

Personality qualities consideration as a factor of professional competence and successful professionalization

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Abstract. The psychological features of professional Me-concept of students-future specialists of socioeconomic professions are discovered, the dynamics of its transformation as a strategy to overcome negative existential conflicts and situations are studied. It is noted that certain integral characteristics of a professional's personality are the psychological basis necessary in all activities. Each integral characteristic is a special combination of significant personal qualities essential for successful action within a particular profession. Modern scientific approaches to the analysis of future socioeconomic specialists' personalities define professionally important qualities, most of which can be formed and perfected during vocational training in higher school, but the presence of adverse professional qualities makes impossible to achieve the minimum required level of a future specialist's professional success.

Keywords: *personality qualities, genesis, professionalization, professional formation of a personality, future specialists of socioeconomic professions, professional Me-concept, occupation, image of profession, motive, professional self-determination, professional activity*

The formulation of the research problem. The present time points to the need for change in the education system, which is caused by a common human processes and peculiarities of the social and economic development of Ukraine. The youth is faced the task to personalize greater volume of humankind experience and not to lose personality traits of their identity in the dynamic process of adaptation to the times. Today the system of vocational education does not fully meet the psychological conditions of development of a future professional. The correction of the process of formation of professionally perfect individuality became the dominant requirement before higher school. An important goal of personality's development is the formation of professionally perfect individuality. This process is simultaneously regarded as a manifestation of self-consciousness and as activities of the personality aimed at own self-improvement. The problems of professionalization and professional adaptation are being studied in the works of Z.P.Virna, L.S.Vyhotskyi, V.V.Davydov, O.V.Zaporozhets, D.B.Elkonin, B.F.Lomov, and Y.O.Klymov and others.

In modern psychological literature the basic laws and mechanisms of personality's professional formation, professional aspects of the structure of Me-concept are not enough studied, its main determinants are not clearly defined. In addition, only a small part of researchers (O.F.Bondarenko, I.V.Vachkov, S.D.Maksymenko, T.S.Yatsenko, V.V.Stolin etc.), having analyzed a wide range of practical psychology training, emphasize the need to develop methods aimed at developing Me-concept. The problem of the professional component of Me-concept of a student of higher educational institution and its transition to the component of a personality is comprehensively studied quite little.

The purpose of this article is theoretical and methodological research of professionalization psychological characteristics of students, characteristics of professional Me-concept of students-future specialists of socioeconomic professions and determining the characteristics of their course while studying at university and finding out the value of personal qualities as a factor of professional competence and successful professionalization.

Analysis of recent researches. Theoretical and methodological basis of our study is the concept of personality's professional formation and development of professional Me-concept (V.O.Bodrov, Z.P.Virna, M.S.Priazhnikov

Y.O.Klimov, and others); the concept of self-consciousness and the problems of personality's development (B.H.Ananiev, L.I.Bozhovych, L.S.Vyhotskyi, O.O.Bodaliyov, V.V.Stolin and others); the concept of the nature of consciousness and personality's development during the activities (K.O.Abulhanova-Slavskaya, H.S.Kostiuk, L.I.Antsyferova, S.D. Maksymenko, S.L. Rubinshtein and others); the thesis about features of professional development of specialists in physical education and sports (N.O.Volianiuk, H.D.Babushkin, O.V.Konieteva, O.M.Perfilieva, V.T.Chichikin and others). The problem of formation of personality's professionalism in a variety of activities for psychology is very **urgent**. Analysis of scientific psychological sources in the professionalization of the personality certifies the theory of personality's professional formation involves the concept of personality's formation in activities as a professional, and the concept of managing the process of professionalization.

The main material research. Modern society and the profession face the worker with demands, and the person begins to realize himself in practice. However, a person is limited in his capabilities and not always, but the more immediately he can meet these requirements, that he should acquire and develop a relevant quality before to introduce himself as a specialist. To overcome this gap, we need a process of human learning, involvement in the profession, which is called professionalization.

Since the choice of profession is the basis of self-affirmation in society, one of the major decisions in life, the professional self-determination can be considered as the choice exercised by the analysis of the internal resources of the subject of occupational choice and correlation between them and requirements of the profession. The sense of the definition highlights the double-sided phenomenon of the career choice: on the one hand, the one who chooses (subject of the choice), and on the second – that is chosen (object of the choice). A subject as well as an object are characterized by a large number of features, which is explained by the ambiguity of the phenomenon of choice of profession.

