

УДК 378

THE PROFESSIONAL-PEDAGOGICAL PERSONALITY ORIENTATION OF THE FUTURE SPECIALIST: THE SYSTEM CHARACTERISTIC OF THE BASIC COMPONENTS

Komarova A. A.

*RHEI "Crimean University for the Humanities", Yalta, Ukraine
E-mail: a._komarova@mail.ru*

Explores the meaning, structure and function of professional-pedagogical orientation of the individual. Reveal different aspects of personal objectives, motivations, needs, interests, values and value orientations.

Keywords: personal orientation, professional-pedagogical orientation, essence, structure and functions of professional-pedagogical direction and its forming.

INTRODUCTION

The special place in the content of training the future specialists in Classic University took the formation of professional and pedagogical orientation of the individual student. First description of meaning "orientation" was discovered by German scientist V. Shtern, who included this term in psychology and gave the description in human tendency to certain activities [1, p. 30]. The various aspects of the focus person in philosophy, psychology, sociology, pedagogy are considered from the perspective of the subject and object of research, as well as depending on the goals and objectives of the research.

The focus on problem of personal orientation was described by S. Rubinstein, V. Myasishev, N. Levitov, A. Kovalyov, V. Merlyn, M. Neimark, L. Bojovich. In different approaches and concepts this characteristic is different: "dynamic tendency" (V. Rubinstein), "the sense forming motivation" (A. Leontiev), "the main life orientation" (B. Ananiev), "dynamic organization of "the human essential force"" (A. Prangishvili).

The native and foreign psychologists, particularly emphasize that the focus of the individual in its essence is a leading structural element of identity, defining its purpose, nature of activities and orientation in values. Thus, B. Ananiev noted the orientation is one of the most important self properties and it is the common result of activities and its potential [2, p. 330]. A. Kurakin and L. Novikova considered that an orientation was a leading component in the structure of personality, her "general" beginning that included all spheres of human's mind – from necessities to the ideals. The same point of view was B. Merlin, that approved that most substantial and basic in description of personality is this her orientation, the aim in life and all his active creative activities depends on. The development of abilities, the human social and moral values – these capabilities reflects the worldview, the level of his consciousness and its depends on human's orientation [3, p. 46].

The aim of this article is to study the vocational-pedagogical orientation of future specialists in the field of education. Understanding and mastering the components of personal development from the perspective of the analysis of the evolution of methodological schools have problems of this article.

1. THE BASIC COMPONENTS OF HUMAN DEVELOPMENT AS A TEACHER

In the structure of personality, as supposed V. Myasishev, there are dominant relations that characterize her orientation. The man's conformance with his reactions, which expresses the attitude to reality allows to speak about structure of relations. In researches of V. Myasishev was an attempt to open the system of personalities orientation components across the examination of humans' relations to reality. Thereupon, he noted: a) man's attitude to people; b) his attitude to himself; c) relevant to the subjects of the external world. The relationship to people is the main category [4, p. 124].

In general and social Pedagogics the orientation has the description as a driving force of personality to a system based on a certain level of personal objectives, motivations, interests and needs. Thus, A. Sherbakov pointed that "human consciousness not only reflects the exterior world, but also determines the behavior of a person in accordance with its own needs and interests, purposes and ideals, aspirations and desires, which creates favorable conditions for the formation of a stable and efficient direction of personality" [5, p. 7–8]. A. Kovalyov characterises the orientation as one of complex structures, which is formed in the course of and in accordance with the requirements of this activity. The true focus of identity should include awareness of the vital importance of a particular profession, the attraction to it because of its emotional appeal. Personal interest and propensity to work that associated with high level of public debt are the most favorable combination of orientation' components [6, p. 44]. Thus, the content of orientation, first of all, is in socially constructed relations of the person to reality. It is through the thrust of personality, its values are expressed in a particular activity. "The complex structure of the needs, motivations, interests, goals, attitudes, ideals, beliefs, which consists the personality displays relation to objective reality and serves as a "psychological basis" of individual alignments [7, p. 249]. The connection with personality orientation explains the function of value orientations, which is getting the subjective importance, become a resistant motives of behavior, organizing the actions and activity.

