Psychological Diagnosis of Master Students' Personal, Professional Development in the Context of Modern Education

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Abstract: The article's psychological diagnosis of master students' personal, professional development is considered a process of professional socialization and professional development. Undergraduates, as future researchers, teachers of educational activity are required to have certain professional qualities.

The research aims to determine the dynamics of professional development of graduates in science and pedagogical process.

For this purpose, the method Cattell (16PF, scale C), the diagnostic questionnaire of personality status and traits (FPI), a questionnaire of Otto Lipmann (1 variant), the questionnaire of "The level of subjective control," by J. Rotter have been used. While studying, it was underlined that master students possess: increased externalities trends in personal and industrial relations (i.e., the main areas for the teacher relationship), strengthening conservative tendencies in behavior, as opposed to radicalism and other professional qualities for teaching and research activities.

Successful undergraduate is characterized by a greater tendency to depression, compared to less successful, he is more sensitive, competent, internality, and responsible for achieving, and creative. It was noted that the factor structure of variant individuality-personal features of undergraduates includes the factors of "professional competence," "professional motivation," and "professional internality."

Keywords: Master students, personal, professional, development, modern, education.

INTRODUCTION

Now education, knowledge, and intelligence become defining resources of development of our society; scales of involvement of youth generation in scientific activity extend, and requirements forg of futscientists' professional trainingists are rising.

That is why we can see plenty of global transformations and modernization in the education sphere.

During the implementation of the postgraduate education program in the frame of magistracy conducting the preparation of scientific and scientific and pedagogical specialists, allowing them in the future to carry out the activity in higher educational institutions and the research centers. Thus, magistracy educational programs have to assume a scientific and methodological orientation of training and profound preparation training in the appropriate area [1].

In the course of preparation, undergraduates master students have to seize skills of research activity. Only

as a result of educational activity and participation of undergraduates master students in research work there is their development as the professionals capable of continuous, high-quality self-development, to independent thinking, ability to create own concepts, to plan and carry out the activity, to the ability to protect the point of view [2].

Educational and research activity of undergraduates – the intellectual work directed on the acquisition and application of new knowledge for the solution of theoretical and practical problems.

Major importance for educational and research activity is an interest in the knowledge, being formed based on conscious motivation and definite requirement: motivation, interest, the requirement of knowledge – all these necessary conditions for educational and research activity. Therefore, now higher education institutions are faced with a problem of preparation of the expert capable of professional self-development, ready for implementation of research activity in this or that field of knowledge [3].

The specificity of the modern labor market is determined by the lack of qualified master students in the industrial and social sphere, despite the fact that

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every year higher educational institutions produce a significant number of specialists in the field of education. At the same time, graduate students are not always ready to carry out professional activities for several reasons. Firstly, the motivation of studying at a higher educational institution affects: the leading motive of many students is not the acquisition of knowledge, but the receipt of a higher education diploma. Secondly, the inability to apply theoretical knowledge in practice due to the lack of practical training during the training period plays a significant role. Thirdly, many students do not possess the personal qualities necessary for a successful professional activity [4].

In this regard, updating the process of self-improvement of professional competence is the main condition of undergraduate master students' effective education. Therefore, for the self-improvement of professional competence, motivation has great value. From motivation, their content depends on the efficiency of informative, communicative activity also as well as a level of realization of opportunities of future expert in the solution of facing tasks.

The motivational sphere of undergraduate master students possesses the specifics: in its educational and research components are constantly combined. In psychological science, various aspects of professional activity and development of the identity of the professional are investigated: formation of professional consciousness at future experts in the course of training [5]; development of professional motivation [6]. In a number of works, features of educational and research motivation were considered [7].

Undergraduates' educational and research motivation of undergraduates master students and orientation are caused by many objective and subjective factors. E.Daisy and R. Ryan, in the 1970th years, developed an original theoretical approach to an explanation of internal and external motivation, which they called the theory self-determination. E.Daisy claims that internal motivation is based on the need for competence and self-determination. The feeling of self-determination is an understanding of (and only itself) the reason for the actions. The feeling of competence is a feeling of all completeness of the opportunities, "I know the feeling, I can" [8]. Actually, problems of motivation are also problems of informative internal processes, motives, a choice [9].

