

A close-up photograph of a microscope's objective lens and stage. The lens is in sharp focus, showing the text 'UPlanFLN 4x/0.13'. A small green leaf fragment is placed on the stage. The background is blurred, showing the rest of the microscope and some light reflections. A red diagonal stripe is visible in the upper left corner.

# REVISTA INCLUSIONES

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**MODELING OF PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT  
OF FUTURE SPECIALISTS PROFESSIONAL DEVELOPMENT**

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**Abstract**

The article is devoted to the problem of psychological and pedagogical support of social workers professional development. The main content components of the structure of professional and personal development cover cognitive, motivational and value, social and perceptive, emotional and volitional and communicative spheres of human activity. The development of professional competence of the future specialist in social work is a process of relentless internal struggle for spiritual improvement and realization of creative potential, achievement of integrity and aspiration to get out of the state “the thing in self” to ascend to the “better self”. A necessary prerequisite for the creation of conditions for professional development of a social work specialist is the ability to choose ways of professional self-realization in the zone of uncertainty and the necessary presence of a zone of certainty. The presence of these zones makes it possible to actualize the motivation to choose the ways of specialists’ professional development. Actualization of motivation is more effective in the interaction of subjects, united by a common goal and common activities, which develop various forms of cooperation, the creative nature of the individual manifests.

**Keywords**

Model – Modeling – Psychological and pedagogical support

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## Introduction

The main content components of the structure of professional and personal development cover cognitive, motivational and value, social and perceptive, emotional and volitional 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 presented in close relationship: structural and content components in overcoming personal and professional difficulties (the content of the process of psychological assistance, its algorithm and technology); the result of psychological assistance and activities of the socio-psychological service to overcome professional and personal difficulties (the success of overcoming difficulties is characterized by adequate self-esteem, actualization of the value of the activity of its own subjectivity in it, responsibility for the implementation of life strategy, emotional and volitional stability, communication skills, high level of motivation to achieve and activity in the performance of duties, which ultimately ensures compliance with the preparedness of students to design their own life strategy); system of optimization of psychological assistance to students (criteria, indicators and levels of productivity of psychological assistance; improvement of 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)<sup>1</sup>.

On the structure the professional development of specialists in social work is included in the special and technological development, and personal development is included in the reflexive and communicative. Therefore, our psychological and pedagogical support will be aimed primarily at the development of the selected types of directors<sup>2</sup>. In our opinion, the general professional development of specialists in social work takes place in two directions: internal professional development and external conditions of professional development. Both directions should be taken into account and constitute the essence of psychological and pedagogical support of professional development of future specialists in social work<sup>3</sup>.

## Research methodology

In recent years, the problem of resolving stressful situations have not only become core to some sciences, but is also actively considered as relevant interdisciplinary problems that are not ignored in psychological research.

<sup>1</sup> E. A. Abdulatipova and Tsakhaeva, A. A. "The logic of designing an evaluation system for the acquisition of professional skills of future education psychologists", *Modern Science Success*. 2017. Vol: 2 Issue 4 (2017): 18-22 y I. S. Bolotin; A. A. Mikhaylov and N. D. Sorokina, "Functional literacy of students in terms of introduction of information technologies (on the example of research among the students of MAI)", *Modern Scientist*. Vol: 1 num 1 (2017): 160–163.

<sup>2</sup> Ts. A. Zulaeva; S. V. Maslova and Ya. B. Appaeva, "Adaptation of students in the process of continuous educational activity", *Success Modern Sciences and Education*. Issue 1 (2018): 5-9 y A. A. Tsahaeva; D. K. Aminova and U. K. Aminov, "Patterns value of the constructs of personality as a subject of scientific reflection", *Success of Modern Science and Education*. 2016. Vol: Issue 4 (2016): 16-20.

<sup>3</sup> A. A. Tsahaeva; U. K. Aminov and D. K. Aminov, "Driving forces of the development of adaptive behavior of personality: methodological considerations", *Modern Scientist* num 8 (2017): 44-47 y L. V. Narkevich and E. A. Narkevich, "Financial condition analysis in the crisis management system", *Russian Economic Bulletin*. Vol: 1 Issue 4 (2018): 10- 24.

