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FORMATION OF READINESS OF A FUTURE SPECIALIST TO PROFESSIONAL SELF-IMPROVEMENT

FORMAÇÃO DE PRONTIDÃO DE FUTURO ESPECIALISTA PARA AUTO-MELHORIA PROFISSIONAL

FORMACIÓN DE LA PREPARACIÓN DE UN FUTURO ESPECIALISTA PARA LA AUTO-MEJORA PROFESIONAL

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ABSTRACT: The article examines the process of developing the readiness of a future specialist (on the example of a student architect) to professional self-improvement. The search for effective methods of training architects at the present stage actualizes the problems of various indicators of their professionalism, one of which is the readiness for professional activity and its improvement. Realization of the relationships between teachers and students contributes to the identification of the creative potential of young people. The administration and teachers of the Department of Design and Fine Arts attach great importance to the museum and plein-air practice, where young people have the opportunity to get acquainted with the masterpieces of world culture and study the monuments of architecture and art, the active perception of which is an integral part of their future profession.

KEYWORDS: Future architect. Professional activity. Professional readiness. Motivation. Career choice.

RESUMO: O artigo examina o processo de desenvolvimento da preparação de um futuro especialista (a exemplo de um estudante de arquitetura) para o autoaperfeiçoamento profissional. A busca de métodos eficazes de treinamento de arquitetos no estágio atual atualiza os problemas de vários indicadores de seu profissionalismo, um dos quais é a prontidão para a atividade profissional e seu aperfeiçoamento. A realização das relações entre professores e estudantes contribui para a identificação do potencial criativo dos jovens. A administração e os professores do Departamento de Design e Belas Artes dão grande

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Stimulating the professional activity of students should be aimed primarily at the formation of professional motives (DOLZHICH; DMITRICHENKOVA, 2019a). Therefore, it is necessary to transfer the general motives of the individual to the labor ones. In the process of professional training, the student's needs should be reflected in the educational activities. The student should be focused on finding personal meaning in these activities.

According to Shamova (1998), professional development occurs only when, in the process of training, educational and professional requirements are higher than student's capabilities, while the motivational sphere expands.

It is known that a student with a highly developed motivation for professional activity is more predisposed to achieving high results than a student with a less developed motivation, even a more capable one. That is, a different level of student performance can be due to a different degree of motivation for future professional activity.

The influence of motivation on the professional success is evidenced, first of all, by the presence of the achievement motive. If we consider this motive in the context of professional activity, then it works as the motive for career growth and social success, professional and personal development (the motive for self-improvement). The motive of achievement could be defined as one of the main criteria for the successful professional activity, which predetermines the professional development of the individual (VOLKOVA; PANCHENKO, 2018; DOLZHICH; DMITRICHENKOVA; SANCHEZ POZUELO, 2021).

Russian researcher Sharipov (2012) points out that any activity is impossible without the motives and meaning, and the knowledge and practical skills could not be successfully implemented. The author notes that there is a certain interdependence between job satisfaction and performance. The increase in performance is due to job satisfaction, and vice versa.

Motivation covers all spheres of a person's life and plays an important role in all types of activities, in particular, professional ones.

Shlyakhtina (2015) believes that stimulation could be a means that contributes to motivation, since incentives are tools designed to cause the action of specific motives. This fact explains why people are not always able to respond to stimuli.

The process of stimulating professional activity involves the use of various incentives to motivate people. The motive is the result of influencing stimulus on a need (SHARONOVA; TRUBNIKOVA; SOKOLOVA, 2018; DOLZHICH; DMITRICHENKOVA; SANCHEZ POZUELO, 2020).