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## БОЛОЧОК ЭКОНОМИСТТЕРДИН КЕСИПТИК-МААНИЛҮҮ САПАТТАРЫНЫН СИСТЕМАСЫН КАЛЫПТАНДЫРУУ

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## ФОРМИРОВАНИЕ СИСТЕМЫ ПРОФЕССИОНАЛЬНО-ВАЖНЫХ КАЧЕСТВ БУДУЩИХ ЭКОНОМИСТОВ

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## FORMATION OF THE PROFESSIONAL IMPORTANT QUALITIES OF FUTURE ECONOMISTS

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*Кесиптик-маанилүү сапат кесиптер контекстинде, кесиптик-жарактуулугунун компоненттери катары каралат, башкача айтканда, кесиптик маселелерди ийгиликтүү чечүү үчүн адамга сапаттар зарыл болгон. Макалада болочок экономисттерде тышкы шарттардын таасири алдында окуу-тарбиялык процесстин жүрүшүндө калыптануучу, жана ошол процессти тездетүүчү жана анын ийгилигин арттыруучу кесиптик маанилүү сапаттары каралган. Адам баласынын өзүнүн кесибине болгон жана өзү иштеше турган адамдарга болгон оң мамилесинин калыптанышына, инсандык өсүүгө умтулуусуна көмөк көрсөтүүчү индивидуалдык өзгөчөлүктөрдү талдоо жүргүзүлгөн. Болочок кесиптик ишмердүүлүктүн адистешүүсүнө жана мүнөзүнө карабастан, ар бир жаңыдан жумушка киришип жаткан адис фундаменталдык билимдерге кесиптик билимдерге жана көндүмдөргө ээ болууга милдеттүү экендиги аныкталган.*

**Негизги сөздөр:** компетенция, кесиптик ишмердүүлүк, инсан, психологиялык мыйзам ченемдүүлүк, мотивация, кесиптештирүү, инновациялык технологиялар, чыгармачылык ишмердүүлүк, тарбиялоо процесси.

*В контексте профессиографии профессионально-важные качества рассматриваются как компоненты профессиональной пригодности, т.е. такие качества, которые необходимы человеку для успешного решения профессиональных задач. В статье рассматриваются профессионально-важные качества будущих экономистов, формирующиеся в ходе учебно-воспитательного процесса под влиянием внешних условий, которые могут ускорить этот процесс и сделать его более успешным. Представлен анализ исследований индивидуальных особенностей, что способствуют формированию у человека положительного отношения к своей профессии и людям, с которыми он работает, стремления к личностному росту, профессиональному совершенствованию. Определено, что независимо от специализации и характера будущей профессиональной деятельности, любой начинающий специалист должен обладать фундаментальными знаниями, профессиональными умениями и навыками.*

**Ключевые слова:** компетенция, профессиональная деятельность, личность, психологическая закономерность,

*мотивация, профессионализация, инновационные технологии, творческая деятельность, воспитательный процесс.*

*In the context of profессиоgraphic, professionally important qualities are considered as components of professional suitability, i.e. those qualities that are necessary for a person to successfully solve professional problems. The article deals with the professionally important qualities of future economists, which are formed in the process of educational process under the influence of external conditions that can accelerate this process and make it successful. The analysis of the study of individual characteristics, which contributes to the formation of a person's positive attitude to their profession and working with him people, personal growth, the desire for professional improvement. Regardless of the specialization and the nature of future professional activity, any novice specialist should have fundamental knowledge, professional skills and abilities.*

**Key words:** competence, professional activity, personality, psychological regularity, motivation, professionalization, innovative technologies, creative activity, educational process.

As practice shows, regularly organized system of professionally important qualities, it is necessary for any type of activity. It cannot act for this activity as a certain combination of subjective properties and this system set in a finished form, since it is formed in people when they master various professions.

In the formation of general cultural, professional and special competencies necessary to achieve effective indicators in professional activities of future economists, it is important to understand the very personality of its essence, structure, mechanism of construction, functioning and development.

Without taking into account professionally important qualities and their incorrect diagnosis, certain difficulties arise, and it is also possible to reduce the effectiveness of activities.

Professionally important qualities were studied in the works of such scientists as V.D. Shadrikov, A.V. Karpov, E.A. Klimov, N.S. Pryazhnikov, A.K. Markova, M.V. Klishevskaya.

