



THEORETICAL APPROACHES TO THE STUDY OF THE PROBLEM OF SELF-DEVELOPMENT OF FUTURE SPECIALISTS

ABORDAGENS TEÓRICAS PARA O ESTUDO DO PROBLEMA DO AUTODESENVOLVIMENTO DE FUTUROS ESPECIALISTAS

APROXIMACIONES TEÓRICAS AL ESTUDIO DEL PROBLEMA DEL AUTODESARROLLO DE LOS FUTUROS ESPECIALISTAS

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ABSTRACT: The problem of a person's creative self-realization, in the context of professional self-development, becomes more and more urgent every year, due to which the study of the concept of self-development, professional self-development is given great importance at the present time. This topic is represented by a wide range of multi-vector research, both fundamental and applied. Fundamental research is aimed at revealing the theoretical provisions and features of the process of professional self-development, at the same time, applied provisions provide specific practical tools that help a person realize their inner potential. In this regard, the problem of professional self-development is actualized, which manifests itself, on the one hand, in the integration of the individual into the system of professional relations, and on the other hand, in the implementation of professional functions, the formation of an individual professional style, and the search for ways of professional growth.

KEYWORDS: Self-realization. Professional self-development. Future specialists.

RESUMO: *O problema da auto-realização criativa de uma pessoa, no contexto do autodesenvolvimento profissional, torna-se cada vez mais urgente a cada ano, pelo que se dá grande importância ao estudo do conceito de autodesenvolvimento, autodesenvolvimento profissional. tempo presente. Este tópico é representado por uma ampla gama de pesquisas multivetoriais, fundamentais e aplicadas. A pesquisa fundamental visa revelar as disposições teóricas e as características do processo de autodesenvolvimento profissional, ao mesmo tempo em que as disposições aplicadas fornecem ferramentas práticas específicas que ajudam a pessoa a realizar seu potencial interior. Nesse sentido, atualiza-se o problema do autodesenvolvimento profissional, que se manifesta, por um lado, na integração do indivíduo no sistema de relações profissionais e, por outro, na implementação das funções*

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professionalism, a formação de um estilo profissional individual e a busca de formas de crescimento profissional.

PALAVRAS-CHAVE: *Autorrealização. Autodesenvolvimento profissional. Futuros especialistas.*

RESUMEN: *El problema de la autorrealización creativa de una persona, en el contexto del autodesarrollo profesional, se vuelve cada vez más urgente cada año, por lo que se le da gran importancia al estudio del concepto de autodesarrollo, autodesarrollo profesional. tiempo presente. Este tema está representado por una amplia gama de investigaciones multivectoriales, tanto fundamentales como aplicadas. La investigación fundamental tiene como objetivo revelar las disposiciones teóricas y las características del proceso de autodesarrollo profesional, al mismo tiempo, las disposiciones aplicadas brindan herramientas prácticas específicas que ayudan a una persona a realizar su potencial interno. En este sentido, se actualiza el problema del autodesarrollo profesional, que se manifiesta, por un lado, en la integración del individuo al sistema de relaciones profesionales, y por otro lado, en el cumplimiento de las funciones profesionales, la la formación de un estilo profesional individual, y la búsqueda de caminos de crecimiento profesional.*

PALABRAS CLAVE: *Autorrealización. Autodesarrollo profesional. Futuros especialistas.*

Introduction

In recent years, much attention has been paid to the study of the phenomenon of self-development and professional self-development, since the interconnection of concepts is becoming more and more relevant: self-actualization, development in the profession, self-development of the individual and self-development in the profession. This problem is represented by a wide range of philosophical, sociological, psychological studies and is of great theoretical and applied importance. As a theoretical concept, it was explored by various directions and approaches, trying to understand more deeply the nature of a person's personality associated with professional self-realization, the disclosure of his creative potential, the realization of his abilities. As an applied value, the phenomenon of professional self-development is an important and necessary aspect that determines the success or failure of a person's realization as a professional and his ability to integrate into the system of professional relations. The purpose of our article is to clarify the concept of professional self-development, as well as to study this term through the prism of various theoretical approaches. To achieve this goal, the authors solve the following tasks:

1. Conduct a theoretical analysis of the concept of "professional self-development";



2. Consider the concept of professional self-development through the prism of various approaches that explore.

Materials and Methods

For the study, a theoretical analysis of acmeological, philosophical and psychological and pedagogical studies of domestic and foreign authors was used.

