

Future Teacher-Psychologists' Professional Position as a Component of Professional Competence Formation

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ABSTRACT

The aim of the article is to define the concept professional position is peculiarity fusion professional worldview and behavior strategies. Analysis of theoretical literature identifies the following requirements for a professional position of the psychologist: the psychologist as a person, confident in their professional abilities, begins with unconditional self-acceptance. Psychology student's professional attitude acts as a stable system of the individual's attitudes to the various aspects of the future professional activity. During the period of study at the university there is not only introduction with the specifics of their chosen profession, acquisition of basic skills and abilities, but there is also generated a valuable attitude to the profession and a motivation of their future professional activity. There is also a primary "integrated development" of the profession, there is defined a young man's position in life and worldview, there are studied individual actions, behavior and communication. In other words, at the stage of training at the university there are formed the key components that are necessary for the formation of the person of professional activity, including professional position.

KEYWORDS

Professional position, personal attitude, teacher-psychologist, values, psycho-emotional support

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Introduction

Definition of Professional Position

Professional position is an interdisciplinary concept, which creates difficulties in defining its essence, structure.

Common meaning of "position" is reflected in the explanatory dictionary of Russian Language by V. Dal' (1865), "position, location, occupancy".

The term "position" acts as a "position in life", it is identified with the person's ideology, its attitude to the public debt. The structure of the position in life consists of

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public important criterion including activities in which it manifests itself, but the activity is not included in the structure. According to V.N. Markin (2005), the position in life fixed unity of spiritual, practical and objective in the individual life. It serves as a way to activate the person in the functioning of society, and includes totality of attitudes, beliefs, social importance, especially professional skills and the corresponding action of the person, realizing its relationship to the environment. This totality of typical behavioral acts, steady course of action and activity, "active person" of the individual in the process of solving the social problems that arise in certain circumstances. Life totality of positions providing its stable reproduction and affecting on the formation and deployment of specific positions, professional, political, and so on., realizing semantic characteristics of the position in life and fertile in manifestation of its integrity (Markin, 2005). According to E. Fromm, there are two radically opposed life positions of all living on the earth: the position of "having", centralizing on human subsistence and the position "to be", centering on the life content (Fromm, 1992). In sociology, the "position" is defined as "a social position", "objective condition of life," which is determined and realizes personality as a human. In this context, the "position" is revealed as the concept of "status", "role". Social position plays an important role in human life, acts as a set of beliefs, perceptions, attitudes and dispositions concerning the conditions of its own life activity, realized in reference groups.

Main part

Analysis of literature

The psychological and pedagogical literature discusses the concept of "professional position" and filled with different content, in the context of studies on professional guidance motives, selection and training (Bodrov, 2001).

From the viewpoint of A.K. Markova (1993), professional position - stable system of relations in professional activities forming a professional mentality of the person and determine his professional positions (general and specific). Overcoming a number of steps at various levels of professionalism allows learning different tasks and related techniques, technology that forms a professional position. Each step differs qualitatively from the previous one and has a specific meaning, which expresses the "increment" of professionalism. The levels of professionalism of different professions, i.e. professional positions are different (Markova, 1993).

Professional position can be represented as a unity of professional consciousness, professional activities and professional relations, and in studies of V.I. Slobodchikov (2001), S.I. Krasnov (1997). professional position is defined as a responsible attitude to the values and methods of the implementation of activity norms. In turn, considers the position of autonomy and self-affirmation. A choice which realizes a person in the act performs the unit position, and its main indicator is the nature of the activity and human behavior. Professional position of a specialist - a system of formed attitudes and orientations, attitudes and evaluations of internal and surrounding experience, reality and prospects, as well as personal ambitions, which define the nature of the actions, behavior, location and role in the official activities and daily life. Key importance to the formation of a professional position has a focus of person, which is psychological property, combining system of requirements-dominant, values, ambitions, prevailing systems of meaning forming motives set out in the life goals, attitudes, perspectives, intentions, aspirations and actively work for their achievement (Leontev, 1975).