For example, according to A.V. Karpov is very important in this aspect, is the knowledge of the proper psychological laws. He writes: “The psychological knowledge of labor helps to increase professional competence, which is the main factor and the main productive force of individual labor. Therefore, contributing to the development of professional competence, labor psychology also acts as a factor in the effective increase of professional activity. Knowledge of the basic psychological laws and the psychological foundations of professional activity are considered today as a necessary component of the general personality culture of a specialist of any profile” [1].

V.D. Shadrikov notes that almost every professional activity is presented as a normatively approved method of activity, where a normative method can be actively applied in the process of people developing occupations. This method turns it into an individual specific mode of activity. V.D. Shadrikov writes in his works that “one of the conditions for mastering a profession is the formation of a psychological system based on the individual psychological qualities of the subject of activity by updating the structure of the motives of the activity, goals and conditions. In the formation of the psychological system of activity, the initial basis is the needs of a person, his interests, worldview, beliefs and attitudes, life experience, features of individual mental functions, neurodynamic qualities, personality traits” [2].

According to E.F. Zeera, mastering the profession, professionally improving, the person begins to change, namely, enrichment of the horizons, the choice of the direction of actions, competence is formed, experience is

gained and professionally important qualities are developed [3].

A.K. Markov emphasized that “professional creativity, although it takes a lot of time and energy of a person, at the same time spiritualizes a person, lifts him above everyday life, provides powerful incentives for the development of a person’s personality, illuminates him with an inner light” [4].

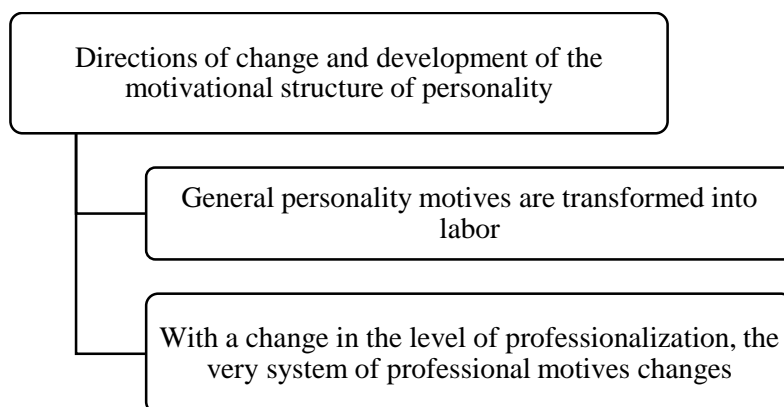
Therefore, to form the important qualities of a professional, it is necessary to determine the following goals:

- training of a graduate who has worldview, civil and moral principles and is formed in his professional activity as a competitive, highly educated person, who is active and tolerant in the renewal of society: able to show social and professional activity on the basis of linguistic trinity, information literacy, a healthy lifestyle;

- training of a specialist who knows how to simulate the production process: who has mastered the educational program and innovative technologies, speaks three languages, is able to implement innovative projects in professional activities, make innovative decisions;

- training a specialist who knows the content of the discipline: who knows how to use regulatory documents, has mastered information and communication technologies, applies the results of scientific research in his field in his professional activities, and is ready for self-education throughout his life.

During the study, and then the development of the profession, in the process of labor activity, the motivational structure of the subject of activity is transformed. This development goes in two directions (picture 1):



**Picture 1.** The main motives for the transformation and development of personality in the formation of professional qualities.

The professional activity of people is influenced by a large selection of specialties and professions. But only a small part of their needs in labor and through labor, people can satisfy, and that part of the needs, in specific conditions and forms of their satisfaction, is substantially

transformed. In this regard, the process of formation of labor motives continues in the motivational process of taking a profession. And above all, it consists in satisfying the needs of the specialist in specific forms for further revealing the possibilities of the profession. For example,

“cognitive needs can be satisfied in various forms of rationalization and inventive activity aimed at improving the means of labor, technology and the methods of labor themselves. Such psychogenic needs as the need for prestige, claims, achievement and improvement of status, the need for communication, etc., are mediated by the level of professional skill” [2]. Making a small conclusion, we emphasize that psychogenic needs usually manifest themselves as a level of professional excellence, but at first they are not related to activity, but are realized outside it. The ability to meet these needs is carried out through certain results in labor professional activity.

