

Pedagogical Correction of University Student Professional Self-Alienation

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ABSTRACT

The study topicality is determined by the trends in the social group increase of those university graduates who do not work in the specialty - its "hidden unemployed". Sociological, psychological and teacher studies have shown that the individual's unrealized intellectual resource, corresponding to the education obtained in higher education, becomes the dominant factor in the values transformation of its vocational training into corporate behavior norms. It is established that in these norms' realization specialists more closely correlate themselves with a specific organization that provides an opportunity to earn money than with their training specialty received at the university. Accordingly, determined by socio-economic and educational risks variety, the individual's self-alienation process from the profession constantly replenishes the graduates' social group who do not work in their specialty. In this regard, the main attention in this paper is devoted to the theoretical and methodological justification of pedagogical correction's mechanisms of students' professional self-alienation in the university educational process. The paper describes the modern interpretation of the concept "professional self-alienation"; on the study results basis, the pedagogical correction mechanisms of university students professional self-alienation (educational activity basic knowledge and practical skills, professional ideals as a condition for identifying one's self), corporate culture norms are determined. As a universal mechanism of professional self-alienation pedagogical correction, the structure and content of the elective interdisciplinary course "The individual's professional self-alienation" are substantiated.

Keywords: university educational process, students' adaptation in professional activity, pedagogical correction mechanisms, professional interests' destructiveness, professional self-alienation, professional values

INTRODUCTION

The scientific and technical progress universal vector in the 21st century is the "intellectualization of machines" and the "dematerialization of labor". This vector, while not excluding the category "qualification in the training direction" from the university practice, nevertheless emphasizes that in modern conditions it is not an adequate

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measure of the student's education quality [1, 2]. It is established that the qualification approach assumes the professional educational curricula orientation on labor objects (subjects), on their characteristics ratio. But this approach does not determine the connection level between abilities, readiness, knowledge and attitude to labor with the person's effective vital activity [3, 4, 5]. It is proved that changing the requirements for the modern specialist's qualification training marked the changes beginning in the profession as a social institution, its identification not with the nominal professional group of teachers, doctors, engineers, etc., but with a specific organization, group of organizations, corporations that provide the specialist with the conditions for implementing competences, formed during the training in the university [5, 6, 7]. Accordingly, the professional functions substitution by corporate goals introduces destructive elements into the value bases of the activity norms formed in the training process in a university:

- reduces the prestige of higher professional education system [8, 9];
- weakens the established stereotype of students professional values, traditions, ideals, experience, competences as life self-determination goals [10, 11, 12];
- reduces the student motivation in training [13, 14];
- strengthens the instability of social and professional behavior and interest in the profession received at the university [15, 13];
- toughens the requirements illegitimate in most cases for young professionals. For example, an unreasonable requirement of work practical experience for a university graduate [16, 17];
- transforms the organizations corporate interests into a serious obstacle to the new institutional professional groups formation in which society is interested [18].

It is established that in aggregate these tendencies form the student's personality alienation from the profession, thereby annually increasing "hidden unemployment" among higher education graduates who do not work on the specialty obtained [13, 19, 20]. According to the corporate organizations regulations, a specialist is the main source of their development, competitiveness, efficiency, "universal quality", leadership in the labor market, receiving effective investments in training, retraining, skill upgrading, psychological mobilization in order to maximize profit in the organizations profit obtaining process and resource development [20, 21, 22, 23]. It has been proved that in the corporate organizations real life, the specialist personality is used as one of the intellectual property resources on an equal basis with patents, "know - how", databases that support the production process [19, 24, 25, 26, 27]. The revealed tendencies determine this study's directions - the pedagogical correction's projecting and implementation of students' professional self-alienation in the university educational process. The paper describes the modern interpretation of the concept "professional self-alienation"; the pedagogical correction mechanisms of university students' professional self-alienation (educational activity basic knowledge and practical skills, professional ideals as a condition for identifying one's self), self-identification values and professional culture value orientations are defined. As a universal mechanism of professional self-alienation pedagogical correction, the structure and content of the elective interdisciplinary course "The individual's professional self-estrangement" are substantiated.

