

## PROFESSIONAL ACTIVITIES AS A BASIS FOR THE DEVELOPMENT OF FUTURE PROFESSIONAL PSYCHOLOGIST'S PERSONALITY

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**Л.А. Онуфрієва. Професійна діяльність як основа розвитку особистості майбутнього фахівця-психолога.** Констатується, що в умовах сучасної системи освіти суттєво змінюється соціальна ситуація розвитку студентства та вихідних умов його особистісно-професійного розвитку. Зазначено, що освіта розглядається як процес професійної підготовки, який здійснюється в інтересах становлення і розвитку особистості, суспільства, держави. Акцентовано, що важливі завдання професійної підготовки майбутніх фахівців покладаються на викладача, який спроможний організувати цей процес та керувати ним на основі оптимізації та гуманізації. Встановлено, що суттєво зростає значення творчої активності мислення фахівця соціономічної сфери, розвитку його здібностей до самостійного вирішення проблем. Зазначено, що, виконуючи завдання професійної підготовки, він особисто повинен бути передусім висококваліфікованим професіоналом. Виокремлено напрямки впливу навчання на процес особистісно-професійного зростання майбутніх фахівців-психологів. Показано, що навчання у ВНЗ сприяє успішній адаптації студента до усвідомлення власного місця в організації та професійного статусу і професійних ролей; розумінню особливостей спілкування з керівниками, колегами та іншими співробітниками організації; виробленню навичок професійної поведінки та розумінню можливостей професійного розвитку. У результаті теоретичного аналізу зазначено, що професійна діяльність психолога може розглядатися у морфологічному, аксіологічному, праксиологічному і онтологічному аспектах. Виокремлено два підходи до дослідження генези професійної діяльності. Наголошено на найважливішому значенні особистісно-діяльнісної орієнтації в навчально-виховному процесі майбутнього психолога. Визначено чинники, за допомогою яких навчання у ВНЗ впливає на особистісно-професійне зростання майбутнього фахівця-психолога.

**Ключові слова:** майбутній фахівець-психолог, генеза, особистість, професійна діяльність психолога, особистісно-професійне зростання, професійна поведінка, професійний розвиток.

**Л.А. Онуфриева. Профессиональная деятельность как основа развития личности будущего специалиста-психолога.** Констатируется, что в условиях современной системы образования существенно меняется социальная ситуация развития студентов и исходных условий их личностно-профессионального развития. Указано, что образование рассматривается как процесс профессиональной подготовки, который осуществляется в интересах становления и развития личности, общества и государства. Акцентировано, что важные задачи профессиональной подготовки будущих специалистов возлагаются на преподавателя, который способен организовать этот процесс и управлять им на основе оптимизации и гуманизации. Установлено, что существенно возрастает значение творческой активности мышления специалиста социологической сферы, развития его способностей к самостоятельному решению проблем. Указано, что, выполняя задачи профессиональной подготовки, он лично должен быть прежде всего высококвалифицированным профессионалом. Выделены направления влияния обучения на процесс личностно-профессионального роста будущих специалистов-психологов. Показано, что обучение в вузе способствует успешной адаптации студента к осознанию собственного места в организации и профессионального статуса, и профессиональных ролей; пониманию особенностей общения с руководителями, коллегами и другими сотрудниками организации; выработке навыков профессионального поведения и пониманию возможностей профессионального развития. В результате теоретического анализа указано, что профессиональная деятельность психолога может рассматриваться в морфологическом, аксиологическом, праксиологическом и онтологическом аспектах. Выделены два подхода к исследованию генезиса профессиональной деятельности. Отмечено огромное значение личностно-деятельностной ориентации в учебно-воспитательном процессе будущего психолога. Определены факторы, с помощью которых обучение в вузах влияет на личностно-профессиональный рост будущего специалиста-психолога.

**Ключевые слова:** будущий специалист-психолог, генезис, личность, профессиональная деятельность психолога, личностно-профессиональный рост, профессиональное поведение, профессиональное развитие.

**Actuality of the research problem.** In the current researches the central object is the personality of the future specialist of socio-economic professions and the system of his personal and professional development, which is dictated by the socio-economic and psychological situation. Since social and economic transformations taking place recently in Ukrainian society, determine the availability of a wide range of personality-based and interpersonal problems in the

population, they require for the professional skilled psychological help. Therefore, the demand for psychological services in various fields of public and social activities is constantly increasing and, consequently, needs and requirements for vocational training in psychology are also increasing.

