

# Professional Consciousness as a Subjective Component of a Personal Professional Development

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**Abstract:** The study discusses the professional development of the individual, which is a multi-faceted process. The relevance of this work is defined by development trends that radically change the essence of professions on the labour market and require an understanding of the role of career guidance and professional self-determination as a single process throughout the entire working life of an individual. The study aims to investigate professional consciousness as a subjective component of professionalism and consider the algorithm for the development of professional self-consciousness in society. The study covers the main stages of professional development of the individual as a single process. The analysis of documents (monographs, websites, statistics, academic papers, and textbooks) was the objective method for the study. The study researched and systematised the leading approaches to discovering personal potential based on the collected material and identified all types of professional competence using the analysis method. As a result, the definition of factors of professionalism creates mental models of professional activity and the professional self-consciousness of the individual. The practical value of the study discussed and analysed the stages of development and establishment of a professional individual is implementing the results in the educational process and using the provided recommendations for creating a personal programme for mastering the course on the psychology of personality and professional development.

**Keywords:** Self-determination, personal potential, professional growth, development, self-efficiency.

## INTRODUCTION

Public institutions started to develop rapidly at the beginning of the 21st century. Changes that occurred in many areas of human life have also affected the education system in general. Nowadays, changes in the education system have also affected the individual since education determines personal essence and the process of personal development, where higher education is a means for laying out a professional path. One of the challenges of the time is the discrepancy between the qualifications and competence of specialists who graduated from universities and the real needs of the labour market [1-6]. A modern specialist needs to solve problems and not tasks with ready-made solutions. And not all university graduates are prepared to do this.

In psychology, personality development has been considered and studied for many years. Both Ukrainian and foreign psychologists developed their theories. In general, they all mean going through certain stages when growing up [7-11]. One needs to know about the features of each stage to achieve real growth and become a mature person. This knowledge will help to

enhance certain talents needed in the modern world. The solution of these issues reveals the problem of professional development of the individual, focusing on the traits of the individual, one's crises in professional activity. Professional development should be considered a holistic, dynamically evolving process, from developing professional intentions to full self-realisation in practice [12, 13]. The main contradiction of modern professional development is between the developed individual traits and the objective requirements of the leading activity, which significance is determined by the further development of the individual. While developing in the leading activity, a person gradually changes, which leads to a restructuring of the motives of the leading activity and to the development of new personality traits [14].

Professional development of the individual is the gradual development of the individual, which begins with the development of professional intentions, that is, the choice of a future profession and professional actions, aspirations, professional training, and ends with professional self-realisation in a specific field. Professional development of a person is linked inextricably with one's socialisation, since it includes a person in the system of social interaction, establishes various social contacts when choosing their professional path and self-realisation in the professional field. Professional development involves

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various methods and techniques focused on developing professionally significant qualities in a person. This process is dynamic and lengthy [15-18].

This research aimed to develop a holistic methodology for studying the individual's professional development and self-determination at various stages of labour force reproduction [22-25]. The component of professional development involves using a number of methods of social influence on the individual, its inclusion in various types of activities focused on developing a system of professionally important qualities. The development of professionally important personality traits involves those related to the type of activity and personal qualities that are professionally important for any professional activity. First of all, these are responsibility, self-control, professional self-esteem, which is an important component of professional self-awareness, and some more specific traits such as emotional stability, anxiety, and risk attitude [19-21]. The study discusses professionalism not only as certain specialist's competencies, achieving significant results in a particular activity but also as a certain systemic organisation of consciousness, the human psyche, including the features of a person as an individual, an agent of activity.

## MATERIALS AND METHODS

The research methodology is based on a systematic approach that traces career guidance and professional self-determination as an independent unit. The process approach places the study within the context of a continuous multi-stage process of individual professional development. The competence approach emphasises the content part and purpose of the system, that is, selecting the direction of establishment and development of competitive competencies for effective employment of the individual in the modern labour market. The institutional approach accentuates the role of formal and informal institutions, institutional barriers in the functioning of the system [26].

