Psychological and Pedagogical Support of the Future Social Work Specialist's Professional Development

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Abstract: The article focuses on the issue of psychological and pedagogical support in the professional growth of a social worker. The main structural components of the professional and personal development cover the cognitive, motivation-axiological, social-perceptive, emotional-volitional and communicative spheres of the human activity. The future social work specialist's competency development is a result of a continuous internal struggle for the spiritual perfection, realization of the creative potential, achievement of wholeness, and the determination to abandon the "thing-in-oneself"-state in behalf of the "better-self"-development. The essential premise for the professional development of a social worker is the possibility to choose ways of professional self-realization in the ambiguity zone and the necessity of the certainty zone existence. These two zones allow the future specialists to actualize their motivation of choosing the ways to their professional development. This actualization goes more efficiently if there is interaction of the parties united by the shared goal and activity, which develops different forms of collaboration and discloses individual creative features. It has been established that the psychological and pedagogical model of the future social work specialist's development includes the following core constituents: the study and development of the professionalism structure and its components on the basis of its development indicators; the consideration of psychological and pedagogical conditions and factors ensuring productive development of the social sphere specialists; the formation of the need in self-realization, the development of communicative skills, creative and individual potentials, teaching self-regulation and self-perfection skills. The model creates premises for the effective realization of the continuity principle as it characterizes the nature of the 'actual development zone' and focuses on the "proximal development zone".

Keywords: Model, modelling, psychological and pedagogical support, development of the social worker's professionalism.

INTRODUCTION

The main structural components of the professional and personal development cover the cognitive, motivation-axiological, social-perceptive, emotional-volitional and communicative spheres of the human activity (Jabborov 2020). In this context, the efficient one is the model of psychological help for students in overcoming personal and professional difficulties whose interacted core components are the following: structural content components in overcoming personal and professional difficulties (the content of the psychological help process, its algorithm and technology); the result of the social psychological service's help and activity against overcoming the future social worker's professional and personal difficulties (the efficiency of overcoming difficulties is characterized by an adequate self-esteem, the responsibility for the life strategy realization, emotional-volitional stability, communicability, a high level of the achievement motivation and commitment in performing duties, which in the end ensures the students' preparedness for building their own life strategy); the system of optimized psychological help to students (criteria, indicators and levels of the psychological help efficiency; the perfection of the content and organization of the psychological help in overcoming personal and professional difficulties; active psychological and pedagogical support and an increased role of social institutions in overcoming personal and professional difficulties) (Matveeva, Osadchiy and Husnutdinova 2019; Yazovskikh 2018; Badakhova 2017).

In accordance with its structure, the social work specialist's professional development is part of special and technological development, while their individual development is part of reflective and communicative

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RESEARCH METHODOLOGY

Currently, the problems of solving stressful situations have not only become central for particular sciences, but also actual interdisciplinary problems which are in the focus of psychological research as well.

Extrapolating Berdyaev's views on the personality as a spiritual category, as a 'microcosm in the potential state', as 'the existential center of the world' (Berdyayev, 1979), we see the professional development of the future social work specialist's competency as a process of continuous internal struggle for the spiritual perfection, the creative potential realization, the achievement of wholeness, and, at the same time, the determination to abandon the "thing-in-oneself"-state in behalf of the "better-self"-development (Rubinstein, 1976). The creative self-expression of the social work specialist has a positive orientation if it involves not only the responsibility for their own actions but also the related senses (Gadzaov and Dzerzhinskaya 2018; Pozharskaya and Deberdeeva 2017).

In accordance with the humanistic psychology and pedagogy, we define the process of the future social work specialist's development as a spiritual and practical activity focused on self-building pursuant to personally and professionally meaningful life goals. The most significant thing in understanding psychological and pedagogical aspects in the process of the future social work specialist's development is the phenomenon of interaction. The unchanged essence of psychological and pedagogical interaction is the integrity and coherence of its all constituents as well as the concurrency of many different ways of life activities and feelings. The understanding of the psychological and pedagogical interaction is supplemented by ideas from the theory of complex structures self-development (synergetics). In the course of such contacts, which

take place in the process of concerned interaction based on the personality's needs, the so called 'new reality' appears, which is 'something third' of the common sense space and mutually significant commonality of the interacting parties (Sergeeva and Trubakova 2017).

