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Psychological and pedagogical support of the future social work specialist's professional development

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Abstract

The article focuses on the issue of psychological and pedagogical support in the professional growth of a social worker via a comparative qualitative research method. As a result, the essential premise for the professional development of a social worker is the possibility to choose ways of professional self-realization in the ambiguity zone and the necessity of the certainty zone existence. In conclusion, the model creates premises for the effective realization of

the continuity principle as it characterizes the nature of the actual development zone and focuses on the proximal development zone.

Keywords: Model, Psychological, Pedagogical, Support, Development.

Apoyo psicológico y pedagógico del desarrollo profesional del futuro especialista en trabajo social

Resumen

El artículo se centra en el tema del apoyo psicológico y pedagógico en el crecimiento profesional de un trabajador social a través de un método comparativo de investigación cualitativa. Como resultado, la premisa esencial para el desarrollo profesional de un trabajador social es la posibilidad de elegir formas de autorrealización profesional en la zona de ambigüedad y la necesidad de la existencia de la zona de certeza. En conclusión, el modelo crea premisas para la realización efectiva del principio de continuidad, ya que caracteriza la naturaleza de la zona de desarrollo real y se centra en la zona de desarrollo proximal.

Palabras clave: Modelo, Psicológico, Pedagógico, Apoyo, Desarrollo.

1. INTRODUCTION

The main structural components of the professional and personal development cover the cognitive, motivation-axiological, social-perceptive, emotional-volitional and communicative spheres of the human activity. In this context, the efficient one is the model of psychological help for students in overcoming personal and professional difficulties whose interacted core components are the

following: structural content components in overcoming personal and professional difficulties; the result of the social-psychological service's help and activity against overcoming the future social worker's professional and personal difficulties; the system of optimized psychological help to students (GASANOVA, DAUDOVA, KABIEVA & TSAHAEVA, 2017).

In accordance with its structure, the social work specialist's professional development is part of special and technological development, while their individual development is part of reflective and communicative development. Therefore, our psychological and pedagogical support will be aimed at developing the above-mentioned types. The general professional development of social work specialists goes, as we see it, in two directions: internal professional development and external conditions of professional development. Both directions should be taken into account and be at the core of the psychological and pedagogical support of the future social work specialist's development (SERGEEVA & TRUBAKOVA, 2017).

2. METHODOLOGY

Currently, the problems of solving stressful situations have not only become central for particular sciences, but also actual

interdisciplinary problems which are in the focus of psychological research as well. Extrapolating Berdyaev's views on the personality as a spiritual category, as a microcosm in the potential state, as the existential center of the world, we see the professional development of the future social work specialist's competency as a process of continuous internal struggle for the spiritual perfection, the creative potential realization, the achievement of wholeness, and, at the same time, the determination to abandon the thing-in-oneself-state in behalf of the better-self-development. The creative self-expression of the social work specialist has a positive orientation if it involves not only the responsibility for their own actions but also the related senses (TSAHAEVA, AMINOV, AMINOVA, 2017).

In accordance with the humanistic psychology and pedagogy, we define the process of the future social work specialist's development as a spiritual and practical activity focused on self-building pursuant to personally and professionally meaningful life goals. The most significant thing in understanding psychological and pedagogical aspects in the process of the future social work specialist's development is the phenomenon of interaction. The unchanged essence of psychological and pedagogical interaction is the integrity and coherence of its all constituents as well as the concurrency of many different ways of life activities and feelings. The understanding of the psychological and pedagogical interaction is supplemented by ideas from the theory of complex structures

self-development (PANTELEYEV, VIZGINA & ZIMACHEVA, 1997). In the course of such contacts, which take place in the process of concerned interaction based on the personality's needs, the so-called new reality appears, which is something third of the common-sense space and mutually significant commonality of the interacting parties.

In this connection, the future social work specialist's psychological and pedagogical support under the conditions of the higher education institution has to be focused on the individual's professional development and on the initiation of professional dialogic communication, freedom and responsibility for their actions. The process of the future social work specialist's development is connected with external and internal threshold states which lead to professionally significant, qualitative changes of the personality. Significant others, i.e. experienced and respected pedagogues and social work practitioners, help create the threshold states (BADA KHOVA, 2017).

We can claim that professional affairs have to take place in conditions that ensure a specialist's own development strategy, include self-identity and self-development mechanisms in the course of interaction between the educational activity participants. Thus, the personality exists on the borders of the essence and existence, in the area of real interaction between the individual with other people and with him/herself.

The search of psychological determinants responsible for psychological and pedagogical support of the future social work specialist's development in the higher education institution made us resort to psychological theories of the personality worked out by native and foreign psychologists. Among such determinants, we can mention the compensation mechanism in overcoming the feeling of insufficiency and the aspiration to the better self, the achievement of the feeling of identity and the successful resolution of a personal growth crisis. These mechanisms can help the social work specialist achieve personal and professional maturity (KONARZHEVSKY, 1986). We consider the personality's transition from the deficiency level to the existential one and the satisfaction of the self-actualization need to be the integral process of psychological support in the social work specialist's professional development (POZHARSKAYA & DEBERDEEVA, 2017).

