THE SUBSTANTIAL FEATURES OF REPRESENTATIONS OF STUDENTS ABOUT THEMSELVES AS THE SUBJECT OF PROFESSIONAL ACTIVITY

Flera Mukhametzyanova[1], Svetlana Moskalenko [2], Oksana Zherebnenko[2], Anna Zorina[1], Marina Vladimirova [1]
[1] *Kazan Federal University*
[2] *Belgorod State National Research University*

Abstract. The article deals with the characteristics of self-image of a person as the central organizing, integrating and regulatory authority of the psyche, and the main result of ontogenetic human mental development. The authors of the article consider the individual's image "I am a professional" as an objective indicator of the dynamics of the professional consciousness of an individual. The changes in the person's content and structure, thoroughly characterize the changes in the attitude of the person to him or herself as the subject of professional activity at all psychological levels. The definitions of self-awareness, self-concept self-evaluation and self-image in professional development are considered. Modern research on the person professional development are made on the basis of the person-activity approach which takes into account the unity of both the operational sphere and the sphere of motives and needs of the educational and professional activity. All the students of the Romano-Germanic Philology Faculty and the Faculty of Math's and Physics beginning with the freshmen and ending up with the undergraduate students, took part in the research the article describes. The content features of the changes of the self-image 'I am a professional' according to the stage of learning were analyzed.

Keywords: Professional self-awareness, self-concept, professional, beginner expert, professionalization, student, subject, personality.

1. INTRODUCTION. Self-awareness is a dynamic system of an individual's perception about himself, the realization of his physical and intellectual abilities, etc., self-evaluation of these abilities, and the subjective consideration of external factors which affect this person. In this, self-image is considered the central, organizing, integrating, and regulating psyche's authority, the main result of the ontogenetic mental development of an individual. Self-awareness is studied in three main aspects, such as the process of forming the individual's self-awareness, its structure, and its functions. [1] Self-image, playing the main role in self-regulation, enforces identities in personality changes, living dynamics, and unity in diversity of functional manifestations. "Self-image describes an individual, who is reflected in the individual's self-awareness, as a whole in unity of all the parts of life. [2] Revitalization of real self constantly causes an aspiration for more complicated development, self-sufficiency, maturity, and competence.
Modern research on the professional development of a person are made on the basis of the person-activity approach which takes into account the unity of both the operational sphere and the sphere of motives and needs of the educational and professional activity [3-7]. While developing as a professional and generating positive public opinion about him being active, the person develops his individuality. Studying the problem of the relationship between the personal and professional parts in the individual's development, A. K. Markova stresses that "the personal space is much wider than that of the professional one" [8]. Therefore, professional development is one of the forms of the personal development.

The authors of the article consider the self-image 'I am a professional' as an objective indicator of the dynamic of individual's professional self-awareness. Changes in its content and structure characterize the changes in the attitude of the individual towards him or herself as a professional on all the psychological levels – the level of motives and needs, cognitive level, the level of emotions and will, and the behavioral level.

3. RESEARCH METHODS
All the students of the Romano-Germanic Philology Faculty and the Faculty of Math's and Physics beginning with the freshmen and ending up with the undergraduate students, took part in the research the article describes. The students of the Faculty of Math's and Physics formed the so-called control group and the students of the Romano-Germanic Philology Faculty were chosen by the researchers as an experimental group, because practice-oriented teaching and learning interaction is being realized in this faculty. In order to identify the developmental characteristics of the system of the students' paradigms about the subject of a professional activity and themselves being a subject of this professional activity, we first analyzed the content features of the changes of the self-image 'I am a professional' according to the stage of learning. Analyzing the semantic field of the image ('Self-image' and 'Professional') we consider it a model of the categorical structure of person's consciousness. [10] We analyzed the semantic field in the following way:

1. The authors of the article determined the extent of the semantic field of the images 'Self-image', 'Individual', and 'Professional' by means of counting the number of words and phrases (associations), used by the students while describing the images. In spite of this, we analyzed three groups of reactions: high-frequency reactions, mid-frequency reactions, and low-frequency reactions. While determining the extent of the semantic field the researchers identified three main groups of notions: high-frequency, mid-frequency, and low-frequency. The high-frequency group includes the most common notions used by the students while describing the images 'Self-image', 'Individual', and 'Professional'.

2. The researchers defined the individual diversity of the content of such images as 'Self-image', 'Individual', and 'Professional' and analyzed the reactions which they found in these images' descriptions and did not find in the descriptions of other images.

3. The authors measured the integration of the semantic fields of the images 'Self-image', 'Individual', and 'Professional' and analyzed the reactions found in the descriptions of all the three images [11].

4. Regarding to the meaningful analysis, the associations had to be classified according to their affiliation – some of them were declared to the group of personal characteristics, while the others were put into the group of professional ones. The group of high-frequency notions was analyzed by content of the associations and their component – individual or professional.

5. For the processing of the empirical results the researchers used the methods of mathematical statistics: a correlation analysis, a factor analysis, and the Student's t-test.

