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**TÍTULO:** Investigación de la influencia de indicadores valiosos-sensibles de futuros diseñadores en su preparación para la actividad profesional.

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**RESUMEN:** El tipo moderno de economía ha llevado a la formación de nuevos requisitos para los graduados de educación superior. En este sentido, se actualiza el problema de la formación de pautas semánticas de valor de los estudiantes para su preparación para la actividad profesional del diseñador. Los autores del artículo realizaron un estudio sobre la influencia del valor y las orientaciones semánticas de los futuros estudiantes-diseñadores en su preparación para la actividad profesional, realizaron un diagnóstico de la influencia del valor y las orientaciones semánticas de los futuros diseñadores en su preparación para la actividad profesional, y propusieron formas de optimizar el proceso de preparación del futuro diseñador para la actividad profesional, justificando el papel principal de la capacitación práctica en este proceso.

**PALABRAS CLAVES:** tipo moderno de economía, orientación semántica de valor, estudiante, actividad profesional.

**TITLE:** Investigation of the influence of valuable-sensitive indicators of future designers on their preparation for professional activity.

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**ABSTRACT:** The modern type of economy has led to the formation of new requirements for graduates of higher education. In this regard, the problem of formation of students' value-semantic guidelines for their preparation for the professional activity of the designer is actualized. The authors of the article conducted a study of the influence of value and semantic orientations of future students-designers on their preparation for professional activity, and also a diagnosis of the influence of value and semantic orientations of future designers on their preparation for professional activity. It proposed ways to optimize the process of preparing the future designer for professional activity, justified the leading role of practical training in this process.

**KEY WORDS:** modern type of economy, value-semantic orientation, student, professional activity.

**INTRODUCTION.**

The education system faces the task of achieving a new quality, which necessitates the revision of targets and methods of training students of higher educational institutions for professional activities. The defining way of development and functioning of society is creation of the effective system of the higher education, meeting the modern requirements of high-quality training of specialists in various field of activity (Fahrutdinova & Akhmetova, 2014).

The Lisbon Convention "On the recognition of qualifications concerning higher education in the European region" in 1997 (which was joined by Russia and Kazakhstan) have formulated the concept of international recognition of the results of education and put forward the requirement to the academic community to develop a convertible and generally understood criteria for such recognition. Later, during the Bologna process, the methodology of the competence approach was developed, the basic concept of which is competence - the ability of the individual to use independently various elements of knowledge, skills and relationships in everyday and new situations.

One of the characteristics of the personality of a modern graduate is the system of value orientations, which is developed in youth as a conscious, generalized attitude to life. Taking into account changes in values, mediated by changes in society, and the conditions of formation of values and value orientations of the individual in the educational process of higher education, provide professional and personal growth of the student (Zimnyaya, 2004).

Today, the value orientation in the educational sphere on such quality as the potential of the individual is generally recognized: the development of creativity, originality, critical thinking, independence, creativity, etc. (Crivykh et al., 2013).

Value orientations are psychological characteristics of a mature personality, one of the central personal formations. According to E. L. Buslayeva, they express a meaningful attitude of a person to social reality and in this quality determine the motivation of his behavior, having a significant impact on all aspects of his activities and characterize the internal readiness to perform certain activities to meet the needs and interests, indicate the direction of its behavior (Buslaev, 2011).

Kadyrova L.X and Musina K. I., noted that currently, knowledge becomes obsolete so quickly that teachers are constantly faced with the need to determine the complex of professional qualities, that would safely provide the professional with an ability to work in a fast changing environment and to be competitive and sought-after expert in his field (Kadyrova & Musina, 2015).

Nasibullov R. R, Salakhov R. F., Salakhova R. I. see the approach to learning as a holistic process of inclusion of the student in the productive creative activity of artistic orientation, with a focus on the development of its cognitive aesthetic positions and emotional-value relations to the fine arts (Salakhov et al., 2016).

We support the position of Karkina S.V., who indicates the presence of an urgent problem of education of conscious attitude of the younger generation to the eternal values of mankind (Karkina, 2015).

