

УДК 159.9: 331.101.3

Individual Resource of Professional Development as a Necessary Condition of Achieving Professionalism

Sergey A. Druzhilov*

*Siberian State Industrial University,
42 Kirova, Novokuznetsk, 654007 Russia¹*

Received 30.06.2011, received in revised form 16.11.2011, accepted 29.12.2011

The analysis of contents of notions, which are used for description of the process and result of achieving and development of individual professionalism is carried out in the research. Achieving professionalism is connected with the development of human personality. The process of development of personality continuous in the process of mastering a profession and becoming a specialist. The progressive development of personality is connected with the resolution of internal conflicts and accompanied by its conversion to the higher degree of self-consciousness, which is typical to professionals. It is possible only if a person has necessary individual resource of professional development (IRPD). IRPD includes not only characteristics that provide the triad “knowledge-skills-abilities”, but also life values, that define the internal “picture of the World” of a professional.

Keywords: professionalism, achieving professionalism, development of a person, individual resource of professional development (IRPD).

Introduction

Professionalism is considered as the capability of people to carry out complicated (professional) activity with high effectiveness and quality under different conditions (Druzhilov, 2005). The process of carrying out an activity under unfavourable conditions requires involvement of person’s potential possibilities – resources and reserves, which are directed at the compensation of unfavourable factors of the environment and positive result. Professionalism reveals not only achievement of person’s indicators of high production, but peculiarities of his/her motivation, sense of labour, system of aspiration, value orientations, relations with the World.

Point of view

Achieving professionalism can be represented as two basic lines: a) development of an *activity* – its structure, combination of ways and means, order of movement of which has certain determination; b) the process of development of a *person* as a professional. The article is devoted to the theoretical analysis of the process of human’s becoming a *professional*. A human is a biological individual, personality, subject (of labour and life in common) and individuality. Achieving professionalism actualizes *all* the levels of human activity, but degree of “participation” changes depending on certain phases. Professionalization is accompanied by the change of a human

* Corresponding author E-mail address: druzhilov@mail.ru

¹ © Siberian Federal University. All rights reserved

in general – of his/her individual qualities, personality, subjective qualities, formation of individuality. The most important are the highest levels of human individuality – personality and subject.

The term “formation” is used as a category that expresses the changeability of things and phenomena – their continuous transition into something different, as the notion, which characterizes the condition of *transition*. In the process of psychological study of human professionalism in the aspect of the category “achievement”, we would like to single out *procedural* and *resultant* aspects, which are dialectically connected. The procedural aspect is characterized by dynamism and constant incompleteness. Achievement (as a result) is considered as something that has already *appeared*, but is still very far from completion. To be more exact – it is something that appeared as the *basis* of something and it is in the process of *development*. When we consider any level of professional achievement (development of an *activity* or a *human*), it is noted that there is a *base* for such a development – levels of activity, that had been reached earlier or human’s behaviour. From this point of view, it follows that achieving *professionalism* is possible only under condition of presence of human’s *inside* resources.

In psychological literature the professional achievement is considered as integral phenomenon, which includes not only *objective* factors (prestige value of a profession, its *social* competitiveness and other social conditions), but also *subjective* factors (attitude of a human towards the profession, attitude towards himself as a professional, professional ideals, etc). At the concept of *professional achievement* (T.V. Kudryavcev, A.V. Suharev), the result of professionalization is considered as getting professional and social maturity. *Procedural* aspect is expressed by the comprehension of professional

achievement as an integrate continuous process, which is the part of human’s life journey. It is noteworthy, that *continuity* of this process doesn’t mean its monotony, what was repeatedly noted by researchers of heterogeneity of professional life (E.A. Klimov, V.D. Shadrikov and others; “intermittent” phases – at the transformational theory of professional studying – V.F. Venda).

