

Personal and Professional Responsibilities of Students: Psychological and Pedagogical Factors of Real Opportunities

Larisa P. Lazareva^a and Natalia V. Zavodevkina^b

^aPacific State University, RUSSIA; ^bFar Eastern State Transport University, RUSSIA.

ABSTRACT

The purpose of this paper is to study specific features of personal and professional responsibility of students, to determine the psychological and pedagogical factors that influence this process, as well as to describe the psychological and pedagogical approaches to maintaining responsibility as an integral personal and professional quality. Research methodology was based on observation and conversation, which provided the possibility to monitor personal and professional orientation of students. At the second stage of the study, the authors determined and tested a set of pedagogical conditions aimed at the development of social and professional responsibility. Research findings can become the basis for further studies dedicated to the development of social and professional responsibility in students, as well as the development of professional and pedagogical competence of teachers in this area.

KEYWORDS

Personal and professional responsibility; psychological and pedagogical conditions of responsibility; manifestations of responsibility; formation of specialists; integrity of the educational process

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Introduction

In today's society, the development of professional value system becomes the priority task of education (Fenwick, 2016; Fenwick & Edwards, 2016; Ter Maten-Speksnijder et al., 2015).

Particular attention should be paid to personal and professional responsibility of students, since the development of responsibility motivation and personal abilities to orient at the new practical approaches to the emerging problems present the key conditions that determine formation of specialists (Hutchinson, 2006).

It should be noted that the level of personal responsibility depends on social and psychological conditions of human activity (Rean, 2013). The nature and quality of the teaching and learning process at the university is a factor affecting

CORRESPONDENCE Larisa P. Lazareva ✉ larisa-mich@list.ru

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the development of responsibility as an indispensable social attribute of a future professional (Turker, Vural, Idowu & 2016; Solbrekke & Karseth, 2006; Toker, Turker & Vural, 2016).

In a professional environment, human responsibility as a psychological construct of his/her personality is an indicator of social competence, which is related to qualities such as team spirit (teamwork), the ability to cooperate, partnership management style, flexibility, sociability and ability to accept criticism (Macfarlane, 2014; Solbrekke & Englund, 2011).

T.P. Yemelyanova (2006), known as a specialist in the field of responsibility development, notes that the concept of responsibility presents individual attitudes to society, which implements human demands (moral, professional).

The aforesaid elements related to the psychological phenomenon "personal responsibility" in the context of their pedagogical actualization present socialization mechanisms (Barretti, 2004). In turn, the problem of social development of the personality in the future university professionals demands teachers' attention to emotional intelligence.

The American psychologist D. Goleman (1995) defines emotional intelligence as a fundamental self-awareness factor, which is expressed in such human qualities properties as validity, attentiveness, sympathy and at the same time – self-discipline and the sense of responsibility.

One should note that current studies are largely focused on studying the development of responsibility and the establishment of personal competencies in medical students (Hopwood, Dahlgren & Siwe, 2014; Ter Maten-Speksnijder et al., 2015). In addition, the analysis of pedagogical studies shows that the development of social and professional responsibility in students can be effective if the teaching and learning process provides professional knowledge adequate to the challenges of a particular subject area (Emelyanov, 2006), as well as in the case universities provide a practical program focused on independent professional activities (Solbrekke & Karseth, 2006; Shafigullina, 2009).

In this regard, development of personal and professional responsibility often implies student proactiveness, which is regarded as the dynamic characteristics related to the development of creative thinking (Saeki, Fan & Dusen, 2001; Kondratiev & Ilyin, 2007). Proactiveness confirms the availability of high achievement motivation, demand for personal fulfillment recognized by other people (McMichael, 2000).

The American philosopher, psychologist and educator William James (2001) argues that activity motivation in mental activity of students emerges in the learning environment that predispose the individual pursuit of search activity.

However, few studies have been devoted so far to the concept of responsibility as an integral personal and professional quality, absorbing the development of self-reliance, proactiveness, communication skills, leadership and the ability to maintain one's health. In this regard, one of the tasks of modern pedagogy is to develop structural and functional models describing the development of personal and professional responsibility in students.

