



PROFESSIONAL DEDICATION AND PROFESSIONAL COMPETENCE AS A SUBJECT OF STUDY OF PSYCHOLOGY

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Resume

This professional dedication and professional compliant focus on psychology as the subject of learning. The article also describes professional self-sacrifice, professional competence, its theoretical foundations, and the meaning of foreign and local research. The text of the article was written in the scientific literature presented in the application and their analysis.

Keywords: Professional, professional dedication, professional competence, professional qualifications, professional skills, professional skills, technology, expertise, science, professional development, professional skills.

Introduction

There are various approaches, scientific conclusions and special methodologies in the study of professional activity as a subject of psychological and pedagogical research, which combine the views on career choice, vocational education, vocational education, professional counseling, career guidance, professional development. Most of the research in this area states that professional development is a long-term and multi-stage process. The study also concludes that each stage has a mental renewal that serves the effective management of labor activity[2].

Particular emphasis is placed on the individual-psychological characteristics of the individual as the main psychological factors determining professional competence and maturity. Researcher L.A. Yasyukova believes that "the full mobilization of professional skills is effective when integrated with other personality traits."

The positive interrelationship of personal qualities is perceived as a result of the successful development of skills necessary for professional activity, professional maturity. The formation of professional abilities in the process of professional competence is predicted by a complex of individual characteristics of the person.





The transition to a professional career is a series of steps, and the transition from education to an independent career is an important aspect for everyone.

Research on the future life plans of school leavers (exactly where they want to study and work) has yielded unique results. They emphasize the importance of interests in choosing a profession (we also address the issue of professional interests in the process of studying the professional formation of the individual and his suitability for the profession). This is especially true for university graduates.

Thus, it was found that a professional plan, perspective and professional values are an important condition for working as a specialist. We will consider further clarification of this view and its national psychological aspects in our study. Research has shown that for a good specialist to have the following qualities, ie the desire to improve themselves (problem-solving, interest in work, internal training), practical experience, individual-psychological characteristics of the profession. Compliance with the requirements is important[4].

The growth of social demands determines the role of professions and professionals in society. That is why today we have to use the terms "important" and "lost". A similar perspective and worldview continues to lead young people in their career choices. We believe that our research will also serve to identify the causes of imbalances in career choice and develop recommendations to prevent them, taking into account these requirements.

In the 1980s, as a result of the emergence of so-called "private security guards" in the Russian region, a new profession was born, and certain requirements for this profession were developed. According to VATolochyok, VEZajevsky, OVOzhitsenko, in the transition period of society, the growth of mass unemployment, socio-demographic and psychological diversity of candidates, the demand for a high level of labor (having experience and professional training) high demands.

F.S. Recognizing the importance of professional competence in shaping as a specialist, Ismagilova puts forward a number of positive considerations. According to him, "the professional experience of a specialist is characterized by a desire to make new technological changes and replace them with old ones. This is one of the problems that occurs constantly and requires practice. Professional experience is a criterion used in the selection of a specialist for a particular profession. But it is the individual who matters. It is the individual who loses or guarantees his or her job. "

Rapid changes in today's technology will radically change the content of professional work and encourage a new look at the roots of the relationship between the past, present and future of professional consciousness[6].





It should be noted that in today's environment, professional knowledge is rapidly becoming obsolete until the end of the professional career of the specialist. That is why such situations have an impact on a person's choice of a suitable profession. This makes it necessary for individuals to make informed choices about their careers, their motivations, interests, personality orientations, professional training, and changes in their professional attitudes in line with technological change.

It is natural for a future professional not to have a clear idea of what is required for a professional career. This makes it necessary for future professionals to study the characteristics of the formation of professional perceptions.

KK Platonov distorts experience as a set of knowledge, skills, abilities and habits. Other researchers explain the experiment as an operating system consisting of a temporal feature and a spatial structure (BG Ananhev, V.Yu.Artemgeva, AASmirnov, GL Ilgin, Ye.L. Ilgin, Ye.A. Klimov, VATolochyok and others). In contrast, A.A. Chronic experience is misinterpreted as the accumulation of events or a person's "technical" life. It is important to keep in mind that the above approaches emphasize that an experienced, professional professional is different from an employee who does not have the necessary knowledge and skills.

The experience of a person creates a certain system in his professional activity, determines the presentation and authority of the nature of his subjective characteristics, etc.).

In foreign sources, too, the criteria for a person's professional activity and behavior are defined in a specific way and are called "professional tissue" or "mental map". The mental map is the inner world of the field of professional activity where the specialist can be located. The field of professional activity includes a more stable education in the professional field, the recommendation of the profession, its field of application, the viability of the specific workplace.

