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**TRAINING OF PSYCHOLOGIST AS DEVELOPMENT
FACTOR OF PERSONAL EXPERIENCE OF FUTURE EXPERT**

Yulia Chala

Ph. D., Assistant Professor,
National Technical University «Kharkiv Polytechnic Institute»,
Kharkiv, Ukraine
ju.chalaya@gmail.com

У статті розглядаються необхідні складові для успішного розвитку особистісного досвіду і професійної підготовки майбутнього психолога. Порівнюються бачення цієї проблеми різними вченими. Зіставляються комплекси необхідних характеристик, що впливають

на формування професійно компетентного психолога. Проаналізована психолого-педагогічна література з метою опису сутності професіоналізму, компетентності, кваліфікації в діяльності психолога. На підставі власних висновків і узагальнень сконструйовано модель особистісного досвіду психолога, яка містить наступні складові: категоріальний простір; компоненти; функції, які характеризують роль кожного компонента. Підкреслюється різний ступінь значущості необхідних компонентів в залежності від більшої чи меншої важливості їх ролі в процесі вирішення поставленої проблеми. Практична значущість даної статті – запропонувати педагогам і студентам необхідний орієнтир, що сприяє усвідомленому і чіткому розвитку специфічного досвіду психолога-практика.

Ключові слова: професіоналізм, компетентність, кваліфікація, особистісний досвід психолога, категоріальний простір, компоненти особистісного досвіду психолога (ціннісний досвід, досвід рефлексії, операціональний досвід, досвід спілкування та діалогічної взаємодії).

В статье рассматриваются необходимые составляющие для успешного развития личностного опыта и профессиональной подготовки будущего психолога. Сравниваются представления этой проблемы разными учеными. Сопоставляются комплексы необходимых характеристик, влияющих на формирование профессионально компетентного психолога. Проанализирована психолого-педагогическая литература с целью описания сущности профессионализма, компетентности, квалификации в деятельности психолога. На основании собственных выводов и обобщений сконструирована модель личностного опыта психолога, которая содержит следующие составляющие: категориальное пространство; компоненты; функции, которые характеризуют роль каждого компонента. Подчеркивается разная степень значимости необходимых компонентов в зависимости от большей или меньшей важности их роли в процессе решения поставленной проблемы. Практическая значимость данной статьи в предложении педагогам и студентам необходимого ориентира, способствующего осознанному и четкому развитию специфического опыта психолога-практика.

Ключевые слова: профессионализм, компетентность, квалификация, личностный опыт психолога, категориальное пространство, компоненты личностного опыта психолога (ценностный опыт, опыт рефлексии, операциональный опыт, опыт общения и диалогического взаимодействия).

The article outlines the necessary components for the successful development of personal experience and professional training of future

psychologists. The points of view of different scientists are compared. The complexes of necessary characteristics that influence the formation of professionally competent psychologists are considered. Psychological and pedagogical literature is analyzed to describe the essence of professionalism, competence and qualification in the work of a psychologist. On the basis of own conclusions and generalizations a model of personal experience of a psychologist is developed, which contains the following components: categorial space; components; features that characterize the role of each component. The degree of importance of the necessary components depending on their greater or smaller role in the process of solving the problem is emphasized. The practical significance of this article is to offer teachers and students the necessary guidance for conscious and clear development of specific experience in psychologists' practice.

Key words: *professionalism, competence, qualification, personal experience of the psychologist, categorial space, components of personal experience of the psychologist (value experience, reflexive experience, operational experience, experience of communication and dialogical interaction).*

Introduction

It is repeatedly stated in scientific literature, that the effectiveness of professional psychologists' activity is provided by many factors. In addition to quality training (acquiring necessary knowledge system, practical skills, mastering technology and methods of professional activity), it is important to consider individual psychological characteristics of specialists (abilities for professional activity, formation of professionally important qualities, the system of value orientations, etc.). When underlining professionally important qualities necessary for specialists in «practical psychologist», there are some differences on the benefits of various qualities among researchers and, in general, there are certain doubts regarding the specific requirements for psychophysiological characteristics of the worker that determine his professional aptitude. However, in a number of papers (Voropaeva, 1994; Gusev, 1927; Zaharova, 1997; Markova, 1996) scientists identify the following professionally important qualities and characteristics of a specialist in psychology: love for people and a desire to help them; ability to introspection and analysis of others, adequate self-esteem, sensitivity, empathy, tolerance; communication skills (listening to another, contact establishing, reflecting their own activity); properties of mental processes (the ability to long concentration, breadth of attention, efficiency and flexibility in

thinking and perception); psychic self-regulation skills; formation of the system of professional values and motivational structures and so on.