In this connection, the future social work specialist's psychological and pedagogical support under the conditions of the higher education institution has to be focused on the individual's professional development and on the initiation of professional dialogic communication, freedom and responsibility for their actions. The process of the future social work specialist's development is connected with external and internal threshold states which lead to professionally significant, qualitative changes of the personality. 'Significant others', i.e. experienced and respected pedagogues and social work practitioners, help create the threshold states (Ushakov, 1995). We can claim that professional affairs have to take place in conditions which ensure a specialist's own development strategy, include self-identity and self-development mechanisms in the course of interaction between the educational activity participants. Thus, the personality exists on the borders of the essence and and existence, in the area of real interaction between the individual with other people and with him/herself.

The search of psychological determinants responsible for psychological and pedagogical support of the future social work specialist's development in the higher education institution made us resort to psychological theories of the personality worked out by native and foreign psychologists. Among such determinants, we can mention the compensation mechanism in overcoming the feeling of insufficiency and the aspiration to the 'better self', the achievement of the feeling of identity and successful resolution of a personal growth crisis. These mechanisms can help the social work specialist achieve personal and professional maturity (Konarzhevsky, 1986; Gasanova, Daudova, Kabieva and Tsahaeva 2017). We consider the personality's transition from the deficiency level to the existential one and the satisfaction of the self-actualization need to be the integral process of psychological support in the social work specialist's professional development. The psychological mechanism of realizing the aspiration of self-actualization consists in the interpretation of the situation and its particular meaning for the person in the context of 'here and now'. Social work practitioners

interpret the reality in accordance with their subjective experience, subjective world within their internal system of coordinates. In the process of personal activity and due to this activity, the personality develops and realizes in the form of different social roles. It is only activity where a person can exist and assert oneself as a personality. The social work specialist's development within the activity approach is determined by the core mechanisms of interiorization and exteriorization, which are effective in the conditions when a personality is built and identified on his/her own, when external reasons act through internal conditions (Rubinstein, 1957; Tsahaeva, Aminov and Aminova 2017).

Pedagogically appropriate conditions for the effective process of professional development can be created through seeing a person's professional development as self-movement which is ensured by attitudes, which become the movement protectors, and by the super-situational activity, which is the process of the activity movement itself, its self-modification, as well as through understanding that a person's involvement in the activity causes the psychological mechanism of the motive shift to the goal (Derkach, 2004). In this, the driving force in the realization of the social work specialist's potential abilities is their commitment, which precedes the activity and accompanies the process of self-development, self-building and self-change. This allows us to use the principle of activity mediation in defining the specifics of psychological and pedagogical support. The principle causes the necessity to use active methods of affecting the social work specialist's meaningful personal structures, which are based on the indirect interpersonal influence characterized by a person's aspiration to change another's behavior by modifying the environment with the aim of receiving a necessary feedback. This influence is connected with the phenomenon of facilitation and based on the metasubjective form of interpersonal perception (Krutetsky & Pedbayeva, 1982).

RESULTS

Guided by the anthropocentric approach to the educational practice we see the process of individual development as follows:

- person-to-person interaction which is characterized by inter-orientation, inter-understanding of expectations and actions, reflective activity and psychological protection;

- facilitating interpersonal interaction based on genuine understanding of each other and empathy to each other;

- dialogic interaction between the facilitator and facilitates realized on the principles of equality, mutual respect, mutual understanding, empathy, collaboration, that is on the principle of interpersonal dialogue which is not only the means of solving problems, but also one of the main conditions of professional growth, which makes it most valuable;

- interaction based on personal experience which allows distinguishing personally meaningful aspects of professional activity;

- training interaction between the subjects, which helps to put into practice the new type of pedagogically professional relationships within the educational activity.

