
УДК 378.011.3-057.4

BASIC PERSONAL QUALITIES OF A FUTURE SPECIALIST AS A PROFESSIONAL COMPETENCE COMPONENT

Elena Leontiivna Kononko,

*Doctor of Psychology, Professor,
Head of Department of Preschool Education,
Nizhyn Gogol State University,
Nizhyn, Ukraine*

Abstract

This article deals with the substantiating the essence and the psychological-pedagogical conditions of the competency approach realization in the process of training specialists of preschool education, the formation of their basic personality traits as an important component of professional competence.

The conceptual approaches to the problem of formation of the qualities of a future specialist have been developed; the psychological and pedagogical preschool education work orientations have been analyzed, the content of the basic quality of a future specialist has been determined according to the National Qualifications Framework of Ukraine allocated awareness and intelligence, the ability to apply their knowledge in the wide life context, communication, independence, and responsibility.

The study ascertained the existence of a significant gap between the theoretical and methodological support of the process of identity formation of future specialists as well as its experimental specificity and technological support. The attention has been stressed onto the importance of the educational process in the history of the development of each individual student, his/her life experiences, and values. The organizational base, upgraded educational work aimed at developing future specialists in preschool education of basic personality traits as an important and under-studied components of their professional competence have been revealed in the article.

Keywords: *competence as an integral characteristic of the individual, teacher's basic professional competence, the basic quality of a future specialist, the terms of the effective formation of the person's basic qualities.*

Statement of the problem in the context of modern pedagogical science. The role of higher education in post-industrial world is constantly growing: it enables harmonious adaptation of young students to their life activity under conditions of unstableness, undefined perspectives, life intensification. Ukrainian system of

higher education needs modernization, coordination of principles and tasks with the needs of gradual development of the society. The initial provision includes *personal development psychology* as a basis for modern pedagogical process organization, and the key point for renewal of content, forms and methods of training and formation of a future specialist is a theory on the value and the meaning of life.

The most important value of the European culture shared by us is person's independence, his/her conscious attitude to life, individual distinctness, individual way of living, competent behaviour in today's realities. Education helps a young person to form one's own mental outlook, the system of values in relation to him/herself and the world, the ability to act in proportion to his/her own potential possibilities and life requirements, to express the position "I am in the World" which would be moral in content and active in form.

Young students in their biological life follow the natural program, in social life they operate in accordance with developed social norms, standards and requirements. In order to become personalities they need to take independent efforts for personal growth, self-development and realization of own essential strengths. Formation of self-development mechanisms, ability to get more personal determination, to satisfy own individual and social needs in a young age is an important task of modern education. In this context, a special meaning is given to the creation of favourable conditions for the formation of basic personal qualities of a future specialist.

Analysis of recent studies and publications. If we address psychological pedagogical literature, we will discover that domestic and foreign scientists have accumulated rich material on personality formation in the course of professional training, in particular, theoretical and methodological approaches to students' formation in high school were developed. The latter are based on: philosophic education basis (V.P. Andrushchenko, O.V. Kyrychuk, V.G. Kremen', V.I. Lugovyi, O.V. Suhomlynska and others); psychological provisions on a personality as a development system (K.O. Abulkhanova-Slavskaya, A.G. Asmolov, V.A. Petrovskiy, S.L. Rubinshtein, T.M. Tytarenko and others); subjectivity ideas as a form of personal self-

determination (B.G. Ananiev, V.I. Slobodchikov, V.O. Tatenko, S.P. Tyshchenko and others); thesis on reflexive features of self-consciousness as a personality center (I.S.Kon, A.I. Sylvstru., V.V. Stolin); provision on creativeness as an indicator for personal growth (G.O. Ball, V.O. Moliako, O.V. Morozov, V.V. Rybalka, S.O. Sysoea, D.V. Chernylevskiy and others); theory and practice of personality-oriented education (I.D. Bekh, O.V. Bondarevska, S.I. Podmazin, M.G. Chobitko, I.S. Yakimanska and others).