Scientists often distinguish «emotionality» among the most significant personality traits of a practical psychologist (Prohorov A. V., Syritso T. H., Trusov V. P. etc.), sociability (Kuzmina N. V., and Henetsynskii V. I. etc.), behavioral plasticity (Kuzmina N. V. et al.), ability to understand and manage pupils (Hryshyn E. A., Honobolin F. N. etc.), love for children (Amonashvili Sh. A., Pospyselov I. M. etc.), empathy (Koziyev V. N. etc.), social maturity of a personality (Zyazyun I. A., Lyebedyk N. P. etc.) and others.

Voropayeva H. S. considers that high level of individual components such as social intelligence and facilitation, promotes the ability of a psychologist to his/her independent activity and affects the formation of specific professional orientation of the future expert (interest to a human as a subject of learning and improvement, integrated sensitivity to the object of psychological impact) (Voropaeva, 1994: 201). This social intelligence is considered as a complex personality formation, which is determined by a high level of reflection, the human capacity to respond effectively and to predict subject-subject relations and events (Voropaeva, 1994: 202). Thus, according to many authors (Gusev, 1927; Zaharova, 1997; Markova, 1996), the professional competence of a psychologist primarily depends on the expert communication skills, development of reflection, need for self-realization and self-improvement, characteristics of self-expression, self-actualization and so on.

Unlike the experts from different fields a psychologist should also have his/her own, dissimilar, individual, we would say, specific personal experience. C. Rogers calls this experience 'the rise of a personality', 'the freedom to be', 'the courage to be', 'the learning to be free' (Gumanistichna psihologiya, 2001: 38).

The experience in the issue is a central process and a specific aspect of the psychotherapy. It is the experience of becoming more independent, relaxed and confident person. Experience the freedom to be yourself.

C. Rogers claims this experience has a number of characteristics. The client moves from the state of fearing his inner feelings and protecting himself from them, to the state where he allows the feelings to exist inside of him as a natural element of

himself. Some inviolable aspects of his experience gives a way to a free internal communication, to better understanding of what happens inside the man in between two time points. The client says, «I'm actually not so gentle and patient, whom trying to look like. Sometimes I'm angry and harsh with people, and sometimes I feel selfish. I do not know why I have to pretend that I am not what I am in reality» (Gumanistichna psihologiya, 2001: 46].

C. Rogers also notes that in order to succeed a psychotherapist must be congruent because the feelings, that arise while communicating with a client, must be apprehensible to his individual consciousness, and the psychologist has to transfer those feelings to others if necessary. The psychotherapist has also set himself up for «unconditional positive attitude» to the client in any situation, because «the more the psychotherapist has such attitude, the much more likely the success of the therapy» (Gumanistichna psihologiya, 2001: 46).

Unfortunately the problem of the psychologist's personal experience development is insufficiently disclosed in the scientific literature. And the issue of the personal experience structure of the future expert is still not fully resolved. Therefore the **objectives** of this article are:

1. To analyze psychological and pedagogical literature aiming to highlight the issues of professionalism, competence, professional qualifications in the expert activities, to concentrate directly on the issue of personal experience of the future psychologist.
2. By applying own conclusions and generalizations to construct and present the model of psychologist's personal experience, including the following components: a) categorical space; b) components; c) features that characterize the role of each component.

Within our research we should primarily consider the definition of professionalism, competence and professional qualifications of the expert activities that will focus directly on the issue of personal experience of the future psychologist.

The term «professionalism» is used in the scientific literature in different ways:

- 1) professionalism as certain regulatory requirements of a profession to a human personality is a set of personality traits of the person required to perform a work successfully. So, we would call it normative professionalism;

2) professionalism as the minimum necessary set of mental qualities, the professionalism as an internal characteristic of the human person. This is – the real professionalism (Gusev, 1927).

In psychological literature competence appears in the form of individual characteristics of the degree of compliance with the requirements of the profession; mental state that allows carrying out activities independently and responsibly; a person's ability to perform certain work functions, so called, «effective competence». We can say it regarding the given results of the work (Zakharova, 1997).

