

Model of psychological and pedagogical support of professional development of future specialists in the humanitarian profile

Modelo de apoyo psicológico y pedagógico del desarrollo profesional de futuros especialistas de perfil humanitario

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Contents

- [1. Introduction](#)
 - [2. Study methodology](#)
 - [3. Results of the study](#)
 - [4. Discussion](#)
 - [5. Conclusion](#)
- [References](#)

ABSTRACT:

Introduction. The article is devoted to the problem of psychological and pedagogical support for the development of the of the social worker's professionalism. The main content components of the structure of professional-personal development encompass cognitive, motivational-value, social-perceptive, emotional-strong-willed and communicative spheres of human activity. Study methodology. Development of professional competence of the future social work specialist is a process of relentless inner struggle for spiritual improvement and realization of creative potential, achievement of integrity and aspiration to exit from the state of "thing-in-itself" towards the ascent to "self-better". Results of the study. The necessary prerequisite for creating conditions for the professional development of a social work specialist is the possibility of choosing ways of professional self-realization in the zone of uncertainty and the necessary presence of certainty. The presence of these zones allows us to actualize the motivation to

RESUMEN:

Introducción. El artículo está dedicado al problema del apoyo psicológico y pedagógico para el desarrollo de la profesionalidad del trabajador social. Los principales componentes de contenido de la estructura de desarrollo profesional personal abarcan esferas cognitivas, de valor motivacional, social-perceptivas, emocionalmente fuertes y comunicativas de la actividad humana. Metodología de estudio. El desarrollo de la competencia profesional del futuro especialista en trabajo social es un proceso de lucha interna incesante para el mejoramiento espiritual y la realización del potencial creativo, el logro de la integridad y la aspiración a salir del estado de "cosa en sí" hacia el ascenso al "yo" -mejor". Resultados del estudio. El requisito previo necesario para crear las condiciones para el desarrollo profesional de un especialista en trabajo social es la posibilidad de elegir formas de autorrealización profesional en la zona de incertidumbre y la necesaria presencia de certidumbre. La presencia de estas zonas nos permite actualizar la motivación para seguir la elección de

pursue the choice of ways of professional development of specialists. Actualization of motivation is more effective when interaction of subjects united by a common goal and common activity, in which various forms of cooperation develop the creative character of the individual manifests itself. Discussion. It is established that the main components of the psychological and pedagogical model of professional development of the future specialist in social work are: the study and development of the structure and components of professionalism on the basis of indicators of its development levels; taking into account psychological and pedagogical conditions and factors that ensure their productive development; formation of the need for self-realization, development of communicative abilities, creative and subjective potentials, training in self-regulation skills, self-improvement. The conclusion. The model creates prerequisites for effective implementation of the principle of continuity, as it characterizes the nature of the "current development zone" and focuses on the "zone of proximal development".

Keywords: Model, modeling, psychological and pedagogical support, development of the professionalism of the social worker.

formas de desarrollo profesional de especialistas. La actualización de la motivación es más efectiva cuando la interacción de sujetos unidos por un objetivo común y una actividad común, en la que diversas formas de cooperación desarrollan el carácter creativo del individuo, se manifiesta. Discusión. Se establece que los principales componentes del modelo psicológico y pedagógico del desarrollo profesional del futuro especialista en trabajo social son: el estudio y desarrollo de la estructura y componentes del profesionalismo sobre la base de indicadores de sus niveles de desarrollo; teniendo en cuenta las condiciones psicológicas y pedagógicas y los factores que aseguran su desarrollo productivo; formación de la necesidad de autorrealización, desarrollo de habilidades comunicativas, potencial creativo y subjetivo, entrenamiento en habilidades de autorregulación, superación personal. La conclusión. El modelo crea prerequisites para la implementación efectiva del principio de continuidad, ya que caracteriza la naturaleza de la "zona de desarrollo actual" y se centra en la "zona de desarrollo próximo".

Palabras clave: Modelo, modelado, apoyo psicológico y pedagógico, desarrollo de la profesionalidad del trabajador social.

