Determination of Professional Awareness of a Future Specialist at the Professional Training Stage

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Abstract: This scientific article is devoted to the problem of searching the determinants of professional development of the individual at the stage of vocational training. The author pays special attention to the process of development of professional consciousness, substantiates his decisive role in the formation of the personality of the future specialist, because it is this process that determines the formation of individual style of human activity, the development of professional creativity and progressive views, the formation of interests, values, motives, reflections. The urgency of the problem of structuring the professional consciousness, determining its place and importance in the mechanism of professional development of the personality are emphasized. Other factors of professional development of the personality - professional-personal qualities and professional competence are established, and their interdependence is substantiated. On the basis of scientific analysis of the structure of professional consciousness and its constituent components - cognitive, reflective, axiological, motivational, affective blocks, the corresponding directions of development of professional consciousness and their indicators are determined: awareness of professional reality; becoming a professional "I"; conscious evaluation of oneself as a specialist; awareness of professional values; determination of conscious professional motives; conscious experience of professional emotions; conscious avoidance of professional stress and burnout.

Keywords: *professional training; professional consciousness; professional development; professional.*

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Introduction. Statement of a scientific problem and its significance

At the present stage of society development, the professional training of future specialists is focused, first of all, on the development of the creative potential of the personality of the specialist, the ability to find solutions in non-standard situations, to communicate and generally interact with people from the standpoint of respect and tolerance. In the field of modern psychology, the problem of becoming a professional consciousness of the specialist comes to the fore, because it is this process that determines the formation of individual style of human activity, the development of professional creativity and progressive views, the formation of interests, values, motives, reflection and searches for directions of formation of professional consciousness, determination of its place and value in professional development of personality.

Analysis of recent research on this issue

The relevance of the problem of becoming a professional consciousness of a specialist is determined based on the results of researches of Klimov (1982), Panteleev (1993), Rogers (1971), Stolin (2019), in which it is stated that professional consciousness starts in the course of making professional choice and, when developing, becomes a powerful factor and regulator of the process of professional development of the individual as a specialist. Abroad attempts to study the features and importance of becoming a professional consciousness is found in the writings of modern psychologists Blustein (2006), Eccles & Krzus (2014), Gottfredson (2018), Hamilton (2016), Spencer (1982), In which the exercise of professional choice is associated, above all, with the individual's self-awareness, his or her own attitude to a particular profession, professional position, and self-determination of career prospects. The problems of the development of professional consciousness in the process of preparation for the profession are devoted to many works of domestic and foreign scientists, including Enns & Byas (2012), Kokun (2012), Rukavishnikova (2003), Shevchenko (2005), Zhou, T., Chen, J., Luo, L. (2013), and others. Despite the large number of scientific achievements, there is still no clear definition of the directions and place of the category of development of professional consciousness of the specialist in the system of professional development of the individual.

Formulating goals and objectives of the article

Aims of the scientific article: development of a model of professional development of the person on the basis of analytical review of psychological literature; determination of directions and place of professional consciousness in the system of professional development of personality.

Presentation of the basic material and substantiation of the results of the research

The problem of determining the structure and components of the professional consciousness of the individual at the stage of vocational training attracted many scientists, both psychologists and educators. Let's look at some of these achievements. O. Semenova considered the professional consciousness of students in three aspects: peculiarities of understanding by a specialist of professional reality, determination of their place in it; relations with other subjects of professional activity; specific professional actions that ensure the regulation of behavior and activity within the limits of professional standards. The results of a research experiment conducted by a scientist showed that the introduction of a training program aimed at improving the quality indicators for each identified component, gives high results and allows to optimize the processes of forming ideas about the profession, regulation of professional relations, improving the quality of professional actions

A more widespread structuring of students' professional consciousness, which included six components, gave T. Pham (2008): an awareness of professional morality that should be included in any profession; ability to choose the means and ways to carry out activities in accordance with the norms of society awareness of the subject of professional activity: awareness of responsibility, goals, means, conditions of performance, result; formation of individual style of activity; awareness of professionally important qualities; awareness and evaluation of professional relationships; Awareness of one's own development in temporal connection: Awareness of the connection between past, present and future, Pham (2008). It should be assumed that the component of professional morality awareness and the ability to find ways to improve it can be combined into one component and considered as a moral aspect of professional activity.

