

Organization and Activity Patterns of a Psychology Department within the University. Psychology Services' Organization Models and Analysis of their Modernization Opportunities by the Example of Russia and Kazakhstan. Demand for the Psychology Services' New Activity Patterns Development within a Poly-Ethnic Society

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Abstract

The contemporary society requires that the individual extends his competency area, but keeps it well-balanced at the same time, and develops his ability to set up a personal strategy of his further life activity. For this reason, people increasingly need effective support to develop their self-efficacy. This resulted in a great popularity and quick development rates of psychology services specialized in diverse areas of human life activity. During the last decades the psychology services' potential is oriented at the educational system modernization. Relevance of this research refers to analyzing the university psychology departments' forms and organization patterns, studying the institution main development trends, as well as the efficiency of its implementation in Russia's modern educational system.

Keywords: organization, personality, culture, behavior, values, psychology, support, model, society, peculiarities, ethnos, ethnic group.

1. Introduction

The psychology service took its initial steps as an independent structure within the educational system. It offered support to children facing various difficulties in the learning process and further development. In the XIX-XXth centuries, the first attempts have been made in Russia to apply psychology in the practice of child-rearing and training, this area being in close association with pedagogy. The works of L.S. Vygotsky, studies of P.P. Blonsky became the basis for extension of the contemporary knowledge in the child psychological development area. Subsequent to strong criticism from the part of the ruling power, pedagogy became a stagnating science, and it was not earlier than in the 1960s that new attempts of applying psychology in the activity of schools have been made. At the beginning of the 1980s, in our country, there was a period of the psychology service vigorous growth and appliance in the educational areas.

Due to previous experience and support from the part of participants in the national educational area development, new approaches have been suggested, wherein the role of practical psychology was defined and the psychological knowledge application area was extended. Thus, by the beginning of the 1990s, the psychological service became a mix of two sciences fundamental principles – pedagogy and psychology. Having adopted a general conception of the professional activity meaning and purpose, there appeared the necessity to improve the psychological service, search for new patterns, peculiarities and activity types for a psychologist.

2. Research & Results

In the context of Russia's educational system, the concept of the psychological service practice was based on the individuals' mental development trends and patterns, examined by national researchers. The works reflecting the individuals' mental development theories by L.I.Bojovici, L.S. Vygotsky, A.N.Leontyev, S.L. Rubinstein, D.B. Elkonin and their followers and disciples formed the foundation for the psychologists' practical activity contents in the educational area.

The result of new ideas development and implementation by national psychology schools was the setting up, by the end of the 1970 of the XXth century of a new psychology service within the Russian educational system. Since recently, the psychology service officially became part of the state educational system. This marked the beginning of its intensive implementation and evolvement within the educational environment, this trend proving its efficiency and impact on the personality potential. Consequently, the issue of psychology services integration in Higher Educational Institutions (HEI) becomes increasingly relevant, being viewed as a means for personal and professional development with an equal impact on the institute progress in granting psychological support to students.

This research relevance primarily refers to the national educational system transformations aimed at democratization beginning from the 1980s, namely: education variability became accessible, new personal values development phenomena emerged, exerting an obvious influence on society as a whole. The psychology service integration into the educational system became a requirement, its activity being aimed at granting support and protection to students and facilitating access to any innovations in the context of cultural and social values evolved in the contemporary society social institutes. The role of the psychology service in terms of multinational student groups and conflicts among different ethnos within one separate group is also important.

The psychology service activity is aimed at providing and controlling the implementation of the state policy basic principles and effective methods, particularly, in the education area. It is based on life values priorities, free personality development, education and training accessibility, acceptability of students' development level. This context gives rise to the main tasks settled by the psychology service in the higher education system. These tasks refer to: providing an efficient moral and intellectual development of individuals taking into account the gender, psychophysiological peculiarities, age, ethnicity, behavior, abilities; implementing cultural, personal and professional development trends in the educational environment; involving the students in settling and regulating the students' training, education and development.