**Analysis of recent researches and publications.** In psychological science there are many scientists who study the features of psychologist's activities in many scientific fields; the features of work, content and the main types of professional activities of psychologists, professional skills and abilities are fully enough described; the problem of the diagnosis of working capacity is being developed. The professional potential of a specialist in applied psychology was studied by H.S. Abramova, M.Y. Varban, O.P. Yermolaieva, Z.H. Kisarchuk, I.P. Manoha etc. The impact of social and psychological phenomena on the professional activities of the psychologist's personality was studied in the works of E. Bern, O.F. Bondarenko, B.S. Bratus, F.Y. Vasyliuk, K. Whitaker, A.A. Holovina, Y.M. Zhukov, V.P. Kryndach, I.A. Kucheriavenko, K.O. Malysheva, V.O. Malikova, R. Mey, H. Navaitys, L.A. Petrovska, O.L. Podolianiuk, K. Rogers, V.M. Rosin, K. Rudestam, O.V. Soloviova, D.H. Trunov, T.A. Florenska, V. Frankl, V.N. Tsapkin, E.H. Eidemiller and others.

In the psychological science and practice the subject is seen as an active, operating authority, which has some influence on external objects, based on the personal perceptions of the current and desired state of objects. The possibility of giving preference to certain states of objects, as well as the ability to the mental display of the state of these objects cause the emergence of a number of specific features that require investigation.

**The aim of our research** is to study the essential features and qualities of the psychologist which are recognized by modern psychological science and practice.

**The main material research.** In order to clarify the characteristics of the content and structure of the professional psychologist's activities we analyzed the studies of content, principles, criteria, forms of psychologist's activities (H.S. Abramova, O.O. Bodaliyov, O.F. Bondarenko, F.Y. Vasyliuk, I.V. Dubrovina, V.H. Zazykin, Y.O. Klimov, N.V. Kuzmina, O.Y. Litvinova, O.S. Romanova, A.K. Markova, O.O. Minenko, D.V. Oborina, V.H. Panok, N.I. Poviakel, V.A. Semychenko, L.H. Terletska, I.P. Tymoschuk, L.I. Umansets, N.V. Chepelieva, N.F. Shevchenko, T.N. Scherbakova, T.S. Yatsenko and others). On the basis of their research there have

been formulated the basic features of the professional activities of a psychologist and determined its structure, trends and types of activities that encompass and integrate its goal, object, basic functions, composition of professional tasks, and which were typical for this profession.

Based on the analysis of scientific literature let's consider psychologist's activities in four main aspects – morphological, axiological, praxiological and ontological.

Based on examination of the morphological aspect of practical psychologist's activities we can reveal its composition and structure. One of its characteristic features is expediency. The aim of practical psychologist's activities results in the purpose of his work, defined by regulations. Many elements of the professional activities of the psychologist make it polystructure. The structure should more fully describe this activity, based on the characteristics of the situation and problems being solved. In this regard, the most appropriate feature is allocation of these basic structures of the psychologist's activities: logical, functional, procedural, technological and information.

Based on the review of axiological aspect of the psychologist's professional activities its result-motivational aspect reflecting the psychologist's attitude not only to activity, but also to all the work, determining the content, organization and results is examined. Determining the significance of the results is achieved with assessment, carried out by specific scales, criteria and indicators.

In the praxiological trend of research of the psychologist's professional activities the analysis of two interrelated parties – functioning and development are assumed. The modern researcher Shvalb Y.M. distinguishes the types of psychological knowledge, claiming to have relative independence and self-importance – scientific psychology, applied psychology and existential psychology [8]. Thus, it is clear that the scientific and practical psychology as different types of psychological knowledge should be provided with different systems of educational training to be able to prepare highly qualified specialists to future careers. The complex of connections and relationships of a practical psychologist is described by the category of «work». Theoretical and experimental analysis of this problem's research makes it possible to determine key aspects of practical psychologist's activities, in compliance with the requirements aimed at personal and professional development of a psychologist in education, especially in higher education. The profession of a psychologist is characterized by a kind of theoretical and practical activities, because: firstly, the object of research and

practical work of a psychologist is a person; secondly, the mastering psychological knowledge, including theories, concepts, terms, procedures to obtain empirical data is a problem because of their diversity and contradictions.

Thirdly, psychologist's professional outlook is «immersed» in the system of everyday, artistic, religious ideas of a man and society, a certain position of a specialist. Fourthly, the profession of a psychologist puts high demands to the personality of a professional. Therefore, the psychologist must possess not only professional knowledge and skills, but also be able to change creatively his personality using psychological knowledge, corresponding to moral and ethical values of society according to their own individuality.

As a result of consideration of a professional's activities as a conscious process, it is acknowledge that it reflects man's relationship to reality. The researchers O.F. Bondarenko, B.S. Bratus, M.R. Ginsburg, A.O. Hopkalo, T.V. Kudriavtseva, I.M. Semenov state that the components of the structure of activities are dynamic and there are some relationships and correlations between them, as well as their transformation is possible. The dynamics of composition and structure of activities are the source, the factor of professional development, and it is closely related to changes in the surrounding reality. The structure of a psychologist's activities, according to the authors, suggests, in particular, the selection as an independent unit of such components as the identification and formulation in the scientific terminology of the most practical problem; the choice of methods for studying the collection and processing of data; constructing a theoretical model of a personality and developing practical recommendations to solve the problem [2; 5; 7].