The research activity of the national scientist N. Shevchenko is aimed at determining the dynamics of the individual meanings of the

concepts of professional space, which reveals the process of becoming an image of the future profession. In the course of psychological research it was found: inconsistency of subject-disciplinary construction of the curriculum with proper orientation of learning to the final results in the student's practical activity; inhibiting one's own activity in senior students, which the scientist explained as an experience of internal conflict ("semantic conflict").

Summing up, N. Shevchenko emphasized that the crises and contradictions that occur throughout the training period require finding and understanding new approaches to the content of training, new active learning methods that require subjects to analyze and interpret actions, statements and actions (Shevchenko, 2005). A similar study, but with students-teachers was conducted by N. Rukavishnikova. According to the results of the development of the dynamics of professional consciousness, it was determined that in the first three years of professional training, most teachers lose the personal meaning of vocational training, which is manifested in dissatisfaction with the choice of specialty training, the desire to interrupt the professional path. The scientist found such explanations for this phenomenon as lack of knowledge of the specifics of the profession and lack of proper motivation. According to N. Rukavishnikova, persistent positive attitude towards oneself as a subject of pedagogical activity was a criterion of completeness of professional self-determination and an indicator of presence of personal meaning (Rukavishnikova, 2003).

The awareness of teachers of their professional role was also explored by foreign psychologists Zhou (2010). Scientists have noted that a high rate of awareness of professional role positively affects the quality of pedagogical activity, testifies to the initiative to professional development and self-development, is an internal psychological motivation along with this, empirical data showed that excessive learning load does not allow future professions in the future role norms (Zhou, Chen, & Luo, 2013).

Carrying out studies of the professional orientation of psychologists students, V. Sych noted that the first-year students did not actually have a vision of the world; professional activity (difficulties of adaptation period) In support of this problem can be cited the alarming indicators revealed in the empirical study of the process of becoming a professional O. Spiridonova: 40% of people change their profession within two years after graduation; 80% of the population does not work by profession; 20% of rural school teachers have no pedagogical education or are in the process of obtaining it; in urban schools there is a constant lack of qualified staff (Spiridonova, 2015). At the same time, V. Sych noted that all these problems should be solved during training in the course of psychological consultations on

professional orientation, personal self-determination, trainings aimed at the development of professionally important qualities, as well as testing and questioning students before choosing their future activity

Exploring the psychology of professional formation of different groups of specialists, O. Kokun, (2012) insisted that internal conflicts and crises of future specialists, caused by contradictions in the formation of individual components of consciousness, require the implementation of psychoprophylaxis - the elimination of external and internal factors that affect the profession.

Interesting are the conclusions of Khomyuk, Petruk and Khomyuk (2017) who noted that among the ways of forming a professional orientation are: explanation of the social significance of the chosen specialty; persuading students to master the profession. The scientist emphasized that the development of the student's personality as a future specialist is accompanied by "professionalization" of psychological processes and states, the development of professional orientation and independence, general social and spiritual "maturation" of the student (Khomyuk, Petruk & Khomyuk, 2017). At the same time, analyzing the results of the study of professional orientation of students-psychologists, N. Ivantsova insisted that the phenomenon of professional orientation of students manifests itself both in the nominative indicators of their motivational sphere, and in the development of professionally important qualities and abilities, in the functioning of the value-sense sphere (Ivantsova, 2007).

In the context of weighing almost all scientists on the leading role of the university in the formation and development of the professional orientation of the specialist, N. Nesterova (2014) emphasized that entry into the university does not lead to a high level of satisfaction with the profession, and the main work rests on the teaching staff, which should purposefully form professional orientation of students, especially in the first and second years (Nesterova, 2014).

