

Motivational readiness of students to an expert activity in the structure of psychologists' professional training

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Abstract. In the article the problem of formation of future psychologists' expert motivational readiness for activity updates a number of psychological and educational problems of the educational process in high school. The author emphasises that necessity of the formation of students' motivational readiness for expert activities within the professional training of psychologist as a high level of their professional self-determination and self-realization.

The author considered the meaning of motivational readiness, expert activity, determined by their place in the structure of the professional psychologist in education as a humanitarian sphere. The attention draws to the theoretical and methodological principles of the expert work in education and psycho-pedagogical conditions of formation of motivational readiness of students to the expert activities in the process of professional training. During motivational readiness of the future psychologists expert activity is understood as complex individual-psychological formation that combines awareness of the social significance of the content and consequences of peer activity and integrating with high levels of personal and professional develop, determines the efficiency of expert activities in the field of education. Two approaches to the formation of motivational readiness of students to the expert activities in the process of professional training are distinguished in the issue, they are: the principle of the system approach and the principle of levelled analysis. The author concludes that a specific vector of implementation of professional psychologists are expert activity that requires students knowledge of its nature, the characteristics of its conduct in education and the need to develop motivational readiness as a component of personal development of future psychologists. It's also summarised that the professional training of future psychologists in content is specific educational activities aimed at mastering the system of professional disciplines, and its functions it belongs to the psychological and educational events. The author also distinguishes that the expert studies based on actual practice is a request from of the educational practice, in forming of motivational readiness of students to the expert activity and the main criterion is practical utility that simultaneously serves as a motive and its implementation and support. More over the author underlines that the humanities and psychological expertise under these conditions requires a theoretical and methodological understanding that the prospect of further scientific research.

Keywords: *readiness, motivational readiness, readiness expert activity, expertise, humanitarian and psychological examination, expert activities in the field of education.*

Introduction. The problem of formation of motivational readiness psychologists to future professional activity due to the increasing demands of society for specialists able to effectively address problems and challenges in education. Updating this need poses a number of problems psychological sciences of psycho-pedagogical support of the educational process in high school. In particular, the nature of the research process requires formation of students' motivational readiness for expert activities within the professional training of psychologists, a high level of development which is the first condition for their professional self-determination and self-realization.

The results of several scientific studies make it possible to reach conclusions regarding the content, structure, development levels and methods of formation of students of pedagogical higher education professional preparedness activities (G. Ball, M. Dyachenko, E. Ilyin, L. Kandybovyh, J. Kolominsky, C. Maksimenko, V. Molyako, N. Chepeleva etc.). Despite the fact that in recent years significantly increased interest to scholars individual psychological readiness to work, the problem of formation of motivational readiness of the future psychologists expert work with current educational trends due attention not available.

The purpose of research is substantiating essence and meaning of motivational readiness of the future psychologists expert as a special form of scientific and practical knowledge.

Methods: theoretical analysis, synthesis, comparison, modelling, systematization of psychological, sociological and pedagogical scientific literature; psycho (surveys,

questionnaires, tests) with qualitative interpretation and semantic generalization of results.

Background. The analysis of the various aspects of preparedness study showed that it is the subject of scientific studies of philosophy, psychology and pedagogy. In psychology, it's already formed two approaches to understanding this phenomenon: first supporters consider the willingness of both mental condition; other supporters consider the willingness of both personal formation. Psychological readiness is a universal prerequisite for effectiveness is not just any activity, but mental characteristics of human life, as communication and relationships with others, adequate attitude. Psychological readiness is a kind of primary source, unity principle, which can be considered a phenomenon of psychological readiness as a systemic formation. Most studies have examined various aspects and properties of the individual who is partial, specific manifestations of preparedness activities, as well as components or subsystems of the general readiness system. Professional readiness often seen in more narrow meaning, operational sense and consider it analogous to the concept of "professional suitability" the most important aspect of which is the study of the problem identification and problem of formation of professionally important personal qualities and professional skills.