The position of man in relation to different activities - the position of an active subject, make decisions independently according to the internal values, motivation and beliefs that are produced in the process of social and working activities. Basis position

as invariant activity is a system of meanings, as a vision of results. This is behavior and activity of the subject. Consciousness and activity creates a difference between the positions of the subject. A person sets specific goals in their own perceived reality and being active, gets another position in the activity. The dynamic nature of the activity makes it possible to see it in the system of changing, developing relations. Activity carries objective "evidence" and changes the position of the subject, giving the ability to compare "evidence".

Relationship with Personal Position

An analysis of a professional position automatically raises the question of its relationship with personal position.

Noted that the harmonization of professional and personal position is possible only if the subject recognizes the work as a Mission, and this is possible only if there is a high level of professionalism (Kudryavcev, 2005).

E.F. Zeer, A.M. Pavlova & E.E. Simanyuk (2003) defines as a system factor of the identity of its orientation, which integrates all the diversity of the identity, ranging from private and situational settings and ending with the life aspirations, plans and ideals. Distinguish a component of professional orientation: the motives (intentions, interests, inclinations, ideals); value orientations (sense of work, wealth, career, social status, etc.); socially professional status; professional position (relation to the profession, setting, expectations and readiness to professional development). E.F. Zeer, A.M. Pavlova & E.E. Simanyuk (2003) also adds that at different stages of formation of these components; including professional position have a different psychological content, determined by the nature of activity.

From the viewpoint of N.M. Boritko (2001), professional position of a specialist performs its system of value-semantic relationship to the socio-cultural environment, to himself and his work. It is a holistic, integrative characteristic lifestyle of the person who became the subject of own life activity, manifested as a way of realization of the basic values of the individual in relationship with others. The mechanism formation of the position disclosed in the process of professional self-determination. The factors of its formation are: reflection, as the understanding of their professional activity, self-esteem, how to design a professional sense of the value; self-awareness, as the ability of the arbitrariness of professional work behavior. As indicators of formation of a professional position N.M. Boritko (2001) determines the degree of awareness, structuring and stability.

So, professional position considered by researchers as a stable system of attitudes of the personality to the various aspects of the profession. It is based on attitudes, values, professional and personal meanings. Professional position has a unique fusion of professional outlook and behavioral strategies.

Professional position is an integral expression of the individual units, defining professional plans and intentions, directions of activity, professional outlook and willingness to overcome the difficulties. In order to describe the professional position is using various parameters. Interest expresses those manifestations which are most expressed subjectivity of the individual, as expressed in relation to the object activities and methods of mastering professional situations.

During the XX century in a society gradually formed a social order for psychological activities. It became socially recognized, as a result received a legal framework: legal documents, regulating status, content and forms of the professional psychologist. Gradually, the system of professional education and training of psychologists formed the requirements to professional qualifications and experience of



specialists-psychologists. Profession of psychologist becomes socially significant. The profession of a psychologist, as well as in any other profession sphere of "human - human" has its own norms and rules of professional behavior, which forms together the professional ethics. In the framework of certain types of activity of psychological work, there are specific principles that are important in conducting psychological examination, consultation, etc. If abroad, there are officially adopted codes of psychologists ("Ethical standards of psychologists") in our country works on ethical ensuring just has a beginning. The problem is not just that the ethical basis of psychologist's work is not officially confirmed, but the fact that there are no mechanisms which monitoring them. An important structural component of any profession is the subject and means of work. First of all the subject work of a psychologist is nonmaterial - this is a subjective reality, the inner world of the individual and the group, which often cannot be fixed with the help of documentation. Psychologist specialist has to constantly keep in the mind the image of the thinking subject and the result, and in accordance with this way to track the progress of their work, which is hard enough to make even to experienced specialist to beginner psychologist and for students of psychology are usually more difficult. As a result, after a certain period of training, the future of psychologist faced with a situation where it is difficult to say what the purpose of its activity (Kulyutkin, 1985). This obviously is the fact that a professionally important quality of the psychologist is not just special requirements and assessed their level of expressiveness. At present, a clear understanding of the list of professionally important qualities of a psychologist does not exist. Nor is there a common professionograms of a profession of psychologist which recognized by most scientists. Many scholars engaged with this issue: N.A. Aminov (1992), B.S. Davydov (2004), V.S. Lukin (2004), N.S. Pryazhnikov (2011), J.B. Schneider (2001), R.G. Gabdrakhmanova, G.I. Kalimullina & V.G. Ignatovich (2016), A.M. Kalimullin & Z.I. Islamova (2016) and others.