The term «qualification» is also used as given in the normative sense, as taking into account the characteristics of each individual, and also the term includes what professional tasks are performed by this man, compulsory knowledge and skills and personality traits the psychologist must have (Zakharova, 1997).

Professionalism is not only achieving high professional results, but there are some certain psychological components of a personality: man's inner attitude to labour, the development of mental qualities. Two aspects of professionalism are distinguished:

1. Motivation area that contains the following components: passion, mentality, meaning, orientation of the profession aimed to help others, wish to stay in the profession; understanding the significance of the profession; professional outlook; possession of ethical standards of the profession; professional harassment; professional vocation; professional intentions; professional reasons (not just external – interest to earning, but also internal – seeking of personal self-fulfillment); presence of real reasons for a person; high levels of achievement motivation in their activities; individuality as the identity of a professional outlook, assessment system, attitudes; professional position - recognition of himself as a professional; desire to develop yourself as a professional, using all chances for professional development, goal-setting, motivation to various types of further training; willingness to flexible reorientation both as in the profession and outside its borders; professional internal locus of control (reasons for success / failure); harmony at all the stages of professionalization, from completing the adaptation and mastery; absence of conflicts and situations of cognitive dissonance; satisfaction with the activity and awareness of the correspondence to a person's level of aspiration, outcomes that a person has reached, the requirements of their own profession.

2. The operational area contains: professional and psychological knowledge about their activities; self-image of a professional; professional and psychological actions, methods, techniques, skills, techniques of human activity; proficiency, learning ability, skillfulness, professional skills; occupational abilities (general and specific), professional suitability; professional thinking; effectiveness, efficiency of the activity; psychological value of the activity outcomes; achievement of a high profession status, position, category; mastering the techniques of professional development at high level; mastering several activities, communication within the profession; compensating of certain underdeveloped abilities, qualities by other important ones; implementing the ways to realize a professional activity in specific, changing and extreme situations; mastering new ways of professional activity, creativity and innovation in the professional field; attracting public interest in the results of its own activities (Gusev, 1927, Zakharova, 1997).

Considering the peculiarities of becoming the future professional psychologists, as well as existing views on the structure of the personal human experience in scientific literature, Osnytskii O.K. offers the following components of the psychologist's professional experience: 1) experience value (primarily associated with the formation of interest, ethical standards, ideals, beliefs). Its functions are to focus and guide psychologist's efforts to help the client; 2) reflexive experience (which an expert accumulates through correlation of knowledge about the possibilities and probable transformations in the environment and himself due to requirements and objectives the psychologist should solve).

The function of the reflexive experience is establishing a relationship of all components of subjective experience of the individual; 3) enhance experience (supposes preparedness, rapid adaptation to constantly changing conditions, consideration of unusual situations and desired success level).

This experience orients a psychologist in how to measure his own abilities and to direct his own efforts to solve significant problems; 4) operational experience (includes general professional knowledge and skills, and the ability to self-regulation). This experience synthesizes existing conversion situations and own abilities of a psychologist; 5) experience of cooperation (in case of interaction with other participants of the activity). This experience promotes joint

efforts of the psychologist and the client in solving common problems and anticipates prior positive occurrence on cooperation (Osnitkiy, 1996).

Chepelyeva N.V. considers individual experience of being to be a reflection of the individual world view, perceived by the person as specifically modeled interpretive semantic system. The latter is represented by the subject to himself and to others in the form of narrative. The narrative, in its turn, acts as the ideal translator of personal experience that allows people to comprehend and realize it within their own interpersonal sphere (Chepelyeva, 1997:102-108).

Laktionov O.M. also states that peculiar features of complex interpretations are implemented in the narrative of an individual, creating a triad «I – other people – the world», which determines the development of human experience to some extent (Laktionov, 2000). Close to this is the view of Nikitina I.V., who analyzes personal experience through the implementation of semantic dimension of a person. The latter considers the space of «illumination» of personality by sense (like by the sun). A person, forming in three- dimension space (past, present and future, or quantity, quality and depth), develops himself in the same way (acquiring the meaning of life) as the tree grows in the sun.

Nikitina I.V. emphasizes that the degree of illumination (or place under the sun) significantly affects the pace of trees growing. Trees that grow from the same seed (primary needs) are different. The latter one is largely determined by the number of received «semantic» solar energy. The quality of soil (social living conditions), quality of seeds (biological preconditions), peculiarities of care-taking (training, education), timeliness of planting in the ground (adequacy of internal and external factors of development), the lack of obstacles to the development, availability of shade (social norms, laws), etc. play an important role (Nikitina, 1999: 48).

