



ELSEVIER



Available online at www.sciencedirect.com

ScienceDirect

Procedia - Social and Behavioral Sciences 171 (2015) 190 – 197

Procedia
Social and Behavioral Sciences

ICEEPSY 2014

Empirical Research of Psychological Readiness for Student Psychologists' Professional Activity

O.Aimaganbetova^{a*}, T.Sagnayeva^b, M.Zholdassova^c, M.Ahmetova^d, Zh.Nurbekova^e,
D.Naurzalina^f

^{a,b,c,d,e,f}Kazakh National University of al-Farabi, Al-Farabi ave. 71, Almaty, 050038, Kazakhstan

Abstract

Modern Kazakhstan - a young independent state, one of the first in the CIS began intensive reform of political, socio-economic, ideological systems. These changes took place within the higher education system, which in recent years has introduced the credit technology, which led to qualitative change in all spheres of higher education and professional training of future specialists in particular. Change occurred educational paradigms have led to the need to strengthen and complexity of psychological training students of all disciplines to the future professional activity. In the context of the "Strategy of Kazakhstan in the 50 most competitive countries in the world," the development of vocational training of future specialists is regarded as one of the priority areas for further development. This resulted in the actualization of the Study of psychological readiness of students for future professional activities

© 2015 Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of the Organizing Committee of ICEEPSY 2014.

Keywords: psychology students; psychological readiness; professional activity;

1. Introduction

Modern Kazakhstan - a young independent state, one of the first in the CIS began intensive reform of political, socio-economic, ideological systems. These changes took place within the higher education system, which in recent years has introduced the credit technology, which led to qualitative change in all spheres of higher education and professional training of future specialists in particular. Change occurred educational paradigms have led to the need to strengthen and complexity of psychological training students of all disciplines to the future professional activity. This resulted in the actualization of the Study of psychological readiness of students for future professional activities. In modern Kazakhstan psychology psychological readiness for future

*O.Aimaganbetova. Tel.: +7-701-480-3425.

E-mail address: alnara25@mail.ru

professional activity is considered as a complex psychological education, as an alloy of functional, operational and personal components that need to be developed in the period of study in higher education (Boribekov K.K., Kusainov A.K., Shamelhanova N.A., 2011, Ahtaeva N.S., 2011).

To study the psychological readiness for professional activity psychology students, we conducted an empirical study based on the Al-Farabi Kazakh National University, Abai Kazakh National Pedagogical University, and University "Turan".

Just research involved 2857 students in the faculties and departments of psychology, daytime and correspondence departments

The object of research performed readiness of the individual psychology students for professional work.

The research focused main determinants willingness psychology students for professional careers in terms of higher education.

The purpose of the study was to examine the psychological determinants of willingness to psychology students for professional careers in today's higher education.

The basic hypothesis of our study was the position that psychological readiness of students of psychology faculty for their future professional activity has been lopsided. As the main methodological tools used the method of "Psychosocial potential readiness for professional work of psychologist students" (PGPD), designed to assess the overall level of psychosocial readiness for professional work. Following the procedure, we determined the expression of its action components that were combined into the following indicators: auto personal component (APC), cognitive- operational component (COC), emotional and volitional component (EVC), interactive component (IC).

2. Results of research

As a result of the study were as follows: 89,4 % of students - future psychologists have an average level of psychosocial preparedness. Among full-time students of the test turned out 92,2 % of the correspondence department – 85,4%; more relatively high rates found among students of the correspondence department. 2nd year students of 94,5% have an average level of psychological readiness for 3rd year students of 74,5 % and a 4th year – 95,1%. Relatively high rates revealed more of the 3rd year students (Fig. 1 (a, b)).