The Special Features of the Profession "Psychology"

The special features of the profession "Psychology" related to ambiguous solution of the problem of professionalism and success of professional work of a psychologist. N.A. Aminov (1992) and other researchers highlighted the fact that nowadays there is no unambiguous and universal criterion for assessing the effectiveness of a psychologist.

Professional in activities of the psychologist is often closely connected with the personality. Therefore, personal qualities are the basis of professional success of psychologist. V.T. Kudryavtsev (2005) noted that the harmonization of professional and personal position is important in the activities of a professional psychologist. According to the scientist it is impossible to consider the professional and personal position separately, as a psychologist works as own personality, selfness, solving professional problems. At the same time it is impossible to exclude, on the one hand, pressure of personal addictions upon professional views and installations, and with another - the absorption of the individual profession.

Personal and professional position does not coincide directly (as it is observed in the cases of their unformed), and only when a certain range of professional functions recognized by the subject as Mission. It is what mediates these positions. Correlates it with the highest level of professional formation of the person. In order to execute the Mission, the psychologist must decide a common task: certainly to accept itself; certainly to accept other person; to help another to accept certainly itself; help others certainly take themselves; contribute to its unconditional acceptance closest

(significant) environment. But it is necessary to this environment confirmed the necessity of unconditional self-acceptance (Fonarev, 1998).

Activities of the Psychologist

Activities of the psychologist suggest the dominance of his humanistic orientation and colorful expression of cognitive interest to the inner world of people. A necessary personal quality of the psychologist is a desire to provide "spiritual assistance" to people regardless of age, gender, social status and attitude to psychologists and psychology. Sensitiveness, compassion, altruistic is important to combine with the talent of communication, tact, politeness, ability to listen and understand the other person. At the same psychologist must keep a certain distance to avoid burnout syndrome and communication load.

The general attitude to life and activity is shown in such important for the psychological personal qualities like responsibility, optimism, openness, observation, self-judgment, creativity.

Focusing on humanistic ideals and values - social elements of the psychological structure of the individual, which is the value system of the individual. Value orientations are support units for decision-making and regulation of behavior.

It seems that the value orientation of a specialist is one of the sources of motivation of its professional behavior, the source of generation of meanings, on the other hand - show the development of social and group norms of individual. For the psychologist, in our view, a special role in the professional motivation and choosing the type of professional behavior play humanitarian ideals and values. Combs, studying the professional features of people "helping professions" came to the conclusion that an effective psychologist must apply to people with a positive attitude and believe in people.

It is supposed that for professional activity of the psychologist humanistic values shall make a basis of professional values. And first of all a person is as value and measure of all things. Realization of valuable and semantic units is a necessary condition of realization of the Mission as professional. The behavioral component of a professional position is provided by different behavioral strategy and tactics which are realized by the psychologist in the practical activities. They can prove in typical diagrams of professional behavior, reaction methods, a level of responsibility and organization.