We consider professional achievement as the *process* and *result* of interiorization of psychological models of *profession* and *professional activity* by a human. Psychological model of profession includes following submodels (Druzhilov, 2002b): a) the model of *professional environment*; b) the conceptual model of *professional activity*; c) the model of specialist as the *subject of activity* (number of images, which reflect the system of behaviour and attitudes of a human as a member of professional community). We connect achieving professionalism by a human with *development* of personality on the basis of human’s individual resources.

Development (from the scientific point of view) is a process of movement from the lowest (easy) to the highest (complicated) level, which realizes internal tendencies and essence of phenomena which leads to the appearance of new phenomena. In philosophy the development is considered as irreversible, directed, logical change of matter and consciousness; as the result of development, arises the new condition of a system – its composition or structure. Two lines of development are usually singled out: ascending (progress) and descending (regress). In the first case expansion and arising of system’s possibilities and complication of its inside and outward connections occurs; in the second case – the decrease of such possibilities, which is accompanied by comparative simplification of the system’s structure and increase of irregularity in relations between its elements. The development is guaranteed to each element of

any system and to systems of any kind. Changes occur spontaneously, because the definite changes of a system (appearance of inside and outside oppositions) are supposed to happen. Development is not only a quantitative change, but also a quality transformation. Therefore, regress (not only professional deformations, but also destructive carrying out of an activity) cannot be considered as the process simple of return to the previous phases of development.

In human's life changes occur inevitably, logically and involuntarily at the moment, when in the system "human – profession – World" *antagonisms* between requirements of professional activity and professional society form, on the one hand, and possibilities, abilities, style of activity and communication, and experience of a human – on the other hand. These changes in *professional development* of a human are not planned and they do not depend on his/her will.

Professional development is inseparably connected with the *personal* development. We share U.P. Povarenkov's point of view, according which, *professional development* is continuation of general development of a human, but in the frames of a new specific *situation of development* (Povarenkov, 2002). And this situation, in our opinion, is set not only by contents and conditions of professional activity, but also by profession as a social institute.

It's common knowledge that individual characteristics of a human (goals, degree of pretension, peculiarities of intellect etc.) can not only promote achievement of professional mastering and creative approach to the labour activity, but also impede it. We believe that only those characteristics that promote formation of person's professional mastering and are accompanied by *progressive* changes in the personality can be considered as mentioned above *individual resource of professional development* – IRPD (Druzhilov, 2002a). The

presence of necessary IRPD promotes human's professionalization. The shortage of IRPD not only complicates professional achievements, but also leads to the professional deformations, destructive carrying out of activity and to the premature professional aging (Druzhilov, 2004).

We consider **the progressive development** as such development of personality, when progressive removal of miscoordinations between person's unusual behaviour (and levels), and "generalization" of the system of *patterns* of this personality (according to V.S. Merlin in respect to "integral individuality") happens. It is difficult to agree with the widespread opinion, which connects (or identifies) professional development of personality with professional self-determination. Self-determination is the act of assertion of one's position in the problematic situation. The process of self-determination and self-realization happens in any kind of activity on any professional way. But achievement of professional self-determination is not surely the result of progressive development that leads a personality to the opening of the possibilities, to complication of the connections with the world.

Professional achievement, at the result of which personality becomes the *subject of labour*, characterizes the *progressive* line of professional development. On this level a human masters the professional activity and becomes a *specialist* in his/her professional sphere. But professional development of personality doesn't stop during this process. We support the position, according to which for the progress of professionalism it is not enough to have subjectivity in professional activity. The necessary (and fundamental) condition of progressive development and achieving of professionalism is conversion of personality to the higher level of *self-consciousness*.

Example

The problem of self-consciousness, by S.L. Rubinshtein is the problem of definition of one's own *way of life*. S.L. Rubinshtein (1940) singled out two types of human's existence in this world. The first one is life of a human, which doesn't have spontaneous connections. In that case, in the system of human relations, his/her attitude is dominant to the certain phenomena of reality, but not to the life in general. The second one helps a human in the particular frames, it is connected with the recognition of categories of human *values*. According to these types of human's existence L.M. Mitina describes two *models of development*: a) the model of professional functioning – *adaptation*; b) the model of professional *development* – creativity and *personality growth* [Mitina, 2002]. We believe that these models can be studied in dynamics as *phases* (levels) of professional development.