The necessary factor of creating conditions for the social work specialist's professional development, as we see it, is the possibility to choose ways of professional self-realization in the ambiguity zone as well as the necessity of the certainty zone existence. These two zones allow future specialists to actualize their motivation of choosing the ways to their professional development. This actualization goes more efficiently if there is interaction between the subjects united by the shared goal and shared activity, which develops different forms of cooperation and discloses individual creative features. A comfortable psychological atmosphere is created by trustful relation to each other, friendliness, empathy, sympathy and genuine expression of feelings (Perelomova, 2002).

Internal premises for the professional development are self-exactingness, unwillingness to be satisfied with what has already been achieved, self-criticism, whereas external premises are the person's involvement in diverse activities, solving highly challenging tasks with a new content.

The philosophical basis of the system of support is the concept of the person's free choice as a condition of their development. We considered that the basic principle for the formation of theoretical assumptions of psychological and pedagogical support was the personality-oriented approach, within which we see development as the choice and acquisition of these or those innovations by a person by way of their professional becoming. It is natural that each situation

of choice causes many variants of solutions determined by social and economic conditions and the person's internal values.

The study of the social work specialist's professional activity showed that among their professionally meaningful values, the predominant ones are the orientation on customer development, on their personality development and self-expression, and on the creative character of their social activity.

The most dynamic, leading, core component which determines the personality's wholeness, their active social position, readiness for actions is the orientation on spiritual and moral development. The spiritual and moral development consists in the possibility of systematic purposeful creation of favorable conditions for acquiring necessary from the point of view of the society social, moral and emotional values (knowledge, beliefs, norms, attitudes, behavior patterns, etc.) in pedagogically determined, organized life-simulating situations within academic groups, during the students' learning professional activity and through individual help. With the facts of nowadays life taken into account, this approach appears actual, but under-elaborated in the theory of professional activity and underused in professional teaching of social work specialists.

The student is involved in the activity which causes the transformation of knowledge and skills into values specific to the professional competency, which sets the system of the most significant indicators adequate to the social situation of development and the general socially meaningful activity (Table **1**).

The structure analysis of professional competency found two constituent components: cognitive-behavioral and motivation-personality ones. The cognitive behavioral component comprises social knowledge, social skills, social behavior skills as well as efficient techniques of fulfilling socially meaningful activity, effective interaction skills and skills of constructive behavior in difficult life situations. The motivation-personality component is represented by motives and values of self-realization in the society as well as by personal properties ensuring personal self-realization.

The content of the social work specialist's professional activity, which was worked out in the course of the research, allowed determining their pedagogical, psychological and social preparedness as the most necessary ones for their professional development.

The social work specialist's professionalism appears in the research as a system complex consisting of many coherent components having their own characteristics, which show the specialist's level. This professionalism is also seen as an entire whole integrating not only their actual, but also potential abilities whose perfection and modification have many variants and results if there are appropriate psychological and pedagogical conditions and factors.

DISCUSSION

The actualization of the student's professional development has its peculiar features determined by the specifics of their activity: a social work specialist virtually always recognizes him/herself as an independent, self-managed personality, has some subjective (personal and professional) experience as well as a certain level of professional knowledge and skills. All these are a basis for self-analysis and goal-

Table 1: Components of the Social Work Specialist's Professional and Personal Competency

Cognitive-behavioral component (knowledge, skills, expertise)		Motivation-personality component (attitudes)	
Knowledge	Skills and expertise of professional behavior	Personal qualities	Motives and values of attitudes
- the knowledge of one's own personal resources; - differentiation of social scenarios; - means and ways of self-realization.	- professional knowledge; - effective interaction and collaboration; - goal-setting; - self-education; - self-management; - self-analysis; - sustainability.	- spiritual and moral qualities (value-based attitude to people); - psychophysiological qualities (psychic processes and states); - psychological qualities (self-control, self-criticism, self-evaluation of one's own actions, stress resistance); - psychologically pedagogical qualities (communicability, empathy, attractiveness, etc.).	- constructive collaboration; - social responsibility; - aspiration to success.

setting in their own educational and self-educational activity.