One of the most important characteristics of human's orientation is her structure, composition and hierarchy of components and its correlation. The orientation as compound hierarchic personal phenomenon was described by P. Jakobson. According to his point of view there are special trends in man's behavior and actions, his social appearance in attitude to others, to himself, to his future. The structure of man's orientation is depicted in features of aims which the person puts, in most sustainable interests of individuals, in passions and human needs and on its significant phenomena of social and own life [8, p. 185–186].

The man's structure could be seen as unity, correlation and completeness of its elements, which is combined into four substructures by K. Platonov:

- biologically specified substructure of temperament;
- particular forms of mental reflection – sensations, perception; emotions and feelings; thinking, memory;
- an experience of personality (knowledge and skills);
- a man's orientation (interests, aspirations, ideals, ideology, beliefs, attitudes towards themselves and others, value orientations) [9, p. 23].

When we give the description of the subjective prerequisites for the formation of orientation, as noticed K. Platonov, it is important to point that side of the personality, which is described in the categories of interests, needs, motivations and values orientation. All these components are the structural components of man's orientation. The orientation in its different forms is the one of the most significant substructures in common structure of personality. Its includes some substructures such as: aims, motivations, desires, interests, ideals, values, beliefs [10, p. 77–78].

Based on the main principles of the system approach as a methodological framework, the leading components of the orientation of the individual, to which, above all, should include: personal and professional objectives, motivations, needs, interests, values and value orientations, interpersonal relations.

The concept of “life's goal” is an ideal model of their own lives in its main areas. The individual's life goals can be described as the aims, expressing the fundamental interests and subordinating itself the totality of objectives and actions.

The aim is one of the elements of human behavior activity. This structural component of the orientation characterizes the anticipation of results of operations and the ways of its realization by using certain tools. The aim is to integrate the various human actions in a sequence or a system as a form of determination of human activity. A clear understanding of his vocation and formation on the basis of life program has an impact on all forms of life expression of the future specialist. Found that the more extensive and leaving in the distant future goals, the more personality lives committed to psychological mechanisms of perception, memory, thinking [11, 14].

A distinction should be made between the goal and purpose of life. Student-future specialist in any field of knowledge has to be carried out during the entire period of training in high school a variety of action, realizing different objectives. But the purpose of any single activity reveals only one side of the focus person, reflected in this work. The vital objective of acting as the overall integrator of all private purposes related to individual activities. Thus, having a goal is essential not only for the organization of activities, but also for the orientation of the individual as a whole.

Orientation of the individual, as defined by S. Rubinshtein, is a system of motives and motives, which determines the nature of its activities. The motives take a double burden: stimulate and direct human activities, as well as give the personal meaning, make it meaningful, close its needs and interests, values and aspirations [12, p. 208].

Summarizing on the above, the Merlin, and G. Shchukina treated the individual as the focus of the dominant motifs of personality and their relevance to reality. The same view was L. Bozhovich, which determined the direction as an essential element of a coherent structure, comprising a system consistently dominant motives [14, p. 60]. Structure orientation consists of three groups of motives: humanistic, personal, business. Humanist (public) focus begins to form in early childhood. Personal group of motives is not characteristic of the age, but the consequence of error correction. The main mechanism of formation of public focus is education, aimed at the development of cognitive ability and creative abilities of students, which is largely dependent on how it is developing and changing their attitudes to the teachings, the teachings on motivation.

The motive is not only an internal process and not any arising from personality a boost, and objective basis, which lies in the outside world. Only when the real and ideal objects in the external world are of particular importance for a human, personal meaning, they encourage him to action [15, p. 214]. L. Bozhovich, in turn, argued that the motivation is the psychological form of human activity, expressing the needs of [10, p. 20]. In her view, which is also shared by A. Petrovskiy and D. Feldshtein, the motives are not the only object of the external world, but also the views, ideas, that is all that needs translating.

