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Professional Activities of Practical Psychologists: Philosophical Counseling in the Context of Postmodernism

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Abstract: The current state of Ukrainian society is characterized by socio-economic instability, there are dynamic, unique processes in which each person is involved. In this connection, there are increasing demands on the professionalism of specialists in the field of practical psychology, their philosophical counseling in the context of postmodernism, aimed at helping people become the subject of their life, work, social and value relationships, to teach them to find meanings and maximize self-actualization. This is represented in the change of priorities in the professional development of practical psychologists, its focus on the development of specialists' subjectivity, their ability to independently solve professional and life tasks. An important role in enhancing the development of professionalism is the understanding of the essential characteristics of existential professional activity, expressed most often in professional meanings and values. The basis of a meaningful professional and personal life is the key ability of the practical psychologist to see and accept the needs of the profession and life and to find the most correct explanations for them. The purpose of the article is to investigate the importance and necessity of the activity of a practical psychologist, its peculiarities, the study of types of psychological aid: counseling, psychological rehabilitation, correction, psychotherapy, training, education and prevention; as well as the need to identify the main areas of professional activity of practical psychologists in the context of postmodernism.

Keywords: *rehabilitation through psychological support; correction of the client's condition; human psychotherapy; training; education and prevention.*

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Introduction

The urgency of the theme of research in the international context of similar research in this area lies in the fact that the development of professionalism of practical psychologists and their philosophical counseling in the context of postmodernism in the process of professional development is due to the existence of current contradictions and consisting in the growth of requirements for professionalism of the practical psychologist

The importance of the topic of the study lies in the weak adaptation of psychological and acmeological tools, providing the development of the subjectivity of a specialist, in the adaptation to the conditions of professional development.

The necessity of the conceptual continuous professional self-determination of the practical psychologist lies in the insufficient consideration of the psychological-acmeological approach to professional development, which gives the necessity of such conceptualization.

The importance of the problem consisting in the development of professionalism of practical psychologists and their philosophical counseling in the context of postmodernism in the process of professional development is due to the existence of contradictions existing today and consisting in increasing demands for professionalism of the practical psychologist and weak adaptation of psychological and acmeological tools, which ensures the development of the specialist's subjectivity in adapting to the conditions of professional development; the need for conceptual continuous professional self-determination of the practical psychologist in insufficient consideration of professional development psychological and acmeological approach, which provides opportunities for such conceptualization.

The complexity, inconsistency and specificity of these processes are distinguished by all researchers (Abramova, 1999; Vygotsky, 1982). Much attention is paid to the development of professional knowledge, skills, and abilities of practical psychologists, but less attention is paid to the need to correlate the operational sphere of activity with motivational, professional meanings and goals, which fills it with not only object but also spiritual content, which leads to an existential understanding of professional self-realization as one of the main ways to realize the meaning of life.

A significant contribution to the development of the ideas of continuous professional education and holistic approach in the implementation of the professional development process was made by Abramova (1999) & Vygotsky (1982). It is necessary to note that existing approaches to construction of the content and organization of professional development for practical psychologists do not take into account the

acmeological and existential bases of personal and professional development of specialists, that little attention is paid to development of their subjectivity.

The publications that develop the subject and activity approach deserve special attention in connection with the research tasks (Ivanova & Bulygina, 2008). Current studies of the professional activity and training of practical psychologists present different ways and means of developing their professionalism (Lugovsky & Kokh, 2015; Demchenko, et al., 2021).

The existential ideas of foreign philosophers are important in the development of philosophical and psychological ideas about the processes of human formation, development and self-actualization (Dittmann, 2002).

The purpose of the article is to investigate the importance and necessity of the activity of a practical psychologist, its peculiarities, the study of types of psychological assistance: counseling, psychological rehabilitation, correction, psychotherapy, training, education and prevention, as well as the need to identify the main areas of professional activity of practical psychologists in the context of postmodernism.

The concept of the professional activity of practical psychologists in the postmodern era

The responsible work of practical psychologists in the era of postmodernism determines the cardinal configurations in a person's life. A psychologist can bring both great help and great harm. The successful work of a psychologist depends on his professional competence.

