

PEDAGOGY

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IMPLEMENTATION OF SOCIO- PEDAGOGICAL CONDITIONS OF PROFESSIONAL AND MORAL STUDENTS DEVELOPMENT IN THE EDUCATIONAL COLLEGE PROCESS

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Abstract

The authors presented the socio-pedagogical conditions of professional and moral development through the implementation mechanisms: stages (value-motivational, moral, educational, communicative and activity, value-reflexive); model reflecting the system included in the process of professional and moral development of all activities of college students and the continuity of ongoing conditions and process training

Keywords: values, morals, approach, teacher, student

Introduction

Change in economic relations in the modern world is changing format actually human relations, appealing to the moral responsibility of man to man, society, nature, the moral basis of the professional interaction. In today's conditions, Russian society is

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increasingly turning to the question of moral, ethical values. The dominance of the material, economic, technological values over spiritual in the era of deformation and fracture of cultural traditions, social change and discredit the ideology and morals especially among young people is a concern not only the teachers but also the public, raising the issue in the category of urgent social problems of today. In the last decades of educational research highlights the "moral bankruptcy of youth", "moral impoverishment of young people," highlighted the trend of individualism and selfishness. There is a real crisis of morality in adolescent and youth marked by modern researchers. Learning and education of the younger generation in modern conditions require study of the social factors that influence the formation of the human person. Public consciousness, attitudes, beliefs, people formed not only socio-economic conditions of modern life, they are exposed to the traditions, customs, ideas, concepts, ideals, created by mankind in the past [1].

L.A.Ibragimova said: "The value orientations are fixing life experience, its inward world, national consciousness that manifests itself then in social practice in human relations ... good creation man ..." [2]. The question of moral development, moral formation is one of the eternal and topical issues of pedagogy. At various times studied various aspects of the morality problem and moral education (I.V. Abdrashitova, V.I. Andreev, M.N. Apletaev, A.V. Bobyrev, O.F. Volochaeva, T.I. Grozova, N. G. Emuzova; P.E. Ermolenko, V.D. Eremin, V.A. Karakovsky, D.N. Kinitaeva, A.E. Kochkina, O.I. Liulin, U. I. Mahkamov, A.V. Naybauer, L.A. Ibragimova, S.E. Stepanova, G. Ya Teuchezh, V.A. Tokareva Yu.G. Fokin, S.A. Hammatova, M.B. Yanukyan i.e).

The methodological basis of the study are as follows:

- akmeological approach to vocational training and education, including in the context of professional and moral formation of the person (B.G. Ananiev, A.A. Bodalev, E.N. Bogdanov, A.A. Derkach, V.G. Zazykin, N.V. Kuzmina, B.F. Lomov, B.M. Teplov etc.);

- axiological approach which consider the values as the basis of education and development and orienting students to develop valuable relation to professional and moral qualities as the basis of the professional activity (S.F. Anisimov, R.M. Asadullin, T.K. Achayan, S. A. Baklushansky, I.V. Biochinsky S.G.

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Vershlovsky, T.I. Vlasova, R.G. Gurova, V. I.Zhuravlev, I.F. Isayev, V.A. Karakovsky, A.V. Kiryakova, A.A. Korzinkin, B.T. Likhachev, N.D. Nikandrov, V.V. Nikolina, T.I .Petraikov, V.A .Slastenin, L.N .Stolovich, L.V. Surova, V. P. Tugarinov, G.I. Chizhakova, E.N. Shiyanov, N.E.Shchurkova , V.A. Yadov, etc.);

- competence-based approach, providing practical orientation of the object studied in the professional educational process, professional and moral qualities as a general cultural components of Professional Competence (V.A. Adolf, V.I.Baydenko, V.I. Vorotilov, E.F. Zeer , I. A. Zimnyaya, V.A. Isaev, A.P. Petrov, N.A. Seleznev, A.V. Hutorskoy etc.);