Motivation as a driving force of human behaviour is a leader in the structure of personality permeates its orientation, character, emotions, abilities and more. The structure of an integrated psychological readiness to professional activity motivational readiness belongs to the leading role, system forming factor. Thus formed

motivational readiness is part of psychological preparedness activities as a holistic education.

There are different approaches to classification of motives profession in psychology. In our view, outlined issues important to have a hierarchy of motives of choice of profession, V. Yaroshenko proposed [Yaroshenko, 1983]. The author defines three groups of motives of choice of profession, which he places in this hierarchical order: 1. Motive obov'yazku. 2. Public awareness. The motive of self proficiency. 3. Motive interest in the profession.

However, in addition to these central groups of motives, V. Sinyelnikov distinguishes four grounds of professional orientation 4. Grounds feasibility of their creative preconditions (profession allows you to improve in your favourite science, promotes continuous self-improvement). 5. Grounds possibility to meet previously established needs, behaviours and activities (profession provides opportunity to solve difficult tasks, get new experiences) 6. The motives of prestige (honourable profession is to society, allow rapid career). Other motifs (profession allows you to receive special education) [Sinelnikov, 2008, p. 268].

Analysis of the research on the motivational sphere of personality allowed to reach the following provisions: 1) motivation of professional activity has a tiered structure; 2) changes in motivation during training primarily towards its hierarchy, although changing the power and stability reasons, their numbers in the structure of motivation: Motivation is all the more appropriate future professional work; 3) significant changes inherent motivation vocational activity level; 4) is the most stable broad social motives; 5) there is an inverse relationship between the strength of utilitarian motives and progress and direct link between thematic and professional motives; 6) the success of depends on the strength and stability reasons, their size, structure and hierarchy of motivation.

The study of motivational speakers in the areas of training conducted Kovalev [Kovalev, 1981] showed motivational sphere of personality as a whole in training is relatively independent of specific types of the following professional activities, as these are the motives (and emerging) as potential. Vocational training is largely has other goals, objective content other than professional activities. In accordance with requirements that include professional training for the individual, similar to the requirements of professional activity only to the extent that the content and structure of professional activity similar content and structure of the training. Because of their non similarity there is a pattern: the more adequate training process will be motivational sphere of personality, the more bid problems the personality will identity in the transition to professional activity; and vice versa - the more motivational sphere of personality adequate professional activity, the less adaptation will be difficult in the course of training.

The author argues that for effective learning during vocational training should form a motivational sphere of personality, adequate training content and the social conditions in which it is carried out. We know that a place that holds a person in the system of social relations and determines requirements for the development of motivational sphere [Kovalev, 1981].

Investigation findings Theoretical analysis of formation of motivational readiness for expert activities led to an appeal to the disclosure of the concept of "expertise" "expertise and activities in the field of education." The concept of "expertise" in the dictionary sources interpreted as follows: Expertise - depth research psychologist (expert) certain issues, the solution of which requires special psychological knowledge. The theoretical basis and the specific conditions of the psychological expertise procedures developed in the fields of applied psychological science (engineering, legal, medical, etc.) [Ivchenko, 2006, p.118]. Despite the different approaches in understanding and identifying joint examination is that it is based on evaluation process anything in terms of people, their needs and interests, its activities and finally – her life. Therefore, all leading experts – philosophers, sociologists, psychologists, educators, economists discuss the topic of examination as a humanitarian issue. Humanitarian special expertise is in its humanistic values and humanitarian way in its methodology, knowledge of educational reality with the aim of isolating and understanding of humanitarian-humanistic aspects specific educational situations. The basis of humanitarian expertise of humanitarian reflection, whose task is to determine the compliance of existing in a particular situation and create conditions for the preservation of values aimed at supporting organic coexistence of man and the world. Given the current data examination concept should be defined as a method of investigation and resolution of problem situations by experts with specialized knowledge, by selecting the most reasoned decisions.