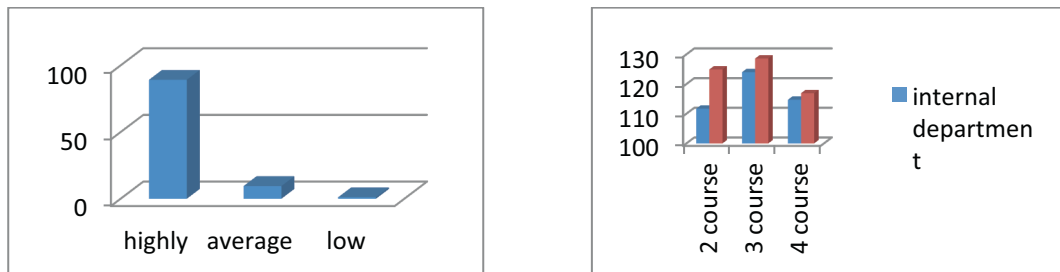


Fig. 1. (a) Total number of studied psychology students (in%) with different levels of psychosocial readiness for professional work of psychologist; (b) Simple average psychosocial preparedness PGPD Group psychology students from different courses and forms of education ($M \pm \sigma$)

Studying level of development of the determinants constituting auto personal component of psychosocial readiness for professional work future specialists showed that the most developed in the future psychologists were autonomy, integration of value-motivational sphere, the adequacy of self-esteem; the least developed - internality and humanistic orientation (Table 1).

Table 1. Levels of development constituting auto personal component-psychosocial readiness for psychologist students' professional work

Index	Number of students (%)		
	High level	of Intermediate	Low level
Personal readiness (APC)	11,7	86,6	1,7
Autonomy (autonomy, independence)	37,4	60,3	2,2
Internality (internal locus of control)	13,4	73,2	13,4
The adequacy of self-	23,5	72,6	3,9
Integration of value-motivational sphere	27,8	72,1	0,1
Humanistic personality	8,4	83,2	8,4

Differential analysis showed that autonomy is more developed in the 3rd year students of the correspondence department, and the least developed - the 4th year students of the correspondence department; internality most developed in 2nd year students of the correspondence department, and the least developed - the 4th year students of full-time, self- value most developed in the 3rd year students of full-time, and the least developed - the 2nd year students of full-time, integration of value- motivational sphere of the most developed in the 3rd year students of the correspondence department, and the least developed - the 2nd year students of full-time, humanistic personality most developed in 2nd year students of the correspondence department, and the least developed in the 3rd year students of the correspondence department (Figure 2).

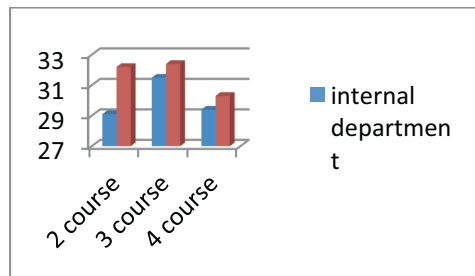


Fig. 2. Simple average development auto personal psychosocial preparedness component (APC) in the groups of students from different courses and forms of education (M ± σ)

Overall 2nd year students have relatively large number of low self- adequacy figures (6,4%) and the high humanistic orientation (10,6%) 3rd year students - lots of high performance autonomy (52,8 %), internality (16,8%) and the adequacy of self-esteem (36,5%) and lowest at the same time scale internality (21,3%), 4th year students - lots of high performance in terms of "integration of value- motivational sphere" (31,8%).

The survey showed students full-time psychologists differ more many high performance on such a scale as "the integration of value- motivational sphere" (29,7 %), and low on the scale of "internality" (15,3%), students of the correspondence department On the contrary - many high performance more internality (20,1%) and the adequacy of self-esteem (25,3 %).

Comparison of per cent representation of low and high levels of development of the PVN auto personal component psychosocial preparedness for φ- Fisher test , allowed to establish that among the 2nd year students observed relatively more low levels of autonomy (φ3 / 4 = 2,46 at p ≤ 0,001; φ3 / 5 = 6,56 at p ≤ 0,001); adequacy and self-esteem (φ3 / 4 = 9,69 at p ≤ 0,001; φ3 / 5 = 4,26 at p ≤ 0,001), and the high humanistic orientation (φ3/4 = 3,54 at p ≤ 0,001; φ3 / 5 = 4,48 at p ≤ 0,001); 4 more aware lowest internality (φ3 / 4 = 8.1 at p ≤ 0,001; φ4 / 5 = 3.01 at p ≤ 0.001) and a humanistic orientation (φ3 / 4 = 6,37 at p ≤ 0,001; φ4 / 5 = 9,86 at p ≤ 0,001), and high levels of autonomy (φ3 / 4 = 7,47 at p ≤ 0,001; φ4/5 = 9,48 at p ≤ 0,001), and the adequacy of self-esteem (φ3 / 4 = 8,86 at p ≤ 0,001; φ4 / 5 = 4,40 at p

$\leq 0,001$); 5th year students of relatively high rates of more integration of value - motivational sphere ($\varphi_3 / 5 = 2,98$ at $p \leq 0,001$).