The activity of a practical psychologist is a complex field of activity that requires competence and responsibility. This work requires proper education and certain professional skills, therefore the success of the psychologist depends on his personal and professional qualities. The professional activity of the psychologist is everyday interactions with people, having psychological influence on them, some change in their destiny, and empathy plays an important role in the effectiveness of this interaction. Empathy allows to investigate effectively personal qualities of people, their inner feelings, Krylov (2005).

Psychologists are responsible for the psychological state of patients, so they have a certain list of socio-moral and professional requirements lined up in front of them. The level of compliance with the requirements of the profession is reflected in professional qualifications, which are an integral part of a psychologist's professionalism. Compliance to the fullest extent allows the psychologist to engage professionally and productively in his or her professional activities. The main type of professional activity is psychological aid to clients.

Psychological support is a system of measures carried out by a psychologist and aimed at preventing, alleviating or overcoming various psychological conditions arising in a person or group of people with the help of practical psychology. To understand the essence of psychological aid, it is necessary to consider its types.

The basic types of psychological aid are psychological counseling, psychological rehabilitation, psychological correction, psychotherapy, psychological training, psychological education and psychological prevention. These types of psychological aid are combined into a general system, separate from one another, and have the purpose of supplementing one another and forming a certain wholeness.

Psychological counseling is personal work with certain psychological difficulties of the client in which the practicing psychologist addresses the client's psychological problems and increases the client's competence in life issues as well as in personality functioning, Liginchenko (2008).

Psychological rehabilitation is a type of activity aimed at restoring the mental strength and personal state of a client who has suffered as a result of psychological trauma or adverse events.

Psychological prevention is the activity of a psychologist aimed at preserving mental health, creating favorable conditions for further life and preventing the occurrence of mental problems. As part of psychological prevention, psychological unloading, psychological examination of the living and working space, and training in self-regulation techniques are carried out.

Psychological education and training is a system of activities aimed at developing ideas about the system of activity of the human psyche, the development of social and psychological skills and active relationships with other people, etc. Psychotherapy and psychocorrection is an activity aimed at readjustment of psychological formations of the person, his personal growth and reproduction of harmonious relations with the environment, reducing the impact of traumatic factors, improving the psychological climate in the team.

Psychological rehabilitation is an activity aimed at restoring a person's psychological functions and personal state impaired by traumatic factors.

The success of the psychologist is determined by knowledge of all these types of psychological aid and the ability to use certain techniques and methods at the right moment to help a person in a difficult life situation.

The main directions of professional activity and philosophical counseling of practical psychologists in the context of postmodernism

The activity of the present-day psychologist and his or her philosophical counseling in the context of postmodernism is quite varied in terms of content and target orientation. But its basic directions are: research; practical; teaching; organizational (managerial).

According to the philosophical counseling of practical psychologists in the context of postmodernism, four specialties are distinguished in the profession of psychologist: research psychologist, practical psychologist, teaching psychologist, and organizational psychologist. Let us briefly characterize these specialties (Znakov & Zhuravlev, 2018).

The activity of the psychologist-researcher is aimed at studying various problems of psychology, discovering patterns of mental activity, and expanding and enriching psychological knowledge. Engaging in research activity requires a number of general and special abilities. The most significant professionally important qualities of the personality of a research scientist should include the ability to think analytically, the tendency to creativity, the ability to set and solve unexplored problems. The psychologist-researcher for the purpose of philosophical consulting in the context of postmodernism should: know his (her) science deeply and have a thorough knowledge of its material, accumulated experience and scientific apparatus, and know not only the current state of psychology, but also its history; possess the methodology and technology of scientific work, i.e. the ability to plan and conduct an experiment, correctly work through its results, theoretically analyze the data, logically and correctly state his (her) ideas on paper, draw them up in the form of an article, report, etc. In studying his narrow subject or problem, the psychologist should not be a narrow empiricist - he should see how his science and the facts it establishes fit into the general scientific picture of the world; in other words, he should also be a philosopher.