The module effectiveness is proved by means of "high", "sufficient" and "low" levels of students' readiness to overcome professional self-alienation elements: self-transformation in professional interests and values; the professionally significant knowledge's creative transfer to different activity spheres and types; inclusion in different creative activity types.

LITERATURE REVIEW

The accumulated experience in theoretically and practically oriented developments in the study of university students' social and professional adaptation in a transforming society is the basis for professional self-alienation issues study [1, 2, 9, 10, 14, 15]. A significant contribution to the modern solution of the student's professional self-alienation problem as future specialist belongs to the resource orientation direction of the labor markets in Russia and Europe countries [17, 18]. This specialists group developed the 21st century management radical version, on its basis, aspects of workers destructive behavior were studied, this phenomenon causes were analyzed, and mechanisms for its correction were developed. Key concepts of this direction are in the corporate creative orientations to future markets, future consumers, future specialists, who have formed corporation professional competencies: intellectual leadership; the ability rationally and creatively to combine the interests of individuals, clusters, groups, collectives in their collective actions on the aggregation logic; willingness to participate in the creation of new markets, new products that use world trends in the global economy development. Russian researchers [5, 8, 13, 16, 19, 20, 21, 24] in addition to the 21st century management priorities, the main attention pay to the problem of students self-alienation from the profession, the reason of which they rightly see in objective and subjective denial of the individual's unity with professional group, as well as in the professional characteristics' deformation (norms, roles and statuses), while not accepting responsibility for happening events in professional

self-determination. Other specialists [6, 22, 23, 24] cover the professional ideals of the student's personality as a specialist's image, as it should be for a certain period of time and convincingly prove that the specialist model is the basic basis for the professional identity development. Researchers who focus on identity issues [16, 31], come to scientifically substantiated conclusions that professional identity is an objective and subjective unity, either with a separate representative of the profession, or with the professional group and the activities carried out in it, which determines the adoption and implementation of professional standards, roles and statuses. The process, directed to the opposite side from identity, leads to the individual's professional destruction, that is, professional self-alienation [2, 20]. Despite the studies rather extensive array on the problem under the interest, it has been proved that the need remains a topical one for a scientific and methodical substantiation of pedagogical correction mechanisms of university students professional self-alienation (educational activity basic knowledge and practical skills, professional ideals as a condition for identifying one's self; self-identification values and professional culture value orientations), as well as the structure and content of the elective interdisciplinary module "The individual's professional self-alienation" as a universal mechanism for pedagogical correction of professional self-alienation.

RESULTS AND DISCUSSION

Student's Personality Professional Self-Alienation in the University Educational Process: The Concept Essence

In the study course it was established that professional self-alienation, as a social phenomenon, is conditioned by the understanding that labor for men is something external, not belonging to their essences; in their labor they do not assert themselves, but deny, they do not feel happy, but unhappy; they do not develop their spiritual energy freely, but destroy their spiritual potential. In this case, the category of vocational mission becomes more acute: for each person there is a position and a kind of activity in society to which it is "devoted" and an imperative: to seek it, until you find it. Along with the individual's alienation from the products of his or her labor and from the labor process, there is another form of alienation – the self- alienation in labor as the central problem of the successful realization or personal development collapse [28, 29, 30, 31]

It is proved that the first reason for a student's personality professional self-alienation is the unrealized intellectual potential formed in the university educational process. Personally perceived relations' harmony with the labor collective and society is that the performed professional roles and responsibilities not only would coincide with their own life goals, but also would be supported by the public need for them. A person in demand by society feels himself to be an accomplished person. Otherwise, the profession and its representatives lose their identity. Self-affirmation in the profession refers to the basic institutional aspirations of man. The unrealized nature of this tendency leads to the professional self-alienation of the individual [32].

The second reason for the person professional self-alienation is the specialist transformation into a commodity. It is proved that in the labor organizations real life activity the personality of a specialist is used only as one of intellectual property resources, as patents, know - how, databases that support the production process [19, 24, 25]. A person subordinated to his alienated needs is no longer a person in the spiritual or in the physical sense. It is only an amateur and self-conscious commodity [32].