Results and discussion

Analysis of the concept of "professional self-development"

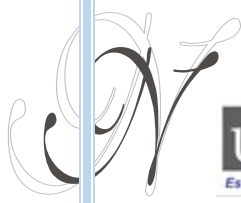
Currently, the prerequisite for the actualization of the problem of professional self-development is psychological and pedagogical research, there is a growing interest of the humanities in self-development. Analysis of modern research (ZEER; MUDRIK; MITIN; KLIMOVA; KUDRYAVTSEVA; POVARENKOVA; BITYANOVA, etc.) about the growing interest in the problem of professional self-development.

Considering through the prism of philosophical and psychological understanding of A.I. Bondarevskaya reveals professional and personal self-development as the interaction of processes that reflect the individual's own efforts in self-realization of oneself as a worthy person and a competent specialist, comprehending the values and meanings of life and profession, entering into one's own personal image, building a self-concept, mastering the methods of personal self-regulation and professional self-organization (BONDAREVSKAYA, 2004).

Under the professional and personal self-development of Derkach and Zazykin understand the process of personality development, focused on a high level of professionalism and professional achievements, carried out through training and self-development in the process of professional activity and professional interactions (DERKACH; ZAZYKIN, 2003).

Dudina understands professional self-development as a personally significant multicomponent process based on understanding one's own professional position, contributing to the formation of an individual style of professional activity and helping the choice of strategies for its development (ABOLINA *et al.*, 2015).

K. Poschuk gives the following definition to the concept of "professional self-development". This is "a socialized way of human development, which is directly related to obtaining professional, practical and spiritual experience in the process of primary



professional development and improvement, which is an integral attribute of the disclosure and implementation of personal professional potential" (AFANASENKOVA, 2018).

From the point of view of M.R. Bityanova's professional self-development is "a multicomponent personally and professionally significant process, due to which the formation of an individual-personal style of professional activity takes place." In professional self-development, an individual and unique image of a person is formed, which helps him to stand out among the same professionals. At the same time, in the very process of professional self-development, there is a rethinking and reassessment not only of their personal and professional qualities, but also of the activity itself. Thanks to professional self-development, a person is in a constant process of self-knowledge and self-improvement (BITYANOVA, 2008).

Thus, it is necessary to highlight the common thing that unites most of the definitions associated with the concept of professional self-development of the individual:

- professional self-development is an active, conscious and purposeful process, within which a person acts as an active subject of professional activity, and also searches for the most suitable paths for their capabilities and their implementation in their living space;
- professional self-development of an individual is aimed at a positive change in personal and professional qualities on the basis of self-knowledge, self-determination, self-government, self-organization, self-improvement and self-realization in his professional development;
- professional self-development involves the search and finding of your own individual style, thanks to which a person's idea of himself and his professionally significant qualities will expand.

Theoretical approaches in considering the concept of professional self-development

The theoretical analysis of modern psychological and pedagogical literature reflected that the problem of personal and professional self-development of an individual is becoming more and more necessary due to the increasing importance of professional realization for each person. An important element is also the fact that the middle of the twentieth and the beginning of the twenty-first century is characterized by more and more in-depth study of psychological and pedagogical studies of professionalism (KLIMOV; MARKOVA; PRYAZHNIKOV; ZEER; KUDRYAVTSEVA; POVARENKOVA, etc.).