Among full-time students revealed more low levels of autonomy ($\varphi_d / z = 2,98$ at $p \leq 0,001$); internality ($\varphi_d / z = 3,53$ at $p \leq 0,001$) and the adequacy of self-esteem ($\varphi_d / z = 3,02$ with $p \leq 0,001$) and the high integration of value- motivational sphere ($\varphi_d / z = 2,53$ at $p \leq 0,001$); in a group of students of the correspondence department observed relatively high rates of more internality ($\varphi_d / h = 8,5$ at $p \leq 0,001$) and the adequacy of self-esteem ($\varphi_d / h = 2,5$ at $p \leq 0,01$).

Overall, the analysis showed that, for better training to students 2nd year to draw attention to the adequacy of self- development and increased integration of value- motivational sphere, 3rd year student - on the development of a humanistic orientation, and students 4 courses - such professionally important personal qualities as autonomy and internality.

The main determinants of cognitive- operational component of psychosocial readiness for professional work psychology students we isolated: general ability (intelligence), verbal creativity, reflexivity (the capacity for reflection), the desire for knowledge and self-development, the success of training and learning.

The survey showed the most advanced psychology students were: the desires for knowledge and self-development and learning, the least developed are general abilities and verbal creativity (Table 2).

Table 2. Levels of development components of cognitive-operational component of psychosocial readiness for psychologist students' professional work

Index	Number of students (%)		
	High level	of Intermediate	Low level
Cognitive-operational readiness (COC)	8,9	84,9	6,2
General ability (intelligence)	5,6	75,3	19,1
Verbal creativity	9,5	59,2	31,3
Reflexivity (the capacity for reflection)	17,9	72,6	9,5
The desire for knowledge and self-development	47,4	48,1	4,5
The success of vocational training, learning	26,3	67,6	6,1

Differential analysis showed that the general ability (intelligence) is more developed in the 4th year students of the correspondence department, and the least developed - the 3rd year students of full-time and 3 courses correspondence department; verbal creativity is the most developed in 2nd year students and 4 full-time course of the correspondence department and the least developed in the 4th year students of full-time and the ability to reflect the most developed in the 4th year students of the correspondence department, and the least developed in the 4th year students of full-time, the desire for knowledge and self-development is more advanced students 2-3 courses correspondence department, and the least developed among 4th year students of full-time, the success of vocational training (learning) is more pronounced in the 3rd year students of the correspondence department, as expressed in the least - the 4th year students of the correspondence department.

In general, the 2nd year students have relatively large number of low levels of general abilities (23,2%) and high levels of reflexivity (19,6%) 3rd year students - quite a lot of low levels of verbal creativity (41,7%) and high scores on " the pursuit of knowledge and self-development" (67%) and "the success of vocational training, learning" (43,6%), 4th year students have relatively large number of low performance in terms of "the success of vocational training, learning" (13,6 %).

Full-time students enjoy plenty of high scores on "verbal creativity" (10,5%) and "the capacity for reflection (19,3%) and, at the same time, poor performance in terms of "general ability"(22,1%). Absentee differ a lot of high scores on "the pursuit of knowledge and self-development" (53,2 %) and "the success of vocational training, learning" (30,7%) (Figure 3).

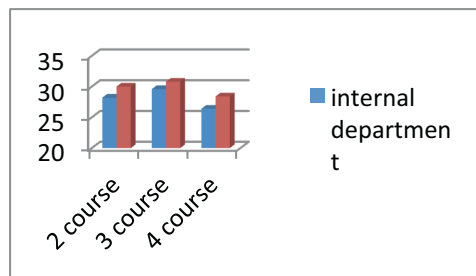


Fig. 3. Simple average cognitive development an operational component of psychosocial status (COC) in groups of students from different courses and forms of education ($M \pm \sigma$)