The third reason is the evolution of employee relations, mediated by network technologies. It is established that the very transformation process of interpersonal communication into network communication contains factors alienating people from each other. The more persevering, the relations between employees are delineated by informational and other super-complex computer technologies the more alienated the individual from the profession [16]. The fourth reason is the labor's growing specialization, which also forms the professionalism special understanding, bringing it closer to technologism in a narrowly defined area. Today, production consortia, organizations, institutions are large industrial associations in which there are independent conveyor lines and narrow specialists who serve them and are responsible for their own, separately taken, work site. These specialists are deprived of the opportunity to aware the integrity of activity whole process. In these conditions it is difficult to imagine the reality of using the skills to work in a team, declared as the corporate culture core idea [8].

In the study's course, based on the revealed professional self-alienation's essential characteristics, orientations of the individual's life meaningful identification are identified in the university educational process:

- the goals' and meaning's awareness of one's own vocation;
- projecting a views system on the professional activity objectives (actual, perspective, reflexive);
- projecting a views system on professional activity values, needs, interests;
- forecasting the activity result.

Pedagogical Correction Mechanisms of University Student Professional Self-Alienation

I. In the study's course, the basic knowledge and practical skills of students' educational activity are grounded as the leading mechanism for professional self-alienation's correction.

The university educational process main components' structure and content direction, enriched with computer resources, the Internet and other interactive multimedia tools to overcome the students' professional self-alienation, implemented in the process of activities adaptation is established. The importance of target components on the integrative unity basis of strategic, operational and prognostic goals of students' professional self-alienation' correction is proved:

- strategic goals - professional training of the student's personality - the future specialist of the new generation with developed intellectual potential, high level of identity, creativity, computer literacy, communicative skills; professional and general cultural competences that allow successfully to carry out activities in the modern information and educational environment;
- operational objectives - the formation of general cultural and professional competencies required for the student to use hypertext and hypermedia structural forms of educational material presentation: electronic textbook, electronic tests, tools for modeling educational material, training and controlling software, etc. ;
- prognostic goals - the creative technological potential development of the future specialist personality, the attitude formation for professional growth, a career, readiness to change innovations in the educational process and in the future professional activity.

Procedural - technological components are substantiated that transform the university educational process into creative activity, which are characterized by three operations types:

- logical - the sequence of actions is characterized by the algorithm of solution, description. In this kind of activity the planned result is predetermined;
- intuitive - a complex of inseparable operations, the implementation of which is often not to be explained. The main thing in intuition is the enlightenment arising in the process of the emotional state in the form of a desire to carry out scientific foresight, to solve the "great" task, to enrich one's personal experience;
- heuristic - the sequence of operations is built on the basis of intellectual abilities, such as readiness to present, analyze, compare, match, highlight the main, justify, systematize, make discoveries, etc.

During the research it was proved that these operations are the basis for choosing information technologies and their classification according to the established social and pedagogical indicators:

- at the curriculum level- these are the technologies of the educational process organization (lecture - seminar, problem - developing, interactive, project, modular - competence, electronic, media technologies, multimedia);
- at the cyclic goals level - technology of theoretical, practical and production training (modular, project, hypertext, media technologies, online, contextual);
- the objectives of a particular course are realized in intermediate learning technologies that take into account the particularities of the discipline being studied;
- the individual classes objectives involve the use of private technologies (the formation of competencies for self-transformation, self-organization, critical thinking, information activities, network information interaction, the skills of simulation the studied objects, their relationships and processes).

In the study's course, the effectiveness of pedagogical and methodical mechanisms of students' professional self-alienation's correction in practical training activities was proved:

- a set of methods and techniques for correcting the teachers and students objective activity in mastering the system of knowledge and methods for using them;
- training documentation;
- means of education;
- means of control;
- educational and methodical recommendations developed on scientifically grounded approaches to the advanced technologies use and organizational and structural forms of educational material presentation;
- expansion of educational materials types (electronic textbook, electronic tests, tools for simulation educational material, training and controlling software, etc.).