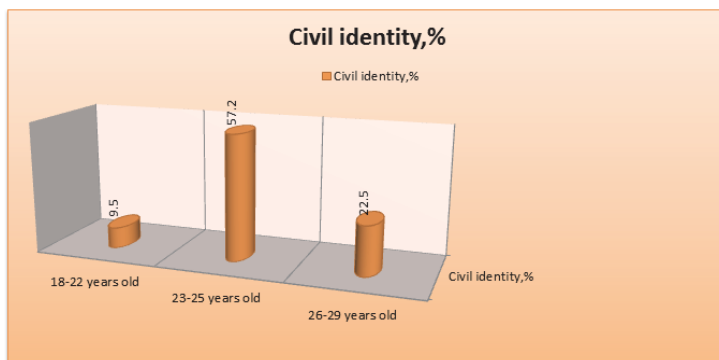
The psychology service significance is barely disregarded. Of course, the adolescence ages and childhood exert a great impact on self-attitude development, priorities, values, and behavior norms and patterns emergence. Consequently, delayed evaluation and analysis of possible risks, insufficient protection from problems in personality development may turn into irreplaceable losses at maturity and become the basis for a series of negative social phenomena evolvement. In particular, disregard of these problems may cause the risks of: xenophobia, decrease in tolerance to national minorities (as a result, at present, similarly to the 1920s collectivism, one ethnic group loses its cultural individualism in the general equality context, thus inciting conflicts). Besides, there is the risk of shiftlessness development, addictive and criminal behavior emergence, creativity level decrease, etc.

3. Discussion

At present, appeal to the psychology service resources in terms of the higher education system is legitimate. Resources for this support create the opportunity to set up new context basis, characterized by a positive interaction and development of all participants in the educational process. In the XXIst century, the psychology service resources become the main source of the higher education system development aimed at the educational system modernization and our country new younger generation upbringing.

Self-consciousness emergence in the context of the social system modernization and change by the example of the post-Soviet area nations

The identity formation problem is specific of the adult and younger generations of post-Soviet area neighboring countries; consequently, the necessity of implementing a competent psychological service here is obvious. An interesting trend in the age aspect is characteristic of Kazakhstan. The highest civic identity level is among the young aged from 23 to 25. In this case, this index ratio accounts for 57,2%. What is the reason for this? It emerged that the younger persons (from 18 to 22 years old), in virtue of their age, emphasized the family identification (9,5%), while the older ones (from 26 to 29 years old) – put an accent on the gender identification (22,5%). In other words, the young Kazakhstan citizens view family as being a very significant value, while the more mature ones more likely appreciate themselves as women (men). As a conclusion, a differentiated approach to the national spirit development shall be adopted. For instance, the yesterday pupil would perceive patriotism through the prism of family values, while the young employees – would better perceive it in terms of the professional activity values.

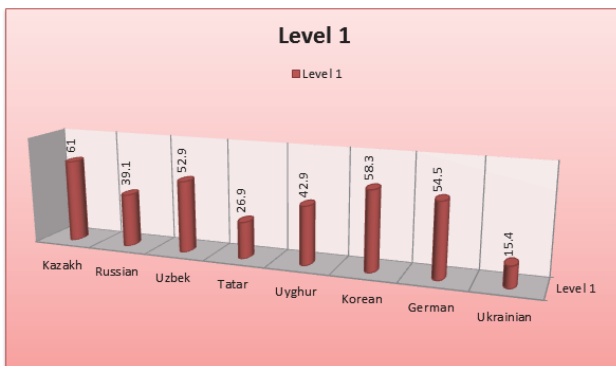


In this context, the gender aspect is also interesting. The research results showed a significant difference of the civil identity level between the young men and women. The first category favored the civil identity at a 61,3% ratio, while among the second category representatives – only 48,3% put an accent on civil identity. In our opinion, the reason is the preference of the "weaker sex" for the gender identity: it is important for 26,7% of girls to feel like women, while among boys – only 9,5% emphasize the significance of finding themselves men. Of course, there is no negative trend in this respect. This phenomenon should be viewed as a natural difference between behavior patterns, but it should not be disregarded.

The social and professional aspect refers to those categories of the young representatives that are not bound by the patriotic conscience setting up policy. This remark mainly refers to commercial and services workers category, of which 41,6% favored the civil identity, as well as the industry, constructions, transportation and communication services workers – 48,2%. In contrast, the state administration young employees account for 67,1% of the same indicator supporters.

The ethnical aspect of patriotism could be anticipated. The young Kazakhs are the most patriotic in this context (61% of the respondents emphasized their Kazakh citizenship). Other nationalities showing a high patriotism level are the young Koreans (58,3%), Germans (54,5%) and Uzbeks (52,9%) (see chart 2).