The complex humanitarian expertise is required especially in situations of uncertainty where there is no clear right answer. Different solutions are both positive and negative effects, some of them – relatively easy to predict, and others – it is impossible to predict. It is worth mentioning that in many situations that require complex humanitarian expertise, it is difficult to talk about determination, a direct causal link. In our opinion, the relevance of humanitarian and psychological expertise education is concerned with continuous change and development which society undergoes in the XXI century.

The main purpose of humanitarian education expertise, as indicated by S. Bratchenko, is in formulating answers to fundamental, existing in its nature essentially humanitarian question: To what extent in educational conditions for a comfortable, efficient full existence and development of children and adults? [Bratchenko, 1999, p.13]. Humanitarian expertise – a deep expertise and personality oriented, as in the center of attention is a person, a man in his essential human forms. If research focused primarily on obtaining new knowledge, the main thrust of the examination is to highlight educational reality. The current situation in education is characterized by the coexistence of two basic strategies for learning organizations: traditional and innovative. Humanitarian assessment considers innovation from the standpoint of creating and maintaining the values that support human and so it covers any innovation. Request for examination by the Education appointed first of all, the presence in it multivariate complex and innovative projects and practices. This is what causes the need to ensure the least differentiated expert procedures that allow them to

formulate scientifically based expertise. In this case, examination of innovation is multifunctional, i.e. combining multiple objective functions (control, evaluation, diagnostic, prognostic, conflict), a complex which in each case is determined individually. In recent decades in Western countries has become widespread scientific expertise in the field of education, which is carried out in the forms of "pedagogical audit", "psycho-pedagogical expertise", "complex humanitarian expertise", etc [12].

Among the many areas of scientific expertise can be identified education are the following:

1. Examination of educational projects undertaken under the auspices of UNESCO, UNICEF and other international organizations.
2. Examination of regional (European, Asian, etc.) and national educational projects.
3. Examination of trends or changes in educational content.
4. Examination of educational reforms at various levels of education systems.
5. Examination of specific programs aimed at solving definite educational problems.
6. Examination of schools and centers.
7. Examination of textbooks, manuals, educational materials and more.
8. Examination of evaluation knowledge.
9. Examination of mental and physical health of students.
10. Examination of training (including experts) to educational area.
11. Examination of educational resources, including online resources and textbooks.

Dedicated by M.-L. Chepa directions of scientific psychological expertise of education does not exhaust the entire range of problems expertise in education. The researcher concludes that in Western countries have developed extensive hierarchical system of "expert support projects" and therefore virtually no educational innovation does not leave expert assessment on various stages of its introduction and implementation. In Western countries operating environment expert professional communities with centers of experts training from the scientific and urgent debate the problem of expertise in many periodicals [Chepa, 2011]. We agree with the author that similar processes are actualized in Ukraine long ago and require an urgent solution.

The term "education expert" that M.-L. Chepa understood as "way analysis of causation in education, with respect not only of what has happened in education, but that it is expected that should or may occur" consider it necessary to consider the interpretation of the concept of "humanitarian and psychological expertise" should be emphasized that a special mission as a way of expertise knowledge of objective reality which covers all areas of public life including education, involves the implementation of a special expert professional position, which is a combination of science and practice, as no professional position expert may provide benefits to one or the other. The implementation of the principle of practice-oriented expertise provides that expert study, as opposed to theoretical, based on actual practice, there is a request from the educational practice, formed in it and the

main criterion is practical utility that simultaneously serves as a motive and its implementation and support. In essence expert activity is set inside (expert analysis is thinking kind of cognitive activity) and external (estimated external control activities are activities that formed due to external actions with external objects) activities. It took into account the provisions of S. Rubinstein, according to which "can not be reduced to human actions alone foreign executive or remove parts from the external practice of man's psychic components and make internal mental processes beyond external actions" (Rubynshneyn, 1959, p. 265). At the same combination of internal and external emphasized V. Aphanasyev, who emphasized that in reality it is impossible to isolate in pure form or production, either spiritual or socio-political activities "in each any core businesses explicitly or implicitly exists any other; All activities overlap, "go" for each other, penetrate each Oden " [Rubynshneyn, 1959, p. 42]. With this understanding of the expert difficult to determine where the analysis begins and where it ends as control elements thinking knowledge of objective reality, as they complement each other. Therefore, the expert psychologist activity defined as a specific kind of research, practice-oriented, professional activity of a particular purpose, specific functions, tasks and event technology, and provides a special set of requirements for personal and professional level training expert.