Extrapolating Berdyaev's views on personality as a spiritual category, as a "microcosm in a potential state", as an "existential center of the world", we present the professional development of the competence of the future specialist in social work as a process of relentless internal struggle for spiritual improvement and realization of creative potential, as the achievement of integrity and at the same time the aspiration of the exit from the state of "thing in self" to the ascent to "better self" (S.L. Rubinstein). The creative self-expression of a social work specialist is positive if it involves responsibility not only for one's 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 the future specialist in social work is defined by us as a spiritual and practical activity aimed at self-improvement for personal and professionally significant life goals. The most significant in the understanding of psychological and pedagogical aspects of the process of external professional development of the future specialist in social work is the phenomenon of interaction. The constant 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. Ideas about psychological and pedagogical interaction are supplemented by the provisions of the theory of self-development of complex systems (synergetics). In the course of such contacts arising in the process of interested interaction, based on the needs of the individual, the so-called "new reality", "something third" of a single semantic space and a mutually significant community of interacting subjects is created.

In this regard, psychological and pedagogical support of the process of professional development of the future specialist in social work in higher education should be aimed at the professional development of the individual and the initiation of professional dialogue, freedom and responsibility for the results of their activities. The process of professional development of the future specialist in social work is associated with external and internal threshold states, passing through which there are professionally significant, qualitative changes in personality. Resonant psychological and pedagogical influences from "significant others" – experienced and authoritative teachers and practitioners in the field of social work help to create "threshold states". We can state that the professional should take place in conditions that ensure the implementation of the specialist's own development strategy, include mechanisms of self-determination and self-development in the course of interaction of participants of educational activities. Thus, the personality exists as if on the borders of essence and existence, in the space of real interaction of the individual with other people and with himself.

The search for psychological determinants that determine psychological and pedagogical support of professional development of the future specialist in social work in a higher educational institution forced us to turn to the psychological theories of personality, which are disclosed in the works of national and foreign psychologists. Among such determinants, we can name mechanisms of compensation in overcoming the feeling of insufficiency and the human desire for "better self", the achievement of a sense of identity and the successful resolution of crises of personal growth. These mechanisms can allow a social worker reaching personal and professional maturity. The transition of a person from the deficit level to the existential level and satisfaction of the need for self-actualization are considered by us as an integral process of psychological support of professional development of a specialist in social work. The psychological mechanism of realization of the tendency to self-actualization is the interpretation of the situation and its personal meaning for a person in the context of "here and now". Social work practitioners interpret

reality according to their subjective experience, the subjective world within the internal coordinate system. In the process of human activity and through this activity there is the development of the individual and the performance of its various social roles in society. Only in the activity the individual acts directly and self-asserts as a person. Professional development of a specialist in social work in the activity approach is determined by the main mechanisms of interiorization – 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. Rubinstein).

Understanding the professional development of the individual as a self-movement, which is provided by the settings as stabilizers of movement and over situational activity as a process of movement of the activity itself, its self-change, as well as the understanding that the involvement of a person in the activity gives rise to a psychological mechanism of motive shift to the goal, allow creating pedagogically appropriate conditions for ensuring the effective flow of the process of professional development. At the same time, the driving force in the realization of the potential of a specialist in social work is his activity, which precedes the activity and accompanies the process of self-development, self-improvement, self-change. This allows us using the principle of activity mediation in determining the specifics of psychological and pedagogical support, which necessitates the use of active methods of influence on the semantic personal structures of a specialist in social work, based on non-directional (indirect) inter individual influence, characterized by the desire of the subject to change the behavior of another, transforming the environment of life in the hope of obtaining the necessary responses. This influence is associated with the phenomenon of facilitation and is based on the metasubject form of interpersonal perception.