Comparison of per cent representation of low and high levels of development of the operational component of cognitive-psychosocial preparedness for ϕ -Fisher test, made it possible to establish that of the 3rd year students observed a relatively low development indicators more general abilities ($\phi_3 / 4 = 2,40$ at $p \leq 0,01$; $\phi_3 / 5 = 13,29$ at $p \leq 0,001$) and the capacity for reflection ($\phi_3 / 4 = 6,74$ at $p \leq 0,001$) and high rates of verbal creativity ($\phi_3 / 5 = 9,99$ at $p \leq 0,001$); among 4th year students - relatively more low levels of verbal creativity ($\phi_3 / 4 = 7,02$ at $p \leq 0,001$; $\phi_4 / 5 = 1,94$ at $p \leq 0,05$) and the high aspirations for self-development ($\phi_3 / 4 = 8,79$ at $p \leq 0,001$; $\phi_4 / 5 = 11,16$ at $p \leq 0,001$) and learning ($\phi_3 / 4 = 11,23$ at $p \leq 0,001$; $\phi_4 / 5 = 5,00$ at $p \leq 0,001$); among 5th year students showed relatively low levels greater desire for self-development ($\phi_3 / 4 = 7,14$ at $p \leq 0,001$; $\phi_3 / 5 = 7,36$ at $p \leq 0,001$) and learning ($\phi_3 / 4$ when $p = 12,49 \leq 0,001$; $\phi_3 / 5 = 7,69$ for $p \leq 0,001$). Among full-time students there is relatively more low levels of general abilities ($\phi_d / z = 4,99$ at $p \leq 0,001$), verbal creativity ($\phi_d / z = 3,12$ at $p \leq 0,001$), reflexivity ($\phi_d / z = 11,47$ at $p \leq 0,001$); students of the correspondence department revealed relatively high rates of more desire for self-development ($\phi_d / z = 5,09$ at $p \leq 0,001$) and learning ($\phi_d / z = 4,33$ at $p \leq 0,001$).

Table 3. Levels of development components of emotional and volitional component of psychosocial readiness for psychologist students' professional work

Index	Number of students (%)		
	High level	of Intermediate	Low level
Emotional-volitional readiness (EVC)	21,8	74,9	3,3
Emotional stability, steadiness	19,6	68,1	12,3
Purposefulness	41,3	50,3	8,4
Ability to self-regulate	17,3	72,6	10,1
Perseverance	22,3	67,1	10,6
Ability to self-organize	15,6	69,3	15,1

Differentiated analysis using contingency tables showed that emotional stability and balance are more developed in 2nd year students of the correspondence department, and the least developed in the 2nd year students of full-time, focus more developed in the 3rd year students of the correspondence department and the least developed in 2nd year students of full-time and the ability to self-regulation is more developed in the 3rd year students of full-time, and the least developed in 2nd year students of full-time, perseverance is more developed in the 3rd year students of the correspondence department, and the least developed in 2nd year students of full-time and the ability to self-organization is more developed in the 3rd year students of the correspondence department, and the least developed in the 4th year students of full-time.

In general, the 2nd year students have relatively large number of high performance in terms of "emotional stability, steadiness" (21,3%) and at the same time, poor performance in terms of "the ability to self-regulate" (%)

3rd year students - lots of high performance almost all scales except scale "emotional stability", 4th year students - lots of focus lowest (11,1%), persistence (15,5%) and the ability to organize themselves (21,1%). Full-time students are relatively large number of high performance in terms of "the ability to self-regulate" (20,2%), and at the same time a large number of low indicators for all other scales of this component, students differ in the correspondence department of a large number of high performance on all scales other than the above.

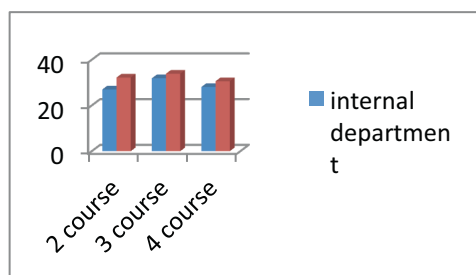


Fig. 4. Simple average development emotional-volitional component psychosocial preparedness (EHG) in groups of students from other courses and forms of education ($M \pm \sigma$)