However, it would be wrong to believe that the research psychologist is engaged only in scientific activity. As mentioned above, in the professional activity of a psychologist, the research and practical functions are closely combined. For example, such famous domestic psychological scientists as Hrypych, Polishchuk, Tarasyuk, & Rudych (2012) were engaged not only in theoretical and experimental study of large problems of psychology, but also developed original learning systems based on their research, which are now widely used in schools in our country.

The Department of Psychology does not train research scientists, but its training lays the foundation for the formation of such specialists. In the course of deep theoretical, experimental, mathematical, philosophical and methodological training, during the industrial practice, in the process of independent work on the course and diploma works student masters those knowledge, skills and abilities, which in the presence of certain abilities allow him to realize the creative potential of his personality serious research activity. The main forms of training for such activities in the domestic system of education are master's degree programs, graduate schools, attachment to chairs, laboratories and other scientific centers.

The activity of the practical psychologist is aimed at scientific support and solution of problems arising in various spheres of practice; in industry, in management, in health care, in public education, etc. Working in industrial enterprises psychologist joins with other professionals in the organization of labor and management, to create optimal working conditions, the design of comfortable workplaces, work and rest regimes. The psychologist is involved in the study by applying various methods of psychology of the personality of workers, their attitude to work, the adaptation of the profession of young personnel. He also joins in the implementation of recommendations on the formation of positive motivation in the workers to their activity, works on the improvement of the psychological climate in the collective, etc. Also, a psychologist in the industry performs the function of a consultant and provides qualified assistance to managers and employees of enterprises on all issues, the solution of which requires psychological competence (Fedotova & Leus, 2019).

Therefore, the psychologist at the enterprise works on a wide range of tasks of different angles and profiles, and therefore should have a good scientific-theoretical, methodological and professional training not only in the direction of psychology, but also understand the basics of social and engineering psychology, in management, as well as know the physiology of labor and other similar sciences. In addition, the psychologist must be able to organize various forms of work in his enterprise, understand the use of statistical and industrial-economic documentation characterizing the activities of the enterprise, be able to navigate the methods of processing scientific and industrial information with up-to-date ICT. More often than not, the place of work of an industrial psychologist is the psychological and sociological services of enterprises and institutions, departments and laboratories of the scientific organization of labor, design and engineering

offices, personnel services, professional orientation offices and other units and structures.

The practical psychologist in the field of health care has his or her own specific tasks. The main ones are to study the psychological features of the patient's personality, identify the causes and psychological mechanisms of various diseases, assist the patient (client) in resolving internal conflicts and various kinds of psychotraumatic situations, correct the patient's behavior and recover his or her mental health, which ensures a fuller life and the social functioning of the person. His participation is important in the development of various psychological preventive and hygienic measures and helps doctors and paramedical personnel to master the principles and methods of psychological study of the personality of the patient in a clinical setting (Gruber, et al., 2020).

The psychologist controls some types of disorders and defects in the mental development of children and adults and acts as one of the main specialists in solving problems of diagnosis and organization of corrective work to eliminate or compensate for these disorders.

Practical psychologist engaged in management issues related to psychological support of managerial activity, takes part in the development of psychological recommendations to improve the structure, forms and methods of management, assists in resolving conflict situations and their prevention, examines the nature and examines the features of interpersonal relationships in the system "manager-subordinate". The psychologist also participates in the development of procedures and methods of certification of managers, participates in the assessment of their professional growth, in the development of abilities and evaluation of professional skills, in the selection and training of the reserve of managers, is a participant in determining the psychological and professional suitability of certain candidates for managerial positions. An important function of the practical psychologist of management is to provide the head of psychological information, knowledge necessary for the proper adoption of various management decisions (Salovey & Rodin, 2015).

Psychologists working in other areas of practice also have their own job duties, but no matter where a practical psychologist works, his or her specific industrial work is always closely intertwined with conducting research work. Before starting to solve any practical issue, the psychologist often conducts appropriate scientific research. Based on the analysis of the existing practical situation, he poses a scientific problem or task, puts forward hypotheses, conducts interviews, observations, experiments,

interprets the results, formulates conclusions and only after that proceeds to the practical implementation of the recommendations arising from the study.