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 [Sergeeva & Nikitina, 2016; Milovanov et al., 2017; Sergeyeva, Ippolitova et al., 2018; Sergeeva, Sokolova et al., 2018]. 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 [Sukhodimtseva et al., 2018; Tatrinceva, Sokolova, Mrachenko et al., 2018]. 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 [Neverkovich et al., 2018; Sergeeva, Bedenko et al., 2018].

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 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.

The psychological mechanism of realizing the aspiration of self-actualization consists in the interpretation of the situation and its particular meaning for the person in the context of here and now. Social work practitioners interpret the reality in accordance with their subjective experience, subjective world within their internal system of coordinates. In the process of personal activity and due to this activity, the personality develops and realizes in the form of different social roles. It is only an activity where a person can exist

and assert oneself as a personality. The social work specialist's development within the activity approach is determined by the core mechanisms of interiorization and exteriorization, which are effective in the conditions when a personality is built and identified on his/her own when external reasons act through internal conditions (KUZMINA & REAN, 1993).

Pedagogically appropriate conditions for the effective process of professional development can be created through seeing a person's professional development as self-movement which is ensured by attitudes, which become the movement protectors, and by the super-situational activity, which is the process of the activity movement itself, its self-modification, as well as through understanding that a person's involvement in the activity causes the psychological mechanism of the motive shift to the goal (GADZAOV & DZERZHINSKAYA, 2018). In this, the driving force in the realization of the social work specialist's potential abilities is their commitment, which precedes the activity and accompanies the process of self-development, self-building and self-change.

This allows us to use the principle of activity mediation in defining the specifics of psychological and pedagogical support. The principle causes the necessity to use active methods of affecting the social work specialist's meaningful personal structures, which are based on the indirect interpersonal influence

characterized by a person's aspiration to change another's behavior by modifying the environment with the aim of receiving necessary feedback. This influence is connected with the phenomenon of facilitation and based on the metasubjective form of interpersonal perception (ZEYER, 1988).

3. RESULTS

Guided by the anthropocentric approach to the educational practice we see the process of individual development as follows:

- person-to-person interaction which is characterized by inter-orientation, inter-understanding of expectations and actions, reflective activity and psychological protection;
- facilitating interpersonal interaction based on a genuine understanding of each other and empathy to each other;
- dialogic interaction between the facilitator and facilitatees realized on the principles of equality, mutual respect, mutual understanding, empathy, collaboration, that is on the principle of interpersonal dialogue which is not only the means of solving problems, but also one of the main

conditions of professional growth, which makes it most valuable;

- interaction based on personal experience which allows distinguishing personally meaningful aspects of professional activity;
- training interaction between the subjects, which helps to put into practice the new type of pedagogically professional relationships within the educational activity.

The necessary factor of creating conditions for the social work specialist's professional development, as we see it, is the possibility to choose ways of professional self-realization in the ambiguity zone as well as the necessity of the certainty zone existence. These two zones allow future specialists to actualize their motivation for choosing ways to their professional development. This actualization goes more efficiently if there is an interaction between the subjects united by the shared goal and shared activity, which develops different forms of cooperation and discloses individual creative features. A comfortable psychological atmosphere is created by trustful relation to each other, friendliness, empathy, sympathy and genuine expression of feelings (YAZOVSKIKH, 2018).

Internal premises for professional development are self-exactingness, unwillingness to be satisfied with what has already been achieved, self-criticism, whereas external premises are the person's involvement in diverse activities, solving highly challenging tasks with new content.

The philosophical basis of the system of support is the concept of the person's free choice as a condition of their development. We considered that the basic principle for the formation of theoretical assumptions of psychological and pedagogical support was the personality-oriented approach, within which we see development as the choice and acquisition of these or those innovations by a person by way of their professional becoming. It is natural that each situation of choice causes many variants of solutions determined by social and economic conditions and the person's internal values.

The study of the social work specialist's professional activity showed that among their professionally meaningful values, the predominant ones are the orientation on customer development, on their personality development and self-expression, and on the creative character of their social activity.

The most dynamic, leading, core component which determines the personality's wholeness, their active social position, readiness for actions is the orientation on spiritual and moral

development. The spiritual and moral development consists in the possibility of systematic purposeful creation of favorable conditions for acquiring necessary from the point of view of the society social, moral and emotional values (knowledge, beliefs, norms, attitudes, behavior patterns, etc.) in pedagogically determined, organized life-simulating situations within academic groups, during the students' learning professional activity and through individual help. With the facts of nowadays life is taken into account, this approach appears actual, but under-elaborated in the theory of professional activity and underused in the professional teaching of social work specialists.