4. RESULTS AND DISCUSSION

4.1 RESULTS OF THE EXPERIMENTAL GROUP

The quantitative analysis of the group of high-frequency notions shows that the this group's figures collected from the answers of the experimental group students, increase in the period from the freshman year till the fourth year of studies. The fifth year shows some regress in figures.

This tendency can be explained by the amount of knowledge the students obtain about their future profession. It results in a different kind of notions the respondents use describing the images. They are richer and more expanded, and they increasingly describe the image "Professional: in the image 'Self-image' than the other way round.

Analyzing the list of high-frequency notions used by the experimental group students in their descriptions of 'Self-image', it can be found that ***the first-year students*** more often use the notions which reflect the person's qualities and a social status. In the descriptions of the image "Individual" there can be found an increase in the amount of phrases used by the students. It happens due to the notion 'world outlook'. While analyzing the list of high-frequency notions in the descriptions of the images 'Self-image', 'Individual', and 'Professional' completed by ***the second-year students,*** it is important to point out the increase in the number of the notions used. This is a result of the development of the system of perception regarding the professional activity and the person him or herself as a subject of this professional activity. There is an increase in the number of students who use similar notions to describe the images. The descriptions of the second-year students show that they find role positions and interpersonal communication very important and relevant. In their descriptions they used such notions as 'beautiful', 'ambitious', and 'kind'.

The description of the image 'Professional' includes the notion "master" which reflects the professional competence. The notions reflecting a professional level become more important and are more often used in the descriptions (specialist, professional, master); as a means of achieving a high level of professionalism (kindness, ambitious); the results of the professional activity (prosperous, confident, being an individual).

The third-year students (in comparison with the second-year ones) show the increase in the number of high-frequency notions used while describing the images ('Self-image', 'Individual', and 'Professional'. Interpersonal communication in the description of 'Self-image' continues to be very important for the third-year students (the notions 'person' and 'kindness'). In addition for the first time the respondents use such notions as 'sociability', 'responsibility', and 'intelligence' / 'intelligent') which can be regarded as the means of achieving a professional level. In the authors' opinion, the use of these notions in the description of 'Self-image' characterizes the establishment of a professional component of student's self-awareness.

The fourth year of studies is a special stage of students' professional development. Firstly, this is the time for the first teaching practices. Secondly, the students understand that they are going to graduate from the university in the near future and they will have to start their professional career as a school teacher. The students start rethinking their attitude towards their specialty. The teaching practice allows the students to obtain new perspectives in applying the knowledge. From this point of view, the descriptions of the images 'Individual' and 'Professional' become more important since they illustrate the trends of development of the subject of professional activity and him or herself as a subject of professional activity.

The list of high-frequency notions used by ***the undergraduate students*** includes only 6 notions. The authors believe that a marked decrease in the number of notions used to describe the images 'Self-image', 'Individual', and 'Professional' happens due to a high level of relevance of these notions. As knowledge about a person as a subject of professional activity grows the image become more differential but at the same time they become more generalized and less specific than in the previous stages of learning and, thus, are more important for the students.

4.2 RESULTS OF THE CONTROL GROUP

Analyzing the list of high-frequency notions used by ***the first-year students*** of the control group in their descriptions of the images 'Self-image', 'Individual', and 'Professional', it can be seen that 'Self-image' is considered more understandable for the freshmen since to describe this image they use more notions than in their descriptions of the other two images. The most often used notions are 'kindness' and 'love'.

While analyzing the notions used in the description of the same images by ***the second-year students*** the authors have paid attention to the increase in the number of high-frequency notions. It can indicate the existence of greater coherence of opinions, appraisals, and the studied images' content together with the influence of the system of educational and

training activities on the process of formation of the students' perception of the subject of professional activity and themselves as a subject of this activity.

In comparison with the second-year students **_the third-year respondents_** continue to demonstrate an increase in the number of high-frequency notions while describing the images 'Self-image', 'Individual', and 'Professional'. The description of 'Self-image' shows that the third-year students still prefer the role positions in the society (student, person, girl), the sphere of interpersonal relations (attractive, sociable), and the intellectual sphere (intelligent). The most widely used notion found in the description of the image 'Individual' is 'independence'. It shows the students' desire to occupy a certain position among their peers and with regard to their parents.

In comparison with the third-year students **_the fourth-year ones_** demonstrate an increase in the number of notions used in the description of the images 'Self-image', 'Individual', and "Professional'. In the description of 'Self-image' the leading position still belongs to the role positions of the students (student, person, individual, son / daughter, friend, brother / sister). The sphere on interpersonal relations is still of great importance for the students (the notion 'confidence'). For the first time in their descriptions of 'Self-image' the students use the notions which reflect certain levels of professionalism (future professional, young specialist). The fact that these notions are included by the students into the description of 'Self-image' means that the students start regarding themselves with the subject of the professional activity. It means that the young people feel more confident that in the future they will become professional and experienced employees. In the description of the image 'Individual' the intellectual sphere (intelligence) and the means of achieving a professional level (ambitious, happy, creativity, independence, and development) still keep the leading positions. The description of the image 'Professional' includes the notions which reflect the level of professionalism (specialist) and the notion belonged to the intellectual sphere as a means of achieving a professional level (intelligence). The notions of 'self-realizations', 'ambitious', 'hard work', 'financial security', and 'recognition' belong to the means of achieving a professional level. They are still of great importance for the fourth-year students.

