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PSYCHOLOGICAL FEATURES OF THE FUTURE SPECIALIST'S PROFESSIONAL FORMATION

The article presents the results of theoretical analysis about the problem of personality professional formation. The role of future specialist's professional consciousness has been determined. Attention has been focused on the stages of personality professional formation. It is argued that professionalization is a successful indicator in the process of becoming a specialist.

Key words: professional development of personality; professionalization; studying process; consciousness; professional consciousness.

Introduction. Modern society is in a state of rapid transformational change. In Ukraine, there are changes in the education system, which are associated with the understanding of human as the integrity of the individual and the subject of professional activity. Much attention is paid to the formation of the future specialist personality during his/her studies at the institution of higher education. The efforts are made to prepare a competitive, competent graduate who will be ready to solve complex professional and life problems, capable to creativity, making optimal decisions. The specialist must have the skills of self-education, be able to coordinate their actions with the actions of other participants in joint activities. Personality is considered as a central component of professional activity system, which ensures its focus and success.

One of the main tasks of a higher education institution is to ensure the cultural and spiritual development of the individual. The leading activity in the institutions is educational and professional, which requires from the student more educational and scientific activities, the assimilation of new psychological norms and criteria of socio-cultural development. It is in the process of educational activity and through it the main goals of training are achieved. The educational and professional activities of students are characterized by both general features of the learning process and specific. The general ones include mechanisms and stages, the integrity of the structure and the

unity of its main components, and so on. Specific features are due to the peculiarities of its purpose and content, motivation, and forms of organization. Educational and professional activity most intensively affects the personal growth and professional development of students, their acquisition of professionally important knowledge, skills, and abilities. In the process of professional training, professional self-determination is completed, the structure of the student's self-consciousness is transformed, the socio-professional aspect of his/her "I-concept" is formed, mental processes and states are professionalized. In the process of educational and professional activity there are such new formations of student age as professional identity, professional reflection, professional thinking, readiness for professional activity.

The process of entering a profession is called professionalization. Professionalization is a holistic continuous process of becoming a specialist, which begins with the choice of profession, lasts throughout the professional life of a person, and ends with the termination of such activities. The purpose of educational and professional activities is the acquisition of scientific knowledge in the form of theoretical concepts and skills to apply them in solving professional problems.

Professional development in the psychological literature is considered in the context of the general problem of the individual's life formation. As separate aspects of a professional formation problem

scientists investigated: development of the person in the course of professional activity (A. Derkach, E. Zeyer, E. Klimov, T. Kudryavtsev, N. Kuzmina, A. Markova, L. Mitina, etc.); professional self-determination and destruction (A. Markova, S. Druzhilova, E. Symanyuk, E. Butylina, O. Yermolaeva, L. Korneeva); crises of professional development (L. Antsiferova, N. Glukhanyuk, E. Zeyer, E. Klimov, A. Markov, L. Mitina, N. Pryazhnikov, A. Fonaryov); conditions and efficiency of professional activity (A. Dontsov, I. Kolesnikov, G. Mochenov and M. Nochevnik, G. Manuylov, L. Karamushka); human adaptation to professional activity (V. Kikot, V. Petrovsky, A. Furman, E. Erickson, D. Clausen, S. Freud, etc.); amateur professional development (S. Rubinstein).

The purpose of the article is to analyse the psychological features of the future specialist's professional development and professional self-esteem as one of its components in the period of educational and professional activities.

Methods. A theoretical analysis of the psychological features of the future specialist's professional development has been used in the article.

Originality. Professional development of personality as a complex multifaceted problem is one of the central in psychology and pedagogy of higher education.

Professional development of personality in psychology is the process of its progressive changes under the influence of social influences and their own activities aimed at self-improvement and self-realization. Crucial in the formation of personality belongs to the leading activity. It inevitably leads to the selection in a continuous process of personality formation, associated with the choice and preparation for a person's professional activity. Its transformation depends on socio-economic relations, social situation, and position of the individual. This time takes up most of a person's life.

Changes that occur with the individual in the process of preparation, mastery of professional activities and self-performance, lead to its formation as a specialist and professional.

The methodological basis of professional psychology is the concept of professional development of personality. Its essence is that, choosing and mastering a profession, the personality changes, his/her orientation is enriched, experience and competence expand.