The priority of internal motives over the external means that the person is included in the activity for its sake, instead of other purposes concerning which it is a means of their achievement. At present, by results of research of scientific creativity, scientists created the opinion that in creative persons, internal motivation prevails over the external. As internal motives are connected with the informative need of the subject, the pleasure received from the process of professional training. Mastering by a training material serves as the purpose of professional training; in this case, it starts having the nature of the educational activity. Undergraduates master students are thus directly included in the knowledge process; it delivers them the greatest emotional satisfaction and is characterized by the manifestation of their own activity in the course of preparation [10].

Externally professional training becomes actually in that case if mastering by its contents serves not as the purpose, and means of achievement of other purposes. It can be obtaining the diploma, a grant, praise, recognition of companions, participation in competitions of enterprise projects, etc. [11].

Analysis of previous studies shows a fragmentation in the theoretical and methodological substantiation of the problem of the self-realization of education students in their future professional activities. These circumstances ensure the relevance of the problem of students' readiness for self-realization in their professional activities [12].

The study's problem is to research the professional and personal characteristics of master students, considering the degree of their readiness for self-realization in the future professional activity of a teacher [13].

Thus, the theoretical analysis of the literature shows that the educational and research motivation of undergraduate master students is a factor of self-improvement of professional competence. Nevertheless, despite the productivity of the conducted research, problems of professional formation of undergraduate master students in postgraduate education are studied insufficiently. Besides, it is important to pay attention that in our country, there is no work devoted to the research of mentality, various components of consciousness, personal and professional development of undergraduate's master students [14].

Analysis of the literature allowed us to highlight the following personality characteristics that are important in the work of a teacher: positive "I" -concept, empathy,

communication skills, partnership position, sense of responsibility, independence, emotional stability, ability to listen, high intelligence, creativity and reflection [15].

So, having considered developing professionally important qualities, we formulated the purpose of the work as follows: to study the personal professionally important qualities of a master student and develop a methodology for their purposeful development [16].

Development of educational and research motivation is the difficult process that isn't protected from the influence of a set of various factors, including social and economic conditions of the social environment, such as the traditional relation to the prestige of higher education, a scientific degree, a demand of certain professions on a labor market [17].

Therefore the educational and research professional development issues at undergraduate's master students of the different social environment can have the features. In this regard, for the undergraduate's master students studying specifics of the motivation of training and research activity is an actual problem. Now education, knowledge, and intelligence become defining resources of development of our society; scales of involvement of youth generation in scientific activity extend, and requirements to the professional training of future scientists are rising. That is why we can see plenty of global transformations and modernization in the modern education sphere [18].

Motivation, interest, the requirement of knowledge – all these necessary conditions for educational and research activity. Therefore, now higher education institutions are faced with a problem of preparation of the expert capable of professional self-development, ready for implementation of research activity in this or that field of knowledge [19].

In this regard, updating the process of self-improvement of professional competence is the main condition of effective education of undergraduate master students [20].

There is a need to promote professional development and educate master students that professional development can be done individually or in the group in a friendly, nonjudgmental way. In an effort to increase student performance and student learning outcomes, master students need to improve their teaching practices [21].

Professional development is an obvious solution to achieve high-quality master students. Hansen-Thomas, Casey, and Grosso argued that master students need to see the advantages of the training of professional development as it applies to instruction in teaching [22].

In order to encourage master students to engage in professional development, master students first need to be aware that professional development is helpful for them to work more effectively and grow professionally. One reason why the master student has to engage in professional development "is to be empowered-to have the opportunity and confidence to act upon their ideas and influence the way master students to perform in their profession"[23].

Professional development is important to help master students solve teaching and learning difficulties by making informed classroom decisions. One of the benefits of engaging in professional development is to allow master students to revisit their teaching method [24].