II. Student professional ideals. It is proved that the individual's professional self- alienation is the result of the identity loss, and the student professional ideals in such a relationship serve as a condition for self-identification of their "self", the necessary rule of influence on it, and the success of learning depends on it. The structure and content

of professional ideals values are the values of the student personality self-identity and socio-cultural value orientations [6]. The concept essence is the basic content of "ideal": the image that is the embodiment of perfection, the ideal pattern, the highest goal of man aspirations, a dream. The modern semantic content of the concept "professional ideals" is characterized by: 1) the individual's general orientation to achieve the highest goal in desire for professional culture values standard of a competent, intellectually prepared for the upcoming activities, self-sufficient specialist; 2) the practical orientation of the specialist model implementation as an ideal goal and the educational process ideal end result, one of many quality training criteria; 3) subjective - personal perception of the professional ideal as "a desired professional goal related to the level of personal claims, the image of a successful career, professional credo or program" [31]. Based on the concept semantic content established levels, in the research process the algorithm of the individual's professional ideals formation was grounded, aimed at overcoming the elements of student professional self-alienation in the university educational process was justified: the need - the need awareness - motivation for action (the emergence of the activity motive) - activities aimed at satisfying needs - the experience of positive emotions associated with the process of activity and satisfaction of the need and - the emergence of a new need for activity and emotions - the emergence of interest in activities - awareness of the value meaning and meaning of activity - the consolidation of values in the mind - the transformation of values into a need - the ideal's formation.

In the study's course, the factors rating that have a dominant influence on the student professional ideals' formation are established:

1. The older generation (family, relatives) - 79.9% of positive answers. The personality's identification is carried out in the interaction process with the patrimonial affiliation.
2. Interpersonal relationships - 75% of positive responses. The orientation to equality in relations with others is one of the criteria for the sustainability of the professional ideal.
3. Possibility of decent earnings - 73.6% of positive answers. Creates a stable perception of the profession choice.
4. Getting education and making a career- 72% of positive answers. Raises the status in own eyes, forms confidence, self-esteem and belief in the purpose achievement.

III. Self-identification values. In the course of the study, the structure and content of self-identification values are justified, which are important for overcoming the student professional self-alienation elements in the university educational process:

- emotions that affect the formation of incentives and motives for students activity. In the course of the study, it was confirmed that the motive as a source of action is formed more dynamically and steadily under the influence of consciousness mobilization factors by emotional factors, among which emotions of interest, joy, surprise, and novelty are of particular importance. For example, positive emotions in students are caused by rituals, solemn traditions, holding leisure activities, meetings with alumni, veterans, etc.;
- the teacher authority is a traditional condition for self-identification, but it also carries an innovative burden. In the course of the study it was found that there is a close connection between the teacher and the professional ideal choice by the training group students, that the interest in the person professional ideals is directly proportional to the teacher authority;
- inculcation through identification - presupposes a preliminary stimulation of feelings among students associated with their belonging to a particular group. The tendency to substantiate the contradiction is confirmed, that the personality is formed not by the physical environment, but by the system of norms, values and rules with which it relates itself, but not the system of norms, values and rules with which it communicates, and that with which it identifies itself. If the student is imbued with feelings of such solidarity, he can choose a profession that is contrary to his professional ideals, but in accordance with the group interests [31];
- overcoming the alienation psychological barrier - the peculiarities of its manifestation are that in the case of socio-psychological tension in the "teacher-student" relationship, the feedback necessary for the effectively directed process of professional identity is violated.

IV. Value orientations structure and content:

- belong to the individual's subjective sphere and act as the main regulator of its social behavior as a leading component of the psychological structure. By a definite way they integrate all the personality properties: interests, needs, motives, desires, goals, ideals, as well as all the psycho-physiological processes associated with memory, attention, thinking, abilities, imagination;

Table 1. Educational-thematic plans of the elective interdisciplinary training module “The individual’s professional self-alienation” (23.0 hours)

