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Psychological Diagnostics in Higher Education of Future Managers in the Modern Stage of Professional Education Development

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Abstract

The article proves the significant role of developing professional education. Training of specialists in higher educational institution caused by features of students' Unified State Examination results demands additional conditions. These additional conditions are considered in updating of psychological diagnostics in higher educational institution for the purpose of identification and development of specific students' features, professionally significant for the future profession.

Keywords: diagnostics; psychological diagnostics; management; personal professional qualities; professional manager; expert; personality's qualities.

Introduction

Choice of profession is one of the most important elections in life. As the profession corresponds to person's abilities and tendencies as effectively the person will professional activity considerably defined quality of his life. In this regard, the diagnostics of professional suitability is current and needs careful studying.

The use of diagnostics of professional suitability is necessary also because it will allow to lower percent of the students who do not realize the specific features of the future profession.

Diagnostics of professional suitability consists in defining, what tendencies, abilities and other individual and psychological features the person possesses and feel most harmoniously, and

as well it allows to predict extent of influence of person's individual and psychological qualities on the formation of the personality as a professional, i.e. the professional personal qualities.

"Professional personal qualities are the separate dynamic lines of the personality defining the mental and psychomotor properties, physical qualities conforming to requirements of a profession and promoting successful mastering this profession" [1].

Therefore, personal professional and significant qualities come to the forefront. The manager as an expert has to possess the professional qualities which allow:

- to reveal a problem taking into account its interrelations with other problems of management;
- to make optimum decisions taking into account opinion of various experts;
- to direct and control work of employees promptly [2].

Thus, professional personal qualities are generalized, steadiest characteristics of these significant qualities of the manager which have decisive impact on administrative activity. The formation of these qualities in education depends on a set of factors: features of character, structure of the personality, orientation, ability, activity conditions; and they are considered to as organizing and communicative abilities of the future specialist.

Materials and methods

The analysis of theoretical bases of interrelation of specific psychological features in formation of the identity of the professional allowed to conduct a research regarding identification of these interrelations among students of 2 and 3 courses of Kemerovo State University of Culture and Arts (future managers).

It was supposed that the students intending to receive the manager's profession possess the main qualities necessary for the professional manager.

For this diagnostics, such methods as testing, L. P. Kalininsky's technique, the analysis, and comparisons were applied. It allowed to define the degree of properties necessary for the professional manager among students of Management Faculty; and to consider, whether really the students planning to get the manager's profession possess the main qualities necessary for the professional manager.

By L. P. Kalininsky's technique "A technique determination of organizing and communicative qualities of L. P. Kalininsky", the main qualities of the personality are the orientation, efficiency, domination, confidence, insistence, obstinacy, negativism of the personality, compliance, dependence, a psychological step and responsiveness.

Application of this technique allowed to define professionally significant qualities of the manager among students by the following criteria which are in zones: Nominal (0-3), Potential (4-7), Potential (8-11), "Superzona" (12-15). Results are reflected in fig. 1.



Fig. 1: Indicators of the manager's main qualities

The analysis of results shows the following:

- "Qualities of the personality" are at the average level, namely in the perspective and potential zones presented in fig. 1;
- 6 lines of "Qualities of the personality" from 10 are at the top level, in "Superzona": efficiency, confidence, insistence, dependence, psychological step and responsiveness.

Discussion

On the basis of the carried-out analysis it is obviously possible to consider visually listed qualities of the personality.

The orientation of the personality is characterized as a set of the motives, steady, rather independent of current situation focusing behavior and activity of the personality that is essentially important for students of the Management Faculty [3].



Fig. 2: Personality Orientation

The orientation is the quality of the personality necessary for activity in the sphere of management which is studied on the basis of organizing determination and communicative qualities.

The obtained data presented in the chart form (fig.2) show that "Superzona" isn't reached by any respondent. Thus 50% of respondents reach "A perspective zone". It assumes that during further training or after the university students will be able to reach the necessary level of this quality on condition of creation for this purpose of the special and organized educational environment in higher educational institution.