According to Ukhtomsky, historically the first direction of Russian psychology, where the category of self-development was established, can be called the subject-activity approach. We can say that all domestic concepts of self-development emerged from the subject-activity approach. Developing or challenging his theses, they, one way or another, started from the subject-activity understanding of self-development. Methodologically, this approach to self-development goes back to the philosophical dialectical-materialist concept of self-movement. In a philosophical aspect, the term "development" is basic and often used in various scientific fields. It should be noted that development is viewed primarily as a process involving a number of quantitative and qualitative changes. These changes can be in matter, consciousness, small and large social groups.

In modern domestic psychology, the subjective approach is one of the leading methodologically activity-based (BRUSHLINSKY; ABULKHANOVA-SLAVSKAYA; ASEEV). Supporters of the subjective approach believe that the concept of development receives the most complete disclosure through an indication of its self-determined, subjective nature, and the subjective essence of development, in turn, is most adequately expressed through the category of self-development (NEVOLINA, 2016).

“Development,” L.I. Antsyferova insists,

in whatever direction it is going, is not something that “happens” to a person; personality is the subject of his own development, constantly in search and construction of those types of activity attitude to the world, in which the unique potential of a particular individual can fully manifest and develop (MARALOV; NIZOVSKIKH; SHCHUKIN, 2019).

Considering the process of self-development from the perspective of existentialist philosophers (Seren Kierkegaard, Jean Paul Sartre, K. Jaspers, Albert Camus, as well as existential psychologists, V. Frankl, R. May, Irwin Yalom, etc.), the development of a person's personality is due to a continuous process directed responsibility associated with the desire to comprehend their actions, to make a conscious choice regarding their actions, thoughts, including professional activities. According to existential theory, all the value of the human inner and outer self lies in its uniqueness, which most spatially and distinctly reveals itself in such manifestations of human life as suffering, anxiety, love, and the conscience of guilt. It is these aspects that enable a person not only to understand and realize himself, but also to find his true vocation in the world around him. Realizing the meaning-forming aspects and living them, the personality expresses its essential component, to which one can also relate to the realization of oneself in work. Thus, professional self-development from the point





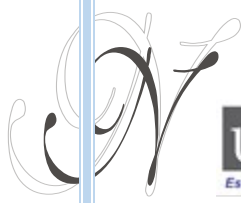
of view of representatives of this theory is closely related to the implementation of personal meaning-forming factors, which in turn determine the success or failure of a person's implementation in the profession.

Representatives of the humanistic A. Maslow, K. Rogers, consider the specifics of professional self-development through the prism of self-actualization. From the point of view of the humanistic psychologists K. Rogers, a core, or natural principle, is already laid in the personality, which is the driving force responsible for human development. Personal and professional self-development is determined by natural force, for the implementation of which it is necessary to create a number of environmental factors. First of all, they should be treated correctly by upbringing that provides unconditional acceptance, love and support. Thus, the environment becomes only that which ensures the development of a person, or, on the contrary, stops him (ROGERS, 2001).

A. Maslow, who created the theory of motivation, also identified a number of conditions under which professional self-realization of a person's personality can occur. He viewed a person as an integral personality, arguing that "each person should be studied as a single, unique, organized whole." At the same time, he pointed to the creative nature of the human person, believed that "creativity is a universal human function that leads to all forms of self-expression." From his point of view, complete professional self-determination is possible subject to the implementation of the needs of the lowest level. Having secured a solid foundation for oneself, and having satisfied the basic needs for security, recognition, etc., only then can a person reach the level where his creative realization can freely manifest itself in the outside world. A. Maslow refers to creative realization not only professional self-development, but also the realization of those inner impulses of a person that move him towards creating something new. Thus, the concept of humanistic psychologists considers the process of personal and professional self-development as a person's ability to realize their needs and find an opportunity for their implementation (MASLOW, 1987).

