Structure and properties of leading professional maturity specialist socionomical direction

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The article on the ground of theoretical analysis highlights the psychological nature of professional maturity specialist socionomical direction is determined by the structure and properties of leading psychological phenomenon. Detecting psychological characteristics of this category is due to systematic and holistic approach. Professional maturity is presented as an integral value.

The process of becoming professional maturity of the individual student, we consider the unity and integrity of personal and activity-bases, following the provisions of the laws of psychological unity of consciousness and activity, reasonable S. Rubinstein, scientific-theoretical conclusions B. Anan, who notes that reflecting and mastering Activities in the outside world, and man creates his inner world, which, in turn, directs, regulates, promotes its activities.

Key words: academic maturity; professional maturity; professional maturity specialist socionomical direction; social maturity.

Introduction

Professional maturity, as a special type of category «maturity» is a psychological category, providing harmonious socialization of the individual through the development of integrative psychological knowledge, on the one side, and social and psychological result that occurs in the interaction of social environment and integrated professional development of the individual, on the other.

Considering the «maturity» as an integrated, multifaceted category, we consider it necessary to analyze the existing philosophical ideas about the interpretation of the concept of «maturity» and approaches to its treatment.

In particular, I. Danilenko gives a definition of maturity: «Maturity is a stage, a fixed point of progress, indicating the level of development in the qualitative parameters and characteristics that achieved process or phenomenon in its constant and incessant development and movement. It’s a stage of development that characterizes the progress of the above phenomena» (Kun, 1984, p. 18).

However, J. Bardeen, considering the maturity of the system approach offers his vision of maturity as an integrated system. In the concept of «maturity» «… are organically related principle and the principle of consistency. Maturity author presents both a criterion of development systems, emergence and accumulation of new strategic opportunities, and as an indicator of the integrity, organization systems is an important factor in steering their further development. Maturity is the quality of the system, which integrally characterizes its optimal functioning towards the progressive development» (Asmolov, 2002, p. 20).

All aspects of maturity in determining G. Allport, is «continuous, ongoing process of becoming whole life». The qualitative aspect of maturity in terms of Leonid Kogan, is a state elements and the entire system in which the element is able to fully carry out its functions, to implement in practice (operation) its qualitative characteristics. Accordingly, the «maturity» of the whole system means full implementation of its quality system (Kun, 1984, p. 5).

Estimated maturity aspect I. Raykroft describes as follows: «a mature individual (organism) is one in which the development is completed ... the child is not mature, but mature adult ... Calling any immature, we mean that we we know what kind of behavior befits his age, and that his behavior is, in fact, appropriate for younger people» (Chebyshev, 2000, p. 47).

Despite the different approaches to the definition of the category «maturity», you can isolate the essential features and characteristics common to all studies of this category:

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integrative holistic description of personality, its quality backbone; objectively necessary stage of personal development (phasing of maturity); pattern personality of the highest achievements in various spheres of life; result of internalization of moral norms and values, involvement of the public interest in the content of the basic value orientations of the individual (moral, intellectual, social); integrative indicator of readiness for professional activities.

Recognizing maturity for primary backbone indicator of personality, its qualitative characteristics (quality is the result of a process), we can not agree that the integrative nature of the development of personality is manifested in its social behavior, social orientation, social assessments, social decisions.

In modern psychological studies distinguish various types of maturity: personal, social, professional, academic, civic, legal.

The term «personal maturity», by G. Allport, involves the formation propriatychny functions (or integrative aspects of self); freedom, resulting in responsible self-determination; or proactive commitment, coherent worldview or philosophy of life, which are based on certain values.

Specifications mature individual (or personal maturity) disclosed in dispositional personality theory G. Allport, in terms of which mature person has broad boundaries of "I" and can see for yourself by; capable of sincere, friendly social relations; shows emotional self-regulation and self-image; realistically perceive the world, and their claims experience, seeks to achieve personally meaningful and realistic goals; has a clear idea of their strengths and weaknesses.

Considering the conceptual basis of academic maturity as an integral indicator values and readiness of students to professional work studied (I. Zyazyun, A. Mikhailov, A. Ivashchenko) note that maturity can be called academic ability and their own individual harmony act, realizing its value system and structure that meets the expectations of society.

The concept of «social maturity» includes the most common understanding of the quality of social rights, social functions performed by it, their individual degree of public ownership entity.

At the present stage of psychological science problem of social maturity researchers mainly examine in the context of the theory of socialization (D. Feldstein).

Analysis of scientific and theoretical papers covering differentiated personal, academic and social maturity, showed that research results are reduced to the formation of the aggregate of psychological and pedagogical characteristics, personality traits only one, a certain direction that does not fully reflect the idea of the integrity of the student in the process of training, its willingness to implement complex, multidisciplinary professional activities stosionomichnoho directly.

The analysis of such concepts as «integration», «mature», «personal, academic, social maturity», we introduce a key concept study «professional maturity», taking as a basis the objective and subjective realities, theoretical and methodological the essential characteristics of its components. The foregoing analysis of the concepts conceptual scheme allows the display category «professional maturity» in the scheme.