Domestic researchers of the mentioned problem point to the importance of such qualities and personal features of a future professional as: *autonomous subjective responsibility* (E.P. Goloborodko); *living endeavors, self-realization* (T.M. Tytarenko); *psychological culture* (V.V. Rybalka); *life values* (R.I. Zraiko); *national identity* (T.V. Kuriata); *self-regulation* (G.S. Grybenuk); *flexibility, communicative skills, ability to innovative activity, mobility, responsibility* (G.V. Kutsenko); *creativeness* (V.S. Vynogradova-Bondarenko, R.O. Ponomareva-Semenova).

It should be noted, that the actualization of independent learning activity in the course of educational process of higher educational institution with a purpose of personality formation of a future pedagogue in general, his/her professionally important qualities, remain insufficiently studied.

Formulation of the article' objectives: analysis of formation problem for future pre-school education specialists in relation to basic personality qualities as a component of professional competence and determination of psychological and pedagogical conditions of this process optimization.

Presentation of principal material. The research is based on work results of domestic and foreign specialists of the problem of future specialist personality formation, primary in the area of pedagogics. Summarized information of psychologists and pedagogues, which enabled the determination of conceptual approaches, basic conceptual apparatus, educational process optimization conditions, serve as a starting point.

According to V.G. Kremin', civilized tendencies in modern society development put forward new requirements to education, playing the decisive role in personal formation. Traditionally, the training process of a higher educational institution is oriented at mastering of a particular amount of knowledge, in the best case, in a creative way. This function remains one of the most important, but not the only one. The main task of modern higher education is *to teach young people to master new information independently, to use obtained knowledge in their practical activity*. [5, p.12-13].

The mentioned author underlines that the modern society requires a deeper personal development of a future specialist. In order to remain effective in multiple communication environments among a variety of influences, a personality has to be self-sufficient. [5, p. 16]. V.G. Kremen' states: a pedagogue has to stop strict regulation and ambiguous definition of future specialist's formation process, start helping him/her to construct and realize *the optimal way of learning and development based on individual essence* [5, p. 19-20].

According to O.E. Ostapchuk, a methodological basis for personality-oriented educational system is the innovativeness as a pedagogical principle, providing favorable conditions for the development of personal and professional qualities of a future specialist, realization of his/her right for individual creative contribution, personal initiative, freedom of self-development [8, p. 211].

In V.I. Yevdokimov's opinion, professional development of a future pedagogue is from one hand, a targeted process of personality formation, and on the other hand — a disclosure process, self-creation of personal and professional qualities, ways of activity and pedagogical interaction. [4, p.279]. The author stands for the realization of subjectivity principle in educational process. He qualifies subjectivity as a systematic student's quality, who masters different types and forms of activity and social relations, acknowledges the importance of one's own role in successful result. [4, p. 283].

A famous Ukrainian pedagogue V.I. Bondar states: on the basis of young person's natural fund, by defining his/her realistic individual self-development driving force, the pedagogue must become concerned about the development of such psychological and moral qualities, as *self-consciousness, reflection, inquisitiveness, self-confidence, inventiveness, ability to sympathize other people* etc. [2, p. 251].

In accordance with G.V. Belenka's approach, who has developed a professional competence formation model for teachers of pre-school institutions under university conditions, an important role is played by the ability of future specialist to *personal self-realization*, formation of such professionally important qualities as *love to children*, combined with exactingness, *empathy and communicative skills* [1, p. 13].

The analysis of psychological pedagogical literature on the problems of personal development of a future specialist allowed establishing the following:

- there is a contradiction between society's demand of new formation and traditional organization of an educational process at higher educational institution, its weak orientation for the development of basic personal qualities;
- there is no common understanding among specialists as regards interpretation of the concept "a developed personality of future specialist";
- studies of the problem of personal formation of a future specialist are insufficiently coordinated with priority personal qualities and features, as defined by the National qualification framework of Ukraine;
- studies in this area are mostly concentrated on exploration of specific personal qualities of a future specialist, but not on the realization of a complex approach to the problem.

As the National educational development doctrine of Ukraine in XXI century has proclaimed the priority of its personality-oriented model, the problem of a young person's development as a subject of one's own life gets a special meaning and requires more attention of

educationalists to the formation of *competence*, and in particular, of such components as *basic personal qualities*. In accordance with the National qualification framework of Ukraine, the study concentrates firstly on such future specialist's personal features and qualities, as *awareness, skilfulness* (application of knowledge in practice), *communicativeness, independence, responsibility*.