Chart 2. Classification of answers to the question "Whom do you feel themselves like first of all?" in the ethnicity context

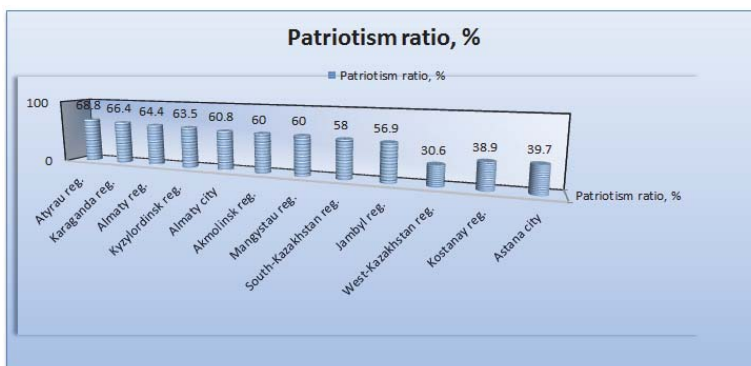


An average patriotism level is characteristic of the Uyghurs (42,9%) and Russians (39,1%). There should be mentioned that Russians favor the gender identification (38,5%), while Uyghurs emphasize both the gender (28,6%), and the ethnic and family aspect (14,3% for each factor).

Institutions dealing with the patriotic attitude development (for example, national and cultural centers) should draw attention to the low civil identity expression level among the young Tatars (26,9%) and Ukrainians (15,4%).

Finally, classification of answers in the context of districts and cities of the republic subordination reveals the following details. A highly patriotic attitude was expressed by the young inhabitants of the districts of Atyrau (68,8%), Karaganda (66,4%), Almaty (64,4%), Kizilordinsk (63,5%), Almaty city (60,8%), as well as Akmolinsk and Mangystau regions (60% per each). The young fellow nationals of the South-Kazakhstan (58%) and Jambyl (56,9%) regions turned out to be less patriotic. The lowest civil identification level was attained by the respondents of the West-Kazakhstan (30,6%) and Kostanay (38,9%) regions, but also, as sad as it sounds, by the capital-city inhabitants, Astana, (39,7%). The territorial institutions performing their activity in these regions and the city are to intensify the patriotic education measures among the young.

Patriotism level in districts and cities of the republic subordination:



Barriers in the personality self-identification area inhibit the right education development trend implementation aimed at the social life modernization. The psychology service might support the young and older persons in their search for answers to questions "who they are" and "what they strive for".

Role of the psychology service in the higher education system

One of the priority tasks, adherent to the contemporary practical psychology service in the Russian Federation educational system is the psychological health protection expressed in the psychological follow-up of the HEI students' personal and professional development – these are the future specialists participating in the HEI educational process.

Psychological and educational researches showed that the student community as a special social, psychological and age category is characterized by an intensive personal and mental growth (I.A. Zimnyaya, N.V. Kuzmina, A.A. Rean, V.I. Yakunin and others). Personality development process is influenced by such factors as culture and values. Referring to professional development, as a personality growth determining factor, there should be mentioned that its incontestable

influence on mental change is exerted in the course of the professional activity (E.F. Zeer).

Progress in the personality change in the students' educational and working process is influenced by many social and psychological factors expected to turn the initial personal qualities into professionally and socially significant ones necessary to master and perform the professional activity in future. A new psychology service model should be developed to analyze and partially regulate the new personality growth pattern in the context of higher educational system progress. This approach should incite a quick and efficient response to results of the adjusted patterns implementation in the higher education system, as well as the society demands satisfaction. This step requires many organizational issues settlement, including: organizing an efficient, scientifically-grounded psychology service structure corresponding to diverse HEI requirements; providing sufficient professional, material and technical resources; ensuring the documentary, normative and legal environment for psychology service functioning; actively integrating the psychology service activity into the HEI educational environment.

Structure and activity models of the HEI psychology service in countries near and far abroad and comparison of these models with the psychology service structure in the universities of Russia.

Despite the objectives shared, the psychology service activity in the higher education area of diverse countries may be completely different. This differentiation may be perceived by means of case study.

The activity of psychologists in different European countries, in particular Sweden, is based on the team collaboration principle. Specialists form groups, consisting of three researchers. They come to the respective HEI to settle the issues and problems of teachers and students. Their work is based on measurements, surveys' monitoring, conversations, advice, etc.