There were several stages in this research. At the first stage, the concept of "professional development of the individual" as a single process in modern society was described. The main components of the self-knowledge of a person are discussed. At this stage of the study, the analysis method was used, which purpose was to divide the object into separate parts to carefully study them considering various criteria [27-29]. When analysing the information, the main aspects of the research were emphasised. This method allowed

achieving the goal, that is, professional consciousness as a subjective component of professionalism, was analysed, and the algorithm for developing professional self-consciousness in society was discussed.

The subject matter of analysis of printed and electronic sources includes features and properties that correspond to the purpose and objectives of the study. Many empirical studies use the method of document analysis. At the second stage of the study, an attempt was made to design an algorithm to develop the main components of the professional self-consciousness of the individual in society, which will help unlock the potential of this technique in practice most effectively. For this purpose, the modelling method, as well as the basic design principles, were used. The foundation of an individual's professional development is a carefully designed and verified self-knowledge supported by a methodically reasoned and purposeful sequence of methodological and developmental materials that ensure the achievement of the result of the professional development of every individual.

Professional development involves various methods and techniques focused on developing professionally significant qualities of a person. This process is dynamic and lengthy [30-33]. It covers the following stages of professional development of the individual:

1. Stage of growth. It lasts from preschool age and till adolescence. A person is guided by imagination when choosing a profession; that is, the child imagines having a certain career that can fulfil their desires and ideas [34]. Gradually, the child begins to develop some stable, conscious interests at the age of eleven or twelve. The profession begins to connect with them. Then, there is a discovery and awareness of some talents that require realisation through the professional field.
2. The clarification stage. It involves defining oneself, identifying a suitable professional role for oneself [35], and working to develop the necessary professional qualities. In adolescence (at the age of 14-17 years), the child is looking for oneself and a desirable occupation. It is possible to choose a particular profession and temporarily engage in it. For example, some part-time jobs, sports, artistic activities, or additional classes focused on preparing for university admission for a specific programme [36-39].

3. Further, there is a graduation from school and admission to a higher or secondary vocational educational institution. This is a transition to performing real professional activities. Graduating from a university leads to employment, a real professional activity of a person who tries oneself in a certain field and professional relationships [40].
4. Professional adaptation. At the age of 25-30 years, a person tries oneself in a certain professional activity, gets used to it, becomes a specialist there, or leaves it and tries oneself in something else.
5. Professional stabilisation stage. It is associated with the consolidation of individuality in a certain professional role. A person has a certain motivation to perform labour operations, wants to work, improve their professional skills and qualifications. As a rule, this stage covers the age group of 30 to 50 years old people.
6. Stage of professional development. A person goes beyond their professional capabilities. It is at the peak of one's career growth, a person improves skills, succeeds in performing professional actions, develops and expands professional potential.
7. Stage of pseudo-professionalism. It is the case when the individual's professional activity is not effective. This can be explained by one's age and the use of conventional methods and techniques of work, unwillingness to develop and improve, obsession with work, and other reasons that hinder an individual's professional development and distort one's moral guidelines.
8. Post-professionalism stage. It is associated with the retirement of a person. The professional activity ends, while a professional in a particular field can be a valuable mentor, adviser, expert in some field of professional activity, share one's experience and pass it on to the younger generation [41, 42].

The final step of the research was evaluating the study's effectiveness, where it was necessary to compare the results and tasks set at the analysis stage with the data obtained.

## RESULTS

When choosing the modern methodology for studying the professional self-determination of the

individual, it is important to understand both the essence of these processes and the methodological and organisational foundations of the research. M. Acuña Mora, M. Saarijärvi, C. Sparud-Lundin, P. Moons, E.-L. Bratt [43] discussed prerequisites for career guidance from the perspective of labour resource development and changes in the professional field. They defined the prerequisites for career guidance to balance the modern labor market. M. Dudley, O. Menzies T. Abe, Y. Nofuji, S. Seino [44], S. A. Elkader, M. Barlow, E. Lakshika [45] discussed issues of the methodological choices for the study. In psychology, various statements about the stages that define the role of activity in the development of the human psyche have gained substance, but they all express the same idea that the main component of the modern professional development process is the individual's self-development [46-50].