Methods

The authors of this study used theoretical and empirical methods – theoretical analysis of research papers, generalization of teaching experience, pedagogical observation, and interviews with students and teachers.

The first stage implied the study of foreign experience in solving this problem, as well as the monitoring of personal and professional orientation of students through conversation with the students themselves and observation of the teaching and learning process. The study was carried out at the premises of the Pacific State University (Khabarovsk). Sampling frame amounted to 400 students.

At the second stage of the study, the authors established a set of pedagogical conditions required for the development of social and professional responsibility in students, developed and tested a universal scheme with the view of improving the development of professional orientations.

The experiment was carried out with due regard to the individual psychological characteristics of students, specific features of personality-oriented forms and methods of individual and group work, as well as to the quality of pedagogical support aimed at the development of social and professional responsibility.

Reliability of research results is determined by using several theoretical and empirical methods that comply with the subject of research, as well as experimental work with the representative sample.

Data, Analysis and Results

The analysis of experimental work data shows that a personality with independent activity orientations in his/her living space is characterized by the self-responsibility motivation, as well as by a well-trained ability to focus on different approaches to the emerging problems.

A young professional is able to detect its independence as a style of life, provided his/her ability to develop theoretical and conceptual thinking at the university. In particular, this means mastery of professional concepts, which allows building a search strategy with many unknowns, starting from the existing conceptual structure of source phenomenon, using the most appropriate and relevant options.

Any student is responsible (both potentially and actually), if he/she has a theoretical and imaginative thinking. This means that he/she is able to solve the problem / task by using not only concepts, judgments, inferences, but also images (these images are either extracted directly from the memory, or creatively recreated through imagination; by manipulating them, a person finds the best solution to the problem).

It should be noted that all these characteristics of mental activity related to young professionals are relevant if their development is accompanied by the underlying factors motivating active personal autonomy.

It was found that the process of training future professionals in the educational environment is characterized by a number of factors. The most important of them include the following:

- Definition of teaching and learning objectives at the faculty (designing the final result of training with a focus on human activity in the context of specific and projected cultural and economic conditions);
- Using the sections "Key concepts", "Questions for self-control", "Questions for self-training";
- Research method (method of reasoning with regard to particular facts, independently observed or experienced by students);
- Problem teaching method (the teacher puts a question before the audience or gives a task, which causes cognitive difficulty in students; solution of this kind of problem requires independent, original thinking), which provides a new mode of action, identification of the general conditions that determine specific regularities;
- Training aimed at the development of creative thinking in mastering professional situations:
 - Independent transfer of previously learned knowledge and skills to a new situation;
 - Vision of sign situations;
 - Vision of new functions within a problem;
 - Definition of object (problem) structure;
 - Vision of an alternative solution or method.

The future professional will develop himself/herself as a proactive responsible personality, provided:

- creation of creative cooperation environment between teachers and students in the teaching and learning process;
- establishment of psychological contact among teachers and students, stemming from mutual respect and the understanding of mutual spiritual needs;
- work methods of the teacher correspond to the style of his/her personality and activities.

Personal development of proactiveness as a form of personal responsibility could be provided by using the following forms of learning activities:

- Active learning of the new material by the students through harmonizing their understanding by using the five senses (the development of auditory, visual and kinesthetic memory in the learning process);
- The presence of a clear and feasible program of student creative self-development (this program is developed after the introductory lecture when the teacher "determines creativity coordinates" in relation to a specific subject matter);
- Keeping a diary of intelligent professional (regular self-examination, self-report, interview);
- Focus on self-education;
- Involvement of students in various academic competitions and contests.

Identifying the opinion about the factors influencing stabilization and/or destabilization of the active life in the teaching and learning process (considering it an indicator of personal responsibility) in the course of conversation with undergraduate students of technical universities, the authors

received a number of responses that could be considered indicative. For example, "a good teacher should know how to deal with students", "a good teacher should not show disrespect for the student personality; should not ignore the interests of students; should not provide lectures only for himself/herself; should not notice only himself/herself", "an interesting and clearly explained discipline is easy to digest", etc. Therefore, emotional intelligence of the teacher is a prerequisite for a responsible attitude to the student work and social success of his/her personality.