1. Introduction

The main content components of the structure of professional-personal development encompass cognitive, motivational-value, social-perceptive, emotional-strong-willed and communicative spheres of human activity. In this context, the model of psychological assistance to students in overcoming personal and professional difficulties is productive, in which the main components are represented in close relationship: structural and content components in overcoming personal and professional difficulties (content of the psychological aid process, its algorithm and technology); the result of psychological help and the activity of the social and psychological service in overcoming professional and personal difficulties (the success of overcoming difficulties is characterized by adequate self-esteem, actualization of the value of the activity of one's own subjectivity in it, responsibility for realizing the life strategy, emotional-volitional stability, communicability, high level of achievement motivation and activity in the performance of duties, which ultimately ensures the adequacy of the student's preparedness in to the design of their own life strategy); system for optimizing the psychological support to students (criteria, indicators and levels of psychological assistance, improving the content and organization of psychological assistance in overcoming personal and professional difficulties, active psychological and pedagogical support, and increasing the role of social institutions in overcoming personal and professional difficulties). By structure, the professional development of specialists in social work is included in special and technological development, and personal development is included in the reflective and communicative development respectively. Consequently, our psychological and pedagogical support will be directed, first of all, to the development of the selected types of directions. In our opinion, general professional development of specialists in social work advances in two directions: internal professional development and external conditions for professional development. Both directions should be taken into account and constitute the essence of psychological and pedagogical support for the professional development of future specialists in social work.

2. Study methodology

Recently, the problems of resolving stressful situations have not only become central to individual sciences, but are also actively considered as topical interdisciplinary problems that are not ignored in psychological research.

Extrapolating Berdyaev's views on personality as a spiritual category, as a "microcosm in a potential state", as an "existential center of the world" (Berdyaev 1979; Derkach 2004), we

represent the professional development of the competence of the future specialist in social work as a process of relentless inner struggle for spiritual improvement and realization of creative potential, as the achievement of wholeness and, at the same time, the aspiration of the way out of the state of "thing-in-itself" towards the ascent to "self-better" (S.L. Rubinstein, 1976). The creative self-expression of a specialist in social work has a positive direction and orientation, if it is associated with responsibility not only for their actions, but also for the meanings that accompany them.

In accordance with humanistic psychology and pedagogy, the essence of the process of professional development of a future specialist in social work is defined by us as a spiritual and practical activity aimed at self-adjustment for personal and professionally meaningful life goals. The most significant in understanding the psychological and pedagogical aspects of the process of external professional development of the future specialist in social work is the phenomenon of interaction. An unchanging essence of psychological and pedagogical interaction is the integrity and coherence of all parts, the consistency of the plurality of different ways of life and experience. Notions of psychological and pedagogical interaction are supplemented by provisions from the theory of self-development of complex systems (synergetics). In the course of such contacts arising in the process of an interested, personality-based interaction, a so-called "new reality", "something third" of a single semantic space and a mutually significant community of interacting entities is created.

In this regard, psychological and pedagogical support of the process of professional development of the future specialist in social work in the conditions of a higher educational institution should be directed to professional development by the individual himself and to initiate professional dialogue, freedom and responsibility for the results of his activities. The process of professional development of the future specialist in social work is connected with external and internal thresholds, passing through which professionally significant, qualitative personality changes take place. The creation of "threshold states" is helped by resonant psychological and pedagogical influences from "significant others" - experienced and authoritative teachers and practitioners in the field of social work. We can state that the professional should take place in conditions that provide the specialist with the implementation of his own development strategy, include the mechanisms of self-determination and self-development in the course of interaction between participants in educational activities. Thus, the personality exists, as it were, on the boundaries of essence and existence, in the space of real interaction of the individual with other people and with himself. The search for psychological determinants conducive to psychological and pedagogical support for the professional development of the future specialist in social work in higher educational institutions made us turn to psychological theories of personality, which are disclosed in the works of domestic and foreign psychologists. Among such determinants we can refer to mechanisms of compensation in overcoming the feeling of insufficiency and man's striving for "self-better", achievement of a sense of identity and successful resolution of crises of personal growth. These mechanisms can allow a specialist in social work to achieve personal and professional maturity. The transition of a person from the deficit level to the existential one and the satisfaction of the need for self-actualization are considered by us as an integral process of psychological support for the professional development of a specialist in social work. The psychological mechanism for realizing the tendency to self-actualization is the interpretation of the situation and its personal significance for a person in the context of "here and now". Practical specialists in social work interpret reality in accordance with their subjective experience, the subjective world within the internal coordinate system. In the process of human activity and thanks to this activity, personality development and the fulfillment of various social roles in society take place. Only in activity does the individual act directly and assert himself as a person. Professional development of the specialist in social work in the activity approach is determined by the main mechanisms of internalization - exteriorization, which have an effective force in conditions when "the subject is created and determined personally" when "external causes act through internal conditions" (S.L. Rubinshtein, 1957).