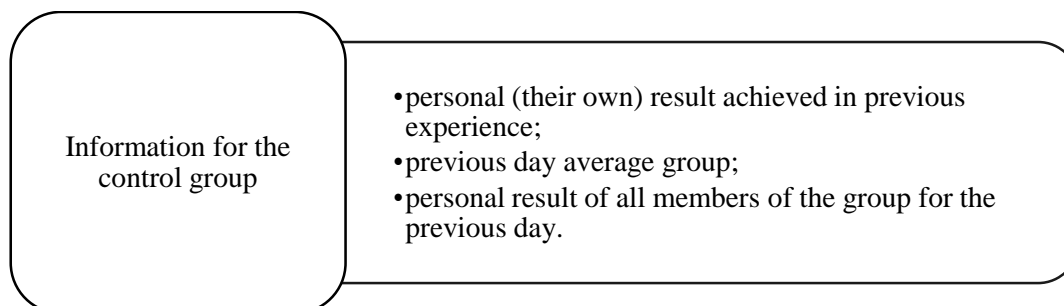
In the process of working under pedagogical conditions for the implementation of professionally necessary qualities, it is necessary to know the requirements for the professional qualities of workers in the economic sphere. This will further help determine the degree of professional conformity of people to a particular profession.

The student must determine independently to what extent he must fulfill the requirements for the quality parameters of the result and what kind of performance he

must achieve, that is, identify the goals and subjectively acceptable level of achievement of these goals.

Considering this problem, an experiment was conducted on the basis of Syrdaria University of the Republic of Kazakhstan, in which 2-4 year students of the specialties "Finance", "Accounting and Auditing" took part. During the experiment, it turned out that it was social factors that greatly influenced the level of achievement. In this experiment, activity related to the reception and processing of information was simulated, while taking into account that the possibility of distorting the results due to the assimilation of group experience by individual participants is sharply reduced. For this, two groups were selected: control (49 students) and experimental (46 students).

We describe the research data. The purpose of the experiment is to determine the nature of the influence of knowledge about the results of other participants on their own activities, as well as in establishing group parameters that each member of the group is oriented towards. The participants in each group were given the task to quickly and accurately complete the task. The data reported to the experimental group are presented in Picture 2:



**Picture 2.** Available information for experiment participants.

During the experiment, participants in the experimental group could find out only their own results, and a preliminary survey of students who had previously participated in the study and conducted on this setup, but with different goals, showed that the average group score and personal results turned out to be significant guidelines for them.

During the week of training, the experimental group was able to achieve excellent performance in terms of processing the information presented and the implementation of the response. There were practically no errors, and by the end of the experiment, the mean square deviation of the results in terms of processing operational tasks in both groups became somewhat different, that is, the average discrepancy was 46%. At first glance, in a group that knows the results, training should be more successful, but it turned out that in the control group, knowledge of the results of the same participants played a dual role, which

influenced the behavior of reviewers (tested students). As the studies showed, the spirit of competition appeared, since on the one hand, the results of the work of the same participants in the experiment stimulated activity, namely, they made work more interesting.

When the group members were asked: “Was it interesting for you to find out the results of the experimental group members?”, Most of the students expectedly gave a positive answer (answered “yes.”) They noted that the goal would not have been achieved if there had been no knowledge final indicators. Ultimately, that would not be interesting. The motivational role of knowledge of indicators deserves special attention:

- some test subjects were guided by the average group indicator and tried to ensure that their indicators were no worse than the average group;
- when focusing on personal indicators, a different hierarchy of goals was observed, that is, the subject

wanted to work no worse than the one closest to him by the result, but at the same time kept the best indicator of the group in sight;

- if the discrepancy of the final indicators with the same participant reached a certain level, which was determined both by the nature of the activity and personal qualities, in particular the level of aspirations, then the test person stopped the competition and in the future work focused only on his achievements.

An important factor in this was the improvement of indicators from experience to experience. In case of failure, when this could not be achieved, a feeling of dissatisfaction ensued. Namely, if the test person was the best in the group, then the stimulating effect of knowledge of indicators was determined by the level of aspiration. Let us explain: students with high self-esteem had a desire to stand out and improve their achievements even more, and tested students who, in their studies and in other areas of life activity, had a middle position, calmed down and stopped in their achievements, led to a weakening of efforts (although they knew that they could it is better).