### Research results

Based on the anthropocentric approach to educational practice, the process that contributes to the professional development of the individual is presented to us as:

- a subject-subject interaction, which is characterized by mutual orientation, mutual coordination of expectations and actions, reflexive activity, psychological security;
- facilitating interaction of subjects, based on the authenticity of understanding each other and empathy to each other;
- dialogical interaction between the facilitator and the facilitated, implemented on the basis of the principles of equality, mutual respect, mutual understanding, empathy, co-creation and cooperation, i.e. on the basis of interpersonal dialogue, which not only acts as a means of solving any problems, but also is one of the main conditions for professional growth, and therefore has a special value;
- interaction on the basis of subjective experience, which allows identifying personally significant aspects of professional activity;
- training interaction of subjects, which helps to implement a new type of professional-pedagogical relations in educational practice.

A necessary prerequisite for the creation of conditions for professional development of a social work specialist, in our opinion, is the ability to choose ways of professional self-realization in the zone of uncertainty and the necessary presence of a zone of certainty. The presence of these zones makes it possible to actualize the motivation to choose the ways of professional development of specialists. Actualization of motivation is more effective in the interaction of subjects, united by a common goal and common activities,

which develop various forms of cooperation, the creative nature of the individual manifests. Comfortable psychological background for communication create a trusting relationship to each other, a manifestation of goodwill, the ability to empathize, empathy, sincerity in the expression of feelings.

Internal prerequisites of the process of professional development are self-demanding, unwillingness to rest on their laurels, self-criticism; external – the inclusion of a person in a variety of activities, solving problems of high level of difficulty and new content.

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

## Discussion

Actualization of professional development of a student – specialist has its own characteristics, due to the specifics of his activities: a specialist in social work is almost always aware of himself as an independent, self-governing personality, has a stock of subjective (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 – obtaining and understanding of special information;
- compensatory – filling gaps in basic education;
- innovative – updating theoretical knowledge and improving skills;
- developing – the formation of social orientation of the individual;
- orientation – search of the activity direction.

At the same time, support can go in different directions:

- in relation to a specific specialist in social work (development of his individual, author's highly effective system of activity);
- in relation to the group of specialists in social work (subsystem of professional skills: the ability to plan activities optimally, the ability to implement the planned plans optimally);
- in relation to the team of future specialists in social work (group, course, flow, etc.) (ability to analyze achievements and shortcomings according to the relevant criteria, etc.).

Each skill of a social work specialist is based on a whole range of professionally significant personal properties.

Taking into account this factor, psychological and pedagogical support should be aimed at:

- enriching the knowledge of specialists in social work (subject, social, psychological, etc.);
- formation of worldview, value orientations, beliefs corresponding to the tasks of professional education (views on humanization, the optimal result of activity, etc.);
- intensification of the motives of creative activity (the need for novelty, in self-realization, in the creative nature of the work);
- development of stable professionally significant personal qualities (empathy, reflection, tolerance, sociability, etc.);
- development of critical thinking;
- development of abilities for reflection, self-knowledge and self-realization.

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

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

The third group of functions is relevant to each specialist in social work, and to the team as a whole. The peculiarity of the group is that the functions included in it provide cooperation between social institutions and the outside world. These are the following functions:

- creative understanding of the social order, new regulations and documents;
- implementation of best practices, prevention of deviations;
- implementation and use of scientific achievements;
- dissemination of innovative forms and methods of work.

Based on the above and based on the E.F. Zeer's conceptual provisions of psychological support of professional development of the individual [4], we define the following functions of psychological and pedagogical support of professional development of social work specialists:

- information and analytical support of individual stages of professional growth (adaptation, professionalization, etc.);
- design and self-design of scenarios of individual stages of their own professional development;

- psycho-pedagogical and correct assistance to the individual in overcoming the difficulties of professional development;
- prevention of professional deformations and timely assistance in overcoming crisis periods of professional development;
- tracking positive changes in professional development.

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

Considering the problem of professional development in a higher educational institution, we highlight the directions in which the training of specialists in social work should go: social, cultural, special subject, social and psychological.