In terms of pedagogical tasks, these qualities are extrapolated as the need to provide/develop:

- Psychodiagnostics of cognitive, creative, axiological, communicative peculiarities of student personality;
- Training according to the principle of reasonable utility as regards the studied disciplines, which requires consistent logical connection between the studied subjects, activating relevant student interest and the development of independent thinking;
 - Actual conditions for the emotional development of students;
 - Teachers' awareness of the "novice" student problem;
 - Understanding of pedagogical tolerance;
 - Development of pedagogical strategies and tactics aimed at successful socialization of students;
 - Development of intellectual abilities of students through:
 - providing effective learning conditions;
 - development of professional skills;
 - providing psychological conditions for successful professionalization;
 - example of a positive attitude to a certain activity provided by teachers;
 - discursive (speculative) training;
 - students witness the firsthand example of hard work, self-discipline and responsibility;

Purposeful stimulation of student social activity, which can be implemented through:

- emphasizing motifs of behavior related to responsibility for human life;
- development of social feelings;
- Development of student interest in social creativity in higher school and at the enterprise;
 - Teaching motivation analysis based on value criteria.

The above tasks can be considered as recommendations for action in terms of the development of leadership skills among future professionals. Description of the types of educational support to self-development of their leadership potential is given below.

It was established that student leadership qualities increases by using the following activities:

- Training discussions (in assessing reports provided by participants one should pay attention to the student ability to get their own way, to the independence and originality of their judgments);
- Reports and messages (plagiarism is strictly prohibited);
- Competition aimed at finding the best / rational solution of relevant problems;
- Tasks related to the development of technical safety regulations in any industrial activity, etc;
- Pole plays, etc.

Conversations and testing the schemes aimed at improving student responsibility also indicated that the development of personal and professional responsibility was determined by student proactiveness, which is regarded as the dynamic characteristics of creative thinking.

Discussion and Conclusion

The study of foreign experience has shown that the application of personal communication and pedagogical observation is optimal for monitoring personal and professional orientations of students (Hamidian & Salajaghe, 2013; Toker, Turker & Vural, 2016; Dallas & Hatakka, 2016).

The original findings are also reflected in the paper provided by A. Bates, M. Bates & L.J. Bates, (2007). The paper identified factors that foster successful development of a professional as a socially responsible personality. Moreover, scholars argue that universities should take the lead in providing responsibility for the teaching and learning process by developing curricula compliant with the emancipation model.

It should be noted that M. Barretti (2004) defined a number of factors that affect professional socialization of students. In addition, his work developed the original thesis of self-development initiative as a form of personal responsibility.

As a result, the phenomenon of student social and professional responsibility could be originally defined as a professional and personal quality characterizing student readiness to commit a deliberate act in the course of professional activity, which indicates his/her social competence.

The study confirmed that efficient development of social and professional responsibility in students is provided by means of several pedagogical conditions: the content of education should correspond to social challenges keeping in mind the principles of learner-centered teaching and social practices that promote development of professional culture.

It was found that the development of young professionals could be guaranteed provided the effect of active personal self-motivation factors. In turn, independence presents a characteristic paired with responsibility. The motivating factors include, above all, the experience of external and internal personal approval (in absolutely all its parameters: appearance, character, behavior, activities). At the stage of youth professionalization, positive assessment of individual manifestation of independent thinking is particularly

important in terms of responsibility development, along with its practical results.

The proposed teaching activities in universities can be used as recommendations to improve the level of personal and professional responsibility of students.

This study attempted to disclose problems related to the development of personal and professional responsibility in university students. It can serve as a basis for further studies related to the development of professional and pedagogical competence of university teachers in the development of personal and professional responsibility in students.

Disclosure statement

No potential conflict of interest was reported by the authors.

Notes on contributors

Larisa P. Lazareva is a Professor of Theory and a technique of pedagogical and defectology education department, Pacific state university, Khabarovsk, Russia.

Natalia V. Zavodevkina is a PhD, Associate Professor of Physical Education and Sport Department, Far Eastern State Transport University, Khabarovsk, Russia.

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