In psychology, there is not the only view on how the image of the profession is formed, and what factors influence this process. A number of researchers keeps the point of view on the career choice as the determination of the type of labor. In this case, the subjects of research are,

on the one hand, the characteristics of a person as a subject of labor, and on the other – the nature, content, type of labor and its object. Professional self-determination is understood here as the process of the development of the subject of work. Hence there is the conclusion: the career choice is correctly made if the psychological and physiological data of the personality meet the requirements of the profession [1]. The active principle of the personality who chooses the profession is underestimated.

In the context of understanding the profession the initial position takes place the career choosing as choice of kind of work, which is a common view, where the main determinant of the correct choice is considered to be the professional interest. But the object of interest – the image of the profession – is ignored [4; 5]. This approach asserts the activity of the subject in choosing a profession, but not the preparation to work.

There is another view of the image of profession by choosing a career as a critical event in determining the meaning of life. The choice of profession is associated with past experience of the personality, and the process of professional self-determination takes place in the formation of the general “Me” image, determines the course of life. This approach requires consideration of a wide range of factors that influence the choice of profession. In addition, it allows you to focus on the time aspect – the past experience of the individual. An imagination of future, the image of the profession is not taken into account. At the same time the image of the profession has to become a factor in choice of profession, become the focus of individual life plans.

Hence the formation of professional orientation can form the main content of self-determination through assimilation of the scheme of image of profession.

Today professional self-determination is a multidimensional process [2; 3; 4], which can be viewed from different points of view. Firstly, it is viewed as a series of tasks that society confronts the individual and that this personality should gradually resolve within a certain period of time. Secondly, it is as the decision-making process by which an individual generates and optimizes the balance of his benefits and inclinations on the one hand, and the needs of the existing system of social division of labor on the other. Thirdly, it is as the process of formation of individual style of life, part of which is professional activities.

Professional orientation is not only social but it is also a psychological problem. In psychology, there are three main theoretical approaches to it. Stability and practical immutability of individual human qualities is the first approach that makes selection, which provides methods and success of its activities; here the focus is on the one hand, on the selection of people who have the abilities to a particular work, and on the other – on the selection of work, the most appropriate to individual qualities of a person. The directed formation of abilities is the second approach, based on the idea that the right quality can be produced in each person in any way. Both approaches are formulated differently, but their overall methodological shortcoming is that the identity and employment are seen as independent and confronting values, one of which necessarily subjugates another.

The formation of individual style of activities is the third possibility, which follows from the principle of unity of consciousness and activities. This concept is based on

the following assumptions formulated by Y.O. Klimov [4]. Practically stable and hardly educated psychological qualities, essential to the success of activities, are recognized. It is necessary to form the abilities taking into account the individual identity of the personality, i.e. internal conditions of development, along with considering external conditions (substantive and micro-social environment). Significant factors of professional self-determination are the age at which the choice of profession is realized, the level of awareness and the level of claims. We should not forget that early professionalization is often associated with poor family conditions, poor performance and other factors that reduce the level of consciousness and voluntary choice [4].

An important criterion for the correct choice of profession is matching human aptitudes and abilities to the requirements that this profession makes to the employee. The fundamental solution of some key aspects of the matter is contained in researches of O.H.Kovaliov, V.M.Miasyshev and B.M.Teplov on the issue of skills.

The observing the development of abilities confirms the obvious reality of the “law of compliance”. It reflects the most common dependence that exists between inclinations and abilities. The observations, however, indicate that the origin and initial development of inclination are not always associated with the human need to implement their own capabilities [4]. Sometimes the image of the profession is made under the decisive influence of the values of the young man. The formation of the orientation on labor can occur under the influence of human needs in its development.

In the concept of the image of the profession one can identify some parties expressing its content and dynamic characteristics. The completeness and the level of orientation can be attributed to the content part, and its intensity, duration and resistance – to the dynamic one. The completeness of the professional orientation refers to the range (diversity) of motives of benefits of profession. Thus, one of the forms of professional orientation development consists in enriching its motives – an individual motive to increasingly broader set of reasons.

Certainly the motives underlying the focus on the profession are heterogeneous in origin, nature of the relationship with the image of the profession [1]. The professor Z.P.Virna [1] notes that in this context it is correct to separate, firstly, a group of motives that express the need that is the main content of the profession and its image.