During motivational readiness of the future psychologists expert activity is understood as complex individual-psychological formation that combines awareness of the social significance of the content and consequences of peer activity and integrating with high levels of personal and professional develop, determines the efficiency of expert activities in the field of education.

The structure of motivational readiness of expert psychologists available to integrity and interdependence of its substructures: personal (related to self-actualization, self-realization and self-education) and motivational (to the current stable complex of motives). It focuses on subjective factors the choice and implementation of professional activity: the ratio of "self-concept" and the image of professional identification of the individual "self-image" professional. It determines the degree of identification and selection of a human profession. This is the very image of a professional reference, if such a person chooses professional activities. Dynamics dependence and professional image of the ideal image of "I", degree of identification is an important indicator of the dynamics of motivational sphere of personality in the process of training.

We have also taken into account the views of Vladimir Yakunin, that in building such models as goals of professional-standards (regulatory purposes) offers come from "occupation" and the "personality" [Yakunyn, 1990]. Psychodiagnostic survey results showed that students – future psychologists – as the first and fourth courses motivational readiness of the expert to the mark was not formed. This confirms that the higher education system existing contradiction between the traditional focus on preparations Psychologist, able to work in educational institutions and to address issues of psychological support personal development and the need

for specialists able to work in society and realize the psychological expertise in various areas of social life. Analysis of social, psychological and socio-pedagogical practice shows that the system of training of specialists focused on the formation of specialist narrow profile or specialist, the competence of which can not be clearly defined. So much of psychologists are professionally unprepared to implement expert activity in a dynamic society, which leads to the need to develop new approaches to their training allowing for the socio-economic and socio-cultural situation. Study the content of the psychologist in education allowed him to single out a particular form of activity – expertise that in practice most psychologists identify diagnostic work. Explanation of this situation due to the fact that in the professional training of future psychologists learn a wide range of methods of diagnosis of psychological problems as an individual, and other social spheres. However, based on the definition of expert activities psychologist consider necessary to focus on academics on the formation of motivational readiness of the future psychologists to implement expert functions in the education system by improving the humanitarian and psychological component of professional training, development and implementation of psychological training aimed at building such readiness, and create a database practices in order to gain practical experience in conducting humanitarian and psychological expertise of education.

At the stage of motivational readiness for expert activities implemented appropriate psychological and pedagogical conditions, namely: 1) the development of future psychologists relation to expert activity as particularly important component of professional activity; 2) providing during professional training prognostic features through individually oriented cooperation in the implementation of individual educational trajectories of students, and 3) the formation of professional due motivation to implement expert activity while studying at the university, focused on self-actualization, self-realization and self-education to include them in the personal context and professional image of the future psychologist. Implementation of these psychological and educational conditions in the process of professional training of future psychologists helped consistent influence on personal and motivational substructure motivational readiness of students to peer activities.

Formation of motivational readiness of the psychologist expert activity is impossible without its organization methodological principles and conduct. The basic definition of these principles is fundamental provisions philosophy of psychology and other branches of psychology. Based on the relationship of psychology and practical application of psychological knowledge in special education is urgent scientific support of psychological expertise of education that defines the basic principles of its implementation. Among the principles can highlight the following:

The principle of the system approach. Implementation of this approach is aimed at analysis of educational practices in all that multitude of internal and external relations where it exists as a complete system. Assessment of the status and characteristics of educational practice is conducted not in isolation,

provides a complete analysis of qualitative interpretation of each component of the system. In this case, proceed from the understanding of education as an integrated system, which is a set of specific teaching processes that occur in it and means of implementing these processes.