A study on master students' view on professional development by Lin showed that master students evidenced a desire for the best teaching method as they engaged in professional development [25].

Although many master students may want to learn about new teaching methods when they participate in professional development, teacher professional development is not merely improving master students' teaching methods. It should encompass a holistic aspect of master students, such as master students' subject matter knowledge and pedagogy [26]. Lin argued that master students should be able to adapt methods to their own teaching practices. To be able to adjust to any given context of teaching, master students have to use knowledge to justify their own actions. This kind of knowledge can be gained through professional development [27].

METHODS

During the research, the following methods and techniques were used in this work, and they are A.A. Rean, V.A. Yakunin's technique (N.Ts.Badmayeva's modification) [24] for diagnostics of the motivation of educational activity. In this technique, there are seven scales: communicative motives, motives of avoiding, motives of prestige, professional motives, motives of creative self-realization, educational and informative motives, and social motives.

Also, the motivation of professional activity (a technique K. Zamfir, in A. Rean's modification) [28]. The technique was applied to diagnostics of the internal motivation (IM), external positive (EP), and the external negative motivation (ENM) of undergraduates.

In mathematical data processing, the statistical SPSS 13.0 package was used. Interrelations of characteristics of educational and research motivation and self-improvement were studied by means of the correlation analysis (according to Pearson) [29, 30].

The present study explores the beliefs of 120 master students, emphasizing the importance of research on daily classroom practice as a tool for their professional development.

In order to examine the extent to which the need to link research to professional development and empowerment has matured in master students' minds, a questionnaire was used as the data collection instrument.

The results revealed master students' positive attitudes regarding the use of research to promote their professional development and raise their professional status. Students from both universities' faculty of PP were involved.

The experimental work will be involving 120 master students, 10 managers, and 10 master students of PP all together from both universities; the sample of the study consisted of 120 randomly selected master students studying at the university. 58.3% of the participants were future schoolmaster students, and 41.7% were master students.

62% of the master students were teaching in urban schools, while 38% in suburban or rural schools. The majority of the master's students were female (65%).

29.2% of the participants were 19-21 years old, 35% were 24-26 years old, 31.6% were 35-40 years old, and 4.2% were over 40 years old. 15.8% of the master students had undertaken a 2-year further training program in a public university, 17.5% had a Master of Education (M.Ed.), and only one of the respondents had a Ph.D.

RESULTS

By means of A.A. Rean and V.A. Yakunin's modified technique, we analyzed more significant motives for undergraduates' educational and research activity on their average values and ranks. As a result, they allocated the main groups of the motives characterizing the process of self-improvement of professional competence and defined their average level (Table **1**).

The received results' analysis shows that the highest rates are noted for professional motive (62.2 %). High rates on a scale educational and informative motive (56.7%) pointed out that undergraduates master students' primary activity is the study directed on the assimilation of knowledge. High rates of communicative (53.3 %) and social motives (54.4 %) show that they promote the achievement of success not only in educational and research activity but also is in the future of professional activity and, thereby, also promote the development of professional competence. The existence of motives of creative self-realization (46.7%) is one of the psychological mechanisms that force undergraduates to constantly keep scientific "shape" and honestly treat research work. Indicators on scales sow motive of avoiding (52.2%), and motive of prestige (51.1%) shows that some undergraduates master student are inclined to underestimate the opportunities, quickly are upset at failures, reduce a self-assessment.

Table 1:   Educational and Research Motivation of Undergraduates by A.A. Rean

Motives	Average	value Rank
Social motives	3.78	3
Communicative motives	3.60	4
Motives for avoiding	2.59	7
Motives of prestige	3.12	6
Professional motives	3.95	1
Motives of creative self-realization	3.58	5
Educational and informative motives	3.90	2

Avoiding failures more often choose either too easy or too complex challenges that are almost impracticable. The analysis of the received results of a Zamfir technique showed that undergraduate master students in a bigger measure are satisfied by the activity [31].

