

UDC 378.1: 351.858

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**Moral and psychological portrait of the modern student,
his components and characteristics**

The article examines the moral and psychological portrait of the modern student. Analyzed the process of adaptation to the conditions of university students. Paid attention to interpersonal interaction of the student youth. Factors of emotional and subjective nature, which influence on the character of the entire educational-cognitive activity of students. The factors characterizing moral and psychological portrait of the student and their influence on the impact on the psychological and professional characteristics of the future specialist.

Key words: modern student, adaptation, interaction, moral and psychological portrait, typology of personality, professional activity.

Relevance for writing this article was a growing interest in youth as a social stratum having the potential to actively change the socio-economic and socio-political situation in the state. Since the majority of young people engaged in learning activities, it is advisable to pay attention specifically to the study of moral-psychological portrait of the modern student, its various aspects and features. Student activities begin with the first course. Much depends on the successful adaptation to the student's learning conditions at the university, which in turn affects the development of the individual student as a future expert in his chosen field and a citizen of their country. Adapting to college life is always associated not only with the entry of a new social environment, but also to develop their own relationship to society and the processes occurring in it. Currently, the economic reforms to build a society in which the core values are individual success, the high importance of the different wealth led to the stratification of society and reduction processes of positive interpersonal interaction and increase individual aggression that is most pronounced among the younger generation for psychological features inherent to this age, such as, for example, perfectionism. In this regard frequent in stances of aggressive behavior in students as young people as a social stratum is very heterogeneous in its social composition. The main difference is in terms of youth material security. During the study of interpersonal interaction of students, scientists, psychologists also love to share the youth by its relationship to the educational and research activities. However, despite these two approaches to the analysis of students, the total is in terms of motives activity of students. For many students, important are the following objectives:

- learn how to earn money through the acquisition of knowledge in their chosen profession, to raise their social status;
- fully realize himself as an expert in his chosen field, the desire to engage in research activities related to the profession;
- to find a loved one, a faithful friend, to create a happy family secured.

As noted above, the complexity in the process of adaptation to the university found it in the first year of study. They are caused by low self-skill work, poor ability to work with sources of information, in terms of psychological well, weak ability to clear planning of the educational activity. Also a common feature of hindering successful adaptation to the conditions of university students are emotional factors of a subjec-

tive nature sometimes have a decisive influence on the character of the whole educational-cognitive activity. This is a different sympathy, affection, peer pressure, the desire to please everyone, and sometimes sharp social stratification of the student group, in which a young person spends almost all of the working day. It should be said, that the differences in terms of material security of students have a close connection with its attitude to educational and research activities, and therefore it is necessary to consider them in detail [1]. Modern student studying in the university as a rule young people aged 17 to 23 years. Age at which ended in childhood, but the final maturity of the individual and all of its processes has not yet occurred. At this age, due to the peculiarities of formation and development of the person produced the optimal balance of performance and ability to process in coming information. This is the age to start searching for the young man himself in society, begins search for employment, which is planning to take the young man. Very often this is complicated by the fact that «perfect image» of a young man different from his real image, real abilities and real possibilities. This process is sometimes still referred to as a «crisis activities». It usually occurs during the end of a young man learning activities at the university, but gradually overcome person in the course of employment in the specialty, or in the process of further study in graduate and doctoral studies. You can identify the factors that characterize the spot moral and psychological portrait of the individual student (a portrait of the person who is here and now, with all its features). These factors can be divided into two groups. The first group consists of those factors with which the student arrived at the university. They need to take into account factors like cash at this stage of development of the individual. The second group consists of those factors, we, are produced and develop the student in the learning process. This group of factors can be successfully corrected, help the person to choose the correct orientation in the world of professional and research activities. The factors of the first group are: the level of preparation of the student, he had received during the schooling system of moral relations to themselves and people around them, the attitude to get a higher education, awareness about the daily activities and the principles of life in higher education, ideas about their future professional activities.