The system has pedagogical potential that can achieve the results of education and training actually possible in specific social conditions; it is able to develop, acts as multidimensional, ambiguous, open, existing in time and space" [Zyazyun, 2007, p. 18].

Regarding the phenomenon of innovative educational systems, design in the educational space which was the subject of doctoral research V. Dokuchayev, so you should use it to read: "pedagogical innovation system can be considered as an integrative social class education system that has the properties of a system of open type and, therefore, combining system (in internal relations) and synergistic (external relations, respect, interaction) features, among which the most significant are: integrity, organization, commitment, dynamics, controllability, well organized (self estimate), flexibility, mobility (mobility), stability (integrity) latitude (enriched educational, socio-cultural environment); intensity, coordinated, social activity, alternative (the ability to change the trajectory of development), etc." [Docuchaev, 2005].

Therefore, a systematic approach to the examination of education can be regarded as a comprehensive methodological tools, the specification of principles of dialectics, and, above all, the principle of consistency at specially-scientific knowledge and social practices.

Principle of levelled analysis. This principles' system allows considering individual subsystems that reflect the psychic phenomena (psychic properties, conditions, processes) and defining their place and role in the system. Based on the theoretical position of system approach that systematic analysis essentially is a methodology based on a knowledge and integrity, the principle of level of analysis can be represented in the form of a set of methodological tools implement a systematic approach to the specific objective level of study or practice. In this approach, most of the systems, including pedagogical innovation systems are systems of organized complexity, which is dominated by the strong interaction nonlinear. In such circumstances the practice of scientific investigation made follow these rules: 1) systems belong to classes of different levels of complexity; 2) All logical and empirical laws, fair system for lower level should also apply to any system of higher levels; 3) the higher the difficulty level of a particular system, the more unknown elements and undiscovered laws determine its functioning.

In the determination of selection factors significant for the process of the formation of a new product based on the logic of system forming, inclined to research positions V. Dokuchayev, which singled out the following groups of factors that contribute to the process of creating innovative educational systems. The first group – conception based factors that contribute to the emergence of new concepts, new concepts, new approaches in the study of new objects, phenomena (or their new parties. The second group – system organizational factors, which are caused by functional understand the role (to address the problem of group : initiating, developing,

coordinative, oriented, Evaluation-critical, and the role which involves action, and roles to provide support, incentive, harmony, compromise, saving and executive, standardization, neutral conceptive) in a collective creative process. The third group – system developing factors to which the author completed external factors, circumstances that are political, socio-economic, socio-cultural origin and internal factors, which have manifestations through the necessary contradictory trends within the educational system and eventually lead to changes in its components and its connections. The fourth group - the factors of exchange based allocation which put the idea of eco-psychological approach to the study of educational environment that actively promote and implement psychologists. The fifth group - factors functional relationships that arise in the interaction of specific elements and systems are appropriate temporary connections between innovative teaching system and any other systems that aim to support the operation and development of innovative educational system, and therefore with system saving function [Docuchaev, 2005, p.95-96].

The principle of inter disciplinarity, which is associated with general philosophical methodological principles of determinism and objectivity, based on recognition of the integrated nature of scientific knowledge in general and holistic nature of education sphere as a humanitarian system that requires organization interdisciplinary, a comprehensive study [Semychenko, 2009, p. 402].

Modern scientists (BG Ananiev, G. Ball, A. Derkach, N. Kuzmin, S. Maksimenko A. Rybnikov) one of integrative trends, which takes intensive development acmeology believe that "... studying patterns of understanding the meaning of human existence, individual achievement and professional activity, productive life manifestation in all material forces the individual targeted at solving social problems" [Derkach, 1999, p. 56].