Explaining psychological and pedagogical support for developing social work specialists' professional competency we can emphasize the following functions:

- the specialized function – receiving and digesting special information;

- the compensatory function – filling gaps in the basic education;

- the innovative function – updating theoretical knowledge and perfecting skills;

- the developing function – forming special personality orientation;

- the orientational function – the search of one's own activity focus.

The support can take different directions:

- with the focus on a particular social work specialist (developing their individual, original highly effective activity system);

- with the focus on a group of social work specialists (subsystem of professional skills: the skills to plan activity in the optimum way and the skills to carry out the plans in the best way possible;

- with the focus on a collective of future social work specialists (a group; a course, etc.) (the skills to analyze achievements and drawbacks in accordance with relevant criteria, etc.).

Each social work specialist's skill is based on a whole spectrum of professionally significant personal characteristics.

With this factor taken into account, psychological and pedagogical support should be focused on:

- enriching social work specialists' knowledge (thematic, social, psychological, etc.);

- forming the worldview, axiological orientations, beliefs which correspond to their professional education tasks (humanitarian orientation, the best performance, etc.);

- activating the motives of creative activity (need for novelty, self-realization, the creative character of the activity);

- developing stable professionally significant personal characteristics (empathy, self-analysis, tolerance, communicability, etc.);

- developing creative thinking;

- developing abilities of self-analysis, self-understanding and self-realization.

The second group of social work specialists' functions refers to either particular social sphere specialists or whole collectives. This group of functions includes:

- consolidating a social institution's staff as a collective of co-thinkers;

- building the uniting position, forming common values, rituals, traditions;

- organizing the diagnostics and self-diagnostics of real professional possibilities, needs and demands;

- expert esteem of original social programs;

- developing methods of understanding, professional development self-actualization; finding, generalizing and circulating the social institution experience, exchanging prospective work methods and forms;

- stimulating group creativity and the collective's initiative;

- nvolving the collective in scientific research and experimental work, in building result-oriented positive activity experience.

The third group of the functions refers to both particular social sphere specialists and whole collectives. The specifics of this group is that its functions ensure collaboration between social institutions and the outside world. The functions are the following:

- creative understanding of the social order, new regulatory acts and documents;

- implementing cutting-edge experience, preventing deviations;

- implementing and using scientific achievements;

- circulating innovative work methods and forms.

Basing on the above and considering E.F. Zeyer's concepts of a person's professional development psychological support (Zeyer, 1988), we distinguish the following functions in the psychological and pedagogical support of social work specialists' professional development:

- information and analytical support at particular stages of professional growth (adaptation, specification, etc.);

- projecting and self-projecting scenarios of particular stages of one's own professional development;

- appropriate psychological and pedagogical help in overcoming professional development difficulties;

- preventing professional deformations; well-timed help in overcoming professional development crises;

- recording positive changes in professional development.

One of the important aspects of psychological and pedagogical support is defining its content.

Considering professional development in the conditions of higher education institutions, let us distinguish the directions in which social work specialists' teaching should go: the social, universal cultural, specialized thematic, social psychological.

As being core components of any pedagogical system (and psychological and pedagogical support being part of this system), researchers distinguish the pedagogical goal, scientific information, whose digestion is ensured by the system and means of psychological communication, and pedagogical communication between the subjects (i.e. pedagogues). N.V. Kuzmina and A.A. Rean define these components as structural. Apart from these, there are functional components, which are specific to the pedagogical system. The specifics of the pedagogical system is that its structural components media are people whose activity make these components interact and create the functional components: gnostic, constructive, organizing, communicative. They characterize the system in its process and can be singled out in the activity of all participants of pedagogical activity (Kuzmina & Rean, 1993).