Efficiency includes organization and clearness in work, ability to find the most rational ways of the solution of the arising practical tasks, persistence and sequence in overcoming of difficulties and achievements of a goal [4].



Fig. 3: Efficiency of the Personality

This chart shows (fig. 3) that only 20 % of respondents reach "Superzona" on the level of formation of this quality, however 45 % of students from "Perspective zone" give the hope for possibility of further development of this quality.

Domination is a prevalent and important quality in the management sphere for professional activity.



Fig. 4: Personality Domination

Chart (fig. 4) represents that "Superzona" wasn't reached by anybody, 45 % - in nominal, 25 % - potential and 30 % - perspective, that is 55 % of students of Management Faculty need development of so important quality of the personality for this profession.

The confidence is a positive, moral and esthetic quality of the personality. This quality consists of an objective self-assessment of the opportunities and the corresponding trust to itself at the solution of these or those tasks. The confidence is an absence of doubt, fluctuations in success of activity, conviction in the forces. Chart "Confidence of the Personality" (fig. 4.) shows that 65 % of students who appeared in "Potential zone" (30 %) and in "Perspective zone" (35 %), need development of confidence as important qualities for the future professional activity [5].



Fig. 5: Personality Confidence

Insistence is characterized as positive moral, esthetic, and strong-willed quality of the personality. This quality is expressed in ability of the person to induce itself or others to action, to its high-quality performance or to fix harmful actions. It becomes by means of councils, requests, tasks, decrees, orders, instructions, orders and various forms of control [5].

The analysis of the data of a survey showed that 5 % of respondents possess the high level of insistence. It allows them to induce easily itself or others to action, to high-quality performance or fixing of harmful actions. 45 % of respondents which level of insistence is in Potential and Perspective zones, need development of this quality by means of the training programs and techniques developing this quality. However 50 % of respondents, don't possess this quality at all, they aren't able to give instructions by means of councils, requests, tasks, decrees, orders, instructions, orders, besides they aren't able to control results of these installations.



Fig. 6: Personality Insistence

The authors G. M. Kodzhaspirova and A. Y. Kodzhaspirov define obstinacy and negativism as:

"The obstinacy is the feature of behavior (passing into a trait of character) as the defect of the strong-willed sphere of the person which is expressed in aspiration to act in own way, contrary to reasonable arguments, requests, councils, instructions of other people".

"Negativism is the quality of the personality which is proved in intended opposition to favorite external requirements and expectations" [6].



Fig. 7: Personality Obstnacy and Negativism

The obstinacy and negativism were not reached the level of "Superzona" by any respondent. Only 10 % of respondents have this quality at the Perspective zone, 60 % of respondents have it at the Nominal zone. This chart (fig. 7) shows that Management students have a need for development of this quality.

Compliance of the personality is shown in flexibility, tractability, mercy in relation to other people.

Respondents own such quality at the average level, namely their answers are in Potential (25 %) and Perspective (35 %) zones. "Superzona" wasn't reached by any respondent. These data can mean that without developing compliance in the personality formation and prevalence of opposite qualities such as inflexibility, obstinacy or negativism.



Fig. 8: Personality Compliance

Having considered such opposite qualities as obstinacy, the negativism and compliance it is necessary to point that these qualities have to be in a proportional ratio to each other. Each of these qualities important for the manager in different situations in a certain quantity, i.e. the optimum balance between inflexibility, persistence and a pliability is necessary. The head has to be able to use effectively each of them for achievement of the best results in work.

Dependence is characterized as a habit. 5 % of respondents have this quality at the level of "Superzona", 55 % of respondents are capable to develop this quality to the necessary level.



Fig. 9: Personality Dependence

In the center of psychological basis of the manager are psychological knowledge, abilities, skills necessary for administrative activity.