Dyganova E. A and Yavgildina Z. M. determined the structure of the culture of self-education of the student, which consists of three components: value-motivational; cognitive-operational; control-reflexive, where the value-motivational component, which is the leading, is a system of pedagogical values, personal meanings, motives, interests, needs of the future specialist, which forms his personal-valuable setting and contributes to the development of his professional and pedagogical self-education (Dyganova & Yavgildina, 2015).

It should be noted that the priority of training of designers, due to their professional specificity, is represented by the clear dominance of practice-oriented orientation of their training. This idea of the specifics of professional training of designers, in our opinion, is one-sided.

The lack of research of value-semantic guidelines of students-designers and features of their formation in the process of preparation for professional activities in the Republic of Tatarstan and Kazakhstan, complicates the process of adaptation of students to professional activities, as it is evidenced by the results of surveys among beginners.

In our opinion, today it becomes important a value-semantic aspect of the professional activity of the designer as a subject of value-semantic transformation of the content of professional activity through the ability to constant self-development and self-education in the process of this activity, where, as a special condition for the formation of value-semantic guidelines of future designers, is a close relationship of theoretical learning and practical consolidation of the material in the framework of independent projects of students.

Industrial practice is one of the forms of the educational process of the University, during which the direct connection of theoretical education with the future practice of a specialist is carried out and the conditions for the formation of value-semantic attitude of students to the future profession are created.

In the course of the study the following tasks were solved:

- Such concepts as "value-semantic reference points" were analyzed.
- The importance of industrial practice in the training of designers for professional work was identified.
- Value orientations of students in professional activity were identified.
- Generalization of the results of the study of the formation of value-semantic landmarks of professional activity of students-designers in the process of industrial practice, the main forms of practical training of students-designers were proposed.

The information obtained in the course of the study, made it possible to understand better the specifics of the process of formation of value and semantic orientations of professional activity, to take it into account in the process of improving this activity and increasing efficiency.

## **DEVELOPMENT.**

### **Methods.**

In the process of studying the problem, the following research methods we used:

- Analysis of psychological and pedagogical, scientific and practical literature on the problem.
- Generalization of experience in the organization of professional and pedagogical training of students.
- Interviewing, questioning, collection, analysis and generalization of data.

The survey was chosen as the main method of research, as it allows to cover a wide range of respondents at relatively small material and time costs and to obtain reliable results.

The survey was conducted from February to April 2018, it covered students of the first and final courses of the Department of design and national arts of the Institute of Philology and Intercultural Communication of Leo Tolstoy Kazan Volga Federal University (Russia) and the "Design" Department of professional and creative faculty of Aktubinsk regional state University named after Zhubanov (Kazakhstan).

When organizing the study in accordance with the purpose and objectives of the work, the number of respondents included was 200 people.

The age of the tested students is from 18 to 22 years.

The ratio of students studied by gender is 50% of girls and 40% of boys.

### **Results and discussion.**

The study of the influence of value - semantic orientations of future designers on their preparation for professional activity was carried out using the following procedures:

- Diagnostics of the system of value orientations of students.
- Analysis of the real professional employment of students while studying at the University.
- Self-examination of students on the basis of practical training.

To determine the formation of valuable orientations of students and pedagogues, the technique of unfinished sentences (Batrakova et al., 1993), the test of value orientations of M. Rokeach (Rokeach, 1979) and the test of life-meaningful orientations of D. Leontiev, adapted to our study, were used (Leontyev, 2000).

During the survey, respondents were asked to express their attitude on a number of issues, relating to the meaning of life, profession. The answers were grouped into blocks, showing the attitude to this topic. Students were asked to determine the values, their importance, according to the scale: "does not matter to me," "infrequently matters", "is of great importance".

The leading values of the respondents are love and well-being, lack of financial difficulties (95%), 50% noted equal opportunities for all. Good friends, equality and freedom in actions (25%). Freedom and independence in actions and creativity were chosen by 20% of respondents. To the question: "Do you plan to be engaged in professional activities?" the students responded as follows: Yes - 50%, "Most likely" - 30%, "No" - 20%. Students note their lack of self-confidence, believe that they do not have professionally significant qualities such as: responsibility, independence, communication skills, confidence. 55% of students believe in the value of the profession of designer and the positive result of its development, not quite sure – 30%, answered negatively - 15%. Such results show that the profession of designer is a value for students.

