

DETERMINATION OF THE SPECIAL FEATURES OF STUDENTS' INTERINDIVIDUAL PREFERABLENESS AS A FACTOR OF MODERN SOCIETY DEVELOPMENT

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Abstract. The article deals with theoretical approaches to defining the special features of interindividual preferableness, the significance of objective and pragmatist reasons for the choice in groups at various levels of development can be seen, as well as the dependence of the social proof, the future credibility, the attitude to the activities and society from psychological readiness of specialists to perform all their professional functions, demonstrating the relevance of solution to the problem of their psychological training, taking into account the specificity of future activities.

Key words: interindividual preferableness, psychological preparation, collective interaction, referentiality.

In the context of the development of modern society, social progress puts forward the tasks as to improvements in the training of specialists, the strengthening the links between high schools and manufacturing facilities. The further enhance the effectiveness of the teaching and educational process, improving the teaching ways and methods are required from the teaching staff. Special attention needs to be paid to the psychological preparation of students to activities in the real manufacturing facilities.

The future credibility of specialists and their attitude to the activities depends on their psychological readiness to carry out their professional duties. The higher education graduates should be taught techniques and methods of self-

education, as a necessary condition for advanced training in the workplace; they should develop optimal level of aspiration, objective self-evaluation; the graduates have to gain valuable communicative skills; to develop organizational skills to direct personnel, etc.

An essential issue, which addressing is reflected in determining ways of the practical impact on effectiveness of the training of a specialist with higher education, is the question of criteria, indicators and characteristics, that provide actual evaluation of the success of their training. These criteria should involve necessary and sufficient indicators for multifaceted evaluating of the success of the specialist, both individually and in groups. Practices have shown that current ways of determining the quality of specialist training insufficiently illustrate the level of their psychological readiness and are not focused on actual professional activities.

The problem lay in determining whether the current ways of defining the quality of concrete specialist training correspond to the needs of practice. The tasks ahead of us are concretization, determination and development of such approaches to the definition of psychological readiness of a personality, which are able to meet specific needs of practical activities. Resolution of those issues is impossible without acquisition of psychological culture by future professionals.

In accordance with the situation and increasing requirements to staff members and managers of enterprises, the problem of their psychological training taking into account the specificity of the future activities is becoming ever more important. The students' relations in the training groups, the dependence of their specificity and features from developmental stage of groups, in which the students are included during the learning activities, as well as the specificities of their effect on important qualities development for a future specialist are the least well studied aspects. As between each other, the students of high school are not in an identical position, therefore, the interindividual preferableness, the selectivity in the system of interindividual choices, which influence their further professional development, can be expressed there.

In referring to the above issues, the study of interindividual preferableness basis and its psychological characteristics in the training groups at various levels of socioemotional development is of interest and value. For this purpose, the motivational reasons of high school students' interindividual preferableness in the process of training activities, as well as the specificity of reference relations between them in the current context should be analyzed. Based on this analysis, the principles on the exploration of interindividual preferableness in educational establishments, motivational reasons of interindividual preferableness in the training process and characteristics of the level of development of selective relations system, intermediated by the content of the joint activity, can be made and be detected. Reviewing these issues is the subject of research on the relationship between reasons and character of interindividual preferableness and its dependence on level of staff socio-psychological development and their impact on professional development of future specialists.

It is our assumption that in the training groups of the same grade, regardless of the specialization, the interindividual preferableness determined by the level of collective development, detecting the fundamental distinction between insufficiently developed groups and collective groups. Therefore, it is our considered view that in the groups of a higher level of development there are not only commonalities or, at least, high correlation of sociometric and referentmetric preferableness, but also substantial convergence of sociometric and referentmetric choices, proclaimed in the experiment and real preferableness during interpersonal interaction in the process of educational, production and social activity. The similar effects may not be identified in the groups of low levels of development.

In addition, in the groups at different levels of development there can also be differences in motivational core of interindividual choice. The factors of objective and activity character are relatively more expressed in motivational core of sociometric and referentmetric preferableness in the collective groups, compared with less developed groups, in which contentive and activity characteristics do not prevail over the reasons based on emotional preferableness. Actual samples in the

groups of a higher level of development are concerned more with referentmetric preferableness than with sociometric preferableness.

The present study is carried out according to the theory of pragmatist mediacy of interpersonal relations, it provides a comparison of the results both sociometric and referentmetric choices in a theoretical and a pilot context, together with actual sample, under cooperative conditions and the significance of objective and activity reasons for a choice in the groups at different levels of development can be seen.

Theoretical and practical importance of this study is to identify objective and activity characteristics of students' interpersonal preferableness in their interaction in the training groups with a view to optimizing the educational process and training of professionals. The practical focus of the study makes it possible to formulate concrete recommendations, providing optimal professional development of future specialists.

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