The motive is not only an internal process and not any arising from personality a boost, and objective basis, which lies in the outside world. Only when the real and ideal objects in the external world are of particular importance for a human, personal meaning, they encourage him to action [15, p. 214]. L. Bozhovich, in turn, argued that the motivation is the psychological form of human activity, expressing the needs of [10, p. 20]. In her view, which is also shared by A. Petrovskiy and D. Feldshtein, the motives are not the only object of the external world, but also the views, ideas, that is all that needs translating.

Needs are the key component, without which you cannot understand the aims and activities of the individual as the hierarchy of motifs, sustainable dominance of some motives over others.

Needs, as a concept, used in science in several senses:

-in *philosophy* – as a reflection of the contradictions that exist in objective reality;

-in *sociology and social psychology* – as the relationship between subject and object, person and the outside world;

-*psychology* – as needed, reflecting the personality of its activities to meet;

-*pedagogy* – as how to comply with the relevant requirements of social roles, responsibilities of civil and professional debt.

Requirements for psychology regarded as particular mental state of the individual, felt or aware of them as “tension”, “dissatisfied”, “discomfort” is reflected in the human psyche inconsistencies between the internal and external conditions. Therefore the needs are the main objects of activity, which aims to bridge this gap.

For *education*, it is important to divide the requirements on natural (biogenic) and social (sociological), moral, aesthetic, and communication needs. Are social needs, which are divided into material and spiritual and gnostic (cognitive), formation of the needs related to specific areas of public life.

Thus, the needs of both the original objects of the social subject, reflecting the objective conditions of existence and being one of the most important forms of communication with the outside world. Needs are determined by the personal and professional goals, “motivational field” and interests that delineates the object of cognition and learning. An interest is the positive attitude of the subject to the assessment activities.

In *psychology*, interest is treated as a specific element of cognitive orientation of individual objects and phenomena. Cognitive interest-it is a special election-oriented personality on the learning process. Its selective nature is expressed in a specific domain of knowledge, in which the student seeks to penetrate, to study and to master its values. Cognitive interest feature is it’s ability to enrich and enhance the action process.

In pedagogical science problem of cognitive interests of students to learning is one of the central, aimed at improving the educational process, enrich the practice teaching experience for targeted use of objective and subjective value of teaching and learning. Development issues of interest to the history of pedagogical thought were reasonable I. Komenskyi, J. Russo, K. Ushinskyi. Psychological and pedagogical aspects of formation and development of cognitive interests were considered in the writings of S. Arkhangelskyi, Y. Babanskyi, L. Bozhovich, V. Vergasova, A. Dusavickyi, N. Morozova, I. Podlasyi, I. Sviridova, M. Skatkin. In their research highlights that the focus is, first and foremost, the interests of the individual and depends on their strength and depth. Notes that the interest is an active election-oriented personality to the content of the activity as a means to meet the needs for self-expression, samoosušestvlenii [16, p. 7].

Special note should be taken of the views by S. Kryagdzhe, who believed that interest is one of the main components of the focus person, determining mental activity in relation to specific objects, that are not of interest. Interest, according to the researcher, is part of a group of personal qualities, the main defining feature of which is invoking the function, i.e. the function that makes the person on the basis of awareness of personal values and value orientations [17, p. 43–48]. Thus, another essential component of thrust's personality is the value.

The problem of human values, as a focus of identity, is reflected in the works of philosophers, psychologists and pedagogues (I. Balakin, B. Bitinas, V. Tugarinov, V. Frankl), which explored the content, structure and types of values, their importance in the context of self-determination, to substantiate the need to shift the focus from scientific activity on the moral, spiritual, and cultural self-determination. In sociology, the problem of values considered M. Weber, M. Scheler, N. Shust. Scientific basis of pedagogic-psychological aspect of theory of values created by B. Ananiyev, A. Leontiev, B. Myasishev, V. Strumanskyi, D. Uznadze.