In psychological science there is ambiguity in the understanding of professional development concept of representatives in different scientific approaches. Analysis of the works of local and foreign researchers allows us to state that various aspects of personality's professional development are analyzed in psychology (O. Asmolov, G. Ball, I. Bekh, O. Bodalov, B. Boryshevsky, L. Vygotsky, V. Druzhinin, D. Elkonin, E. Erickson, D. Ziegler, A. Kovalev, G. Kostyuk, O. Leontiev, B. Lomov, S. Maksimenko, V. Myasishchev, G. Allport, K. Platonov, K. Rogers, S. Rubinstein, L. Hiel, K. Jung, etc.).

The problem of becoming a specialist is, firstly, the problem of personal and social development of a specialist as a subject of social action, able to navigate and solve professional problems in changing social conditions. As for the interpretation of "professionalization" concept, it is interpreted differently, namely: special professional training of the individual for future professional activity, i.e. it is professional education; the process and result of systemic transformations of the personality of the specialist, including interdependent progressive changes in the subsystems of personality professionalism, normative activity, behaviour and productive self-concept; process, the result of which is the formation of the specialist's objective (knowledge, skills, abilities and professionally important qualities) and subjective (formed adequate motivation) readiness for professional activity [4].

In the works of G. Ball, E. Zeer, E. Klimov and other representatives of the activity approach, professional development is considered as a process of entering a profession, passing certain stages of professional development, the main indicators of which are the formation of professional experience and professionally important qualities [6;7].

From the standpoint of the system-structural approach, the professional development of the individual is considered through the relationship and integrity of professional abilities and professionally important qualities that determine the success of the activity [5].

Representatives of the value-motivational direction (O. Borisova, I. Sapogova, V. Serzhantov, V. Shadrikov and others) consider the main aspect of professional development to be the development of professional motivation based on the formation of value orientations [1].

According to A. Markova, the dynamics of professional self-determination is determined by a change in the attitude of the individual to himself/herself and a change in the criteria for such an attitude. The need for self-determination and its level are determined by the system of attitudes in which a person is, and the degree of his maturity. Stable systems of attitudes of the subject (to work, to himself, to others) in professional activity form the professional mentality of the individual and determine his/her professional position. A. Markova analyses professionally important qualities through the motivational-semantic and operational spheres of professionalism. In her opinion, the motivational and semantic sphere includes interests, motives, and goals. Operational is formed by professional abilities, professional consciousness, professional thinking, and others [9].

Motivation is the main thrust that leads towards the accomplishment of objectives. People have an interior compass that drives them to make adventures of a huge number of miles crosswise over new territories to breed, for nourishment or to live in progressively ideal conditions [8].

Professionalization is a process because of which an employee develops objective (knowledge, skills, abilities, and professionally important qualities) and subjective (established adequate motivation) readiness for professional activity. Professionalism is the result of this process, an indicator of the success of its implementation, a qualitative characteristic of the specialist. Professionalization is a process

of formation and development of professionalism. Professionalization of the individual in a broad sense involves two interdependent components: psychological and social. The psychological aspect of professionalization, reflected in the concept of “professional development”, characterizes the formation of professional self-awareness, the development of internal personal structures of the employee, which ensure the effective performance of their professional functions. The social aspect, reflected in the concept of “professional socialization”, is associated with the formation of professional knowledge, skills, assimilation of socio-professional norms, the formation of the individual as a subject of professional activity.

Professionalization of the individual takes place in various forms, which can be divided into indirect and direct.

Indirect (objective) forms of professionalization process are associated with the entry of a person into the labour market and its inclusion in the socio-professional structure of society, which requires the formation and development of professionally important qualities. In this case, professionalization is a consequence, i.e. “function, not argument” in the socialization of the individual.

Direct (subjective) forms of professionalization have two aspects of manifestation. The first (external) involves the purposeful activities of certain social institutions or the state in relation to training and professional development of the individual, as only highly professional staff of the organization can ensure the highest efficiency of its activities. The second aspect (internal) involves the conscious active participation of man in the acquisition of professional knowledge, skills and values, his/her desire for professional self-realization, i.e. professional self-education. The ratio of these forms in the process of individual professionalization in each case is mobile and ambiguous. However, of course, the central element of primary professionalization are objective and external subjective forms of professionalization, and for secondary professionalization professional self-

education as a focus of the individual on the creative development of their own professional skills is of great importance.

One of the important components of the operational sphere of professionalism is professional consciousness and self-awareness [10]. Under professional consciousness N. Shevchenko understands mental education, which integrates into certain structured programs of professional actions professional knowledge and skills, as well as human knowledge about himself/herself as a representative of a particular profession. The researcher emphasizes that professional consciousness is the most important category that really reflects the essence of professional development and development of the specialist [11].