The personal experience of a person is revealed with the help of reconstructive interpretation means, which is regarded by Lytovchenko N.F. as a situation of reproducing subjective locus of person's experiencing a psychological situation and its real parameters and determinants. So the personal experience is clearly highlighted through the technique of «telling stories about yourself», when the feedback stimulated by a psychologist activates the client's narrative. Lytovchenko N.F. argues that «the peculiarity of the process of

generating narrative lies in the fact that the client, claiming to be objective in covering the events, tries to accurately convey all the details of a real life situation, but actually broadcasts his own subjective overvalued interpretations of the situation» (Litovchenko, 2007: 198). In this narrative broadcast by the client, the person takes the image of «dynamic text of himself» says P. Riker and «integrating impressions» act as a means of personal experience reflection (C. Rogers).

The development of personal experience of future psychologists is greatly influenced by feelings. Bondarenko O.F. notes that a psychologist always faces with feelings in his professional career. Therefore, the scientist underlines, these feelings are not only actualisators of person's activity with an aim to solve the problem or find the sense in any situation, but also act as integrated human activities (Bondarenko, 1991).

When developing personal experience of a future psychologist, we must take into account that, as O.F. Bondarenko points out, the realization of speech utterance, speech intentions is significantly affected by the client's current mental state, such as: anxiety, unnatural behaviour, mental tension of his personality and his ego-defense etc (Bondarenko, 1991). These peculiarities, as Chepeleva N.V. states, give a rise to the multiplicity of meanings interpretation, which, in turn, can cause a conflict of meanings. Because the «text» of the client often remains not fully completed (Chepeleva, 1997), it may have a continuation in some time in different spaces and cultures (Bibler, 1975). The interpretation by a psychologist of client's statements is done in two stages of the interpretation process. During the first stage comes defining the external structure of integral message, structuring information, and during the second stage takes place simulating a real situation, implied by the client, which is hidden by means of a formal statement, i.e. the reconstruction of its internal semantic structure is done (Chepeleva, 1997).

Maksymenko S.D. tells about the development of personal experience in the so-called trans-individual discourse (Maksimenko, 2000). In this case the researcher points out that is the concept by G. Lakan of the three basic registers of mind – Real, Imaginary and Symbolic ones – is quite informative. This concept comes from the fact that the development of human (conscious) forms of reality reflection is entirely determined by the spheres of society and culture.

Thus, the structure of the client's narrative is revealed as the projection of personal experience and allows a psychologist to relate real life events to his client's actual experiences and problems. Each narrative has one or more themes which, in their turn, are formed from a set of text elements that represent hierarchical semantic structure of the text (Chepeleva, 1997).

Therefore, as Lytovchenko N.F says, «it is not enough for professional psychologists to clear up the text, recreate its semantic structure; a truly creative interpretation process needs compulsory consideration of the multiplicity of meanings in a narrative and the variety of contexts, in which client's «text» is created and then functions, i.e. differentiation of all client's semantic discourse elements according to different contexts and recreating all links between these elements takes place during the analysis» (Litovchenko, 2007: 206). Lytovchenko N.F considers the interpretation when providing psychological treatment both as a process and as a separate step, and a method, and a technique in the work of a psychologist. The operational aspect of interpretation provides cognitive operation (structuring and re-structuring of semantic interpretations, compression, semantic assessment, folding and unfolding of expression, differentiation of meanings, theorizing, etc.), forecasting (formulating hypotheses and their verification), dialogue (establishing links with different contexts) (Litovchenko, 2007: 226-227).

Thus, the analysis of scientific psychological and educational literature suggests that personal experience of future psychologists should be developed in the process of studying in high school. Professionalism depends primarily on their communication skills, abilities of reflection, need for self-realization and self-improvement, peculiarities of self-expression, self-actualization and so on. Undoubtedly, the formation of these and other important qualities of a future psychologist significantly affect the development of his own personal experience, at least because of the fact that it stimulates this development to some extent. On the other hand, personal experience by itself contains some sub structural components (in particular, the experience of reflection, experience of self-evaluation and so on.) that create an integral model of human experience. Let us describe this model in more detail.

We believe that the model of psychologist's personal experience contains the following elements: a) categorical space;

b) components; c) features that characterize the role of each component.