Professional activities performed under specific socio-historical circumstances not only develop and improve professionally important qualities, knowledge, proficiencies and skills but are the environment for the development of the professional personality itself [51-53]. As a result, a socio-professional personality type is developed with certain content orientations, characters, and features of intergroup and out of the group communication. Professional activity performed in various physical and social environments influences the agent of activity to acquire the ability to adapt and resist various environmental disturbances. The modern component of a professional personality is created and improved during professional training and gaining working skills. Thus, the personal skills of an employee affect the process and result of one's work, and, at the same time, the development of personal professionalism and the personality of a professional occurs during professional activity and is influenced by it [54-57]. The activity is performed in a specific social and professional environment.

Several authors provide an example of different perspectives on the crucial roles of modern activity in developing the human psyche and its individuality. Currently, there is a stage of the development of individual professionalism where all levels of an individual are changed, including the level of the biological individual, the level of personality, the level of the subject of activity and the level of individuality. H. L. Dreyfus, S. E. Dreyfus identify three aspects of human development [58-61]:

1. biological development, including periods of:

- a. evolution (there is more creation than destruction);
- b. establishing a balance between creation and destruction;
- c. involutions (ever-increasing destruction);
2. mental development;
3. spiritual development.

The result of the development of personal professionalism depends primarily on personal traits and the established system of relationships and values. When performing a certain work and having the right attitude towards it, a person personally reproduces new features and qualities. During the individual's professional development, they are combined with existing features, creating several qualities of the specialist's personality. The development of a person's potential abilities depends on many factors. However, the most prominent factor in modern personal, professional development is a system of its requirements determined by activity, which contributes to developing new features and skills [62]. Professionalism, which exists as a product of human development during its professionalisation, becomes a factor for the further professional's life direction.

Professionalisation is a specific form of labour activity during the professional stage of life, reflecting the process of one's socialisation and professional development. The entire period of professionalisation is associated with the development of a person, which is especially intense during changes in the conditions and requirements of the activity and professional environment and the professional psychological adaptation caused by this. The professional self-development behaviour is dominated by the desire for professional self-expression and self-realisation. A person is defined by the ability to go beyond the present to evaluate their professional behaviour in general. This provides the opportunity for a person to control the situation, to change the professional situation.

Notably, any adaptation is a result of the activity of the individual's psyche. In the strategy of adaptive behaviour, professional adaptation is associated with an active change of a person and the correction of their attitudes and behavioural stereotypes considering the requirements of the environment and activity. This process of active self-change, while remaining a

process of professional adaptation, can become a process of the progressive development of a personality, the development of one's professionalism. The vivid example here is when a young specialist enters a new professional environment with established professional traditions and a style of joint activity. However, delaying this professional self-knowledge can lead to stagnation and even regression of the individual.

Professional education and training, their methodological orientation have a significant impact on a personal, professional adaptation. Recently, there has been a widespread transition to a new paradigm of education, which focuses on students mastering a number of pragmatic "competencies" necessary for employee adaptation to the modern labour market. However, it is known that creative thinking, as well as the necessary skills to act in a situation of uncertainty, cannot be developed within the framework of an adaptive strategy [63]. Personality development is an objective process of internal systematic, and qualitative changes in material and ideal objects. The analysis of academic publications confirmed that many psychological theories of the development of professional individuality do not give a precise definition on this matter. Modern personal development is an objective process of development and enrichment of physical and spiritual forces of a person, ensuring the realisation of one's inner potential, essence and purpose, individual changes as a result of one's socialisation. The development of individuality occurs through a change of its direction. The direction of the individual is a consequence of the contradictory unity of socialisation, assimilation of social experience and culture, and individualisation. During personality development, its integrity is also established [64-67]. That is, the constant incompleteness of the development is a special feature of the psychological organisation of the individual and one of the mandatory conditions for its ever-lasting development.

When developed, professional individuality takes on a certain shape. This shape is a separate system of social features that allows the social life to function not only in a collective but also in an individual form. Development is several many methods of social influence on a person focused on creating a system of certain relationships, value orientations, beliefs that foster professionally significant qualities. When defining oneself in the future, the personality develops. Thus, personality development is developing socially important attributes, beliefs, views, abilities, and

character traits. During the development of a person, the integrity of its psychological organisation increases, and a new development potential accumulates [68].