The understanding of the professional development of the individual as self-movement, which is provided by the settings as stabilizers of movement and suprasituational activity as

the process of the movement of the activity itself, its self-change, and the understanding that the involvement of the person in the activity gives rise to the psychological mechanism of shifting the motive to the goal, allow pedagogically expedient to create conditions for ensuring effective process of professional development. At the same time, the driving force in realizing the potential of a specialist in social work is his activity, which precedes the activity and accompanies the process of self-development, self-adjustment, self-change. This allows us to use the principle of activity mediation in the definition of the specifics of psychological and pedagogical support, which calls for the use of active methods of influence on the semantic personal structures of a specialist in social work, based on a non-directional (indirect) interindividual influence characterized by the subject's desire to change the behavior of the other, in the calculation of the responses he needs. Such influence is connected with the phenomenon of facilitation and is based on the metasubject form of interpersonal perception.

3. Results of the study

Proceeding from the anthropocentric approach to educational practice, the process that promotes the professional development of the individual seems to us:

- as a subject-subject interaction, which is characterized by mutual orientation, mutual consistency of expectations and actions, reflexive activity, psychological security;
- facilitating interaction of subjects, based on the authenticity of understanding each other and empathy for each other;
- dialogue interaction between the facilitator and the one being facilitated, implemented on the basis of the principles of equality, mutual respect, mutual understanding, empathy, co-creation and cooperation, on the basis of interpersonal dialogue, which not only acts as a means of solving any problems, but is also one of the basic conditions for professional growth, and therefore has a great special value;
- interaction on the basis of subject experience, which makes it possible to distinguish personally important aspects of professional activity;
- training interaction of subjects, helping to practically implement a new type of professional-pedagogical relationships in educational practice.

The necessary prerequisite for creating the conditions for the professional development of a specialist in social work, in our opinion, is the possibility of choosing ways of professional self-realization in the zone of uncertainty and the necessary presence of a zone of certainty. The presence of these zones allows us to actualize the motivation to pursue the choice of ways of professional development of specialists. Actualization of motivation is more effective when interaction of subjects united by a common goal and common activity, in which various forms of cooperation develop, the creative character of the individual manifests itself. A comfortable psychological background for communication creates a trusting relationship to each other, a manifestation of benevolence, the ability to empathize, empathy, sincerity in the expression of feelings (Perelomova 2002).

Internal requirements of the process of professional development are becoming demanding of oneself, unwillingness to stop at what has been achieved, self-criticism; external - the inclusion of a person in a variety of activities, solving high-level problems and new content.

The philosophical basis of the human escort system is the concept of free choice of the individual as a condition for his development. The starting point for the formation of the theoretical foundations of psychological and pedagogical support for us has become a personal-oriented approach, in the logic of which development is understood by us as the choice and mastering by a subject of certain innovations through professional development. Naturally, each situation of choice generates a plurality of options for solutions mediated by socio-economic conditions and internal values of the individual.

4. Discussion

The actualization of the professional development of a specialist student has its own peculiarities, conditioned by the specifics of its activities: a specialist in social work practically always recognizes himself as an independent self-managing person, has a stock

of subject (personal and professional) experience, has a certain level of professional knowledge and skills. This is the basis for self-analysis and goal-setting in their own educational and self-educational activities.

Revealing the importance of psychological and pedagogical support for the development of professional competence of specialists in social work, we can distinguish the following functions:

- specialized - receiving and comprehending specific information;
- compensatory - filling gaps in basic education;
- innovative - updating theoretical knowledge and improving skills;
- developing - the formation of the social orientation of the individual;
- oriented - search for your line of activity.