Scientists in the fields of philosophy, psychology and pedagogy considered various aspects of the phenomenon of value and identified:

- 1) subject to the direction of certain relations that correspond to the values that focus on a specific activity;
- 2) presentation of its content "I am", which corresponds to the direction;
- 3) selection in the minds of a certain subject-activity content and its leading role in the formation of identity [18, p. 14].

However, in foreign and national philosophical and psycho-pedagogical studies there is no unambiguous understanding of the phenomenon. So, C. Kluckhohn understood value as a representation, explicit or implicit, is peculiar to the individual, group, idea of a desirable, which influences the choice of option types, methods and purposes of activity [19, p. 61–66]. E. Fromm believed that values are needed to guide the actions and feelings of a person [20]. The values are treated as a form of relationship between subject and object, which allows the conscious reproduction subject to value the qualities of an object. This takes into account the values can acquire significance in the public life and practice.

The particular relevance at the present stage of development of social relations is the question of how social values turn into personal and social changes in society substantially affect changes in the system of values of the individual.

Human values are inextricably linked with its value orientations that are also an essential part of the structure of the orientation of the individual. Under the value divisions, as noted by B. Kruglov, most commonly understand “socially-determined and recorded in the psyche of an individual orientation to the goals and methods of activity” [22, p. 81]. Z. Fainburg wrote: “Value orientations is a complex entity which incorporates the levels and forms of interaction between public and private in the individual, specific forms of personality of the outside world, its past, present, and future, as well as an entity of its own [23, p. 63].

The basis of value orientations are social (value), which are formed in the process of activity and communication. The data is then transformed into social relationships, and after a number of changes in values [21].

Thus, the analysis of the domestic and foreign scientific literature suggests that the structure orientation, as a system of pedagogic-psychological phenomenon, includes the following interrelated and interdependent components: personal and professional goals, motives (“cover the field”), needs, interests, values, attitudes and value orientations of the individual himself and of reality.

2. THE ESSENCE OF PROFESSIONAL-PEDAGOGICAL ORIENTATION

Strong pedagogical focus is to become, be and remain a teacher, helps him to overcome obstacles and difficulties in their work. Orientation of teacher’s personality is evident throughout his professional life and in individual teaching situations, defines its perception and logic, the entire look of the man [12, p. 22].

In foreign studies in psychology approaches to understanding the nature and structure of the pedagogical focus are grouped in the following three directions: *behavioristic*, *cognitive* and *humanistic* [25].

The *behavioristic* oriented research orientation of teachers is understood as a set of qualities that are correlated with indicators of the effectiveness of pedagogical activities (Amerson, Everston, 1970). Such studies can be divided into theoretical and empirical. The theoretical research of model of effective teachers, was selected the tests by which to control the formation of effective teachers. The empirical approach examined the quality of the finest teachers, and on the basis of the results of research created the concept of effective teachers and its training system (Medlei, 1974).

A second research direction is the essence of the pedagogical orientation of teachers in mainstream *cognitive* psychology. The learning process in the context of this approach was understood as the teacher of reasonable solutions in order to help students to achieve significant results in education (Clark, Peterson, 1984). Advantage of cognitive approach was the desire to analyse phenomena in dynamics and interactions. The disadvantages include the unilateralism, the desire to make a complex and a multidimensional teacher to its individual components.

The particular interest were the study of pedagogical orientation of the humanistic psychology (A. Maslov, K. Rogers, J. Dewey). Orientation of the individual within this approach was seen as an unstoppable desire of the individual to the self-actualization. K. Rogers analyzed the problem of the values of the teacher as constituting the same personality education in this sense with pedagogical intent.

Native psychological researches on the pedagogical focus are maintained in several ways: its nature and structure; study of features of its origin; research steps and conditions of orientation; analysis of the status and means of pedagogical orientation.