- personal-activity approach which determines the subject activity of students in the professional and moral development in rich and relevant professional and educational environment, initiating professional and moral potential of the individual (K.A. Abulkhanova -Slavskaya, B.G. Ananiev, A.V. Brushlinskiy, P.Ya.Galperin, A.V. Petrovsky, S.L. Rubinshtein, D.B.El'konin etc.). The theoretical basis of the dissertation research were:

- theory of personality development (B.G. Ananiev, L.S.Vygotsky, A.N.Leontiev, S.L. Rubinshtein, V.I .Slobodchikov etc.);

- concept of training (E.P. Belozertsev, E.N. Bogdanov, A. A.Derkach, O. V.Dovzhenko, Z.V. Gilbuh, V.G. Zazykin, E.I. Isaev, I. F . Isaev, N.V. Kuzmin, N.V. Kuharev, A.K. Markov, A.V. Mudrik, B. A. Slastenin, E.N. Shiyanov, A. E. Steinmetz, A. Shcherbakov etc);

- akmeological theory of training (B.G.Ananeva , A.A .Bodaleva, E.N. Bogdanov, A.A. Derkach, V.G. Zazykina, N.V. Kuzmina, etc .;

- idea of professional and moral formation "personality adulthood" in the works of B.G. Ananiev, E.N. Bogdanova, I. F.Isayev, V.A. Kan- Kalik, N.V. Kuzmina, B. F.Lomova , B.M.Teplov, etc .;

Experiment: it is experimentally proved the effectiveness of social and pedagogical conditions for professional and moral development through the implementation mechanisms: stages (value-motivational, moral, educational, communicative and activity, value-reflexive); model reflecting the system included in the process of professional and moral development of all activities of college

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students and the continuity of ongoing conditions and process training;

Formative stage of pedagogical experiment was carried out in two blocks. The first block included work with the college teachers to implement the following social and educational conditions:

- updating and strengthening of professional and moral orientation of the respective subjects taught through the integration of content and interdisciplinary connections;

- subjects enrichment taught with professional and moral content, orienting students to the formation of moral, professional and moral values and experience of moral choice (asituations, texts);

- implementation in the educational process of interactive, problem-contextual and interactive technologies that contribute to the formation and development of students' communication skills and interpersonal interaction on a moral basis.

Teacher questioning already in ascertaining stage it is allowed for reflection problems professionally and moral development of students through the content of the subjects taught. In the first block for teachers it was organized reflective seminar "Problems of professional and moral development of students." Implementation of the second phase of the block forming pedagogical experiment (work with students) was conducted in the following areas:

- implementation of professional and moral development of students program on the basis of situational and subject-activity approach);

- the inclusion of components of professional and moral development in a program of training and production practices;

- self-organization of socially activities aimed at professional and moral self-development;

- monitoring of professional and moral development of students on the basis of identified criteria, indicators developed set of diagnostic techniques. Implementation of the second phase of the block forming pedagogical experiment was also identified during the recital received diagnostic results. So, it was revealed three groups of students to college-level professional and moral development: the best - 17.8%, the allowable - 35.4% and critical - 46.8%. Results and discussion:

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As a result of reflective seminar instructors reviewed the content they teach disciplines used in the educational process of pedagogical technologies. It is important for solving professional and moral development of students college is the need to harmonize the content of the educational process as a whole, helped by a reflective seminar where teachers were able to coordinate joint actions to harmonize the content of some topics, as well as to discuss the effectiveness of the technology used to share experiences with colleagues. Analysis of the results of the assessment for each criterion allowed to draw conclusions about the relative of formation of cognitive and moral components of professional and moral development, and the lack of formation of other components (axiological motivational, emotional and volitional, communicative - the activity, reflexive-akmeological). Therefore, at relatively formed knowledge of professional ethics, professional and moral qualities of college students do not know how to build their communication, behavior, activity on the moral basis. Thus, students demonstrate a low level of awareness of profession choice ; among students enrolled dominate with selfish oriented person, with life purposes not related to professional activities, creativity and social utility; with insufficient level of development of empathy, communicative tolerance that does not meet the requirements of professional and ethical working professions. Underdeveloped system of professional, social and community values it is manifested in students discrepancy terminal values tool.