The second group of motives is related with the display of some characteristics of the profession in the public consciousness (motives of prestige, social significance of profession).

The third group of motives is: self-disclosure and self-assertion, material needs, peculiarities of the character, habits, etc. expressing the previously established needs of the individual, actualized in the interaction with the profession.

The fourth group of motives is: the belief in the personal availability, in the possession of creativity. They are the features of self-consciousness that characterize the self-expression of the personality in terms of interaction with the profession.

The motives belonging to the fifth group, express the human interest in external, objective non-essential attrib-

utes of the profession, such as the desire to separate "romantic" profession.

So, based on the above considerations, the professional orientation is considered as a degree of compliance with leading motive of advantage of a profession (personal content) but not its objective content.

The main indicator of labor is the meaningfulness and depth of professional interest considering its status in the system motives forming professional orientation. It is clear that without a fairly constant professional orientation it cannot be optimum interaction between man and the chosen work. Only under this condition the successful development of creative and moral force in the process of human labor is possible. Thus, the optimal development of professional orientation lies in raising of the depth and strength of the awareness of image of the profession [6].

Summarizing the results of a comprehensive analysis of activities and scientific researches on the definition of the level of his professional competence, we identified professionally important traits and qualities of future specialists of socioeconomic professions. But there are such personal qualities, the possibility of formation and development of which are limited, which are the subject of study and analysis in terms of professional qualifications. Many scientists define an important criterion for professional availability empathy as professionally important property for the specialist, and intelligence provides effective analysis of features and personality traits. It allows to overcome stereotypes (both personal and professional), it is the central mechanism for understanding the behavior of others. The parameters of professional unsuitability include: the existence of any mental pathology, high emotional instability, aggression, deep introversion, low empathy, communicativeness, poor logical thinking level and attention. It is important to take into account some other medical contraindications: speech defects, defects of vision and hearing, being not amenable to correction. All this makes it possible to note recommendations concerning the ways of accounting of professional competence of students in the development of a unified state system of requirements for the training of future specialists of socioeconomic professions; the introduction of the program of psycho-diagnostics and the development of personality's suitability of applicants for the effective professional choice and timely professional reorientation. Successful implementation of the program of psycho-diagnostics and the development of personality's suitability of the future specialists of socioeconomic professions will increase the efficiency and quality of professional training in terms of training in higher educational establishments considering the potential of the development of promising students based on personality-oriented approach.

Conclusions. To summarize our theoretical and methodological research we note that the choice of profession is a choice between the strategy of human adaptation through the subordination to the environment, on the one hand, and the strategy of releasing internal resources of the personality development, on the other hand, including the ability to solve value and moral problems and to resist the environment. Therefore, the professional development at various stages of human life is a result and a means of personal development. The professional component of Me-concept is the realization of a speciality as part of the individual. The success of professional formation provides maximum approximation of personal ideal image of "Me" to the socially given one, and the image of the professional – to the received and critically realized. Becoming of Me-concept and taking the image of professional activities is carried out by means of a personal (self-understanding, positive self-attitude, self-management and self-movement; existentially-being factors, the internal motivation of behaviour and actions, the generation of the image of Me-concept of an adult), subject (using experience as the approval of active life position based on existential and environmentally reasonable relationship to the environment – assessment of the success of actions and behavior) and social reflection (formation and development of integrated Me-image of a professional, overcoming social stereotypes – value of a speciality).

Nowadays young personality's training to the profession involves developing the ability to convert knowledge – sign systems on sensory-intuitive design – regulators of work and practical human actions. The psychological features of professional Me-concept of students-future specialists of socioeconomic professions are discovered, the dynamics of its transformation as a strategy to overcome negative existential conflicts and life situations are studied. The leading trend in the formation of professional Me-concept of students is to strain collective everyday life sector, activation of internalization and conformity, the presence of artificial pragmatism through social pressure and imposing life standards – strengthening of external control on the background of aspiration for self-development. Considering the personal potential of applicants and students according to the requirements of future profession is an urgent problem that needs immediate timely resolution. Modern scientific approaches to the analysis of future socioeconomic specialists' personalities define professionally important qualities, most of which can be formed and perfected during vocational training in higher educational establishment, but the presence of adverse professional qualities makes impossible to achieve the minimum required level of a future specialist's professional success.

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