An interesting fact is that in the last place respondents have such values as pleasure, self-confidence and health. Free time at the computer is spent by 55%, additional classes are attended by 25%, museums, exhibitions and theaters are visited by 20% of the surveyed students. These data show the students' leisure behavior and attitude to health as a value.

It should be noted, that among the values acquired during the period of study at the University, as the most significant are considered by the respondents: education (breadth of knowledge, high general culture); self-discipline.

Analysis of the real professional employment of students during their studies at the University allowed us to identify the following groups of graduate students:

- ✚ 32% of the surveyed students are already engaged in professional activities in their free time or freelance. They also noted that they plan to engage in this activity after graduation.
- ✚ 21% of the respondents work part-time not on a specialty, and currently work not on a specialty, but at the end of their studies they plan to work on a specialty.
- ✚ 12% of respondents who do not work on their specialty, do not plan to work on their specialty in the future.
- ✚ 11% of graduates currently do not work, 10% of them are ready to look for work in the specialty after graduation, 8% do not plan to work on the specialty, 6% do not plan to work in the near future.

Students' self-analysis based on the results of practical training, included a number of questions that the trainees were asked to answer after the practical training: "Are you ready today to start solving professional design problems? "What professional tasks are you not ready to solve yet, but do you plan to master them in the near future?"). A qualitative analysis of the responses was carried out, which made it possible to identify three groups of graduates-respondents.

The first group of 37% are respondents who freely use professional terminology in their answers, clearly name specific professional tasks that they already know.

The second group of 28% are students who have assessed their readiness to solve professional problems using general, non-specific terminology.

The third group (35%) included students who actually left the answers to the questions.

To the question of the questionnaire: "What is the meaning of the practical training for you?" their answers were distributed as follows: 67% of students believe that the meaning of practical training is that it provides an opportunity for "test of strength" and "try on" the role of the designer, to gain

experience of professional activity. In other words, in the eyes of this group of students, industrial practice performs the function of self-diagnosis of professional suitability. For 33% of students, practical training is an opportunity to apply theoretical knowledge in practice.

In this regard, we can make a number of assumptions, the main of which, perhaps, is the difficulty of translating theoretical knowledge into the plane of solving practical problems.

The study revealed the influence of value and semantic orientations of future designers to determine their position, orientation, ideas about the content of professional activity. The insufficient formation of professional values and difficulties in the application of theoretical knowledge in practice were revealed.

The value-semantic orientations of future designers are dominated by the values of personal self-development, necessary for the activities of the designer, however, students are not fully actualized values of pedagogical activity, that the traditional training of students-designers should change, acquiring new forms.

## **CONCLUSIONS.**

Based on the above conclusions, we have considered the need to create a model of industrial practice, which will be the basis for the formation of value-semantic orientations to professional activity of future designers.

The research revealed the need to develop a system of measures for the purposeful formation of students-designers creative personality. One of the tools to solve the problem is to spread the experience of using the master class and creative workshops, allowing to maximize the creative possibilities of future designers and stimulate their research work (Akhmetshina et al., 2017).

This model should consist of unity of the following components: goals, effective cooperation of subjects and transparency of relations of subjects of practice, content, information and methodological support, motivational, resource, monitoring and effective.

This model looks like the construction of a career route by a student-designer before graduation. To achieve this goal, it is necessary to ensure effective cooperation of all those who participate in the practice process (students, teachers, representatives of partner enterprises).

Forms of interaction of subjects of industrial practice should be diverse and meet the needs and interests of all participants of this process, which should be filled with the most methodical and information support that will provide printed and electronic educational resources of the University. These forms include the possibility of interaction of subjects of the proposed model of industrial practice, which should be used to motivate the creative and research activity of students-participation in competitions of reports on practices and research conferences, trainings, workshops, open days of enterprises, job fairs).

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