In determining the nature and structure of the pedagogical orientation can be divided into three areas that define the essence of the pedagogical orientation:

-emotional-value relevant to the teaching profession, the propensity to engage in activities, giving specifics of the profession [26; 27];

-professional and meaningful quality of individual teachers and pedagogical abilities [14, 20];

-reflexive governance students [28];

In the first approach, the study of pedagogical focus are grouped mainly around the theory of relations [44]. B. Dodonov [29] understood the thrust of both the active relationship that specify appropriate content structure of values and motivating personality to their approval.

The second approach (N. Levitov) [30] pedagogical thrust was determined as the quality of the individual (some general mental state of teachers), which occupies an important place in the structure of the character and is a manifestation of individual and typical characteristics of personality.

Supporters of the third approach (N. Kuzmina) [31] the essence of the pedagogical focus understood the interest and love for the teaching profession, awareness of the difficulties in teaching work, the need for educational activities, striving to master the basics of pedagogical skill.

In the pedagogic professional-pedagogical orientation of the individual was seen as pedagogical vocation and its structure is composed of an unconscious attraction to educational activities, awareness of the object and content of the activities, educational activities and the desire to pursue it, as well as the need for a chosen occupation (L. Ahmedzyanova) [32]. A. Kochetov understood under professional orientation of teachers the integration of interest in the teaching profession, love of children, responsibility for your favorite cause to society, commitment to mastering the basics of professional skills and pedagogical activities.

In the first stage of training in high school a public focus, as the foundation of vocational education involves:

-disclosure before a student of social importance of the teaching profession;

-formation of a scientific outlook in unity with the basic beliefs of the person;

-education of the basic qualities that define the efficiency effects of teachers and students on the formation of professional and pedagogical orientation;

-engaging students in meaningful social life of student body [33].

Vocational-pedagogic orientation is the framework around which are arranged basic professionally meaningful qualities of a teacher. In this regard, urgent problem for psycho-

pedagogical research is the development and support of a professional-pedagogical orientation of the individual. Professional orientation of teachers' personality includes an interest in the teaching profession, pedagogical vocation vocational-pedagogical intentions and dispositions. Points out that the pedagogical vocation, unlike normal interest which can be contemplative, means the inclination, growing from an awareness of the ability of the teacher case [34, p. 35–36].

Pedagogical orientation in various psychological contexts considered L. Mitina [35]. In a more narrow sense defined by the orientation of the pedagogical as professionally meaningful quality, which occupies a central place in the structure of the individual teacher and makes it individual and together. In the larger (in terms of integral characteristics of labor) as a system of values and emotional relationship that provides a hierarchical view of the dominant personality of the teacher, to encourage it to promote the teaching and communication. According to L. Mitina, the hierarchical structure of the educational orientation of teachers can be represented as follows:

- 1) focus on the child and other people associated with care, interest, love, promoting his personality and self-actualization of individuality;
- 2) focus on themselves, because of the need for self-development and self-fulfilment in the pedagogical work;
- 3) focus on the substantive side of the profession: the contents of a subject and pedagogical process.

Components of vocational-pedagogic orientation specialist identified and formulated N. Kuzmina. It included the structure of vocational-pedagogic orientation: 1) interest and love for the children, to the profession, to creativity, associated with the upbringing of their human qualities; 2) awareness of the difficulties and problems in teachers' work; 3) demand for pedagogical activity; 4) awareness of their own capabilities and abilities as the relevant requirements of the profession; 5) need for constant self-improvement and aspiration to learn the basic of excellence already in high school [31].

G. Tomilova [36] the structure of vocational-pedagogic orientation included options such as:

- presence and a pedagogical orientation (communication of experiences with objects or separate aspects of activities);
- validity (characterizes the class of objects to which a direction); awareness;
- preparedness for teaching activities;
- valence as the degree of cohesion of the pedagogical focus with focus on arts, literature;
- satisfaction with the profession of the teacher;
- resistance problems, citizenship;
- sense of purpose; the need for educational activities;
- the productivity of work, and the opportunity to see and assess their productivity.