Comparison of per cent representation of low and high levels of development of the PVN emotional and volitional component psychosocial preparedness for φ -Fisher test, allowed to establish that among the 2nd year students observed relatively more low levels of emotional stability ($\varphi_3 / 4 = 5,41$ at $p \leq 0,001$) and the ability to self-regulate ($\varphi_3 / 4 = 1,73$ at $p \leq 0,05$); 4th year students - relatively more high performance focus ($\varphi_3 / 4 = 6,26$ at $p \leq 0,001$; $\varphi_4 / 5 = 5,94$ at $p \leq 0,001$), ability to self-regulate ($\varphi_3/4 = 5,81$ at $p \leq 0,001$; $\varphi_4 / 5 = 2,01$ at $p \leq 0,05$), persistence ($\varphi_3 / 4 = 5,62$ at $p \leq 0,001$; $\varphi_4 / 5 = 3,66$ at $p \leq 0,001$) and the ability to self-organize ($\varphi_3/4 = 7,97$ at $p \leq 0,001$; $\varphi_4 / 5 = 11,43$ at $p \leq 0,001$); among 5th year students showed relatively low levels more focused ($\varphi_3 / 5 = 3,65$ at $p \leq 0,001$), persistence ($\varphi_4 / 5 = 4,20$ at $p \leq 0,001$; $\varphi_3 / 5 = 5,94$ at $p \leq 0,001$) and the ability to organize themselves ($\varphi_4 / 5 = 10,89$ at $p \leq 0,001$; $\varphi_3 / 5 = 2,23$ for $p \leq 0,001$).

Among full-time students there is relatively more low levels of emotional stability ($\varphi_d/z = 5,89$ at $p \leq 0,001$), focus ($\varphi_d / z = 5,07$ at $p \leq 0,001$), persistence ($\varphi_d / z = 5,84$ at $p \leq 0,001$) and the ability to organize themselves ($\varphi_d/z = 9,09$ at $p \leq 0,001$) and the high capacity for self-regulation ($\varphi_d / z = 4,74$ at $p \leq 0,001$); students of the correspondence department revealed relatively high levels of more emotional fortitude ($\varphi_d / z = 10,78$ at $p \leq 0,001$), focus ($\varphi_d / z = 8,32$ at $p \leq 0,001$), persistence ($\varphi_d / z = 3,02$ at $p \leq 0,001$) and the ability to organize themselves ($\varphi_d / z = 6,83$ at $p \leq 0,001$).

The level of development of interactive component of psychosocial readiness for professional activity of the student psychologist revealed on scales "social intelligence", "communication skills", "acceptance of others", "communicative tolerance", "empathy ability."

The results show that, as reflected in Table 4, psychology students were the most advanced such vocational important personal qualities as social intelligence and communication skills, the least developed was the ability to take other (Table 4).

The study showed that 2nd year students show more empathy (15,4%), but at the same time, they have poor performance in terms of "acceptance of others" (52,2%) 3rd year students - are indicators of bigger scale "communication skills" (54,3%) and "social intelligence" (75,1%), while at the same time - poor performance on a scale of "communicative tolerance" (23,4%). As for the 4th year students, they are, as shown by our study, have high rates of scale "communicative tolerance" (21,1%) and low - in terms of "empathy abilities" (14,9%).

Table 4. Levels of development components of the interactive component of psychosocial readiness for psychologist students 'professional work

Index	Number of students (%)		
	High level	of Intermediate	Low level
Interactive readiness (IC)	15,1	81,5	3,4
Communication skills	34,1	60,3	5,6
Adoption of other	0,1	51,8	48,1
Communicative tolerance	15,6	72,6	12,3
Social Intelligence	64,2	35,2	0,6
Empathetic ability	12,3	79,3	8,4

For full-time students have high performance in terms of "communicative tolerance" (16,3%) and "empathy abilities" (12,5%) and low on the scale of "acceptance of others" (49,1%), students of the correspondence department differ plenty of high scores on "communication skills" (37,3%) and "social intelligence" (65,3%) and a relatively large number of low scores on "communicative tolerance" (13,2%).