In view of the above, a graduate of higher educational institution needs not only to have necessary general and special knowledge and skills, but to be able to use them in a wide living context, to be internally motivated for a high quality standard of pedagogical work, to be determined by the above-mentioned personal qualities, have a value approach towards him/herself and own activity. As the competency is based on cognitive, motivation and value and willingness components, it is important to pay more attention to graduate's ability to consciously determine his/her living strategy, formulate plans and take efforts for their implementation.

On the basis of work results of the leading specialists, we qualify competence as an *integral* characteristic of a future specialist, which is demonstrated as an ability to solve problems constructively, to act adequately, to show flexibility and mobility, to orient oneself in new living conditions, to pay a constructive impact on the environment and oneself, to trust individual experience, to combine social and personal interests, to reach success by socially acceptable ways. A competent specialist is notable by an ability to choose optimal solution from a variety of them, to reveal criticism in relation to ineffective actions, to constantly update and deepen one's knowledge (6, p. 256).

The goal of modern professional education is not just to teach a young person to act adequately, to equip with certain professional qualification, but also to bring up his/her capability to overcome barriers, solve difficult living and professional situations. It is necessary to change accents from academic norms of assessment of graduate's knowledge and skills, to the assessment of his/her competence, development of basic personal qualities, readiness to life and work under market conditions. If in the past the task of national

educational system was to train specialists for stable production, then today there is a need in a flexible specialist, able to act efficiently in *fluctuating* conditions, in *rapidly changing* situations. (7, p.9).

If in the course of the training a future pedagogue masters off-the-shelf knowledge, then regardless of the number of disciplines learnt, he/she will not become a life competent person. Competence as an integral personal characteristic is gained not in the classes, but in wide living context by running through events, overcoming barriers, making mistakes, their elimination, understanding of the sense of living.

The consciousness of future pre-school education specialist is formed in the process of reflection over past events; the relations are improved by interaction with a wide people's environment; the creativeness is developed due to creation of one's own products, but not copying of what already exists; moral qualities are activated under conditions of morally organized life. The result of continuous mental work is psychological security of future specialist's personality. (3, p.23).

When preparing a pre-school education specialist it is reasonable to start from understanding the main aspects of educational process update, which must be:

- one's *humanization, intimidation*;
- Attention to *individual life story of a personality*, its uniqueness, singularity;
- development of young person's *conscious* attitude towards personal and professional life;
- defining as a priority the *value and meaning* of living, organization of adequate living and working process on *axiological* basis;
- implementation of *an integral* approach to personal development in different areas of life and forms of activity;
- creation of favourable conditions for formation of basic personal qualities — *independence, communicativeness, responsibility*;
- giving to students a right for self-determination, independent choice, taking own decisions, display of creativity;
- formation of young students' *personal competence*.

The above-mentioned areas of updating the educational process put forward the problem of harmonious and disharmonious development. Personal disharmony of pre-school education specialist is evidenced by: ongoing dissatisfaction in oneself, pessimistic mood, indifferent attitude to life, internal tension, unsociability, availability of problems in establishment of contacts with others. Such a student has inadequate assessment of oneself and others, his/her words do not match with acts, is characterized by egocentrism, demonstrative or impulsive behaviour, distrustfulness. He/she has understated self-estimation, which is fully determined by others' authoritative opinion. He/she has lack of self-confidence, can not overcome difficulties, tends to conflicts, is unable to demonstrate self-respect, unable to prove he/she is right, is notable by observing position.

As a personality is an active subject of one's own living, the subjectivity is related to three living pillars:

1) *self-consciousness* as an ability to perceive oneself from aside, speculate about one's capabilities; to have emotional and valuable attitude to oneself, regulate one's behaviour and activity;

2) *individuality*, which is proved by singularity, originality, difference from others, availability of one's own face, ability to follow individual way, to act upon one's own discretion;

3) *self-activity*, which is characterized by an ability for initiatives, new undertakings, creativity, rationalization work, promotion of original ideas.