Thus, the analysis of the basic psychological literature suggests that the main structural components of the orientation of the individual are: motives, goals, interests and needs of the individual, the relationship of self and reality. All of the definitions are properties such as orientation selectivity and incentive activities. Orientation is seen as a specifically oriented personal booster of an individual. Scientists stressed that all structural

components of personality-oriented interests, needs, motivations, values, value orientations and objectives are closely linked.

Focus on professional practice especially intensive is formed at a certain stage in the development of the individual student's age (B. Ananiyev, Y. Samarin). It is during this period of life the central personality type, which, on the one hand, is formed as a result of a multi-dimensional socio-moral, professional, personal self-determination and in the implementation of training activities and, on the other hand, it makes the self-determination of personality and character of [37, p. 241].

Leading line of vocational-pedagogical orientation of the student's personality has changed in general, turning it from an education in an active subject, personally interested in mastering professional skills, notes in his study G. Kolev. This process includes a complete system of funds, improve teaching and educational work of the University. The notion of professional-pedagogical orientation of the author highlights: understanding the social significance of the teaching profession; the need for communication and work with children; the propensity to engage in training and educational work. Pedagogical orientation includes intellectual (curiosity, search, creation) and moral (call of duty, responsibility) quality and volitional (willing to work, activity, effort) and emotional (passion, inspiration) of the human condition.

Formation of professional-pedagogical orientation for thought.V. Lozhkin, implies:

-professional orientation in teaching cycle special and professional-focused disciplines (pedagogizaciâ training);

-implementation of professional selection of applicants;

-studying pedagogical HEI ethics and fundamentals of professional morality of teachers;

-creation of the departments, faculties, the Institute of atmosphere of respectful attitude to work, his profession [38, p. 58–64].

In the process of building professional-pedagogical orientation of the important characteristics is the internal environment, its activity, the need for self-realization. In this regard, the pivotal role played by the motivational sphere of professional activity of the teacher. It is known that all activity can be motivated by externally and internally. Motivation is professional-pedagogical activity includes two aspects:

-external, i.e. professions in society, wage, material and social security;

-internal, which includes several band motifs: the desire to learn and educate themselves, the desire for knowledge transfer (network activity), the pursuit of self-esteem, the desire for interpersonal dominance (leadership), as well as the availability of professionally significant qualities of personality of teachers and the need to implement these quality in vocational and educational activities.

Professional development of teachers' personality of the future is better as a priority in the content of the axiological educational training component. It requires the involvement of future teacher to methodological, theoretical and applied knowledge about values, about their nature, mechanisms of development and modus operandi, as well as the professional and pedagogical values of professional development and self-improvement of personality of teachers [39, p. 33–34]. In our view, the training of future specialists should not only aim at the acquisition of knowledge, skills, habits and certain forms of conduct,

but also on the formation of professional and pedagogical structure values. In the structure of vocational-pedagogical training of teachers value occupy a special place as the Foundation on which all other components of the system. The value here is spiritual phenomena that have personal meaning and guide human behavior and development of life and professional installations, students, future teachers-educators of the next generation. At the present stage of development of pedagogical science dominated the approach to the definition of professional values as qualities-such that ensure successful transition from higher education to successful professional activity.

Professional values are an integral part of professional activities, as well as an important factor in its success. The values that define the profession, can be divided into these groups:

- a) values of profession connected with self-determination in professional activity;
- b) value of the profession, which are based on different types of remuneration of professional activity on the part of society;
- c) values, which are formed on the basis of the different features of a profession;
- d) values, which are used in society for the regulation of the profession.

At the stage of primary profession begin to form professional values, which are determined by the individual as the most subjectively meaningful. In the process of professional formation the values are checked, supplemented, are gaining personal relevance, and if the person identifies himself as a representative of the profession. The presence of professional values provides a conscientious attitude to future careers. Thus, vocational and educational value is a complex integrative entity identity, manifested in a sample of different types of educational activities, depending on the level of assimilation of experience, conventional values, professional knowledge, skills and abilities, which are fixed in the interests, needs, motives, values, and ideals.