In modern condition is also often experience by undermining their future profession, or because of the good material security of the family already waiting for a young man with prestigious jobs in their specialty. These factors are determined by the conditions of life in modern society, the influence of the social environment, and economic and political conditions of the country. Influence of these factors can only indirectly, but they can be stated as a fact and use as a starting point for further impact on the student Factor since this group is especially relevant at a stage adaptation to the conditions of student learning in higher education, the student is trying to understand what the social environment he was, and what kind of people in terms of a moral and professional characteristics surround it. At this stage it can be hard to get used to a different style of teaching to varying degrees of complexity requirements of teachers, to a lot of new people, their habits and individual characteristics. In student groups at this time origin at first and dislikes, and there is a search and convergence between people with common aptitude, interest and values, there is an allocation of formal and in formal leaders. It is at this stage in the student groups begin conflicts people with opposing views on life, different from each other value systems, conflicts of people with different levels of material well-being. In these circumstances, the student must quickly find and master the techniques and methods of implementation of training activities in the new conditions. At the same time begins to produce a system of values in relation to teachers, classmates and training, development of the system of rules and regulations on the faculty and in the training group. Gradually, in the learning process, the influence factors of the first group fades into the background, and a decisive influence on the individual student's starting to have second group of factors. They are: the organization of the educational process, the level of teaching, the relationship between student and teacher, as well as posing a student tin front of goal activity and ability to more or less to plan its training and research activities, as well as improved self-activity [2]. It is the second group of factors influence greatly and will affect the psychological and professional characteristics of the future specialist. As already mentioned above, in the modern university, people come from different initial levels of classes for further professional activities, different levels of material well-being and so on. In this connection it is interesting to the influence exerted by these factors on the attitude and motivation of students to educational, professional and research activities. In this regard, all current students can be clearly divided into several groups:

– The first group made up of students, focused on education and further activity in chosen profession. In this group the largest number of students for whom their future profession and their activities there area core value. For these students is also important to continue and improve their knowledge of master and doctoral. These students are characterized as passionate about their work. They are often engaged in scientific

activity, organize various student community related to the implementation of the project, research, often write research papers, participate in contests, craft shows, in various local, regional and international projects and plans;

– The second group of students often get material — income families. Relating to education these students often deterministic practical interest, the influence of the family environment, a family business, a successful example of the material and the business plan of a close relative or a person. For these students, higher education is a tool, a kind of stage for possible future creation of own business: business, trade and so on. Attitude to research them characterized by a lower interest than in the first group;

– The third group are the students, life and professional position which is still uncertain, and students with various financial problems and personal and got to college «accidentally» — those students who «attach» to the university's parents or relatives, that they «did not hang around». For these students to the forefront problem solving personal and material in the first case, as well as the relationship of personal affection and friendship in the second. Undoubtedly, the process of professional and personal self-determination data will later students, but we can assume that this group includes those students for whom the choice of target activity is not typical.

It should be noted that the process of education today has become a pragmatic, focused and proportionate to the specific economic needs of society. Perhaps this is due to the current «commercialization» of society. The above characteristics, dividing students in to three groups under the influence of various social factors are not exclusive and comprehensive; there are also other aspects and features that reveal the moral and psychological portrait of the modern student. Here are some of them. There is a classification that divides students by type of activity in the field of cognition and learning. This classification identifies five types of personality of the modern student.

The first types of individual students are having an integrated approach to learning. They seek to acquire knowledge beyond the scope of academic courses. Social activity data students try to show in the greatest possible extent and breadth of coverage. This personality type is focused on extensive training, affecting not only the professional aspect of the activity [3].

The second type of student's personality is different under a more narrow specialization. Here the cognitive activity of the student also goes beyond the academic program, but it is directed deep in to the problem being studied. The system of personal queries related profession narrowed narrow interests.

The third type of person seeking to master academic knowledge strictly with in the academic program. This personality type is the least creative and least active among the students, perhaps because of their personal characteristics, but it can also achieve considerable success through hard work, persistent and consistent self-development activities of his personality.

The fourth type of personality are students whose attitude to learning activities in directly their likes and interests. Such students can learn well, but only on subjects of interest to them.

By the fifth type of personality are lazy students who came to the university to support friends not to go to work and not to get into the army. Ratio of students to learn more indifferent. They often miss classes, and to receive creditor pass the exam, are turning to their friends. Thus, these students usually «hold out» until graduation. Interests of students and if the case, I is mainly in the area of «student life», and various amateur classes.

Also interesting to us is the personality typology developed V.T. Lisowski. According to him students' activities focused mainly on:

- Studies, profession and science;
- Student life or political activity;
- Cultural and spiritual needs;
- Communication in the team [4].

Many researchers have noted a line in the personal development of young people, as the desire to get «everything now», inconstancy, the tendency to spray their activity on many different tasks rather than to focus on one particular task. The probable reason for this lies in the vast flow of information and the desire of a young man in time everywhere and in everything. In general there are several groups in the over all social stratum of modern college students.