Throughout the experimental study, it was found that people with a good level of desire for high performance systematically improve their performance, strive to conquer new "peaks", show confidence in the results of their actions and great zeal in solving various problems, are confident in the results of their actions. Such people are usually ambitious in the sense that they set new goals and are able to achieve them; they are ready for great efforts to achieve them. Also, they do not worry when solving problems, they keep themselves fairly independently and independently, preferring not to turn to other people for help.

A group of subjects with an average aspiration level index are more concerned about their safety, showing a tendency to avoid failure. Of sufficient interest were the answers of the tested students to the question: "What do you think, if you did not know the achievements of your comrades, how would this affect your own work?", Many of them tried to do the job better. They highlighted that they would pay more attention to mistakes and mistakes.

Knowing the results of the comrades had not only a stimulating, but also a strong emotional effect on the tested, especially those whose results were low. In this case, mainly negative emotions arose. In the control group, knowledge of the accomplishments of comrades leads to the fact that some of its members do not work at full strength: some members of the group, who are in the middle part by indicators, are aware of this and are satisfied with the existing situation, other members of the group who have better results also do not work in full force. Thus, there is a tendency to contract indicators to the average. In the experimental group, the testees do not

know the results of their comrades, but they are sure that they are also trying. As a result of this, throughout the entire period of study, the testers in this group make a huge effort to successfully complete the work.

The experiment suggested that ignorance of the results of their comrades gives rise to some uncertainty about the success, which significantly had a stimulating effect. It tested from the experimental group, having made at least one mistake, understands that he completed the task poorly. Conversely, the results of the experiment in the control group showed that, knowing that the average number of errors per day of training in the group is almost always more than unity, the subject does not worry, making one mistake. This means that the level of possible achievements is determined by group factors. The student constantly compares his achievements with the average group results and performance indicators of individual group members.

It was established that "to improve the quality of preparation of graduates for professional activity, it is necessary to pay special attention to the formation of such integrity in the structure of the student's personality as professional orientation and responsibility" [5].

According to the results of the experiment, it can be stated that the level of achievement is a complex process, including the establishment of qualitative and quantitative characteristics of the goal, perceived by the person mastering the activity. This process is determined by:

- firstly, the specifics of the activity, working conditions, the system of regulation and remuneration, the level of requirements for the main parameters of the activity;
- secondly, by personal factors: motivation, abilities, desire to achieve recognition, responsibility.

Analyzing the professionally important qualities of an economist formed in the process of studying at a university, the following can be distinguished:

1. The main quality of any economist is the ability to think logically, since "... logical skill is an important component of mental activity, because one of the key features of thinking is the organized process of logical search aimed at solving problems" [6]. People with high organization, attentive to trifles, committed to order and accuracy, stable in work, are more successful as an economist. Those who speak English also benefit, as the terminology and literature of economic science is largely based on English.
2. The information technologies that have come into our lives could not help but leave their imprint on the work of specialists in the economic field, and therefore require increased computer literacy;
3. Great importance is the overall emotional stability, empathy. An economist, especially starting from a certain level, has to solve problems with many unknowns

and take responsibility for risk. The ability to maintain emotional restraint, not to succumb to momentary moods, strict self-control is undoubtedly positive qualities, and their absence or the exact opposite is a good reason to once again think about the correctness of the choice made.

Despite the nature of future professional activity and regardless of specialization, any novice specialist should have fundamental knowledge, professional skills. The practical experience of research, creative and independent activity, which allows the future economist to determine his position on a particular professional issue, problem, is of great importance. Accordingly, the economist's significant professional qualities are developed creative and analytical thinking, the ability to draw logical connections between the effect and the cause, a good memory, a tendency to research and analyze, the ability to work with a large amount of information, the ability to focus attention, the ability to correctly, coherently and clearly state own thoughts and point of view, self-organization and sociability. And that is far from the whole list.

Thus, the formation of a system of professionally important qualities is a very complex pedagogical

process, requiring scientifically based organization of the educational process and taking into account the capabilities of students. In this regard, in order to become a highly qualified specialist, you need to work hard on yourself.

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