As a condition of the specialist's professional development, we distinguish the organization of pedagogues' collective interaction. Supporting L.I. Novikova, L.N. Kulikova, N.L. Selivanova's opinion that a collective is not a tool of suppressing or submitting a personality, we also see a collective as an environment for raising individuality. Only with others can a person realize him/herself as a unique, integral personality (Perelomova, 2001). S.L. Bratchenko (Bratchenko, 1999) believes that for the most efficient development of a personality in a collective it is necessary to organize and maintain helping relations which are realized in the personality's communicative rights in the educational space.

An important stage of the research is building a model of the future social work specialist's psychological and pedagogical support in the conditions of a higher education institution. The model of psychological and pedagogical support projects the ratio between the present (existent), the starting and the future, which does not yet exist in the reality, and the way of achieving this future, which is determined by external and internal factors.

The purpose of creating such a model and its functioning is in developing the future social work specialist's professional competences, values, focus on innovation, personality, professionally significant qualities necessary for fulfilling a particular activity as a leading labor component, and creative self-realization.

In order to achieve the goal it is necessary to set particular tasks: the organization of the learning process and analysis; the formation, development and, if necessary, correction of professionalism components in the conditions of the modern higher education institution; the usage of state-of-the-art technologies of development and self-development ensuring optimal conditions for the future social work specialist's professional and personal growth.

The technologies of formation, development and correction used in the frames of the general modern concept of psychological and pedagogical support build an integral psychotechnology.

The set goal and tasks enable to see the structure and interconnection of the components of the psychological and pedagogical model of the future social work specialist's professional support.

While developing the model, we built on the following definition: professionalism is a level of

mastering a professional activity, which finds itself in the existing professional competency and competences, which is based on axiological orientations and reflects the level of subjectiveness, which is expressed in the innovativeness and self-realization in the profession.

The social work specialist's professionalism components (professional competency and its constituting competencies), its levels (under-competency, eclectic, algorithm-driven, rationalizing, investigational, tutorial), axiological orientations, subjectiveness, innovativeness and professional self-realization were primarily subjected to modelling.

The core components of the psychological and pedagogical model of the future social work specialist's professionalism development are:

-    the study and development of professionalism structure and components on the basis of the indicators of its development levels;

-    psychological and pedagogical conditions as well as factors ensuring their efficient development;

-    the formation of the need in self-realization, the development of communicative abilities, creative and personal potentials, the acquisition of self-regulatory and self-perfection skills.

Each of these components can be seen as either a part of the structure or an independent whole fulfilling different functions in the structure of the whole. The components can serve to esteem the efficiency of the development and professional activity.

The modelling was carried out with the purpose of increasing the future social work specialist's professionalism level, developing his/her social psychological and social pedagogical knowledge and professional skills, accomplishing their personal, business and professional qualities.

The created psychological and pedagogical conditions for teaching social work students facilitated the efficiency of this model realization.

CONCLUSION

Each component of the model plays a definite role in the realization of general functions, plans on their efficient interaction and acquisition of the highest level of professionalism.

The dynamics of the professional growth should go vertically in accordance with the future social work specialist's professional thematic and individual 'movement', and horizontally, which finds itself in the personal growth and successful passing the stages of personal becoming.

The theoretical and methodological basis of the future social work specialist's development modelling process is in abstracting from the goal and conditions in which each act of pedagogical and psychological influence is carried out, from the particular pedagogical situations, from the subjective intentions of those who are involved in the educational process. In order to reveal the psychological and pedagogical regularities we establish general invariant characteristics of the process.

The move to the top of professional development is accompanied by a more and more active display of the personality subjectiveness and modifications of the educational space.

The dynamics of professional development (as a system) can be dialectically presented through passing, by future social work specialists, important phases of their professional life.

The forms of the system modifications can be diverse: modifications leading to the elimination of all connections of the system elements; modifications which result in a totally new but equal organizational condition; modifications towards a totally new but lower organizational condition; modifications towards a totally new and higher organizational condition (Panteleyev *et al.*, 1997).

This model creates premises for efficient realization of the continuity principle as it characterizes the nature of the 'actual development zone' and focuses on the 'proximal development zone'. This period implies solving contradictions between the achieved and the forthcoming acquisition of professional competency, competencies, values and creativeness at the following stage.

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