Psychological pedagogical conditions of basic personal qualities development of future specialists as an important component of professional competence are:

- formation of students' realistic picture of life, adequate I-image, conscious attitude to life (one's own and of surrounding people);
- their involvement into the educational process as *active subjects*, able to demonstrate their essential forces;
- development by a pedagogue of an *optimistic development hypothesis* of each student;
- pedagogue's support of students' *trust to their capabilities*, self-confidence, ability to rely on themselves and their living experience, help themselves in difficult living situations;

- promotion of students' *positive thinking*;
- formation of *solidarity ideals*; formation of *group, cooperation activity skills*; ability to work in a team, distribute roles is a reasonable way, consider others' opinion, look at a problem from different angles;
- students' ability to express themselves in *socially acceptable ways*, development of their *reflection*;
- enrichment of students' *emotional life*, formation of emotional acceptability, prevention of indifference and emotional insensitivity;
- creation of developing environment for students' *creativity* as an important feature of competent personality;
- teaching to create one's own *living project*, to define one's own living strategy, to plan and duly organize this project, to reach targets in a moral way.

Active application of interactive methods in the training of specialists contributes to the development of self-consciousness, originality and talent activities. In the course of discussions, performance of creative tasks in small groups, project activities, trainings, business and role games, real opportunities for self-expression, optimal objectiveness of one's own experience, argumentation of one's own position, comparison of one's own opinion with others' opinions, demonstration of basic personal qualities are created.

Research conclusions and perspectives of further studies in the area of investigation. Basic personal qualities of future pre-school education specialists as an important component of professional competence include: the system of knowledge of vital importance, the ability to use them in a wide living context, communicativeness, independence and responsibility. The effectiveness of their formation is defined by a unity of external (educational process content, forms and methods optimization) and internal (activation of own essential forces, potential possibilities, subjective activity) determinants. Indicators of basic personal qualities formation as an important component of

competency are their harmonious combination, high development level, stable reflection under different conditions and types of activity.

Perspective areas requiring further deeper investigation may include: a study of age-related and gender-related modifications of basic personal qualities; special features of their formation for future specialists from different Ukrainian regions; succession in basic personal qualities display in the course of student's training and specialized work; the development of psychological and methodological support of implementation process of personality-oriented and competency-based approaches into the educational process of higher educational institution of a pedagogical profile.

Список використаних джерел

1. *Беленька Г.В.* Теоретико-методичні засади формування професійної компетентності вихователів дошкільних навчальних закладів в умовах ступеневої підготовки: Автореф. дис.... докт. пед. наук. — К., 2012. — 38 с.
2. *Бондар В.І.* Психолого-педагогічні чинники формування особистості майбутнього вчителя у педагогічному ВНЗ /Педагогічна і психологічна науки в Україні. Збірник наукових праць до 15-річчя АПН України у 5 томах /Том 1. Теорія та історія педагогіки. — К.: "Педагогічна думка". 2007. — С. 248-259
3. *Ефимова Н.С.* Основы психологической безопасности: учеб. пособие / Н.С.Ефимова. — М.: ИД "ФОРУМ": ИНФРА-М, 2010. — 192 с.
4. *Євдокимов В.І.* Особистісно-професійний розвиток майбутнього вчителя //Педагогічна і психологічна науки в Україні. Збірник наукових праць до 15-річчя АПН України у 5 томах /Том 1. Теорія та історія педагогіки. — К.: "Педагогічна думка". 2007. — С. 278 — 284.
5. *Кремень В.Г.* Якісна освіта і нові вимоги часу /Педагогічна і психологічна науки в Україні. Збірник наукових праць до 15-річчя АПН України у 5 томах /Том 1. Теорія та історія педагогіки. — К.: "Педагогічна думка". 2007. — С. 3-24
6. *Равен Джон.* Компетентность в современном обществе: выявление, развитие и реализация / Пер. с англ.. — М., "Когито-Центр", 2002. — 396 с.

7. *Сисоєва С.О.* Освіта і особистість в умовах постіндустріального світу: Монографія. -: Хмельницький: ХГПА, 2008. -324 с.
8. Теоретико-методологічні проблеми розвитку особистості в системі неперервної освіти: Матеріали методологічного семінару АПН України 16 грудня 2004 року/За ред. С.Д.Максименка.-К., 2005.-715 с.

