

## Development of professional activity among future psychologists

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### Introduction

Kazakhstan is the first among countries of Post Soviet Union began reforming of all system of psychological education. According to requirements of Bologna Process training of the highly skilled psychologists of new generation capable to adapt for new social and economic, political conditions began.

It led to update of improvement of quality of vocational training of psychologists and initiated interest of researchers in various aspects of development of their readiness for professional activity.

Thus, taking into account relevance of research, an insufficient readiness, the theoretical and practical importance there was a research definite purpose - studying of the main a determinant, defining development of readiness for professional activity among future psychologists.

### Methods

We developed the methodical tools including the following techniques:

- "Psychosocial potential of readiness for professional activity of the expert psychologist";
- "Diagnostics of professional identity of students psychologists";
- "An orientation on professional self-realization";
- "Satisfaction with the chosen profession";
- "Motivation of achievement of professional success";
- "Technique of research of temperament of the identity of students";
- "Technique of research of level of a psychological maturity of the personality".

### Results

Results of a technique "The psychosocial potential of readiness for professional activity of the expert psychologist" showed that most of future psychologists - 89,4% (Figure 1) have the average level of psychosocial readiness. Among students of a full-time department of such studied 92,2%, a correspondence department – 85,4%; rather more high rates are revealed among students of a correspondence department. Among students 2 courses of 94,5% have the average level of psychological readiness, on the 3rd course of such students of 74,5%, and on the 4th course – 95,1%. Rather more high rates are revealed among students 4 courses.

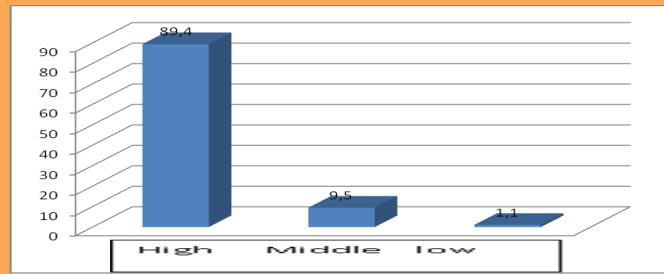


Figure 1. Total investigated participants (in %) with the different level of psychosocial readiness for professional activity of the psychologist

As it seen in table 1 among indicators of professional identity of the highest level at our investigated reaches "acceptance", and among components cognitive and connotive components are the most expressed.

Table 1 - Total of students with a different level developed indicators of professional identity (in %).

Indicators of professional identity	Level of development of indicators		
	High	Middle	Low
Sensibleness	40,6	55,8	4,1
Formation	43,4	48,8	7,8
Acceptance	68,1	29,2	2,7
Motivational component	48,9	49,3	1,8
Cognitive component	53,4	45,7	0,9
Conative component	73,1	24,2	2,7
Affective component	29,7	67,6	2,7

### Conclusion

Thus, the carried-out analysis allowed to note that professional identity, professional motivation, properties of temperament and a psychological maturity are the main determinants of development of readiness for professional activity of future psychologists. However, their influence has specific features in dependence both on a course or form of education, and on connection of the allocated factors among themselves that gives the grounds to approve about existence of system psychological a determinant.

As a conclusion psychosocial readiness for professional activity, professional identity, an orientation on professional self-realization, professional motivation, properties of temperament and a psychological maturity are the main determinants of development of readiness for professional activity in future psychologists.

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