It is necessary to remember that a practical psychologist can competently solve those problems which have a sufficient theoretical foundation, a system of scientifically established concepts and categories, approved methods and experimental equipment, etc. In other words, in order to be successful in his or her professional activity, the psychologist needs to have a clear idea not only of the possibilities of psychological science, but also to see its certain limitations. At the same time, he or she should not avoid solution of those practical problems, for development of which there is an appropriate scientific and methodological basis (Suri & Sheppes, 2013).

The specialty of psychologist-teacher has not yet been widespread and is becoming more and more mass for philosophical counseling in the context of postmodernism. In today's universities, departments of psychology are opening, psychological disciplines are being taught in various courses, in teacher training colleges, gymnasiums, lyceums, etc. In addition, the teaching of psychology as an elective subject is being introduced into the secondary school curriculum for the benefit of philosophical counseling in the context of postmodernism. Hence, there is an understandable need for teachers of psychology. The activity engaged in by a specialist of this profile is characterized by great responsibility and complexity. It requires a person to have profound professional knowledge, high general culture, sustained interest in science, activity, discipline, creative mindset, pedagogical tact, knowledge of the features and patterns of learning and education process, as well as other personal qualities. A psychologist-teacher performs a number of important functions:

a) translates (transmits) psychological knowledge to students and other categories of the population;

b) conducts systematic work to improve the psychological literacy and psychological culture of its listeners;

c) educates interest in psychological science;

d) forms and develops the personality of students in the process of teaching psychology.

Like any other teacher, he must have a number of abilities, among which are especially important didactic abilities, allowing the teacher to clearly and easily present educational material, to cause interest in the subject, to excite listeners (students) activity and independent thinking. A capable teacher always takes into account the level of training of the trainees, he is able to imagine himself in the place of the student - so in advance he

thinks and plans both the nature and form of presentation of the material, and, if necessary, reconstructs and adapts it in order to present it in an accessible way. Academic ability ensures the mastery of in-depth knowledge in the field of science being taught. A psychology teacher with academic ability knows his science not only in the scope of the course syllabus, but much broader and deeper: he constantly monitors scientific discoveries in his field of study, studies scientific literature, and does at least a little research work. Perceptual capabilities (from the word "perception") are expressed in the psychological observation of the teacher, his ability to penetrate into the inner world of the student. A teacher capable in this respect has a good understanding of the personality of the student, his internal mental state and individual psychological features, picks up the slightest changes in the inner world of students by minor external signs. Suggestive or authoritative abilities ensure the success of the teacher's direct emotional and volitional influence on students. These abilities allow the teacher's actions and words to influence students' personality and behavior and to earn the teacher's authority. Authoritarian abilities depend on a whole complex of volitional qualities of a teacher: insistence, persistence, resoluteness, endurance. But the authority of the teacher can be created, of course, not only at the expense of these qualities of personality, but also on the basis of others, for example, deep knowledge of his subject, responsiveness, tact, humanism. Communicative and expressive abilities are expressed in the teacher's ability to use language, as well as mimicry and pantomimicry, to express his thoughts and feelings clearly and distinctly, in the ability to choose the right form of communication with students, to establish a pedagogically appropriate relationship with them. The presence of communicative abilities is the basis for such professionally important quality of a teacher's personality as pedagogical tact. Organizational abilities provide effective organization of students' learning activities, its planning, control over the work, stimulation of cognitive activity of students. They are also manifested in the teacher's ability to rationally organize his/her own work, Kleef (2010).

The listed groups of abilities do not exhaust absolutely all the variety of psychological features of a teacher's personality for philosophical counseling in the context of postmodernism and are fundamental. Studying at the Faculty of Psychology contributes to the development of all these abilities and lays the foundation for the formation of the personality of a professional teacher.

The organizational psychologist in philosophical counseling in the context of postmodernism is not a mass variety, but, given a certain set of

circumstances and the development of a professional career, any psychology graduate can later become an organizational psychologist. The main function of a specialist of this profile is organization and management of teams engaged in scientific and scientific-pedagogical activity in the field of psychology. Such specialists include heads of various psychological services and centers, heads of psychology laboratories and departments of higher educational institutions, directors of psychology research institutes and other managers. Of course, these specialists are not engaged only in organizational and managerial activities. The supervisor in the field of science necessarily conducts personal research work.