At the same time support can go in different directions:

- in relation to a specific specialist in social work (development of his individual, authoritative highly effective system of activities);
- in relation to a group of specialists in social work (a subsystem of professional skills: the ability to optimally plan activities, the skills to optimally implement the scheduled plans);
- in relation to the collective of future specialists in social work (group, course, flow, etc.) (the ability to analyze achievements and shortcomings in accordance with the relevant criteria, etc.).

Each skill of a specialist in social work is based on a whole spectrum of professionally significant personal characteristics.

Given this factor, psychological and pedagogical support should be targeted at:

- enriching the knowledge of specialists in social work (subject, social, psychological, etc.);
- the formation of a world outlook, value orientations, beliefs corresponding to the tasks of vocational education (an installation for humanization, an optimal result of activities, etc.);
- the activation of the motives of creative activity (the need for novelty, in self-realization, in the creative nature of labor);
- development of sustainable professionally significant personal qualities (empathy, reflection, tolerance, communication skills, etc.);
- development of critical thinking style;
- development of abilities for reflection, self-knowledge and self-realization.

The second group of functions of specialists in social work concerns both individual specialists in the social sphere and the whole collective. The functions of this group include:

- consolidation, consolidation of collective of social institution as a team of like-minded people;
- development of a common position, common values, rituals, traditions;
- organization of diagnostics and self-diagnosis of real professional capabilities, needs and requests;
- expert evaluation of author's variants of social programs;
- development of methods of cognition, self-actualization of professional development; identification, generalization, dissemination of the experience of a social institution, exchange of promising methods and forms of work;
- stimulating group creativity and initiative of members of the social team;
- involving the team in research and experimental work, in the purposeful creation of positive work experience.

The third group of functions relates to each specialist in social work, and to the collective as a whole. The peculiarity of the group is that the functions included in it ensure cooperation between social institutions and the outside world. The second group includes the following functions:

- creative understanding of social needs, new regulations and documents;
- introduction of achievements of advanced experience, prevention of deviations;
- introduction and use of scientific achievements;
- dissemination of innovative forms and methods of work.

Proceeding from the foregoing and relying on the conceptual provisions of psychological support for the professional development of the personality of E.F. Zeer (1988), we define the following functions of psychological and pedagogical support for the professional development of specialists in social work:

- information and analytical support of individual stages of professional growth (adaptation, professionalization, etc.);
- designing and self-projecting scenarios of individual stages of their own professional development;
- psychological-pedagogical and correct assistance to the individual in overcoming the difficulties of professional development;
- prevention of the emergence of professional deformations and timely assistance in overcoming the crisis periods of professional development;
- tracking of positive changes in professional development.

One of the important aspects of the organization of psychological and pedagogical support is the definition of its content.

Considering the problem of professional development in the conditions of a higher educational institution, we will outline the directions for training specialists in social work: social, general cultural, special-subject, socio-psychological.

As the main components of any pedagogical system (and the psychological and pedagogical support of professional development is a part of this system), researchers single out the pedagogical goal, scientific information, which is facilitated by the system and means of pedagogical communication and the subjects of pedagogical communication (teachers). These components are defined by N.V. Kuzmina and A.A. Reanas a structural one, apart from them it identifies functional components - as components specific to the pedagogical system. The peculiarity of the pedagogical system is that the carriers of its structural components are people, in the course of which these components enter into complex interactions, forming functional components: gnostic, constructive, organizational, communicative. They characterize the system in action and can be distinguished in the activities of all participants in the pedagogical process (Kuzmina and Rean 1993; Konarzhevsky 1986; Krutetsky and Pedbaeva 1982; Ushakov 1995).

As a condition for professional development of a specialist, we singled out the organization of collective interaction of teachers. Supporting the opinion of L.I. Novikova, L.N. Kulikova, N.L. Selivanova, who consider the collective not as an instrument of suppression, subordination of the individual, we also note that the collective is the environment for the cultivation of the individual principle. Only when meeting with others a person can realize himself as a unique, integral personality (Perelomova 2001). According to S.L. Bratchenko (1999), for the most effective development of the individual in the team, it is necessary to organize and maintain a helping relationship that is realized in the communicative rights of the individual in the educational space.