As you can see, the scientific positions of psychologists and researchers are reduced to a conclusion that the genesis of psychologist's professional activities contains several stages, each of which is characterized by the following: mastering a certain level of the objectives and requirements of activities; producing the contradiction between the target, semantic and operational components of the activity; finding and creating new subject and new forms of professional activity as a source of development.

Therefore, in the result of the analysis of scientific and psychological works we have identified the following two approaches to the study of the genesis of professional activities:

- one of them is to study the succession of closely related, successive stages of development of activities that constitute a single continuous movement;

- another approach is based on the assumption that the origin of activities is determined by educating its subject, starting with the process of its understanding and assimilation in the depths of educational and professional activities.

The study of phases of professional activities allows us to identify three main in the process of the professional training of psychologists: educational activities at an early stage of training as general cultural training; educational and professional activities as a process of assimilation of professional knowledge without practical component and quasiprofessional activities that is «professional» activities in the form of practice. Psychological practice can be considered as a turning point, which largely determines the student's professional attitude, as «every change of a person's life position not only changes the human activities, but changes the person's attitude to himself as a leader, as a subject of this position».

At this stage the student, but not from the standpoint of the pupil, but the beginner professional, is able to deep synthesis of his ideas about a psychologist in the monitoring of his activities. According to B.H. Ananiev, there is «summarizing practical knowledge of a person about other people's rights», which is «the source of creation of self-attitude as to the personality» [1].

In the studies, V.A. Ponomarenko also points to the need to include practice into the theoretical educational range, as they make one unity. Herewith the practice serves as a criterion of the presence of knowledge, abilities, skills, and the criterion of formation and maturity of the personality, motivated to the social activity [6].

Another researcher O.M. Leontiev noted that core of a personality was formed during the activities. Therefore, the educational process in the structure of professional training provides a subject of training with the patterns of performing professional activities, a kind of ideal model of a professional, which is regarded as a regulatory beginning of professional activities and a factor of the professional development of the subject of this activity. Thus, the professional training is the process of a professional's «preparing» in the educational activity. Therefore, educational facilities must comply with the processes of recovery of the structure of activities, which is absorbed, its logic, stages, dynamics, content and professional aspects etc. (A.A. Verbitskyi, 1993; I.I. Iliasov, 1986; V.D. Shadrikov, 1982; E.F. Zieier, 1988, and others).

In conditions of today's educational system the social situation of the students' development and the initial conditions of their personal and professional development are significantly changing.

Education is considered as a process of professional training, which is in the interest of the personality, society and state. Therefore, the past priority focus of education on the purposes of the state has been changing by personal orientation. Important tasks of students' professional training should be done by the lecturer, who can organize this process, manage it on the basis of optimization and intensification. In this regard, one should mention a significant increasing value of creative activity of thinking of a specialist of socio-economic area, the development of his abilities to solve problems independently. Doing tasks of vocational training, he must be a high-skilled professional.

The results of our investigation allowed to determine the factors with the help of which the training in the higher educational establishment might affect personal and professional growth of a future psychologist: the impact of communication with lecturers (including reviewing of their persons); influence of the content and form of the curriculum organization; the links of higher educational institution with the organizations where students can carry out professional activities; impact of communication in the student group; the impact of special events of the higher educational institution, aimed at professional orientation [3].

In addition, during the study, we have identified the directions of the impact of training on the process of personal and professional development of psychologists: informing on future professional activities; forming the student-psychologist's attitude to future professional activities; formation of knowledge and skills that directly or indirectly apply in their future careers [4].

Training in higher educational institution can contribute to the success of the student's adaptation to the following moments that directly are included in educational and professional activities, and in future work: understanding of their own place in the organization, personal professional status and professional roles; understanding of the formal and informal communication with supervisors, peers, subordinates and other employees of the organization; understanding of values of the professional activities and a particular organization, developing skills of behavior according to these values; understanding of opportunities for professional development.

Summarizing the causes of dissatisfaction of professional roles which were indicated by graduates, we identified the following basic groups:

A. Dissatisfaction with the content of the work for the following reasons: professional roles, as to the graduate's opinion, are

far below the level of his abilities and talents; performing the minor, routine professional tasks distract the graduate from the main professional tasks; he has to work on a specialty, but he does not perform the professional roles, which he was taught in the higher educational institution; a young psychologist has to perform boring, uninteresting work.

B. Dissatisfaction with professional communications, due to the following factors: a graduate must interact with other co-workers, who have, to his opinion, a low level of professionalism, and therefore having no mutual understanding situations; a young psychologist has to make unpleasant communications with clients; he has problems in relationships with managers.