Another model – organization of psychological counseling centers, particularly in many of the USA states. In this case, the psychological service is not settled on a certain educational institution, but it provides services to an entire network. Generally, specialists put an accent on dealing with "troubled" teenagers. Besides, there are medical and pedagogical, psychology and pedagogical, psychiatric centers dealing with the higher school students in the USA. Psychology is traditionally supported by the USA legal regulations requiring that every state Department of Education includes a psychology service. This Department examines and ratifies sanctions to the education institutions psychologists' licensing.

The psychology service of higher schools in such countries as Yugoslavia, France, the Netherlands, and Belgium is mainly specialized in career guidance services.

In most Eastern and Central European countries, the psychology service of HEI is represented by either district or regional counseling centers in the psychology and pedagogy area. The activity performed by this service exerts a significant impact on the educational system. Thus, in Czechoslovakia (1980) a legal provision on advice in upbringing was made part of the Law on School. In Hungary, an order was issued by the leading authorities referring to advice in upbringing.

In most of the European countries, a pedagogical psychologist may be employed by consent of the provincial or municipal authorities with the participation of educational departments. In Spain, the pedagogical psychologist may be certified by either the central government or local authorities. In small countries, such as Iceland and Malta, the government department is the main employer.

Referring to the Russian psychology service, certain peculiarities should be taken into consideration. The HEI of our country are characterized by a multinational community, this fact raising diversity and complexity of different cultures interaction issue. The interpersonal tension results from the fact that one ethnic group incites the interpersonal contest between two parties with differently directed interests. This problem requires control on a continuous basis and the psychological analysis new models implementation. In this context, the values and behavior patterns of different ethnic groups and multi-ethnic society as a whole should be considered.

Conflicts and rivalry between different ethnic groups yield the behavior patterns phenomena expressed in the struggle for certain benefits, confrontational ideas, etc., especially at the junior groups level in HEI.

Russian specialists suggested certain theoretical solutions to this issue applied by the contemporary psychological services. At present, as a result of the globalization trend, psychologists and sociologists put special accent on the social identification phenomenon implying the mechanism and process of interaction between the individual and the social group.

The psychological service which is part of our country's educational system is a standard structure consisting of three elements:

- Experimental psychology performing its activity in the educational institutions directly;
- Psychological office or the public education regional/municipal authority;
- Center of the national (public) education psychological service.

To get an appointment of the experimental psychologist within a certain educational institution, or become a staff member of the municipal, district, regional psychological service center, the specialist shall possess either the basic educational background in psychology or a higher education diploma and graduate a retraining course in experimental psychology on the basis of university programs or retraining faculty and courses educational plans.

Experimental psychologists employed at universities have dual subordination: on a professional activity and administrative basis. Their professional activity is regulated by the psychological centers' network. Administrative regulation is exerted by the heads of educational institutions and psychological services divisions referring to the district, municipal, regional and republic authorities.

Psychological service organization in universities with part-time education departments. Psychological service organization in HEIs for students of part-time education departments. Specific features and variations from the full-time education students.

At present, most of the country higher educational institutions have psychological services providing support to intra-mural education students. This definition results from the extra-mural education specificity. This refers to differences in activity patterns and methods applied. For this reason, the psychological service of university full-time departments may not find solutions to the extra-mural education problems. In this context, the educational system faces a new problem – the demand for part-time education does not decrease, consequently, it is necessary to organize the HEI psychological service activity aimed at settling the part-time students problems with a view to increase their self-fulfillment, academic progress, etc.

In the context of the contemporary social and psychological situation in our country, the relevancy and high development rates of the part-time education system are obvious. At present, the number of students, favoring part-time training and education to get the higher qualification level without leaving employment, account for 37%. Proceeding from the longstanding experience of part-time education, there was concluded that this type of education is efficient and it has the right of existence on equal terms with other modes of study; that is why this type of education is in favor in all developed countries. The need in the psychological support is obvious, as one of the higher school main tasks is adopting a creative approach in the educational process organization with a view to develop the personal potential, improve the educational and cognitive activity, work out the life strategy.

4. Summary & Conclusions

Evaluating the demand for new models of the psychological services activity organization within universities.

The spiritual, social and economic crisis in the country incites the transformation of the long-present life stereotypes. Besides, the change in values trends and dissatisfaction with the ongoing reforms determines a specific attitude of the general public to education and modifies the problems of the educational process itself. The result of these changes is vacuum in the educational influence sphere, lack of strategic innovations in the higher education psychology basis, conflicts within the higher education environment.