When discussing the professional personality as a well-developed integral system of professional knowledge, proficiencies, and skills, the training of future specialists as a period of early professional development of a person is considered. This is an individualised development of qualities and abilities, professional knowledge and skills, an active, high-quality transformation of the individual inner world, which provides for an uncompromisingly modern system and way of life, that is, creative self-determination within the profession. Notably, almost all scholars who have dealt with the problem of the development of personal, professional development recognise a natural example of the fact that a person reaches the top of one's professional self-development at the stage of independent professional activity [69-71]. Therefore, professional development depends on the features of the activity and individual capabilities of a particular person. Thus, professional development is individual and unique to every person.

## DISCUSSION

The current stage of development of society is defined by automation and computerisation of production, the introduction of new technical means and technologies, the change of mono-professionalism to poly-professionalism. Therefore, the professional and business world needs specialists who can successfully and effectively find and realise themselves under changing social conditions considering planning and building their careers [19]. Considering an individual's professional development, many scholars distinguish the stages, levels, and periods that a specialist goes through in professional promotion. Currently, there is no generally accepted state of a professional's life path into stages or phases among the scholars. G. R. Dunstan [4] offers three prominent stages:

1. Preparatory stage related to the choice of profession.
2. The initial stage, during which the foundations of professionally significant skills and personality qualities of a modern professional are developed.
3. The main stage. This is a period of development of all the essential features of the individual to

fully actualise oneself through professional activities. At this stage, the professional personality is developed.

According to the concept of G. R. Dunstan [4], there are several levels at the initial stage of modern professional development of the individual as:

1. Adaptive level. Adaptive stage in professional activity.
2. Professional and reproductive level. Stage of mastering professional knowledge and skills.
3. Personal and productive level. The stage of accepting the personal meaning of professional activity.
4. Subject-creative-professional level. Practical implementation of professional development of the future employee.

F. Esteban Bara, T. Mellén Vinagre [20] emphasise the four main periods of modern professional development of a professional's personality:

1. The development of professional intentions is a person's conscious choice of the profession based on their individual psychological traits. Professional development begins with professional intentions, which result from many factors such as the prestige of the profession, the needs of society, the influence of the family, the media, etc. The orientation of the individual to the subject of work, which is revealed through interests and hobbies, plays a crucial role in choosing a profession.
2. Professional training or education is mastering the system of professional knowledge, proficiencies and skills, developing professionally important personal qualities, aptitude and interests for the future profession. The second stage is studying at university. At this stage, the fundamental psychological neoplasms are professional orientation, professional and ethical value orientations, spiritual maturity, and preparedness for professional activity.
3. Professionalisation or professional adaptation is an entry to and development of the profession, professional self-determination, acquisition of professional experience, development of personal features and qualities necessary for the qualified performance of professional activities.

4. Mastery, partial or full realisation of the individual in professional activity is a high-quality, creative performance of professional activities, integration of developed professionally significant qualities into the individual style of activity. When professional skills are mastered, the activity itself becomes more attractive [72-74].

In academic works on psychology, the initial stage of professional self-determination, the stage of developing professional intentions and choosing a speciality by school graduates, are well studied. The numerous studies reveal the desire to find one's place in life, in professional activities, the need for professional self-determination, which is one of the important psychological neoplasms of high school age. Responding to modern expectations of society, high school students step up the search for a profession that can meet these expectations and their personal requirements, which are defined primarily by the level of development of the motivational sphere. Thus, they analyse their capabilities from the standpoint of developing professionally significant qualities and self-assessment their professional aptitude. Professional development is accompanied by professional crises that correspond to age-related phases. Here, crisis means the difficulties of professionalisation of a person, the discrepancy between career development and professional life. Crises of professional development of a person are unstable stages of serious reconstruction of the individual, changes in the direction of one's professional development.

The factors that initiate crises of professional development of the individual are discussed. According to M. A. R. Abdeen, A. Taleb [75], these crises pass without noticeable changes in a person's professional behaviour. However, there is a reconstruction of the content structure of professional consciousness, reorientation to a new goal, correction and revision of the individual professional position prepare a change in the ways of implementing activities, provide for a change in relationships with other people. These can be gradual qualitative changes in the ways of performing activities. At the stage of professionalisation, there comes a time when further evolutionary development of the activity, the development of its individual style, is impossible without radical withdrawal. A person must perform a professional act and show excessive activity, which can be expressed in the transition to a new educational qualification or a qualitatively new innovative level of activity performance.