C. Dissatisfaction with the organization of professional activities, due to the following factors: a graduate is forced to work in poor conditions related to the lack of appropriate facilities and equipment; a young specialist is poorly informed on important issues related to the professional activities.

The first two groups of causes of dissatisfaction with professional roles are the most common in our study.

As the results of empirical data showed, the most noticeable effect of a higher educational institution on the process and the result of professional socialization of graduates is expressed in relation to the specialty, which is formed in higher educational institution, and real professional work of a young psychologist. If the majority of graduates do not work in specialty, we can notice the significant issues regarding the compliance of training in higher institution to needs of professional socialization.

In the result of the study it was found that no more than a quarter of graduates work directly in specialty. However, this quarter of young professionals work in specialties related to those studied in higher educational institution. Thus, about half of graduates work in areas not related to the specialty, the work of the other half is related to the profession. This figure should be regarded as not entirely satisfactory.

It was indicated in the study that graduates estimate authenticity and completeness of information on future profession, obtained in higher educational institution high enough (89%).

However, the assessment of conformity of skills obtained during the training and skills necessary to work, is much lower (44%).

According to students' estimation, on average, only 48% is the share of knowledge and skills obtained in higher educational institution, which then are really useful in psychological activities.



Students tend to evaluate the importance of quality education in higher educational institution for performing professional activities relatively low (40%).

In addition, the experimental results indicate the difference between the graduates and employers' estimations in relation to quality education for successful professional activity. Young professionals pay less attention to qualitative study. This is due to the fact that employers through the use of such criteria as the success of a young professional, evaluate his intelligence and other significant professional quality.

Graduates consider quality education not as a way to assess their own abilities and as an effective mastering knowledge and skills provided in higher educational institution. As it is very important for employers to estimate in advance (pre-employment) graduates as employees, they mean the most important such a factor as the success of specialist, high-quality training.

Appreciating the general tendency towards the humanization of education as well as the principal high value of personal potential of professionals in professional activities, the focus of higher education should get a person, but not just a set of inherent to individual knowledge and skills. The main goal of higher education should be the development of a personality, which manifests in all spheres of life, including the professional activities. Regardless of the different views of many authors of researches in the psychology on personal and professional development and the specific professional training of a future psychologist the essential role of personality-based and activity-based orientation in the educational process of the future psychologist is emphasized.

**The conclusion.** As a result of the theoretical analysis of a psychologist's professional activities we came to the following conclusions. Professional experience of a psychologist may be considered in morphological, axiological, praxiological and ontological aspects. Based on the principles of general psychological theory of activity, we found that the feature of psychologist's activities is that it is complex and consists of several interconnected species with common components. We have identified two approaches to the study of the genesis of professional activity: a study of the succession of connected, following one after the other stages of development of activities that constitute a single continuous movement and others, based on the assumption that the genesis of activities is determined by the subject, beginning with the process of understanding and development in the depths of educational and professional activities.

As the most viable option for the development of a practical psychologist's personality in the process of training, we use personality-based and activity-based approach, which regulates all aspects of work – professional and educational activities, relationships, and personality-professional development and results. So the prospect of our future work we see in the definition of the conditions of effective use of personality-based and activity-based approach in preparing future specialist-psychologist.

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**Onufriieva L.A. Professional activities as a basis for the development of future professional psychologist's personality.** It is acknowledged that in conditions of current educational system the social situation of students' development and initial conditions of personal and professional development have been significantly changing. The education is noted to be considered as a process of professional training, which is in the interest of formation and development of the personality, society and state. The attention is paid to the fact that the important tasks of professional training are charged to a lecturer who is able to organize the process and control it based on optimization and humanization. It is found that the value of creative thinking activity of a specialist of socioeconomic area, the development of his abilities to solve problems independently has been significantly increasing. It is indicated that while performing the task of professional training, he must be first of all highly-skilled professional. The author determined the directions of impact of training on the process of personal and professional development of future professional psychologists. It is shown that training in higher educational institution contributes to student's successful adaptation to the understanding of personal place in the organization and professional status and professional roles; understanding the peculiarities of communication with managers, colleagues and other members of the organization; developing skills of professional behavior and understanding the opportunities for the professional development. As a result of the theoretical analysis it is noted that the psychologist's professional activities may be considered in morphological, axiological, praxiological and ontological aspects. Two approaches to the study of the genesis of the professional activities are distinguished. The most important value is emphasized to be the personality-based and activity-based orientation in the educational process of the future psychologist. Factors affecting the personality and professional development of a future professional psychologist are defined.

**Key words:** future specialist-psychologist, genesis, personality, professional activities of a psychologist, personality and professional growth, professional behavior, professional development.

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