An important stage of the study is the construction of a model of psychological and pedagogical support for the professional development of the future specialist in social work in the conditions of the university. The psychological-pedagogical model of development support projects the relationship between the present, the given, the "starting" and the future, which is not yet in reality, the way of moving towards this future, which is determined by external and internal determination.

The purpose of creation and functioning of such a model is in the development of a professional expert in social work, professional competences, values, innovativeness, subjectivity and professionally important qualities necessary for the performance of a specific activity as the leading component of labor, as well as for creative self-realization.

To achieve this goal, it is necessary to identify certain tasks: the organization of the process of study and analysis; formation, development, improvement and, if necessary, correction of the components of professionalism in the conditions of a modern university; use of modern technologies of development and self-development, providing optimal conditions for professional and personal growth of the future specialist in social work.

Forming, developing and correcting technologies, applied within the framework of the general modern concept of psychological and pedagogical support, constitute integral psychotechnology.

The goal set and the assigned tasks make it possible to present the structure and interrelation of the elements of the psychological and pedagogical model of accompanying

the professional development of the future specialist in social work.

When developing the model, the following definition was taken into account: professionalism is the level of proficiency that is manifested in the formation of professional competence and competencies, guided by value orientations, reflecting the measure of subjectivity found in innovation and self-realization in the profession.

First of all, the components of the professionalism of the specialist in social work (professional competence and constituent competencies), his levels (precompetent, eclectic, algorithmizing, rationalizing, researching, mentoring), value orientations, his subjectivity, innovativeness, self-realization in the profession.

The main components of the psychological and pedagogical model of professional development of the future specialist in social work are:

- study and development of the structure and components of professionalism on the basis of indicators of its development levels;
- taking into account the psychological and pedagogical conditions and factors that ensure their productive development;
- formation of the need for self-realization, development of communicative abilities, creative and subjective potentials, training in self-regulation, self-improvement skills.

Each of these components can be considered as part of the structure or as an independent whole, performing various functions in the structure of the whole. The components obtained can serve to determine the success of development and determine the effectiveness of professional activity.

Modeling was carried out with the purpose of increasing the level of professionalism of the future specialist in social work, developing his socio-psychological, social and pedagogical knowledge, skills in professional work, improving his personal-business and personal-professional qualities.

The creation of psychological and pedagogical conditions for the training of students in social work contributed to the effectiveness of this model.

5. Conclusion

Each component of the model plays a role in the implementation of common functions, the idea of ensuring their productive interaction, mastering the highest level of professionalism.

The dynamics of professional growth should be carried out according to the "vertical" in accordance with the subject-professional and individual "movement" of the future specialist in social work, and "horizontally", which manifests itself in personal-subjective growth, the successful passage of the stages of subjective formation of an individual.

The theoretical and methodological basis for modeling the professional development of a specialist in social work is to abstract from the purpose and conditions of each pedagogical and psychological impact, from specific pedagogical situations, from the subjective intentions of those involved in the educational process. In order to disclose psychological and pedagogical patterns, we identify the invariant features of the process as a whole.

The movement to the top of professional development is accompanied by an increasingly active manifestation of the subjectivity of the individual and the transformation of the educational space.

Dynamics of professional development (as a system) can be dialectically represented through the passage by the future specialist in social work of the main phases of the life of a professional.

In this case, the forms of transformation of the system can be different: a transformation that leads to the destruction of all the interrelations of the elements of the system; transformation of the system into a qualitatively different state, but equal in degree of organization; transformation of the system into a qualitatively different state, but inferior in degree of organization; transformation of the system into a qualitatively different state, but higher in degree of organization (Panteleev, Vizgina and Zimacheva 1997).

This model creates prerequisites for the effective implementation of the principle of continuity, as it characterizes the nature of the "current development zone" and focuses on the "zone of proximal development". During this period it is supposed to resolve contradictions between the already achieved and the forthcoming acquisition of professional competence, competences, values, creativity in the next phase.

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