

CONCEPTUAL ORIENTATION OF PROFESSIONAL PREPARATION FOR EDUCATION SEEKERS

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The principal features of the psychological foundations of professionalization of students are revealed. The psychological sensitivities of the student's age are taken into account, the emphasis is on the connection of external influences with the internal possibilities of students to perceive them, actualizing the psychological manifestations of professionally meaningful personality traits.

It was emphasized that it is in the student's age that restructuring of individual potential, social value content of education, the formation of strategies for continuous professional development, the need to improve social standards, social role, affirm their own position and acquire the corresponding social status are evident.

The professional suitability of the student for future activities, the process of choosing and determining the future profession, the ability to develop a complex of professionally significant qualities are determined.

The essence of conceptual landmarks is determined as well. To reveal the destination of landmarks and their functions, each subsequent benchmark is a logical continuation of the previous one. Properties, which are the main reference points of the subject of vocational training, are presented. The motives, goals and plans for the implementation of the content of vocational training are of primary importance for mastering professional activities. The following benchmarks are set for adoption of appropriate decisions regarding the definition of the direction, strategies, tasks of professional training; possession of the necessary information about the conditions for the formation of a person as a professional during training in educational institutions and after its completion; self-control and regulation of the professional training process and the professional development of a future specialist.

The organization of formation of special, professionally important knowledge, skills and abilities of the future specialist is explored.

Personality activity is considered as the desire of the subject to go beyond their own limits, expand the scope of activity, act outside the boundaries, regardless of the requirements of situations.

It is revealed that the planning function of the subject of learning takes place with the presence of a motive and plan. The plan provides an idea of what individuals need to do to achieve their goals. It was found out that the goal is achieved by self-control in keeping with one's own position of subjectivity of activity, in comparing the real state of manifestations of the subject of activity with a certain standard, making a decision about the presence or absence of deviations in their own behavior.

It has been found out that for modern youth it has become important to determine the value-semantic space of their life style of behavior, subjective positions and views on the world around them and on people. It is determined that the value-semantic space of life is the psychological basis for student's accumulation of new personality potentials.

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