Studying this issue in line with modern educational transformations, it is necessary to consider the specifics of mutual perception, social attitudes of a particular society.

For a deep understanding of professional development process of the individual, first of all we will dwell on the definition of its main stages. The first in this holistic process is the stage of optics, which consists in the formation of professional intentions, professional self-determination. There is a conscious choice of profession based on individual psychological characteristics.

The next stage is training. Its main task is to form a professional orientation and a system of socially and professionally oriented knowledge, skills, abilities, gaining experience in solving typical professional problems.

The third stage is professional adaptation. Its main purpose is entering the profession, mastering a new social role, mastering new technologies of the profession, gaining experience of independent professional activity.

The next in this process is given to the place of primary and secondary professionalization, it is the formation of professional mentality, integration of socially and professionally important qualities and skills into relatively stable professionally significant constellations, highly qualified performance of professional activity.

The last in this process is the stage of professional skill, which consists in the full realization of the individual in creative professional activity based on integrative psychological neoplasm's, in the creative design of the career, reaching the top of professional development.

The transition from one stage of professional development to another means a change in the social situation of development, changes in the content of leading activities, the development or assignment of a new social role, professional behaviour and, of course, the restructuring of the individual [2]. All these changes cannot but cause mental stress to the individual. The transition from one stage to another creates subjective and objective difficulties, interpersonal and intrapersonal conflicts. It can be argued that the change of stages initiates regulatory crises of professional development. The first two stages take place during the period of study in high school and higher education institutions.

The nature of the teacher's relationship with students is determined by the main objectives of pedagogical activities of the teacher and the degree of their consistency with the objectives of educational and professional activities of students [10]. These goals are: 1) organization and management of mastering process by students the programs of professional knowledge, skills and abilities in the chosen direction of training, specialty; 2) providing students with all the necessary information to achieve the first goal, visual aids and other teaching aids; 3) conducting the educational process in such a way that it promotes the maximum possible development of general psychological and especially mental (in the context of their specialty) abilities; 4) organization, management and implementation of the educational process aimed at educating each student as a highly moral, creative, active and socially mature person.

In the relationship with teachers there is a professional identification of the student, which is associated with the formation of the professional aspect of his/her "I-concept", the acquisition of professional identity, the assimilation of humanistic values, the development of appropriate professional and

pedagogical guidelines. Reflecting the professional actions and deeds of teachers, the future specialist enriches and adjusts (often subconsciously) own idea of activity model. The mechanism of this is the identification of the student with the teacher, the degree of which depends on the attitude to the teacher [4].

Professional development, in addition to the need to meet the requirements of specific professional activities, should be considered in the context of solving professionally important tasks that gradually become more difficult and contribute to the mastery of the necessary set of professionally significant business, personal, communicative, moral qualities. Thus, the whole process of professional development can be divided into three major stages: 1) professional self-determination and choice of profession (here is the emergence of what then acts as professional competence and efficiency); 2) professional development (in this period there is a direct formation of professional competence); 3) professional development (here most of the problems are considered in the framework of specific professional disciplines).

Of particular importance for the formation of professionalism is the level of psychological culture and competence of all participants in pedagogical interaction as part of their general and professional culture. The scientific basis for the formation of individual professionalization urgently needs to be reformed and improved. The latest technologies of the educational process must be taken seriously enough, they must be harmoniously combined with training to really prepare a person who can compete successfully in the labour market, a professional who will have a global mindset, but who is a patriot of his countries.

Professionalism is manifested in the ability to combine, correlate their individual characteristics, status and age capabilities, their own principles with the requirements of society and others. Professionalism is considered in the context of solving professionally important tasks that gradually become more complicated and contribute to the mastery of the future specialist the necessary set of professionally significant

business, personal, communicative, moral qualities and so on.

Considering the training of future professionals as a period of professional development, we can assume that this process of developing professionally significant qualities and abilities, professional knowledge, and skills, is accompanied by active qualitative transformation of inner world, which leads to a fundamentally new way of life (creative self-realization). From our point of view, professional development, in addition to the need to meet the requirements of specific professional activities, should be considered in the context of solving professionally important tasks that gradually become more difficult and contribute to mastering the necessary set of professionally significant business and personal, communicative, moral qualities.