Acmeology as a complex discipline, the content of which is not limited to psychology, describes A. Rean. In his view, the content acmeology combines these three research areas: acmeology individual acmeology subject acmeology professional and personality. The analysis allowed A. Rean justify the relevance acmeology personality development as one of the least studied areas acmeology [Rean, 2000].

However, analysis of current research suggests that in modern acmeology development process acmeology foundations undertake the initial stage. In particular, it concerns the search criteria, methods, evaluation of achievements in the expert. To prevent the development acmeological performance evaluation is conservative standards of educational standards, simplify the standardized methods of diagnosis, are unable to measure the processes of professionalism of the specialist. The results of acmeological searches showed that the diagnostic component should include system-integrated, social, psychological, and educational research acmeological, harmonious unity which, as stated B.Ananyev is of particular importance for the formation of personality assessment expert. Instead, practice examination shows that the principle of interdisciplinary ensured by the inclusion in the composition of expert groups of specialists in different sections, each examining

a dimension issues, formulate their own opinion of that then (often mechanically) reduced to only one. This situation only partially meets the principle of integral expert knowledge, as the slide presentation of certain characteristics of the object does not provide its integrated display, which combines psychological, sociological, didactic and other components. Therefore, expert studies also acquires the features of a multidisciplinary and expert knowledge - the integrated character which is implemented on the basis of psychological knowledge as a factor of integration system forming.

Principle practical approach due importance interdependence knowledge of theoretical and applied (practical), the current state is characterized by a noticeable gap. In particular, R. Vasilyuk rightly says: "unfortunately...psychological science and practice living parallel lives ...: they have no interest, various authorities, various education and economical existence in society, are not close to the circle of contacts with Western colleagues" [Vasilyuk, 1996, p. 26]. A similar assessment of this phenomenon in modern science to determine the intervals of abstraction takes V. Semychenko, noting that "today is a clash of two methodological directions – academic (research) and practical psychology. According to its requirements, priorities, values, these trends are fundamentally different. Values academic psychology (validity of methods, hard evidence of any statements, logical or experimental confirmation of reasoning) is insignificant for the psychologist clinician, which in turn operates the fuzzy meanings, vague notions, not always proven methods of influence" [Semychenko, 2009, p. 403]. Important to understand the need for unity of science and practice is the fact that science can lose their specificity and become a psychological practice if abandon generalizations; clarify the nature of mental capacity as such and its transformation according to the criteria of mental rules and authenticity of life.

Conclusions and recommendations for further research in this direction.

1. A specific vector of implementation of professional psychologists are expert activity that requires students knowledge of its nature, the characteristics of its conduct in education and the need to develop motivational readiness as a component of personal development of future psychologists. In fact, psychologist professional identity formation occurs in a variety of activities, implemented in many role-playing situations involving multiple modelling educational situations that in some way affect the student self-realization, and ultimately contribute to the formation of motivational readiness for peer activity. The development of such preparedness involves consideration of its methodological principles of organization and conduct, which also influences the development of motivation to achieve success and create sustainable effective interest in the future professional activity. This provision relied fundamental philosophy of psychology and other branches of psychology, according to which the process of formation, its operation and transition to a new activity subjects characteristics is in constant modification, development, manifestation individual independence and originality.

2. Professional training of future psychologists in content is specific educational activities aimed at

mastering the system of professional disciplines, and its functions it belongs to the psychological and educational events, as it involves specific training and educational goals defined curriculum and educational programs of specialist training as well as university faculty and student self-educational activities, providing motivational formation of future psychologists expert in the field of education. Note that this willingness to take in two ways: first as subject studying of the readiness and evaluate phenomena in education; secondly, as an expert readiness for subject activities actions are influenced by certain

external or internal circumstances, and based on awareness of the necessity of action, beliefs about its social and moral values for society, for people and for himself.

3. Expert studies based on actual practice, there is a request from the educational practice, formed in it and the main criterion is practical utility that simultaneously serves as a motive and its implementation and support. Humanities and psychological expertise under present conditions requires a theoretical and methodological understanding that the prospect of further scientific research.

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