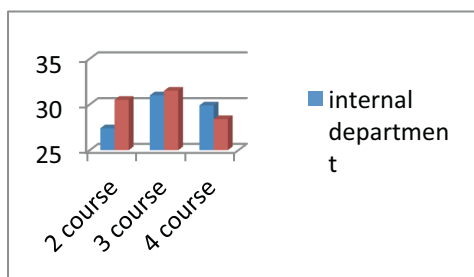


Fig. 5. Simple average development of interactive component psychosocial preparedness (IG) in the groups of students from other courses and forms of education (M ± σ)

Comparison of per cent representation of low and high levels of development of the interactive component of psychosocial readiness for φ-Fisher test, allowed to establish that among the 2nd year students observed a relatively low development indicators more communicative abilities (φ3 / 4 = 2,05 at p ≤ 0,05; φ3 / 5 = 5,20 for p ≤ 0,001) and taking other (φ3 / 4 = 8,68 at p ≤ 0,001) and the high empathy skills (φ3 / 4 = 4,49 at p ≤ 0,001); among 3rd year students - relatively low levels more communicative tolerance (φ3 / 4 = 7,34 at p ≤ 0,001; φ4 / 5 = 10,73 at p ≤ 0,001) and the high communicative abilities (φ3 / 4 = 11,5 at p ≤ 0,001; φ4 / 5 = 10,51 at p ≤ 0,001) and social intelligence (φ3 / 4 = 8,04 at p ≤ 0,001; φ4 / 5 = 3,68 at p ≤ 0,001); among 4th year students showed relatively more low levels of social intelligence (φ4 / 5 = 4,95 with p ≤ 0,001; φ3 / 5 = 6,61 at p ≤ 0,001) and empathy abilities (φ4 / 5 = 7,56 at p ≤ 0,001; φ3 / 5 = 5,06 at p ≤ 0,001) and the high communicative tolerance (φ4 / 6,85 = 5 when p ≤ 0,001; φ3 / 5 = 1,84 for p ≤ 0,001).

For psychology students of full-time characteristic of the relatively low development indicators more communicative abilities (φd / z = 3,07 at p ≤ 0,001), taking other (φd / z = 3,38 at p ≤ 0,001) and social intelligence (φd / s = 2,59 at p ≤ 0,001); students of the correspondence department revealed high rates of more communicative abilities (φd / z = 3,02 at p ≤ 0,001).

The analysis carried out by Student t-test between all parameters of the method "PGPD" revealed significant differences between groups 2 and 4 students courses on a scale of "the pursuit of knowledge and self-development" (4,241 at p ≤ 0,01), as well as between groups students 3 and 4 courses on such indicators: "autonomy" (4,409 at p ≤ 0,01), «the desire for knowledge and self-development" (4,315 at p ≤ 0,01), «success of vocational training, learning (3,528 at p ≤ 0,01), «the ability to self-regulate" (4,187 at p ≤ 0,01), «the ability to self-organization" (4,133 at p ≤ 0,01), «communication skills" (at p ≤ 2,977 0.01), "acceptance of others" (4,386

at $p \leq 0,01$), «social intelligence" (2,084 at $p \leq 0,01$), «AOX" (2,961 at $p \leq 0,01$), «COG" (2,829 at $p \leq 0,01$), «EHG" (at $p 2,869 \leq 0,01$), «IG" (at $p 2,684 \leq 0,01$), «PGPD" (at $p 3,577 \leq 0,01$).

3. Conclusions

The mechanisms of functioning of pedagogical universities' image, the relationship of pedagogical universities' image and competitiveness of the university in the labor market and education are experimentally tested and defined.

References

- Boribekov, K.K., Kusainov, A.K., Shamelhanova, N.A. (2011) *Professional education in Kazakhstan: experience and prospects*. Astana: Publisher ROND & A. 240 p.
- Ahtaeva, N.S. (2011). *Psychological service in the school*. - Almaty: Kazakh University, 278 p.
- Ahtaeva, N.S. (2012). *Psychological service in the school*. - Almaty: BOOK PLUS, 268 p.
- Derkach, A.A. (2004). *Akmeological basis of professional development framework*. - Moscow: Publishing House of the Moscow Psychological and Social Institute, 752 p.
- Zeer, E.F. (2003). *Psychology professions*. (2nd ed. rev., ext.). Moscow: Academic Project, 336 p.
- Klimov, E.A. (2003). *Way to professionalism. Textbook*. Moscow: Moscow psycho-social institution; Flint, 320 p.
- Markova, A.K. (2006). *Psychology professionalism*. Moscow: International Humanitarian Fund "Knowledge", 308 p.