CONCLUSION

The analysis of literature in this problem allows to make the following conclusion:

An orientation is one of basic qualities of personality, by the form of display its social and moral valued an orientation. It determines basic directions conducts, which are conditioned actual aims, reasons, necessities, interests, by the valued orientations and depend on meaningfulness for the man of the purchased knowledges, level of development of consciousness and consciousness, comprehension of own and public experience, ability to carry out self-examination.

Purpose – one of elements of conduct and consciousness of activity of man. A purpose is anticipating in thought of result of activity and way of his realization by successive actions or their system. A vital purpose is a certain ideal model of life in its basic displays.

Motivation of conduct and activity is the psychological form of activity of man, to the expressing it necessity. Professional motivation can be internal and external; professional activity will be most effective in the case when internal motivation refreshes oneself external factors.

Necessities are objects of activity and come forward as an internal source of purposeful activity of man. They reflect the objective terms of existence of man and are one of the most essential forms of connection with outward things.

Professional interest is a difficult and dynamic on the structure active electoral orientation personality on maintenance of professional activity as a method of realization of requirement is in a self-expression, containing cognitive, emotional and evaluation components.

Moral basis for the choice of activity and deference to rank of aims are values. In the structure of professional-pedagogical preparation of teacher of value are the spiritual phenomena, having personality sense and speakers guiding line of human conduct and forming of the vital and professional settings of students. Professional-pedagogical values are a complex of integrative educations personalities, which show up in selective attitude toward the different types of activity depending on the level of mastering by it experience, generally accepted values, professional knowledges, abilities and skills, which are fixed in interests, necessities, reasons, settings, estimations and ideals of personality.

The value orientations are presented by difficult educations which plug in itself levels and forms of co-operation public and individual in personality, they are the orientation personality social-determined and fixed in the psyche of individual on aims and methods of activity. By basis valued an orientation the valued relations which are formed in the process of activity and intercourse come forward. The professional value orientations are the system personality meaningful pedagogical values of future teacher. A professional orientation personality is difficult integral quality of personality, professional intentions, professional interests and inclinations, and also reasons of choice and receipt of profession, co-operate in which. Professional-pedagogical orientation personality - one of determinatives of fitness of personality to the pedagogical profession. It plugs in itself interest to pedagogical activity, necessity to realize itself in it, professional reasons, values, valued orientations, and also presence and developed professionally meaningful qualities of personality of teacher.

An orientation personality in professional preparation is related to cognitive activity, shows up in motivation, interests, settings, necessities, valued orientations. Success of forming of professional-pedagogical orientation is determined also and by the presence of pedagogical capabilities.

References

1. Seyshetev A. Professional orientation of personality: the theory and practice of education (Nauka, 1990).
2. Ananiev B. Person as subject of knowledge (LSU, 1968).
3. Merlyn V. Psychology of individual (Modek, 1996).
4. Myasishev V. Psychology of attitudes: Selected psychological writings (Modek, 1995).
5. Scherbakov A. Psychological basics of forming the soviet teacher (Prosveshenie, 1967).
6. Kovalev A. The psychology of personality (Education, 1970).
7. Kagan M. System approach and humanitarian knowledge: selected articles (1991).
8. Yakobson P. Psychological issues of motivation in human behavior. (Obrazovanie, 1996).
9. Platonov K., Adaskin B. Studying and formation the personality of the student. (Vyshaya shkola, 1966).
10. Platonov K. Problems of abilities (Nauka, 1972).
11. Ancyferova L. Dynamic approach to the psychological study of personality (1981).