Noting the absence of a definition of «professional maturity specialist socionomical direction» in psychological studies draw attention to the fact that in the analysis of the concepts of «integration», «integrative» and «maturity» personal, academic and social maturity, their essential characteristics are clearly separated specific option, which allowed:

- Consider «professional maturity» as a set of integrative quality characteristics of the individual specialist socionomical direction, due to the specific areas of psychology as an integrative humanities; multifunctional features multidisciplinary scientific research;

- Connect this phenomenon with objective and subjective conditions that reflect societal need for mature professionals who have complex personal, academic and social skills that enable the professional activities in order to protect, support and rehabilitation of the individual;

- Interpret the concept of «professional maturity» category as a special kind of «maturity» that has its own structure, functional essence, the basic content characteristics.

Initial areas of defining the scope of the term «professional maturity specialist socionomical direction» are the following conditions:

- Holistic personal, academic and social development of students in the educational process at the stage of studies in universities, the essential content of which is regarded as a branch of integrative knowledge;

- Professional development of the individual as a subject socionomical towards multifunctional professional activity, which requires significant integrative multidisciplinary professional and social personality traits;

- Natural development that ensures individual adaptation to the conditions of the process of education, socialization and subsequent integration into society and professional activities;

- The result of specially organized psychological and pedagogical educational process is a personality together "mature" properties (academic, social, personal own).

Considering the phenomenon of professional maturity as a psychological category, we associate it with the notion of preparedness graduate students to realize their personal, academic and social potential in a real professional activity socionomical direction.

In this case, the phenomenon of «professional maturity» reflects the level of high achievements and prosperity of personal, academic and social skills, which are interpreted as the maturity of human development, its improvement in any aspects of self-expression and functioning, and psychological state of the individual characterize achievement of the highest indexes of activity and creativity.

The professional maturity of the graduate student is the pinnacle of its impact teaching and learning, socially useful life, which reflects the highest achievement in personal, academic and social development, and self-maximum-individual capabilities of the student as a stakeholder in the process of phased development and self-development, outlined certain chronological framework (1-5 courses at the university). Based on the proposed approach to understanding the phenomenon of «professional maturity»,
its backbone components are personal, academic and social maturity of the student.

In this context, personal maturity as a component of professional maturity, integrative determines a student, formed in specially organized psychological and pedagogical educational process on the base of stable personality characteristics entity (interest in professional activities focus on socionomical direction, motivation for professional activity), their actualization, development and realization in the process of assimilation of psychological knowledge determine the focus of psychological and pedagogical educational process in the development of personal qualities to maturity.

Thus, the definition of personal maturity as substructures professional maturity formulate as follows:

personal maturity is integrative quality of personality that provides formed integrative aspects of self, freedom, self-realization of a coherent philosophy of life that provides a person in the process of life. Thus, based on the definition of «academic maturity» in terms of attitudes, we consider it necessary to actualize the cognitive component of this category.

In this context, academic maturity as a component of professional maturity reflects the vocational subject, regulatory and functional preparedness to realization of professional activity, which is formed by the gradual assimilation of integrative psychological knowledge and develop on the basis of his important professional skills.

Definition of academic maturity structure of professional maturity can be formulated as follows: academic maturity is integrative quality, reflecting the formation of professionally significant knowledge and skills at the highest achievements.

Thus, analysis of the essential characteristics of structural components of professional maturity specialist socionomical direction allows us to assume, considering the personal, social and academic maturity as integrative quality specialist socionomichnoho direction, we can assume that «professional maturity» is a unifying quality characteristic common idea, which covers parts of a whole, the mainstreaming of qualitative identity of this association.

In other words, as a kind of category «maturity», the professional maturity is the highest level of semantic content-unity personal, academic, social and speaking skills at the same time integral criterion for their formation. In this case, as a community of professional maturity integrative personality traits is a comprehensive, full and pervasive a fact that reduces their total media to higher levels of achievement in a certain stage of its life stage study at university.

The introduction of the concept of professional maturity specialist socionomical direction «is justified by the fact that it reflects a fundamentally new phenomenon is not marked used in psychological science concepts, providing dialectical understanding professional maturity specialist socionomical direction as an integrated system, which is constantly being developed and consists of relatively independent subsystems (personal, academic, social maturity) in their entirety structural and qualitative characteristics, interrelated and interdependent sole target, functional, meaningful determinant, focused on the holistic development of the student during the training.

Conclusions

The process of becoming professional maturity of the individual student, we consider the unity and integrity of personal and activity-bases, following the provisions of the laws of psychological unity of consciousness and activity, reasonable S. Rubinstein, scientific-theoretical conclusions B. Ananyev, who notes that reflecting and mastering Activities in the outside world, and man creates his inner world, which, in turn, directs, regulates, promotes its activities.

Such an attitude is an essential characteristic of the individual, has an integrated character and attitude manifested as valuable, as it involves perception and evaluation of objects and phenomena from positions of basic human values. In the process of professional education qualitative changes in the development of the individual student performed in stages, amplified correlation, upset professionally challenging due constellations that result from integration processes form different substructures basic qualities of future specialist. If psychological and pedagogical process we see as a process of influence on the person for the purpose of certain qualities, the «socialization» as a process of socialization, «during which a human being with certain biological instincts acquires the qualities necessary for life in society».

Thus, professional maturity, as a psychological category provides a harmonious personality socialization through mastering system integrative psychological knowledge, on the one hand, and social and psychological result that occurs in the interaction of social environment, holistic professional development of the individual on the other.

Prospects for further research lies in the definition of common prerequisites of professional maturity of specialists in different areas of professional activities.

References