The following socio-pedagogical condition is to implement a program of professional and moral development of students in college extracurricular time. The program was based on the axiological, akmeological, situational and person-activity approach was designed for two years, included a series of extracurricular activities professionally and moral content, conducted in various forms.

Educational and industrial practice is the leading form of familiarizing students to the practical, professional activities. In practice the student has the opportunity not only to test the theoretical professional knowledge, but also to join the real relations of production, master professional and moral patterns of behavior and communication in the immediate professional environment. Educational and industrial practices are significant resources for the development of professional and moral qualities of students, and

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therefore, the inclusion of components of professional and moral development in a program of training and production practices is justified socio-pedagogical conditions. Educational and industrial practice provide a space for independent moral choice in a variety of real-world situations activity, communication, interpersonal interaction. The implementation of socio-pedagogical conditions of professional and moral development of students during the college training and work practice is updating professional and moral content of communication, behavior, activity in real professional relationships based on self-reflection, self-assessment and reflection, learners themselves. As already mentioned, at the end of practice students accountable blog (educational, industrial) practice. To solve the problem of our study, practice blog added for "moral foundations of professional activities." Организация самостоятельной социально активной деятельности обучающихся, направленной на профессионально-нравственное саморазвитие представляла следующее социально-педагогическое условие. В рамках целенаправленно организованной самостоятельной социально активной работы обучающиеся выполняли социальные проекты и принимали участие в социальных практиках. Содержание самостоятельной социально активной деятельности обучающихся определялось содержанием профессионально-нравственного развития, и включала три социальных проекта: «Я и моя профессия», «Я и люди труда», «Я в профессии». Основными задачами, которые решались в процессе осуществления самостоятельной социально активной деятельности обучающихся выступали задачи формирования персонального социального опыта деятельности, поведения, общения на профессионально-нравственной основе, а также развитие навыков самоанализа и рефлексии.

Finally, leisure activity, leisure time, where college students are out of active pedagogical influence. Within the next sixth socio-pedagogical conditions of studying proposed implementation of social projects, the implementation of social practices that allow independent development and implementation of professional and ethical conduct. Such forms of self-active professional and moral development are jumping competitions future master, social videos, movies, agitation and career-oriented program for students of schools, social practices. Skills self-assessment, self-examination behavior, communication, acts from a position of moral values are

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formed on the value-reflexive stage of professional and ethical development in the case of implementation of psycho-pedagogical monitoring as the next, seventh socio-pedagogical conditions. In the monitoring process, the dynamics of changes in the indices professional and moral development of students, planned and implemented pedagogical correction or social impacts; monitoring results are communicated to students, which in turn helps them focus on the development and implementation of the reflection of the valuable content of the profession, professional and moral development, as the assessment of the efficiency of professional and moral development occurs in the process of diagnosis and during the self-test and is a continuous learner due process.

Conclusion:

Thus the development of professional and moral qualities of students is primarily due to the formation of motivation for professional and moral development as the basis of effective professional activity. Second, students should acquire knowledge about the professional and moral values, professional and moral requirements and standards of professional and ethical culture, based on which will be able to simulate your communication, behavior, activity [2]. Of course, the efficiency of the training college students should be directed to the formation of professional experience and moral behavior when students have the opportunity to use and implementation (practical working) existing values, knowledge. In turn, formedness reflective abilities will provide a further process of professional and moral development, its transformation into a professional and moral self-development. Therefore, the objective of the second phase of the block forming pedagogical experiment was the realization of socio-pedagogical conditions of professional and moral development of students, aimed at creating a professional experience and moral activity on the basis of motivational, value and reflexive components [3].

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