In general, the studied images' descriptions of under **_the graduate students_** contain a less number of high-frequency notions. It can mean that students' knowledge development regarding to the subject of the professional activity and themselves as the subject of the professional activity. In their description of 'Self-image' the students demonstrate the importance the sphere of interpersonal relations (kindness, sociability), the means of achieving a professional level (ambitious, hard work), and the intellectual sphere (intelligence).

In comparison with the descriptions of the fourth-year students the undergraduate students demonstrate an increase in the number of high-frequency notions while describing the image 'Professional'. The integration zone includes such notions as 'intelligence', 'ambitious', 'sociability', and 'hard work'. It reflects a higher level of students' awareness of themselves as the subject of the professional activity.

5. CONCLUSION

Thus, for _the first-year students_ 'Self-image' is considered the most important and understandable than the images 'Individual', and 'Professional'. _The second-year students_ demonstrate an increase in the number of high-frequency notions used in the descriptions of the three studied images. For the first time the students use the notions reflecting the level and the result of achieving a professional level. Both content and quantitative changes can be found in the integration zone of the semantic fields of the images 'Self-image', 'Individual', and 'Professional'. The respondents start using the same notions.

In comparison with the second year students _the third-year ones_ show a growing increase in the number of high-frequency notions in the description of the images 'Individual', and 'Professional'. As compared to 'Self-image' the images 'Individual' and 'Professional' become much more complicated and developed. The integration zone includes the notions which reflect the importance of the sphere of interpersonal relations, the intellectual sphere, the means and the results of achieving a professional level. The notions used become more coherent.

The descriptions of the three images made by _the fourth-year students_ also show a growing number of high-frequency notions. Along with the importance of the role positions the descriptions of the control group students contain the notions reflecting some specific levels of professionalism. This fact is evidence of the increased significance of the system of perception of a person as the subject of the professional activity and greater self-confidence in being a professional. The students of the experimental group use the most high-frequency notions while describing the images 'Individual' and 'Professional' (the means of achieving a professional level and the result of implementing of the professional activities). The authors of the article consider this an important indicator in the personal and professional development of the respondents resulting from the psychological and educational conditions of students' professional development.

Throughout the process of building new areas of learning and professional experience the experimental group students demonstrate a higher level of awareness and the growing sophistication of the images 'Self-image', 'Individual', and 'Professional'. The descriptions of the images made by _the undergraduate students_ include a fewer number of the high-frequency notions, but it should be pointed out that the notions' content changes qualitatively. It results in the students' knowledge development regarding the subject of the professional activity and themselves as the subject of the professional activities, and the increase of the system of perception integration.

References

1. Bodalev, A. A. (2002). O psikhologicheskom ponimanii 'Ya' cheloveka [About the psychological understanding of 'Self-image]. Mir psikhologii (2), 12-17.
2. Rubinstein, S. L. (1999). Osnovi obchei psikhologii [Basis of general psychology]. SPb.: Peter, 712 p.
3. Darling-Hammond, L. (2000). How Teacher Education Matters. Journal of Teacher Education, Vol. 51, No. 3, pp. 166-173.
4. Day, C. (2013). Teacher quality in the twenty first century: new lives, old truths. In: Preparing teachers for the 21st century. New frontiers of educational research . Springer, Berlin, pp. 21-38.
5. Evans, L. (2008). Professionalism, professionality and the development of education professionals. British Journal of Educational Studies, 56 (1). pp. 20-38.
6. Malm, B. (2009). Towards a new professionalism: enhancing personal and professional development in teacher education. Journal of Education for Teaching, 35:1, pp. 77-91.
7. Marcelo, C. (2009). Professional Development of Teachers: Past and Future. Sísifo. Educational Sciences Journal, No. 8, pp. 5-20.
8. Markova, A. K. (1996). Psikhologiya professionalizma [Psychology of professionalism]. Moskva :Mezhdunar. gumanitar. fond 'Znanie', 308 p.
9. Moskalenko, S. V. (2007). Osobennosti razvitiya obraza 'Ya – professional' u studentov v protzesse obucheniya v vuze [Peculiarities of development of the image 'I am a professional' of university students]. Kursk, 191 p.
10. Petrenko, V. F. (2005). Osnovy psikhosemantiki [Basis of psychosemantics]. (2nd ed. extra). SPb.: Peter, 480 p.
11. Spirkin, A. G. (1972). Soznanie i samosoznanie [Awareness and self-awareness]. Moskva: Politizdat, 303 p.