The chart (fig. 10) shows that 10% of respondents own quality "A psychological step", i.e. they reach "Superzona".

These students have steady emotions and feelings and are self-controlled. 85 % of them need development of this quality for the purpose of understanding, for development of ability to exercise control over a situation, over themselves.



Fig. 10: Personality Psychological Step

Personality responsiveness defines readiness of the individual to help someone in a trouble and a difficult situation; it installs a sense of stability in lives, confidence in domination of the good.

30 % of respondents have this quality at "Superzona". 60 % need development of this quality for possession of well developed empathy, emotional reactivity, sensitivity to behavior of others, altruism, vulnerability, sense of duty and responsibility.



Fig. 11: Personality Responsiveness

Research Conclusions

The conducted research allowed to formulate the following conclusions: at the beginning of studying in higher educational institution not all students of Management Faculty possess the demanded, wished "qualities of the personality" necessary for future profession. Only 15 % of students have obviously expressed qualities of the personality professionally important for future professional activity. 30 % of students possess 5 (five) qualities of the personality (from 10 by a technique Kalinin), significant for professional activity. 35 % of students possess the qualities of the personality important for future professional activity, at a low level. 25 % of respondents don't possess the qualities of the personality, necessary for the manager.

For strengthening of results reliability one more psychological test [7] allowing to define leadership skills of students of the Management Faculty was used.

It was offered to students to analyse the qualities of character performing in acts, in the attitude towards people, in a choice which everyone makes in this or that situation. For this purpose there were 15 statements with which respondents could agree (having chosen the answer "yes"), which could be disproved (to give the answer "no"), besides, there was an answer of uncertainty in the survey ("I don't know"). Further it was necessary to compare the answers with

the key, and then to draw a conclusion: who you are – a captain or the passenger. Results of the survey are presented in the chart (fig. 12).

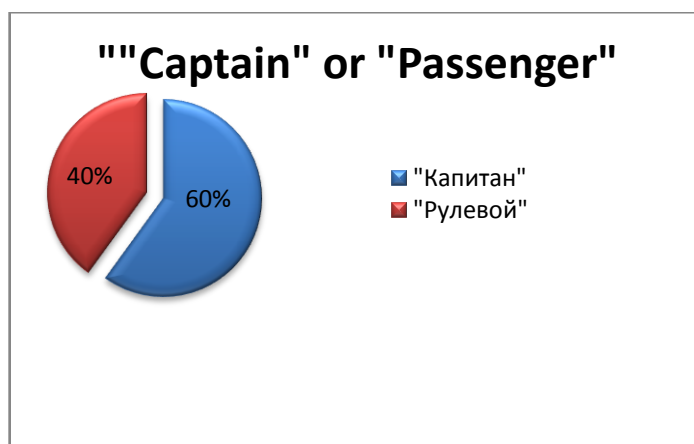


Fig. 12: "Captain" or "Passenger"

The analysis of answers allowed to define that 12 students (60 %) gathered from 100–150 points are "captains" of own life. These are the responsible, purposeful people overcoming difficulties without exaggerating them and without bringing to the level of vital problems. Students (8 persons, 40 %) who gathered from 50 to 99 points, are "passengers". These students willingly can be "steering (drivers)", but if it is necessary to transfer a steering wheel to another hands they will do it. It characterizes them as flexible, judicious and sensitive people.

Testing allowed to reveal students leadership skills and to define responsibility degree.

Conclusion

It should be noted that a student who graduated from a higher educational institution must be an effective manager. According to this position it is necessary to reveal abilities of the student at the beginning of students' studying (first course). It will allow to reveal whether the student possesses necessary personality qualities which are necessary for getting new knowledge and for their further development in professional activity. For formation of individual, social and psychological qualities of the personality, it is necessary to carry out purposeful work with the student where an important component is creation of pedagogical and psychological conditions in education of future managers.

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