Choosing between the best, optimum and the worst types of ratios, the majority of undergraduates chose the optimum complex presented by combinations: ВМ > ВПМ > ВОМ (30 %) and ВМ = ВПМ > ВОМ, ВПМ > ВМ > ВОМ (27,8 %). It testifies that undergraduates with these motivational complexes are involved in educational and research activity for its sake, instead of for achievement of any external awards. Such educational and research activity is an end in itself, instead of means for the achievement of certain other purposes, i.e., it is those undergraduates who are attracted, first of all, by the interest in the process of the doctrine and research; they are inclined to choose more difficult tasks that are positively reflected in the development of their informative processes. Undergraduates at whom the motivational complex is characterized by the prevalence of external motivation made 31.1%, of the 22.2% – with external positive motivation and 8.9% – with external negative motivation. The worst motivational complexes are presented by the following ratio ВОМ>ВПМ>ВМ; ВОМ>ВПМ=ВМ; ВОМ>ВМ>ВПМ and ВОМ=ВПМ=ВМ. These complexes have 11.1% of undergraduates master students. It is possible to note that all undergraduates' master students accept self-updating values (100%), and all of them have developed characteristics of the self-improvement of professional competence.

DISCUSSION

Research showed that in the structure of professional development of undergraduate master students, the leading place is taken by the professional, educational, and informative and communicative motives connected with improvement and self-determination of professional competence. High rates of motives of creative self-realization, social motives also are important for future experts: in science and education spheres, many scientific and pedagogical employments are different of aspiration to have a good reputation, to deserve recognition in the chosen scientific and professional area [32].

On the basis of the analysis of the received results, we allocated the following two groups of undergraduates master students: with a high and low level of education and research motivation. Undergraduate's master students with a high level of professional motivation are aimed at educational and research activity to develop self-education and self-knowledge. Undergraduate master students with a low level of motivation of the doctrine treat indifferently training and research process. They are at the best show informative activity at the level of the prevention of claims from teachers. In the worst – are engaged in search of a way of replacement of own manifestation of knowledge by a material equivalent.

We received results showing that undergraduates have characteristics of educational and research motivation, and self-updating components are closely interconnected. The characteristics of self-improvement of professional competence have a significant correlation to characteristics of the educational and research motivation of the undergraduate (r=0.527; p < 0.001). It is an indicator of the possibility of an increase in the degree of internal motivation at undergraduates and self-improvement of professional competence by them. It is established that the undergraduates master students in self-improvement are motivated by the content of educational and research activity, aspiration to reach in it certain positive results. The undergraduates master students having high levels on scales "Competence of time and "Support" (I) "is more shipped", "included" in the educational and research process. For them, the motivation of self-improvement of professional activity is characteristic: they are more active, initiative, capable of living in the present, and independent. They pay equal attention both to education and to research work. It is established that more motivated undergraduates master students not only are focused on process and result of educational and research activity also for them as for future scientific and pedagogical expert - self-improvement process has a huge value We consider that only existence enough strong and steady educational and research motives can induce aspirations of the undergraduates master students to development and self-improvement of professional competence. On the basis of the above, we focus attention that domination of educational and research motivation explains activity in the training process, has a role of the central psychological regulator of educational and scientific achievements; the core of self-improvement of professional competence of undergraduates master students.

CONCLUSION

This qualitative study examined the perceptions of university master students about professional development and their experiences within it. The data were collected through interviews and analyzed using thematic analysis. The results revealed six major themes ranging from master students' definitions of professional development to the challenges of participating in it. Other themes included reasons, impact, and importance of professional development. The results suggest that the participants have a wide range of conceptualizations of professional development. The participants' professional development activities were mainly concerned with the following: attending professional events (teaching, research, and community service), and pedagogical knowledge, skills, and practices. The participants were more focused on pedagogical practices within professional development. In addition, lack of institutional support, absence of professional development programs, heavy teaching load, and time management were found to be the challenges for participating in professional development activities. Finally, pedagogical implications, limitations, further research directions, and recommendations are offered.

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