As the main components of any pedagogical system (psychological and pedagogical support of professional development is a part of this system) researchers allocate the pedagogical purpose, scientific information which assimilation is promoted by system and means of pedagogical communication and subjects of pedagogical communication (teachers). These components N.V. Kuzmina and A.A. Rean define as structural, except them they allocate functional – as specific for pedagogical system – components. The peculiarity of the pedagogical system is that the carriers of its structural components are people, in the process of which these components enter into complex interactions, forming functional components: gnostic, constructive, organizational, communicative. They characterize the system in action and can be identified in the activities of all participants of the pedagogical process.

As a condition of specialist professional development we distinguish the organization of collective interaction of teachers. Supporting the opinion of L.I. Novikova, L.N. Kulikova, N.L. Selivanova, considering the collective not as an instrument of suppression, subordination of the individual, we also note that the collective – the environment of cultivation of the individual beginning. Only when meeting with others a person can realize himself as a unique, integral personality. According to S.L. Bratchenko, for the most effective development of the individual in the team, it is necessary to organize and maintain supportive relationships that are realized in the communicative rights of the individual in the educational space.

An important stage of the study is to build a model of psychological and pedagogical support for the professional development of the future specialist in social work at the university. Psycho-pedagogical model of development support projects the ratio of the present, available, “start” and the future, which is not yet in reality, the way to move to this future, which is determined by external and internal determination.

The purpose of the creation and functioning of such a model is in the development of the future specialist in social work professional competencies, values, innovation, subjectivity and professionally important qualities necessary to perform specific activities as a 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; the formation, development, improvement and, if necessary, correction of the components of professionalism in a modern university; the 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 in the framework of the general modern concept of psychological and pedagogical support, constitute a holistic psychological technology.

The goal and the selected tasks make it possible to present the structure and interrelation of the elements of psychological and pedagogical model of support of professional development of the future specialist in social work.

At developing the model, the following definition was taken into account: professionalism is the level of proficiency in professional activity, 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 professionalism of a specialist in social work (professional competence and its components), its levels (pre-competence, eclectic, algorithmic, rationalizing, research, mentoring), value orientations, its subjectivity, innovation, self-realization in the profession were subject to modeling.

The main components of psychological and pedagogical model of development of professionalism 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 levels of development;
- consideration of psychological and pedagogical conditions and factors ensuring their productive development;
- formation of the need for self-realization, development of communicative abilities, creative and subjective potentials, training self-regulation skills, self-improvement.

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

Modeling was carried out in order to improve the level of professionalism of the future specialist in social work, the development of his socio-psychological, socio-pedagogical knowledge, skills in professional activity, improving his personal and business, personal and professional qualities.

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

## 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 “vertically” in accordance with the subject-professional and individual “movement” of the future specialist in social work, and “horizontally”, which manifests itself in the personal-subjective growth, the successful passing through the stages of subjective formation.

The theoretical and methodological basis of the process of modeling professional development of a specialist in social work is the abstraction from the purpose and conditions of each pedagogical and psychological impact, from specific pedagogical situations, from the subjective intentions of the people involved in the educational process. In order to reveal the psychological and pedagogical laws, we identify 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.

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

The system conversion forms may be different: the transformation, leading to the destruction of all the relationships between elements of the system; converting the system to a qualitatively different but equal in the degree of organization of the state; the transformation of the system into a qualitatively different, but inferior in degree of organization of the state; the transformation of the system into a qualitatively different, but a higher degree of organization of the state<sup>4</sup>. This model creates prerequisites for the effective implementation of the principle of continuity, as it characterizes the nature of the “actual development zone” and focuses on the “near development zone”. During this period, it is expected to resolve the contradictions between the already achieved and the upcoming acquisition of professional competence, competencies, values, creativity in the next phase.

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<sup>4</sup> A. F. Gadzaov and M. R. Dzerzhinskaya, “Mathematical methods of analysis of the periodic components of economic processes”, *Modern Economy Success* num 1 (2018): 14-18.



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