualities required for effective integration in the personal relations system in a student team; the developed intellectual, professional and creative abilities.

Results. The review of scientific works shows no agreement of scientists even within the boundaries of a certain profession. It can be explained by various systems used in the studies rather than by contradictory viewpoints. Structural components emphasized by scientists pertain to numerous aspects of professional work from different perspectives. The common point of the reviewed scientists is reference to relative motivation (socially significant one) that determines positive attitude to the professional work chosen by a young man; the required amount of special competencies and a certain level of acquired skills and abilities. Also, according to scientists, the professionally important qualities occur at the subsystem level, including the character, the temperament, mechanisms controlling emotion and will.

Therefore, the qualities include five essential components taken by us as the basis; they pertain to motivation, education, will, emotions and operation. Thus, the knowledge transforms into conviction and motivation in the motivation component on the basis of value orientation.

The motivation component features a better order. Socially important components like passion for a profession, its prestige, the opportunities it offers for realizing of one's creativity and spiritual needs are predominant in the group of motives. The education component includes the knowledge about a profession and its further development perspectives, about the need for human resources by industry and economic area, about one's professional specifics and professionally important qualities. If underdeveloped, the education component causes noncritical acceptance of conventional opinions about professional work, circulated in mass media and one's immediate social surrounding. Due to this, the readiness for professional choice more often depends on the individual's emotions. The emotions component is characterized by one's readiness to solve the problems related with his/her work, one's satisfaction with one's profession and the working process in a team, one's confidence and so on. Strong positive emotions stimulate professional orientation, while the negative ones suppress or even block it, affecting the development of skills, abilities and qualities required for the chosen profession (emotions and will components). The will component includes development of skills for self-learning, self-analysis, self-improvement and self-realization. When employed, the will component can help to overcome one's doubts and mobilize one's energies required for various activities, including education. The operation component

involves the availability of skills and abilities necessary for performing a variety of one's professional tasks and modeling one's professional work.

Our study of the process of psychological readiness formation among young students for future professional work was based on the thesis of S. L. Rubinstein that results of psychological development of an individual act as the background for its further evolution [3]. This thesis allows us for investigating the way psychological readiness is formed, by considering two aspects:

- the dynamic one, which determines the unity of the process of formation of durable psychological readiness and continues at the next phases: professional orientation and choice of a future profession; adaptation to the conditions of leaning process; formation of psychological readiness while acquiring professional skills; adaptation to the conditions of working process after HEE graduation;
- the structural one, which implies durable psychological readiness in form of linked structural components: psychological readiness for self-identification, psychological readiness for leaning and acquiring appropriate skills for a future job, psychological readiness for professional work.

Summing up the results of our study allows us to define psychological readiness as an integrative quality and the condition of an individual, characterized by his/her functional orientation on professional work. The level of one's professional proficiency is determined by the availability of professional skills, the system of knowledge (theoretical and applied/professional ones), formed on the basis of skills, abilities, convictions, values and other moral and psychological qualities. Only then can it be judged if a professional is capable of performing a wide range of socio-economical tasks. Stable psychological readiness for professional work as a system and dynamic phenomenon can be formed at various phases and requires integrated efforts of many social institutes (a family, a school, a HEE, a work team etc).

The analysis of scientific studies and experiences of professional education in the higher economic education system, and the awareness of the state program on socio-economical development leads us to the conclusion on the need of creating a radically new system of the professional education in statistics, which would involve:

- creation of the professional environment focused on the personality;
- setting up dialogue interactions of the key entities within the professional education system; use of various ways for their collaboration; implementation of ideas on pedagogical collaboration; democratization of relations between student and tutor as an important factor for quality improvement in the education process;
- establishment of interactivity and balance between informative, innovative and creative functions, theoretical and practical dimensions of the professional education system, by taking in view specifics of practical work;
- transition from the extensive and informative education to the intensive and fundamental education through integration and interdisciplinary links, which will help in setting up economic priorities (especially in the statistics field) as an efficient factor of social development;
- providing the continuity, consistency and mission orientation of the education process;
- implementation of the principle of differentiation and individualization in organization of the education process (by taking into consideration moral and professional qualities and orientations of a future professional);
- balancing the components of the professional education system (its higher and medium levels), meeting the main requirements and the regularities of internal links within HEEs (categories, levels determined by the educational and qualifying characteristics of a professional).

This radically new education system will be capable of preparing the young generation for accepting new ideas and social relations.

Conclusions. Theoretical analysis of the problem leads us to the following conclusions:

1. Readiness is a complicated stable psychological phenomenon, being a dominating factor of human behavior in solving contradictions at personal level (I want – I must, I want – I can).
2. The problem of readiness is considered as a psychological one. The readiness can help young people in realizing their professional intentions in which social and individual interests are combined.
3. Psychological readiness has essential and functional components. It is formed in various socio-economical activities and in the professional environment. The core of this phenomenon is its humanistic orientation: orientation on socio-economic protection and support of personal initiatives; seeking for economic comfort and freedom, seeking for favorable conditions for mental enrichment, cultural development and creative socio-cultural work at individual and community level; orientation on fostering and stimulation of the young persons' readiness for self-development and self-sufficiency in intellectual and cultural terms.
4. Psychological readiness in the higher education system can be formed once psychological and pedagogical conditions are established; also, it requires radically new organization of education process and advanced pedagogical methods and technologies.
5. Psychological readiness, once formed in the higher education system, is a condition for future successful self-realization of an individual.
6. Psychological readiness formation is determined by links between theoretical and practical components of the education system and by the specifics of organization of the education process.

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Педагогічні умови формування психологічної готовності економістів

У статті на основі аналізу різних наукових підходів розкрито сутність і зміст поняття "психологічна готовність" майбутнього фахівця економічної сфери, визначено структурні складові цього феномену, виявлено основні якості економіста, обґрунтовано педагогічні умови формування психологічної готовності до професійної діяльності в системі економічної освіти.

Ключові слова: економічна освіта, психологічна готовність, професійна підготовка, педагогічні умови, фахівець економічної сфери.

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Педагогические условия формирования психологической готовности экономистов

В статье на основе анализа различных научных подходов раскрыты сущность и содержание понятия «психологическая готовность» будущего специалиста экономической сферы, определены структурные компоненты данного феномена, раскрыты основные качества экономиста, обоснованы педагогические условия формирования психологической готовности к профессиональной деятельности в системе экономического образования.

Ключевые слова: экономическое образование, психологическая готовность, профессиональная подготовка, педагогические условия, специалист сферы экономики.