Such professional functioning as *adaptation* is determined by oppositions, which occur in the system of “requirements of profession – possibilities and needs of a human”. Adaptation is considered widely: this is not only *accommodation* of a human, but also accommodation (transformation) of professional environment that means the process of its change according to human's requirements. In that case a human acts like a subject of labour, emerging as a *specialist*. The studied level of professional functioning doesn't require removal of the “peculiar frames”. The dynamics of professional life according to this model is adaptation, achievement and stagnation.

Professional self-development of personality (according to the *second* model of development) is determined by opposition between “Me-working”, “Me-reflected” and “Me-creative”. In the process of *professional self-development*, a human is characterized by the ability to leave the frames of the current of peculiar events. This allows to accept life, to realize and value hardships and oppositions of different sides of professional activity and solve them independently and constructively according to one's own *value orientations*. We consider that this model of professional self-development is focused on the active usage of human's *individual resource* (IRPD). According to L.M. Mitina's stages of this model (self-determination, self-expression, self-realization), professional advancement of a human characterizes the *progressive* line of professional development of personality. In the result of such a development a human is considered as the subject of life, and his/her behaviour in professional activity not only becomes a part of his/her life, but is also defined by the system of his/her vital values and internal “picture of the world”.

Resume

If profession doesn't put a human into situations where he/she has to cope with different professional tasks, a human should find the means for further professional *self-development*. The source of self-development is IRPD; it defines the vector of personality's development or realization of personality's *potentials*. Professionalism doesn't except humanity and self-development to exhibit itself as the way of reaching and comprehension of *humanity* by a specialist.

References

S.A. Druzhilov. Individual resource of professional development // Actual problems of modern science. 2002a. № 4 (7). P. 269-272, in Russian.

S.A. Druzhilov. Becoming of professionalism of human as realization of individual resource of professional development. Novokuznetsk: Publisher IPK, 2002b. 242 p., in Russian.

S.A. Druzhilov. Professional deformations and destructions as the consequence of psychological models of profession and activity // Magazine of applied psychology. 2004. № 2. P. 56-62, in Russian.

S.A. Druzhilov. Psychology of professionalism of the labour's subject: conceptual bases // Intelligence of Russian state pedagogical university of A.I.Gercena: Issue 6: Psychologically-pedagogical sciences. 2005. № 5 (12). P. 30-43, in Russian.

U.P. Povarenkov. Psychological contents of professional becoming of human. M.: Publisher URAO, 2002. 160 p., in Russian.

L.M. Mitina. Psychology of development of competitive personality. M.: Publishing of Moscow psychology-social institute; Voronezh: Publisher "MODEK", 2002. 400 p., in Russian.

Индивидуальный ресурс профессионального развития как необходимое условие становления профессионализма

С.А. Дружилов
*Сибирский государственный
индустриальный университет,
Россия 654007, Новокузнецк, Кирова, 42*

Проводится анализ содержания понятий, используемых для описания процесса и результата становления и развития индивидуального профессионализма. Профессиональное становление связано с развитием личности человека-деятели. Развитие личности не прекращается при освоении человеком профессии и становлении его специалистом. Прогрессивное развитие личности связано с разрешением внутренних противоречий и сопровождается ее переходом на более высокий уровень самосознания, свойственного профессионалу. Это возможно лишь при наличии у человека необходимого индивидуального ресурса профессионального развития (ИРПР). В состав ИРПР включаются не только свойства, обеспечивающие триаду «знания-умения-навыки», но и жизненные ценности, определяющие внутреннюю «картину Мира» человека-профессионала.

Ключевые слова: профессионализм, профессиональное становление, развитие личности, индивидуальный ресурс профессионального развития (ИРПР).