Categorical space of personal experience consists of such substructures as «life» and «the professionalization of the future expert.» The first substructure is the most important for the formation of personal experience of a psychologist, because personal experience is a transformed form of life. In the course of life a person through his own activity acts as an active or passive participant in different situations, which contribute to the formation of personal experience. As to the second substructure, namely professionalization of the future psychologist, it deals with creating the conditions to amplify personal experience of a specialist. One of the main means of amplification is considered to be a narrative, the other one – psychological training, during which the simulations, not happening to the person in real life, but «lived through» during the session, take place. This encourages the development of personal experience.

Among the components of personal experience we can differentiate the following ones:

- 1) value experience;
- 2) experience of reflection;
- 3) operational experience;
- 4) experience of communication and dialogic interaction.

Value experience contains ideal norms, which are to be the direction for a person and have to be striven for in the course of life. The formation of values is crucial in the process of forming personal views and opinions, because only personally-meaningful values can be the basis of certain beliefs. According to C. Rogers, the system of personal values includes believing in personal dignity of each person, depending on his free choice, personal responsibility for the consequences of this choice, self-trust, openness, joy of learning and creativity. Expanding on the concept of «value», C. Rogers distinguishes between «activity values» (which are found in human behavior in situations of choice or giving preference to real objects) and «value of knowledge» (which are revealed in creating symbolic objects by an individual).

The component «value experience» performs cognitive function, by encouraging learning the objects and subjects, that are indispensable to the human, their correlation with the established value system of the individual, the integrative function (defining common

features, properties that unite separate events, items being a part of personal human experience) and the meaning-determining function (providing values with specific meaning).

Let us analyze the content of the following component of personal experience – the reflexive experience. The term «reflection» is translated from Latin as «mirroring». This is human's understanding of his own actions and laws of their implementation, activity aimed at self-understanding, since it reveals the peculiarity of human's inner world. This is introspection, meditation and consideration of a human about his state of mind.

The component «experience of reflection» performs the function of human's learning himself (cognitive, etc.) meaning-determining (determining the meaning of human's activities through self-treatment, self-esteem and self-acceptance) goal-setting (correlation of human's own «I – real» with «I – ideal», the achievement of which to be pursued in the future), corrective (influencing their own lives, their activities and personality).

The next component of personal experience to be considered is operational experience. This component contains the following parts: experience of self-realization, self-determination, self-actualization and activity. The central concept among above mentioned is the phenomenon of self-determination, which is regarded in scientific literature as a structure of the act of self-determination in the subject-genetic paradigm.

The operational component of the personal experience fulfils the following functions: differential (identifying the behavior, actions and situations that contributed to the formation of personal experience), integrative (defining actions and activities that contributed to the formation of a certain experience), meaning-determining (determination of cause and consequence bonds between the actions of the agent, and life situations that have led to the formation of both personal experience and meanings based on the experience gained, the correlation with the ideal absolute meaning), conservative (conservation of experience, its «encoding»), cognitive (providing getting new personal experience).

Finally, we have come to the next component of personal experience – the experience of communication and dialogic interaction. While participation in dialogue with other people the agent gets the experience of acquiring certain qualities, being the most important

ones to the organization of communication as a kind of activity. Those are such qualities as rapport, social skills, self-restraint, the ability to control yourself during the interaction, the ability to understand people, self-confidence, authoritativeness, ability to listen and consider the opinions of others, etc.

The component of personal experience being the «experience of communication and dialogic interaction» fulfils the communicative function (providing the experience of cooperation, interaction and exchange of information between people, the assess of their own communication skills, on whose basis communicative competence is build up), the cognitive function (the experience of getting information from other people), the perceptive function (the experience of perceiving information from the agents in the course of dialogic interaction).

In our opinion, only when all components of personal experience are formed in a future psychologist, will he be able to provide highly qualified help to clients because this structure will allow the specialist to acquire the so-called «emphatical understanding» (according to C. Rogers). The latter is due to the fact that when a therapist percieves the feelings and personal intentions, «meanings», inclinations inherent to the client at this particular moment, he must feel them «from the inside» to see these intentions, «meanings» inclinations in the way «they appear to the client, and to successfully convey something of this understanding to the client» (*Gumanistichna psihologiya*, 2001: 46).

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Поштова адреса установи:

Національний технічний університет «Харківський політехнічний інститут»
вул. Фрунзе, 21
м. Харків
61002

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