A model of Psychologist's Professional Activity

The project concept of psychological service in education presented the model of the psychologist's activity in Education. According to the first model, a psychologist working on the "territory" of own office and holds consultations according to allocation. The position of the psychologist in this case is the position of an outside expert defending the rights and interests of the child. The second model includes examining diagnosis of children of different ages at the request of the administration of educational institutions and individual teachers and attendance at the request of teachers with a aim of developing recommendations on working with individual children. When it becomes a highly qualified chief participant of pedagogical consultation, considering the problem of achievement of individual students. The third model includes training seminars and trainings.

The psychologist puts the task of changing patterns of behavior, methods and forms of organization of teacher communication with students, forming age-appropriate social skills, deal with problems specific to certain age and provide the



means to cope with the problems. Fourth: the model includes the work of the psychologist with the content and methods of professional work of the teacher. Psychologist become agents of transformation of all relations in school, the idea of the dignity of each, converting schools into an open system directed on personal development. The fifth model includes different types of practice - oriented research that have an independent status. The object of the study is integral educational process organized in accordance with the declared goals and objectives, as well as everything that happens in this process with a child.

The model of professional activity of the teacher-psychologist L.M. Mitin (1999) assumes three basic categories of psychology, having decisive importance: activity, communication and personality. Professionally-competent is labor, in which the customer is transformed from an object of help into the subject of the self-help.

Levels of Professional Activity

The professional activity of the practical psychologist is a technology work of a psychology, interpersonal interaction (the climate and atmosphere of the work), the personality of the psychologist (value orientation, attitudes, personal meanings, relationships and characteristics). In terms of formation of professional skills is determined by the level of professional activity.

Y.N. Kulyutkin & G.S. Suhobskaya (2012) identifies these levels of activity: reproductive, as the ability to communicate knowledge to others; adaptive, as the achievement of a new level of knowledge and skills; locally-modeling skills as the ability to transmit, broadcast and construct them; system-modeling knowledge as possession of strategies formation of system of knowledge and skills; system-modeling creativity, as the possession of the strategy of forming a creative personality, capable to development. L.M. Mitin (1999) identifies three levels of the activities of the psychologist: copying another's models, realization of activity on their own without taking into account the circumstances of the presentation, the creative implementation of activities based on its understanding of the system. Furthermore, the activity is dependent on the orientation: for themselves, for children, for adults, for the process.

Psychologist's Activity at the School

According to a psychologist at the school is the coordinator of human relationships, that conducting of work by administration and teachers it requires special training. The psychologist should be able to think like a manager. This will require a generalized, philosophical understanding of their own opinion on the psychology that will be reflected in his professional position, individual style of carrying out professional activities. Besides, the psychologist is necessary to diagnose and analyze moral and psychological condition of staff, socio-psychological, pedagogical processes and forecasting of their development that ensures a willingness to work with the managers.

Teacher-psychologist has to master a variety of social roles and the associated positions, to change them in practical activities depending on the situation and the nature of the solved problem. "It can be as "advocate", protecting the right of every person to be unique and inimitable personality; "Spiritual mentor," the person in promotional contacts with the relevant specialists, helping to resolve conflict situations; "Facilitator" who cares about the formation of the humanistic, universal human values in society, creating a favorable psychological conditions for the development of the individual, his self-expression and self-realization; "Venture, partner," a motivating activity, inducing social and psychological human activity,

contributing to the development of subjective personality traits; "Expert", defending the rights of the ward, which determines the permissible methods, competent pedagogical intervention in the solution of its problems; "Mediator" acting as a link between the individual and its micro social environment; "Interlocutor", having the ability of listening, understanding and accepting any person which is carrying out cultural and psychological empathy in relation to it; "psychotherapist", providing psycho-emotional support to the person in difficult, crisis and emergency situations, developing the ability, personality, self-solving their own problems.

The choice of a position influences on technique of interaction with the client and defines a measure of activity of the expert, a level of his responsibility for results of operation. It depends on specific features of the psychologist and systems of the client, and also is dictated by conceptual "school" and technical features of the used methods.