The professional activity of the organizer psychologist is characterized by great complexity and responsibility. Its performance, as well as the performance of any other work activity, provides for the head of the organization (collective) to set a goal, the skillful use of a system of optimal actions leading to the achievement of the goal, planning, decision-making, control over the progress of the managed team and many other functional activities. The most essential professional functions of the psychologist-manager are the following:

- definition of the goals and scientific (scientific and pedagogical) direction of the managed collective;
- creation of necessary organizational and material and socio-psychological prerequisites for successful achievement of collective goals;
- staffing of collective with such calculation that its members on the personal, intellectual and business qualities mutually supplemented each other;
- organization of joint creative activity of members of collective on the uniform target or research program;
- creation of healthy moral and socio-psychological climate, allowing to rally the team and direct its efforts to achieve the goals.

Successful performance of these functions requires a manager to have certain professionally important personal qualities and some special abilities. First of all, he should be a competent specialist in the field of knowledge (psychology) and enjoy authority among his colleagues as a high-class professional. Further, it is very important that the manager has all the qualities that are necessary for normal communication and the establishment of benevolent relations with colleagues and subordinates: attentiveness, tactfulness, poise, principled, self-critical, energetic, etc.

A leader must have good observation, developed memory, creative imagination, deep practical thinking, the ability to think logically and express his thoughts succinctly orally and in writing. The most important

professionally significant property of a leader's personality is, as many scientists and practitioners say, "the love of responsibility", i.e. the ability to take full responsibility for making and executing a decision or a difficult task.

Among the special properties of personality necessary for a psychologist-manager is the presence of administrative abilities. They manifest themselves in the ability, using various formal and informal methods of management (orders, instructions, incentives, punishments, beliefs, individual example, material and moral incentives), to educate people in their psychological readiness to work effectively and perform the tasks assigned to them. The development and formation of these abilities help such qualities of personality leader as toughness of character, strong will, demanding of himself and his subordinates.

Each of the considered types of the professional activity of the psychologist imposes some general as well as specific requirements on the person. Hence, it is clear how work in each psychological specialty requires different compositions and personality types philosophical counseling in the context of postmodernism. Thus, while a practicing psychologist should be especially communicative, active in communication, very observant about vital manifestations of the human psyche, for a research psychologist who is engaged in studying fundamental theoretical problems, the presence of all these qualities is not so obligatory. A psychologist-teacher may have pronounced research abilities, but it is absolutely necessary to have pedagogical abilities, etc.

Conclusion

The results of the study are that the article explored the importance of the professional activity of a psychologist, its specificity, features, as well as types of psychological care, such as counseling, psychological rehabilitation, correction, psychotherapy, training, education and prevention; and also highlighted the main directions of professional activities of practical psychologists in the context of postmodernism, contributing to the scientific-theoretical as well as practical progress in the research.

Thus, the article investigates the importance of the professional activity of a psychologist, its specificity, features, and types of psychological care, such as counseling, psychological rehabilitation, correction, psychotherapy, training, education, and prevention; and also identifies the main directions of professional activity of practical psychologists in the context of postmodernism.

Thus, psychological readiness for self-determination (personal, professional, social) is formed gradually, from birth, in communication with

adults and peers, in play, in appropriate work and preschool education. Psychological readiness for self-determination is formed at a high level of all psychological structures, especially self-awareness; development of needs, providing meaningful content, the inner richness of personality, among which the central place belongs to the moral attitude, the diversity of feelings and experiences, time perspectives, values, life meanings; formation of the prerequisites of individuality as a result of development and awareness of their interests, abilities, characteristics of each school graduate.

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The Author 2 presented the importance of the professional activity of a psychologist, its specifics, peculiarities, and types of psychological aid, such as counseling, psychological rehabilitation, correction, psychotherapy, training, education, and prevention.

The Author 3 dealt with an important issue: highlighting the main areas of professional activity of practical psychologists in the context of postmodernism.

The Author 4 worked on editing the text of the article.

Authors 5 and 6 selected and compiled a list of literature.

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