For the first group is important to the process of communication, assistance to someone who was in a difficult situation. Data for student with high levels of responsiveness, so students like as an individual communication, and communication with groups of people. These students high activity combined with

the organization and aimed at cooperation and the search for compromise. Such students will gladly engage in work in the social sphere, educational activities;

- For the second group of students are interested in the problem is not theoretical, but practical, operational area, where prized freedom of action, which valued the ability to quickly find a solution to the problem situation. These students characterized by high energy and sociability. They are independent in making decisions, do not be afraid to be responsible for their actions;
- The third group includes those students whose need to communicate with others not so high. Much more they are attracted to activities in which communication with people is minimized. This work with mathematical models sign systems, translation work, layout and correction of texts, drafting design projects, computer programming, employment in statistical activities. For such student's characteristically deep passion for his work, this amounts to almost sometimes indifferent toward social and civic activities;
- In the fourth group consisted of students, which are characterized by emotional, communicative, generating a large number of ideas in the short term, as well as the employment of different creative activities: art, design, acting. They are representatives of the so-called «student bohemian» [5].

Today, however, there is also evidence of depletion of intellectual reserve students, simplify the scope of thinking, the weak development of the sphere of feelings which in turn adversely affects the process of obtaining and learning. Along with the young students celebrated the requirements for a «broad erudition» teacher, possession of knowledge not only in the professional field, but also in other fields, mainly in the field of socio-political and humanitarian knowledge. As a result, there is a contradiction between the «underdeveloped sphere of feelings», the student and the requirements for a «broad erudition» teacher. This is because of the growing need for cognitive personality, which is beginning to understand that development can take place not only in the field of professional knowledge, but also in a variety of feelings and general cultural knowledge, which often have a large impact on the professional activity and may lead to its transformation, the introduction of innovations and further development

Due to the inherent sensitivity to the young age of the students understand that the student period may be the last chance for the full development of the individual, and therefore tend to get the most available source of knowledge — from the teacher.

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Қазіргі студенттің адамгершілік-психологиялық суреті, оның компоненттері мен сипаттамасы

Мақалада қазіргі студенттің моральдік-психологиялық суреті туралы сұрақтары қарастырылған. Студенттің университеттің шарттарына үйрену процесіне талдау жасалған. Студенттік жастардың жеке тұлғалық қарым-қатынасы байланысына көңіл аударылған. Студенттің оқу-белсенділік іс-әрекетінің сипаттамасына назар бөлініп, эмоционалдық және субъектік факторлары зерттелген. Сонымен қатар болашақ маманның кәсіптік және психологиялық сапасы дамуына әсер тігізетін қырлары көрсетілген.

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Нравственно-психологический портрет современного студента, его компоненты и характеристики

В статье рассмотрен морально-психологический портрет современного студента. Сделан анализ процесса адаптации студентов к условиям университета. Уделено внимание межличностному взаимодействию студенческой молодежи. Приведены факторы эмоционального и субъективного плана, которые влияют на характер всей учебно-познавательной деятельности студентов. Изложены факторы, характеризующие морально-психологический портрет студента, и показано их влияние на развитие психологических и профессиональных качеств будущего специалиста.

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УДК 808.5

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Культура речи и речевая культура

В статье рассмотрены вопросы речевой деятельности, в процессе которой и формируется мировоззрение, развивается эстетический вкус, повышается уровень общей и речевой культуры, что актуально и при изучении иностранного языка. Отмечено, что именно поэтому сегодня речевая культура становится одним из условий гуманизации учебно-воспитательного процесса, нацеленного на личностный характер и коммуникативную деятельность. Авторами проанализированы сущность понятия «культура речи», выделены аспекты и критерии речевой культуры.

Ключевые слова: становление личности, речевая деятельность, мировоззрение, эстетический вкус, речевая культура, иностранный язык, гуманизация учебно-воспитательного процесса, личностный характер, коммуникативная деятельность.

Учение о культуре речи зародилось в Древней Греции в рамках науки риторики как учения о достоинствах речи. Значительный вклад в исследование культуры речи внесли Л.В. Щерба, Г.О. Винокур, В.В. Виноградов, С.И. Ожегов, Б.Н. Головин, И.Б. Голуб и другие языковеды.

Понятие «речевая культура» в научной и методической литературе практически не имеет определения, и нередко оно подменяется понятиями «культура речи», «культура речевого общения», «языковая и коммуникативная культура».

В Большом энциклопедическом словаре, посвященном вопросам языкознания, понятие «культура речи» имеет следующее значение: «*Культура речи* — это владение нормами устного и письменного литературного языка (правилами произношения, ударения, словоупотребления, грамматики, стилистики), а также умение использовать выразительные средства языка в различных условиях общения в соответствии с целями и содержанием речи; раздел языкознания, исследующий проблемы нормализации с целью совершенствования языка как орудия культуры» [2].