A professional, corresponding to the requirements of the psychologist, is committed to personal and professional development, is prone to a positive perception of the world, internals, capable of choosing an effective professional and life strategies, has the developed reflection, empathy, flexibility, emotional stability, is committed to a constructive solution of professional problems, rationally use the working time, pays enough attention to their personal interests and the interests of the family.

The introvert-psychologist prefers the individual work, but the extrovert-psychologist prefers the attitude - "communicator". However, there are some unproductive professional positions.

The position of "Altruist" leads to the fact that the psychologist spends at work extremely much time, sacrificing by own personal interests. The position of "nurse" the psychologist assumes not peculiar functions. The position of "Dispatcher" - guides the converted people to other professionals. The position of "outsiders" - works by the incoming specialist, performs the work formally limiting by specific range of tasks, based on their preferences and interests, not tracking results and without feeling responsibility for it. The position of "Mentor" the psychologist opposes to the teachers, with the help of available means trying to emphasize their professional incompetence which leads to conflicts. In position "Whiner" shares the problems with clients inclined to have a negative perception of life, externalities, unconstructive in solving problems, emotionally unstable, and sometimes conflict. The position of "A teacher" on the perception of the world and the choice of professional tools is the teacher, gives preference to the work on correction of intelligence of children, as lesson form of construction and the ability to process of specific training material allows to feel confident and competent.

Some of psychologists are becoming the Methodists while working in psychological centers under the Education Department. They are independent from the administration and the teaching staff, a psychologist with the status granted the status of an executive officer, engaged in psychological monitoring, certification and methodical preparation of colleagues, poorly possessing technologies of professional activity of the practical psychologist.

Many, being afraid of disqualification, combined with the work of the main activities in the kindergarten or school. The specifics of the functions of the school psychologist makes the work meaningful and intense, and to the personality are increased requirements, therefore the psychologist is obliged to strive constantly for the personal and professional growth.

Indicator of Psychologist's Professionalism



The indicator of psychologist's professionalism is the ability consciously and plastically occupies different positions on the basis of the client's interests and the requirements of the used methods. Professional and personal position of the psychologist should include a high level of self-acceptance, the ability to accept reality as it is indeed, setting to interact with clients and colleagues, subject-subject relationship, a high level of communication skills, providing broadcasting of the internal position of the psychologist surrounding people.

According to V.T. Kudryavtsev (2005), personal and professional position is the same as the range of professional functions recognized by the subject as a "mission". This process is related with the highest level of professional formation of the person, which makes the subject of own property "secrets" professional skills, showing professional role activity, directing in the boundless prospect of the professional growth. The meaning of psychological assistance - to help people recognizing the integrity of inner world, to push to the discovery and rediscovery nontrivial measurements of already developed "territories I".

Conclusion

Thus, the profession of "psychologist" is a relatively young profession related to the type of "human - human" (by E.A. Klimov, 1996). The profession's features are: the social significance of the profession in the XXI century; intense, intellectual and immaterial labor; imperfection of the legal framework; the absence of a single view of professional qualities, the criteria for assessing the effectiveness, success and professionalism of the psychologist. The indicated facts leave traces on the condition of the profession at the moment, especially in the professional development of the individual, to the specific difficulties faced by the student-psychologist at the stage of higher education in the process of entering to the profession. Particular interests to the researchers, as shown in the analysis of the special literature, are questions of formation of a professional position at various stages of professional development. Many authors, studying professional training of teacher- psychologists determine its important role in process of professional formation of a specialist (Zeer, 2005; Markova, 1993; Slobodchikov, 2001; Fonarev, 1998 and others.). The high social significance of the profession and personal responsibility exacerbate the problem of effective professionalization in the field of psychology. Professional Psychology should have adequate self-esteem, understand the individual characteristics of own personality, skills, strengths and weaknesses of character; useful to know and how to compensate for their own personal shortcomings. Thus, professional and personal position of the psychologist should include a high level of self-acceptance; the ability to accept reality as it is indeed, setting on interaction with customers and colleagues, subject-subject relations, the desire for self-development.

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