12. Rubinstein S. Being and consciousness (1957).
13. Leontyev A. Consciousness. Personality. (Psychological literature, 1975).
14. Bozhovich L. Personality and its formation in childhood: psychological research. (Education, 1968).
15. Leontiev A. Demands, motives and consciousness. 13 materials Symposium XVIII International Congress of psychologists (APN RSFSR, 1966).
16. Kolominskij A. Rean J. Social pedagogical psychology. (Piter Publishing House, 1999).
17. Levitov N. Psychology of labour. (Uchpedgiz, 1963).
18. Kuzmina N. Personal professionalism of teacher and master of production training (Top. NIS, 1990).
19. Ahmedzyanova L. Pedagogical vocation and diagnostics development students: katege. DICs. Cand. Psychology. Science (1972).
20. Stepanenkov N. The system approach to the formation of professional orientation of students (1986).
21. Mitina L. Teacher as a person and a professional. (Business, 1994).
22. Tomilova G. Experience of pedagogical orientation for university students: katege. DIS. Cand. ped. Science (1975).
23. Chernyh A. The problem of vocational-pedagogical orientation for students of pedagogical institutions (1976).
24. Zeyer E. The vocational-pedagogic orientation as a factor of professional development of the individual backbone engineer-teacher (SIPI, 1987).
25. Lozhkin V. Improving the training of key personnel in the light of the basic directions of reform of secondary and special school (1986).
26. Zabrodin Y., A. Sosnowski B. The motivational and semantic relation in the structure of the human/nature/psychology (1989).
27. Markova A. The psychological analysis of the professional competence of teachers (1990).
28. Kulyutkin Y. Value-the semantic orientation of modern education: Critical essays. (SpecLit, 2002).
29. Dodonov B. Needs, relationships, and personal focus//Psychology questions (1973).
30. Levitov N. Labour psychology (Uchpedgiz, 1963).
31. Kuzmina N. The professionalism of the individual teacher and master of production training (1990).
32. Ahmedzyanova L. Pedagogical vocation and Diagnostics development among students (1972).
33. Formation of professional-pedagogical orientation of students Pedagogical University. Guidelines/compl. A. Kochetov and A. Chernyh (1975).
34. Pedagogy: a manual for students of teacher-training institutions / V. Slastyonin, I. Isayev, A. Myschenko, E. Shyjanov (2000).
35. Mytina L. The teacher as a person and a professional (Delo, 1994).
36. Tomilova G. The experience of teaching orientation in university students (1975).
37. Kudryavcev T. Technical thinking psychology (1975).
38. Lozhkin V. Improving the training of key personnel in the light of the basic directions of reform of secondary and special school (1986).
39. Sagarda V. System of training teacher in the conditions of university education (1992).

Комарова А.А. Профессионально-педагогическая направленность будущего специалиста: системная характеристика основных компонентов / А.А. Комарова // Ученые записки Таврического национального университета имени В. И. Вернадского. Серия: Проблемы педагогики средней и высшей школы. – 2013. – Т.26 (65), №2 . – С. 183-195.
Рассматривается содержание, структура и функции профессионально-педагогической направленности личности. Раскрываются различные аспекты формирования личностных целей, мотивов, потребностей, интересов, ценностей и ценностных ориентаций.

Ключевые слова: направленность личности, профессионально-педагогическая направленность, сущность, структура и функции профессионально-педагогической направленности, формирование профессионально-педагогической направленности.

Комарова А.О. Професійно-педагогічна спрямованість майбутнього фахівця: системна характеристика основних компонентів / А.О. Комарова // Вчені записки Таврійського національного університету імені В.І. Вернадського. Серія: Проблеми педагогіки середньої і вищої школи. – 2013. – Т.26 (65), №2.– С. 183-195.

Розглядається зміст, структура та функції професійно-педагогічної спрямованості особистості. Розкриваються різні аспекти формування особистісних цілей, мотивів, потреб, інтересів, цінностей та ціннісних орієнтацій.

Ключові слова: спрямованість особистості, професійно-педагогічна спрямованість, сутність, структура та функції професійно-педагогічної спрямованості, формування професійно-педагогічної спрямованості.

Поступила в редакцію 30.11.2013 г.