The next factor that initiates the crisis of professional development may be the individual's increased social and professional activity. Dissatisfaction with their social and professional-educational status often leads to the search for new means of performing professional activities, improving them, as well as changing professions or positions [20]. Factors that cause professional crises can be socio-economic conditions such as liquidation of the enterprise, job cuts, unsatisfactory wages, moving to a new place of residence, etc. Crises of professional development are often associated with increasing changes, including deterioration of a person's health, reduced working capacity, mental exhaustion, professional fatigue, intellectual helplessness, etc. Professional crises often occur when entering a new position or workplace, participating in competitions to fill a vacant position, certification of specialists.

In addition, the expansion of the boundaries of professional activity may become a factor of a long-term crisis phenomenon. Specialists obsessed with their work to achieve recognition and success sometimes seriously violate professional ethics. The boundaries of the "I" of the other can become conflicted, show rigidity and peremptory in their relationships with others. Crisis phenomena can be accompanied by a vague awareness of insufficient competence and professional helplessness. Crisis phenomena sometimes occur when the level of professional competence is higher than required to perform regulatory work. As a result, there is a state of professional apathy and passivity [17]. Professionalism is also an integral step towards its highest quality, competence in a particular activity. The idea of professionalism should not be reduced only to the idea of a high level of professional skill. The work of a professional is not limited to what is visible to an outsider; the professional should be considered a complex system that has not only external functions but also complex, diverse internal, in particular, mental functions.

Competence is a psychological factor that includes detailed knowledge of the subject and object of activity. Also, the ability to navigate any non-standard issue related to this activity, the ability to explain any phenomena related to the professional activity, the ability to assess the quality of work and its consequences accurately. Competence is the ability not so much about the sense of performance, but about the essence of the organisation and the system concept of all problems related to the activity, the ability

to set tasks and the ability to organise the solution of specific problems related to the type of activity where this person is competent [76]. Competence includes such features as a single correspondence of the individual to the tasks being solved, the number and quality of tasks performed, effectiveness and success in problem situations. In different professions, one person's competence can be represented by a different set of qualities mentioned above at different stages of its development. Possessing all types of competence means that a person reaches maturity in their professional activities, communication and cooperation, which defines the development of a professional's personality and individuality.

## CONCLUSIONS

The development and establishment of a professional personality are accompanied not necessarily by a consistent change in the leading activity. The psychological traits of individual stages of development are determined only by the social situation of development. The crucial activity within the same age, one stage of development, goes through qualitative changes: its motivation, planning, methods of execution and self-control are being rebuilt. This creates a huge number of alternative directions for professional development, some of which provide for self-realisation in professional activities. Others provide for the gradual extinction of professional functions or the individual's self-destruction. During development, the increasing of the scale of the subject's personality is becoming a factor of one's development, change, the transformation of objective circumstances in accordance with personal features. In other words, a professional can consciously change one's professional biography, engage in self-development, self-improvement, but even in this case, this process is motivated by the social environment and economic conditions.

Thus, the influence of the considered external and internal factors on developing a person's professional growth depends on age, gender, and stages of professional development. In different professions, one person's competence can be represented by a different set of the mentioned qualities at different stages of its development. The source of professional development is the discrepancy between the achieved level of personal development and the requirements that the collective, society, and educational activities set for the system of already developed knowledge and skills and the individual psychological features of a person.

Therefore, the professional development of a person has its educational direction and the direction of personal growth. Every person tends to individualise and develop themselves. Individualisation is a process associated with the philosophy of personal growth.

Thus, personal growth is a qualitative change in personal development that covers fundamental life relationships, the essence of a person. Attitude towards one's past life as a completed stage and focusing on the future allow talking about qualitative changes in personal growth development. Every slowdown in this continuity can lead to stagnation and the beginning of regression of individuality. To conclude, the modern professional development of a person is not only a result of development and establishment but also a process of generating new ways of being for a person, where the boundaries of what is possible are expanded.

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