References

1. *Belenka G.V.* Teoretiko-metodichni zasady formuvannya profesiyanoi kompetentnosti vihovateliv doshkilnih navchalnih zakladiv v umovah stupenevoyi pidgotovki [Theoretical and methodological basis for the formation of professional competence of teachers of preschool education in a staged training]: Avtoref. dis.... dokt. ped. nauk. — K., 2012. — 38 s.
2. *Bondar V.I.* Psihologo-pedagogichni chinniki formuvannya osobistosti maybutnogo vchitelya u pedagogichnomu VNZ [Psychological and pedagogical factors in the formation of future teachers at the pedagogical university] /Pedagogichna i psihologichna nauki v Ukraini. Zbirnik naukovih prats do 15-rlchchya APN Ukraini u 5 tomah /Tom 1. Teoriya ta istoriya pedagogiki. — K.: “Pedagogichna dumka”. 2007. — S. 248-259
3. *Efimova N.S.* Osnovy psihologicheskoy bezopasnosti: ucheb. posobie [Fundamentals of psychological safety] / N.S.Efimova. — M.: ID “FORUM”: INFRA-M, 2010. — 192 s.
4. *Evdokimov V.I.* Osobistisno-profesiyniy rozvitok maybutnogo vchitelya [Personal and professional development of a future teacher] //Pedagogichna i psihologichna nauki v Ukraini. Zbirnik naukovih prats do 15-richchya APN Ukraini u 5 tomah /Tom 1. Teoriya ta istoriya pedagogiki. — K.: “Pedagogichna dumka”. 2007. — S. 278 — 284.
5. *Kremen V.G.* Yakisna osvita i novi vimogi chasu [Quality education and new requests] /Pedagogichna i psihologichna nauki v Ukraini. Zbirnik naukovih prats do 15-richchya APN Ukraini u 5 tomah /Tom 1. Teoriya ta istoriya pedagogiki. — K.: “Pedagogichna dumka”. 2007. — S. 3-24
6. *Raven Dzhon.* Kompetentnost v sovremennom obschestve: vyyavlenie, razvitie i realizatsiya [Competence in modern society:

- the identification, development and implementation] / Per. s angl.. — М., “Kogito-Tsentr”, 2002. —396 s.
7. *Sisoeva S.O.* Osvita i osobistist v umovah postindustrialnogo svitu [Education and identity in a post-industrial world]: Monografiya. -: Hmelnitskiy: HGPA, 2008. -324 s.
 8. Teoretiko-metodologichni problemi rozvitku osobistosti v sistemi neperervnoyi osviti [Theoretical and methodological problems of the individual in the system of continuous education]: Materiali metodologichnogo seminaru APN Ukrayini 16 grudnya 2004 roku/ Za red. S.D.Maksimenka.-K., 2005.-715 s.

Елена Леонтьевна Кононко,
доктор психологических наук, профессор,
заведующая кафедрой дошкольного образования,
Нежинский государственный университет
имени Николая Гоголя,
E-mail: kononko11@ukr.net

Кононко Е. Л.
БАЗОВЫЕ КАЧЕСТВА ЛИЧНОСТИ БУДУЩЕГО СПЕЦИАЛИСТА
КАК СОСТАВЛЯЮЩЕЙ ПРОФЕССИОНАЛЬНОЙ
КОМПЕТЕНТНОСТИ

Аннотация

В статье обоснованы сущность и психолого-педагогические условия реализации в процессе подготовки специалистов по дошкольному образованию компетентностного подхода, формирования у них базовых качеств личности как важной составляющей профессиональной компетентности.

Ключевые слова: *компетентность как интегральная характеристика личности, профессиональная компетентность педагога, базовые качества будущего специалиста, условия формирования базовых качеств личности.*

Олена Леонтіївна Кононко,
*доктор психологічних наук, професор,
завідувач кафедри дошкільної освіти,
Ніжинський державний університет
імені Миколи Гоголя,
E-mail: kononko11@ukr.net*

Кононко О. Л.
**БАЗОВІ ЯКОСТІ ОСОБИСТОСТІ МАЙБУТЬОГО ФАХІВЦЯ ЯК
СКЛАДОВА ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ**

Анотація

У статті обґрунтовано сутність та психолого-педагогічні умови реалізації у процесі підготовки фахівців дошкільної освіти компетентнісного підходу, формування у них базових якостей особистості як важливої складової професійної компетентності.

Ключові слова: *компетентність як інтегральна характеристика особистості, професійна компетентність педагога, базові якості майбутнього фахівця, умови формування базових якостей особистості.*