Conclusion. The problem of becoming a professional is, first of all, the problem of personal and social development of a specialist as a subject of social action. A modern professional must see own profession in the whole set of its broad social connections, know the requirements for it and its representatives, understand the content and specifics of professional activity, navigate the range of professional tasks and be ready to solve them in changing social conditions. All the necessary professional knowledge, skills and abilities, norms of behaviour and values, ideals and internal structures of personality are formed in the process of professionalization of personality.

The professionalization of society as a complication of the professional social structure and the intensification of professional relations in society presupposes the priority of improving professional relations and developing the professional quality of the individual, i.e. directly related to the effectiveness of professionalization of the individual. Thus, professionalization has a multifaceted and multilevel impact on the socio-cultural dynamics of society. Professional self-realization of the individual, which occurs in the course of active work, acquires special significance, i.e. becomes a defining interest, a priority life orientation and a way of life. The professionalization of

Ukrainian society at the present stage of its development leads to the growing role of personal professionalism as the most important criterion of social stratification, a factor of social mobility and socio-cultural dynamics.

Prospects of our further research we see in the empirical study of the mechanisms of professional development and professional development of the future specialist in order

to optimize the processes of professionalization and personal growth. We consider it important to introduce in the educational process programs of psychological support of professional development of future professionals, to ensure the balance of the professionalization process, the effectiveness of the process of personal and professional development of the younger generation.

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Резюме

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ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ПРОФЕССИОНАЛЬНОГО СТАНОВЛЕНИЯ БУДУЩЕГО СПЕЦИАЛИСТА

Питання психології

В статті представлені результати теоретичного аналізу проблеми професійного становлення людини. Определена роль професійного свідомості в процесі професійного становлення майбутнього фахівця. Сосредоточено внимание на описании стадий професійного становлення людини. Утверждается, что професіоналізація являється успішним показателем процесу становлення фахівця.

Ключевые слова: професіональне розвиток людини; професіоналізація; навчальний процес; свідомість; професіональне свідомість.

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У статті подано результати теоретичного аналізу проблеми професійного становлення особистості під час навчання у закладі вищої освіти. Визначено роль професійної свідомості у процесі професійного становлення майбутнього фахівця. Сконцентрована увага на описі стадій професійного становлення особистості. Стверджується, що професіоналізація є успішним показником процесу становлення і розвитку фахівця.

Головною метою статті є теоретичний аналіз психологічних особливостей професійного становлення майбутнього фахівця в період навчально-професійної діяльності.

Аналіз наукових джерел. Професійне становлення у психологічній літературі розглядається у контексті загальної проблеми життєвого становлення особистості. Вченими було досліджено розвиток особистості у процесі професійної діяльності (А. Деркач, Е. Зеєр, С. Климов, Т. Кудрявцев, та ін); професійне самовизначення та деструкції (А. Маркова, С. Дружилова, Е. Симанюк); кризи професійного становлення (Л. Анциферова, Н. Глуханюк, А. Фонарьов); умови та ефективність професійної діяльності (А. Донцова, І. Колеснікова, Л. Карамушка); адаптація людини до професійної діяльності (В. Кікоть, В. Петровський, А. Фурман, Е. Еріксон та ін.); самодіяльність професійного становлення (С. Л. Рубінштейн).

Вклад основного матеріалу. Проблема становлення фахівця, це проблема особистісного і соціального розвитку фахівця як суб'єкта соціальної дії, здатного орієнтуватися і вирішувати професійні завдання у мінливих соціальних умовах. Професіоналізація являє собою процес, в результаті якого у працівника формується об'єктивна (наявність знань, умінь, навичок та професійно-важливих якостей) і суб'єктивна (усталена адекватна мотивація) готовність до професійної діяльності. Професіоналізація особистості протікає в опосередкованих і безпосередніх формах. Одним із важливих компонентів операціональної сфери професіоналізму є професійна свідомість і самосвідомість.

Висновки. З'ясовано, що проблема становлення професіонала це, у першу чергу, проблема особистісного і соціального розвитку фахівця як суб'єкта соціальної дії. Усі необхідні професійні знання, уміння і навички, норми поведінки і ціннісні орієнтири, ідеали і внутрішні структури особистості формуються в процесі професіоналізації особистості. Професіоналізація – це цілісний безперервний процес становлення особистості фахівця, який починається з моменту вибору професії, триває протягом усього професійного життя людини і завершується при припиненні такої діяльності, це процес становлення і розвитку професіоналізму.

Ключові слова: професійний розвиток особистості; професіоналізація; навчальний процес; свідомість; професійна свідомість.

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