№ Name of training modules	Forms of holding			
	Theoretical	Practical	Total	
1. Introduction. The course rationale. Goal and tasks. Basic concepts essence: profession, professional ideals, identity, self-identification, value orientations, destructiveness, self-alienation, professional self-alienation, pedagogical correction, pedagogical mechanisms of professional self-alienation correction.	1	-	1	
2. Prerequisites for person’s professional self-alienation formation as a social and educational phenomenon: the professional self-alienation’s causes; The role of orientations of the individual’s life meaningful identification in the educational process.	4	-	4	
3. Mechanisms of professional self-alienation’s pedagogical correction: basic knowledge and practical skills; professional ideals structure and content; self-identification values content; value orientations structure and content.	4	2	6	
4. Master classes: projecting experimental models of professionally identical students and students showing professional alienation’s signs as a state of the professional identity temporary loss by criteria: focus on meeting needs; awareness of the profession choice; orientation in educational activities; attitude to material well-being; the professional role’s identification.	2	4	6	
5. Mini - conference: summing up the lessons, creating business projects, conducting blitz - debates, etc.	-	4	4	
	Total	13.0	10.0	23.0

- are the assimilation result of the value-normative patterns that dominate in the professional environment, personal development basic ideas - the correlation of the profession, public attitudes and culture with personality; professional values personal importance; certainty and orientation of professional activity’s various types;
- carry out the socio-cultural values’ functions of forecasting, orientation and coordination of the student’s behavior in a specific situation of choosing a professional ideal.

In the course of the research, a three-component structure of socio-cultural value orientations of students’ professional self-alienation’s correction is established:

- the cognitive component. Made up by accumulated and systematized individual knowledge about the society’s different values;
- the emotional component. Characterizes the emotional experience degree by the individual of his attitude to the professional ideal values;
- the behavioral component. Contains action plans, concrete actions, which are conditioned by one or another professional role performed by the student.

The Elective Module’s Structure and Content “The Individual’s Professional Self-Alienation”

As a universal pedagogical correction mechanism of students professional self- alienation in the educational process of the university, the structure and content of the elective interdisciplinary module “The individual’s professional self-alienation” are justified (see **Table 1**).

The purpose of the module: the students holistic knowledge formation on the future profession, obtained in the educational process of the university; on the profession’s mutating functions as a social institution that creates prerequisites for a new stage in the individual’s self-identification, involving the overcoming of professional self-alienation elements.

Tasks:

- to update the students knowledge about professional ideals, values of self-identification and value orientations in professional activity;
- to form students scientifically grounded knowledge about the specifics of professional self-alienation, its causes, features, mechanisms of pedagogical correction;
- to substantiate the role of basic knowledge and practical skills priorities of students’ educational activity as the leading mechanism for the correction of professional self-alienation.

In connection with the trends established during the study, the theoretical and practical significance of designing and implementing the pedagogical correction of students professional self-alienation in the university educational process is substantiated. Their effectiveness in the process of an elective interdisciplinary educational module implementation is proved by means of "high", "sufficient" and "low" levels of students readiness to overcome elements of professional self-alienation: self-transformation of professional interests and values ("before" the experiment this indicator occupies a low level, "after" the experiment it is sufficient and high); professionally significant knowledge's creative transfer to different spheres and activities ("before" the experiment - the indicator corresponds to a sufficient and low level, "after" the experiment - corresponds to a consistently high one); inclusion in different types of creative activity ("before" the experiment - takes a low level, "after" the experiment - steadily sufficient).

CONCLUSION

The conducted research confirms the theoretical and practical significance of the problem of projecting and implementing pedagogical correction of students' professional self-alienation in the university educational process. Based on the results of the conducted research, the paper describes the modern interpretation of the concept "professional self-alienation"; on the basis of the results of the study, the essence, structure and content of identification as a key category of the student's personality professional self-alienation in the university educational process are determined; the pedagogical correction mechanisms of the students' professional self-alienation are determined (basic knowledge and practical skills of educational activity, professional ideals as a condition for identifying one's self; values of self-identification and value orientations of professional culture). As a universal mechanism of professional self-alienation's pedagogical correction, the structure and content of the elective interdisciplinary module "The individual's professional self-alienation" are substantiated.

The effectiveness of the module is proved by means of "high", "sufficient" and "low" levels of students' readiness to overcome elements of professional self-alienation: self-transformation of professional interests and values; the professionally significant knowledge's transfer to different spheres and types of activity; inclusion in different types of creative activity.

The given problem as a research direction does not exhaust itself by the decision of tasks in view. It is proved that there are resources in its potential necessary for scientific and methodical approaches development to the adaptation of corporate culture norms to the professional culture system of the university educational space.

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