Based on Farren's views, it is important for students to be aware of survival rates as they develop their professional competencies. According to him, survival takes two forms: the professional viability of the individual and the competence of the profession includes the following indicators:

1. Choosing a profession appropriate to the characteristics of the person;
2. High level of readiness for the work performed;
3. Readiness for lifelong learning and study;
4. Civilization, ability to accept the dignity and differences of others;
5. Knowledge of the use of computer and information technology;
6. Be able to demonstrate professional skills in several areas;
7. Take the initiative to submit new projects;





8. Ability to work with colleagues at work, etc.

Farren's career prospects include:

1. The profession is closely related to the goals of the organization;
2. Ability to integrate with other institutions and industries;
3. Ability to use their competencies and abilities in other professions;
4. Personal and financial security;
5. Existence of professional associations;
6. Knowledge that leads to mastery;
7. Be independent in professional success, regardless of age.

In addition to the above two indicators of viability, the following indicators should also be mentioned: "viability" of the selected industry, "viability of the organization", "viability of the workplace". In addition, our analysis of theories of professional development has led us to recognize concepts that serve as methodological foundations in foreign psychology.

In the early twentieth century, the increase in labor productivity in American and European countries occurred in the process of predicting production efficiency, which resulted in the assimilation of humanistic ideas of psychology, resulting in modern theories about the individual. This connection led to a link between personality theory and professional development psychology. As a result, there are five main areas of approach to the study of professional development problems. These are: 1) differential diagnostic; 2) psychoanalytic; 3) decision theory; 4) development theory and 5) typological directions.

Differential-diagnostic research focuses on the factors that predict the effectiveness of an individual's professional activity, the individual-psychological characteristics that affect the profession and the requirements for the profession. It also reflects the idea that the basis for career choice is the organization of rational and conscious activity (F. Parkinson). It is noteworthy that a psychotechnical approach to professional development has been applied in this area, because, according to G. Munstenberg, individual qualities are the sum of simple executive operations. Leitzpig school psychologists are also involved in this area, explaining a person's professional success and satisfaction in relation to his or her abilities[9].

They also put forward the idea that the most important thing for vocational education is to cultivate individual qualities. Based on these ideas, Kettellps Characteristic Questionnaire, Strong and Kguder's Interest Questionnaire, and R. Amthauerps Thinking Structure Test were used for diagnosis, taking into account which profession would bring success and satisfaction to the individual. For example, the interest study questionnaire focuses on identifying interests in two global areas, namely interest in



the subject and interest in people, interest in practical work, and interest in theoretical work.

Representatives of the psychoanalytic field were engaged in the analysis of psychodynamic aspects of professional development. They came up with the idea that career choice and professional development are based on a variety of needs, from natural needs to complex psychodynamic mechanisms and instances of personality structure (U. Moser, L. Zondi, E. Bordin, E. Rowe)[10].

Representatives of decision-making theory focused on the study of orientation institutions to study the career selection process. In their view, the choice of any profession consists of a system of professional alternatives and decision-making (H. Tome, G. Rees, P. Tsiller, D. Tideman, O. Har). Representatives of this direction interpreted the alternatives in professional development and career choice based on the theory of positive events and motivation to achieve in professional activity. Representatives of this idea recognize the importance of the chosen profession, the level of demand for professional skills, the level of personal aspiration to the profession, the reality of professional institutions as the reasons for choosing a profession[8].

D. Suguper also argues that professional destiny (career path) is determined by the sequence of chosen professional positions. Proponents of her case have been working to make the actual transcript of this statement available online. The first stage itself has two phases: a) anticipation, ie the individual's choice of profession and the choice of alternative; b) consists of phases that shape and define perceptions of oneself and the prospects for professional development.

In order to predict a person's professional growth, it is necessary to find the optimal guidelines for the correct formation of professional motivation, measures to change the attitudes of the person[6].

Continuing education is one of the means by which professionals maintain and increase their level of competence. However, the relationship between continuing education and the professional's sense of personal competence and other practice-related variables remains unclear. This study examined practicing psychologists' continuing education activities and how these relate to feelings of perceived competence, professional value, and professional support [11]. Psychologists (n = 418) licensed to practice in Quebec were surveyed by pencil-and-paper mail-in survey concerning their continuing education activities, as well as their perceptions of their competence in practice, and their feelings of being professionally valued and professionally supported. Results indicated that feelings of competence in practice were related to professional reading, taking courses/workshops, years being licensed,





and attending psychology conferences/conventions. Feelings of professional value were related to age and participating in psychology networking groups, and feelings of professional support were related to participating in case discussion groups, supervision groups, and psychology networking groups. The results showcase the complexity of professional development. Although relationships were found between continuing education activities and the 3 factors of interest, these relationships were moderate. Findings are discussed in the context of their value to individual psychologists, as well as to psychology licensing and regulatory boards, such as promoting participation in those activities related to feelings of competence and support [7].

Current educational doctrine anticipates a brand new approach to organizing practical studies. Teaching practice is crucial for professional competence build-up because it instigates students' proficiency in both theory and practice of pedagogical processes at any given age: early, pre-school, primary school, teenage, adolescent and early adulthood. This explains variety of practices. A graduate of psycho-pedagogical major should have a wholly formed professional competence which is understood as readiness for solving professional tasks. This readiness manifests itself professionally. Moreover, it develops and shapes itself through professional activities. Thus, in order to increase professional competence levels, students are to be introduced to activities conducive to their professional growth and improvement from their first study year.

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