In the past ten years, the process of future specialists training in HEI has experienced significant changes based on the search for new efficient factors influencing the students' professional potential progress, development of the personality formation basic criteria, increase of the competitiveness level on the educational services market. Upon receipt of the higher education degree, graduates face problems referring to self-fulfillment and many of these problems may not be settled by the young specialists. This situation evokes a wide response in the public opinion, the issue being presented for consideration to the higher education leading authorities and discussed in mass media.

Background for the psychology service integration into the Russian HEIs is the increasing discussion of this issue in mass media, scientific and training conferences and academic periodicals. Such problems as improvement of the psychological disciplines teaching in universities, modernization of the general educational process, the scientific and methodological support are submitted for discussion. At present, the issues of self-evolution and personal development of students take center stage in the psychological services activity. In this context, its focus of attention covers more aspects, particularly: professional self-determination, development of ethnic and humanistic principles in the working activity, personality tests, personality-based education. This requires integration of the psychological services into the HEIs structure, modernization of functional institutions, namely the psychological analysis of the students' development level.

The incentive of the psychological service activity improvement should be accepted by the society and popular within the educational environment. In this context, one of the following integration advantages might be regarded as an incentive:

- development of the personality psychognostic support;

- great number of specialists-psychologists involved;
- accessibility, serviceability and efficiency of diagnostic aids;
- experience in psychological services activity organization within HEIs.

The main tasks, of which the accomplishment depends on support granted by the psychology service:

- setting up and maintaining a favourable psychological climate within the HEI informal associations and the university student groups;
- improving the adapting process among the first-year students in the context of the new conditions and forms within the educational system;
- organizing the informal treatment of the university life, contributing to improvement of the interaction between students and teachers;
- providing a functional test research aimed at identifying and analyzing the individual and personal characteristics of students;
- increasing the efficiency of the personality-oriented approach in students development and education;
- setting up a counselling center within the psychology service division to settle the group or individual issues;
- increasing the psychological competency of all the educational process subjects.

Regardless of the university psychological service structural form, its attention is focused on issues of development, change and testing of students' personality, as well as implementation of certain psychological and pedagogical support trends, such as advice, psychohygiene, psychoprofilaxis, social psychology, psychopedagogy, vocational guidance.

Organization of the modern service activity refers to two interconnected trends: current trend aimed at settling the existent problems in communication and education, and prospective trend. The latter one is aimed at socialization and personality development, as well as the subjects' identity formation to provide the mental set necessary life within the society and self-determination. Accomplishment of these directions depends on the following determinants:

- sharing the experience accumulated by HEIs and generalizing the students' participation in different stages of the university training;
- creating a legal framework to enhance the integration of new psychological services models into the HEIs of Russia with a view to improve the methods and forms of the educational process.

The main tasks of the psychology service activity organization within HEI:

- working out the psychological and ergonomic support instruments to ensure the psychomotor development resulting in higher creativity and task performance among students;
- developing and implementing adaptive computer programs (initial and group) to improve the personality testing within the HEI;
- developing and implementing the diagnostic aids and analysis instruments to evaluate the students' mental state;
- developing and implementing the psychognostic aids to study, analyze and monitor the students' personal characteristics influencing their professional development level;
- developing the system of social, psychological, and psychohygienic consultancy for students, graduates, heads and other members of the HEIs scientific and pedagogical staff;
- creating a databank on a non-attributable or voluntary basis; this is a system of information gathering on the students' personality formation and their development as specialists.

The main principles of the psychology service setting up and functioning within the HEI are the following:

- compliance of the activity performed with the HEI current principles – democratization, proactive attitude of the personality, humanization, psychohygienic and ethical norms;
- unity of the practical, applied and scientific aspects of its activity within the HEI;
- efficiency of the prognostic, diagnostic, and managing functions with effect on all higher education system subjects, particularly the HEI.

One of the psychology services priority tasks is applying the scientific reflection to the students' activity monitoring, new organizational activities implementation in compliance with the requirements set by the present-day social, economic and political situation in Russia.

The scientific researchers suggest different models to be used by the psychology service with a view to support the professional development of students within the institutional education environment. Besides, such investigations reveal the psychological mechanisms to be applied, put the basis for evaluation of this support efficiency level and development

of new strategies for a favorable training environment setting up.

Activity of the HEI psychology service yields efficient solutions to the student personality formation and change, as well as his professional determination issues. It also puts the basis for programs implementation aimed at the education system modernization within a certain educational institution.

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