The analytical review confirms that the development of professional consciousness in many ways determines the course of professional development of future specialists. Based on the modified structure of our professional consciousness of the individual, the vectors of its development are determined in accordance with the outlined structural blocks: cognitive, reflective, axiological, motivational, affective. In addition, as the results of psychological research show, in the course of vocational training, there will be significant changes in the structure of the professional consciousness of the specialist, due to the specificity of the profession, form of training, personal qualities. At the same time, it should be noted that the professional

development of a specialist is determined not only by the formation of his professional consciousness, but also, as confirmed in the studies of Vasina, Bederkhanova and Bodalev (2005), Derkach (2018), Klimov (2017), Markova (2017), Mitina (2014) and others, factors such as the development of professional and personal qualities and the formation of professional competence. Vasina et al. (2005) model of professional development in the course of professional training is presented in Figure 1.

Figure 1 shows that the student's professional development is influenced by three main factors: the development of professional consciousness, the development of professional competence, the development of professional qualities. In this context, the vectors for the development of professional consciousness are determined by the content of its structural blocks: cognitive, reflective, axiological, motivational.

Given the scientific achievements of Elkonin & Markova (1981) and others, the cognitive vector of development involves, first of all, the acquisition of professional knowledge by students, that is, those that characterize the particular professional activity required for its successful implementation. Knowledge can take the form of professional representations (images) and concepts that are abstract and generalized reflections of reality. It is the cognitive vector of the development of professional consciousness that ensures the integration of professional

knowledge, their self-improvement, the ability to show creativity, the ability to analyze the professional situation, to reflect, to think critically and flexibly.

Along with the cognitive vector of development, we distinguish the reflection, which, according to the research of Vasina, Bederkhanova and Bodalev (2005), Elkonin (1974), Rubinstein (1946) and others. involves the formation of a professional self-concept and professional self-esteem in the future. Thus, one of the prerequisites for professional development is the formation of the student's ideas about himself as a future professional, as well as an idea of their real opportunities, those ways and means that will be able to bring him as close as possible to the professional ideal. No less important element in the structure of the reflection vector of the development of professional consciousness is professional self-esteem, which should be expressed in the adequate assessment of one's professional achievements, level of competence and style of activity. In doing so, professional self-esteem and professional self-concept are consistent with each other, because in order to define "professional ideal" and "professional reality", one must have the ability to adequately evaluate oneself and others.

The content of the motivational vector for the development of professional consciousness - the formation of sustainable professional motivation - was determined in view of the results of scientific achievements of domestic and foreign psychologists Ilyin et al. (2017), Kovalev (2001), Leontiev (2013), Maslow (2011). Numerous studies show the powerful role of professional motivation in professional development of professionals and the formation of competitive professional activity in the global labor market. That is why these scientists insisted on the need to form a sustainable motivation at the stage of vocational training through professional practice and to open the possibilities of positive use of professional experience.

The role of the affective factor in the professional development of the future specialist is confirmed by the studies of Karpov (1985), Yablonskaya (1990) and others, the results of which indicate that professional training of students should necessarily include the development of adequate professional emotions and feelings and importantly, stress prevention and emotional burnout. In content of the affective vector, these tasks are realized through the formation of ideas about professional emotions and emotional states, the ability to understand and manage their own emotions, to understand the emotions of others, to project relationships with other people.

Given the studies analyzed on this issue, it cannot be assumed that the professional development of a future specialist is limited only by the process of developing his / her professional consciousness. Powerful factors

in the implementation of this process are the development of professional qualities and the formation of professional competence of the student. In this case, as shown in Figure 1, all three identified factors of influence are interdependent. The professional consciousness of a specialist, of course, influences the course of development of his professional qualities and the formation of competence. On the other hand, the nature of the formation of blocks of professional consciousness is in many respects determined by the peculiarity of the professional qualities of the specialist and the level of his professional competence, which, in turn, depend on the qualitative level from each other.

Conclusions and prospects for further research

Determination and justification of the determinants of professional development of the individual allowed us to develop an appropriate model, to determine in it the place of professional consciousness and the vectors of its formation: cognitive, reflective, axiological, motivational, affective. The obtained data allow us to move on to the next stage - to study the mechanisms of development of professional consciousness in order to develop appropriate effective training programs and optimize the process of professional training of specialists in higher education.

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