The student is involved in the activity which causes the transformation of knowledge and skills into values specific to the professional competency, which sets the system of the most significant indicators adequate to the social situation of development and the general socially meaningful activity (Table 1).

Table 1: Components of the social work specialist's professional and personal competency

Cognitive-behavioral component (knowledge, skills, expertise)		Motivation-personality component (attitudes)	
Knowledge	Skills and expertise of professional behavior	Personal qualities	Motives and values of attitudes
-the knowledge of one's own personal resources; -	-professional knowledge; - effective interaction and collaboration; - goal-setting;	- spiritual and moral qualities (value-based attitude to people); - psychophysiological qualities (psychic processes and states);	- constructive collaboration; - social responsibility; - the aspiration to success.

differentiation of social scenarios; - means and ways of self-realization.	- self-education; - self-management; - self-analysis; - sustainability.	- psychological qualities (self-control, self-criticism, self-evaluation of one's own actions, stress resistance); - psychologically pedagogical qualities (communicability, empathy, attractiveness, etc.).	
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The structure analysis of professional competency found two constituent components: cognitive-behavioral and motivation-personality ones. The cognitive-behavioral component comprises social knowledge, social skills, social behavior skills as well as efficient techniques of fulfilling socially meaningful activity, effective interaction skills and skills of constructive behavior in difficult life situations. The motivation-personality component is represented by motives and values of self-realization in the society as well as by personal properties ensuring personal self-realization.

The content of the social work specialist's professional activity, which was worked out in the course of the research, allowed determining their pedagogical, psychological and social preparedness as the most necessary ones for their professional development.

The social work specialist's professionalism appears in the research as a system complex consisting of many coherent components having their own characteristics, which show the specialist's level. This professionalism is also seen as an entire whole integrating not only their actual but also potential abilities

whose perfection and modification have many variants and results if there are appropriate psychological and pedagogical conditions and factors.

4. DISCUSSION

BRATCHENKO (1999) believes that for the most efficient development of a personality in a collective it is necessary to organize and maintain helping relations that are realized in the personality's communicative rights in the educational space.

An important stage of the research is building a model of the future social work specialist's psychological and pedagogical support in the conditions of a higher education institution. The model of psychological and pedagogical support projects the ratio between the present (existent), the starting and the future, which does not yet exist in the reality, and the way of achieving this future, which is determined by external and internal factors.

The purpose of creating such a model and its functioning is in developing the future social work specialist's professional competences, values, focus on innovation, personality, professionally significant qualities necessary for fulfilling a particular activity as a leading labor component, and creative self-realization.

In order to achieve the goal it is necessary to set particular tasks: the organization of the learning process and analysis; the formation, development and, if necessary, correction of professionalism components in the conditions of the modern higher education institution; the usage of state-of-the-art technologies of development and self-development ensuring optimal conditions for the future social work specialist's professional and personal growth (DERKACH, 2004).

The technologies of formation, development and correction used in the frames of the general modern concept of psychological and pedagogical support build an integral psychotechnology.

The set goal and tasks enable to see the structure and interconnection of the components of the psychological and pedagogical model of the future social work specialist's professional support.

While developing the model, we built on the following definition: professionalism is a level of mastering a professional activity, which finds itself in the existing professional competency and competences, which is based on axiological orientations and reflects the level of subjectiveness, which is expressed in the innovativeness and self-realization in the profession.

5. CONCLUSION

Each component of the model plays a definite role in the realization of general functions, plans on their efficient interaction and acquisition of the highest level of professionalism.

The dynamics of the professional growth should go vertically in accordance with the future social work specialist's professional thematic and individual movement, and horizontally, which finds itself in the personal growth and successfully passing the stages of personal becoming.

The theoretical and methodological basis of the future social work specialist's development modelling process is in abstracting from the goal and conditions in which each act of pedagogical and psychological influence is carried out, from the particular pedagogical situations, from the subjective intentions of those who are involved in the educational process. In order to reveal the psychological and pedagogical regularities, we establish general invariant characteristics of the process.

The move to the top of professional development is accompanied by a more and more active display of the personality subjectiveness and modifications of the educational space.

The dynamics of professional development (as a system) can be dialectically presented through passing, by future social work specialists, important phases of their professional life.

The forms of the system modifications can be diverse: modifications leading to the elimination of all connections of the system elements; modifications that result in a totally new but equal organizational condition; modifications towards a totally new but lower organizational condition; modifications towards a totally new and higher organizational condition.

This model creates premises for efficient realization of the continuity principle as it characterizes the nature of the actual development zone and focuses on the proximal development zone. This period implies solving contradictions between the achieved and the forthcoming acquisition of professional competency, competencies, values and creativeness at the following stage.

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