Expanding the category of professional self-development through the prism of the subject approach, it is important to note the following. Within the framework of this concept, a person is considered not as a passive object, located on the one hand within the framework set by upbringing, but on the other hand, as social norms and requirements, however, as an active creative principle. Internal activity is determined by the very nature of man, wrote K. Rogers, and is formed from the satisfaction of biological needs on the one hand and social and spiritual on the other. Thus, subjectivity is a basic characteristic of every person. Two aspects of subjectivity are pointed out by A.A. Derkach.





The *first aspect* is associated with his conscious activity, which is aimed at transforming his existence. Awareness is not a passive interaction with the external space, but a purposeful self-reflection of one's motives, actions, desires and values. Being included in the living space, a person, on the one hand, satisfies his basic needs (MASLOW, 1987), and on the other hand, realizes his creativity (ROGERS, 2001).

This subjectivity, from the author's point of view, develops under the influence of the social environment and is formed in the process of upbringing is inextricably linked with the formation of higher mental functions. A person can independently create their identity through a conscious life choice on the one hand and through inclusion in it on the other. In the process of life, the formation of self-awareness takes place, individuality is expressed, a person begins to control his life. As the fundamental characteristics of subjectivity A.A. Derkach highlights: creativity, non-standard thinking, initiative, developed willpower, sociability.

The *second aspect* of subjectivity, which A.A. Derkach, consists in the desire of a person to become a subject of certain types of activity. Speaking about professional self-development, a person should strive to develop abilities that provide him with a high level of professionalism in the work he performs. These two categories of "subject" and "subjectivity", which A.A. Derkach, complement each other, since a person, being the bearer of a social way of being, realizes himself both in his personal life and in professional work. And it is at such moments that the content of personal and professional self-development is formed (DERKACH, 2000).

Thus, considering the category of self-development through the prism of the subjective approach, it is necessary to emphasize the following. This position reflects the boundaries of a person's movement in personogenesis: from adaptive (biological) functions, where only adaptation to environmental conditions occurs, to mastering the life situation as a whole (in our case, we are talking about a professional life path).

Emphasizing the above, it is important to note that only under such conditions a person is able to put external conditions at the service of internal professional goals and objectives, create circumstances in which the development of professional skills will take place. From a subjective life position, a person positions himself so and is able to successfully perform the functions of a "manager" for the implementation of his "professional self-project", step by step building his unique professional identity.

The subjective position of a person is realized through the performance of the following functions:

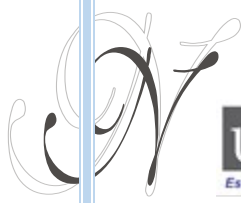


- 1) awareness of the vector of their professional development (vision of short, medium and long-term goals),
- 2) acceptance of the position that development alternatives can be an inevitable factor throughout the life path,
- 3) awareness of the inevitability of alternative choices that provide conditions for high-quality and effective professional growth and development,
- 4) the choice of mechanisms and ways to achieve goals related to professional development,
- 5) creating the necessary conditions for the environment, within which development will be ensured,

6) the ability to understand oneself, as well as the realization of such qualities as: self-reflection, control, assessment and correction of the course of professional development. Speaking about stability in the subjective approach, it is important to emphasize that this is the position when the individual moves from one stage to another, namely from the development process to the self-development process, due to the growth of self-awareness, self-understanding, and self-reflection. The sequence of steps of self-development, within which the growth and development of the human personality occurs, is part of the construction of a person's life path (MARALOV; NIZOVSKIKH; SHCHUKIN, 2019).

In the status of a general scientific category, the concept of self-development is considered within the framework of the modern field of interdisciplinary knowledge - synergetics. Philosophical dialectics reveals its understanding of the studied process through the philosophical concept of self-development. Synergetics, on the other hand, "acts as scientific knowledge about self-developing systems" (STEPIN, 1976) and "serves as a natural-scientific clarification of the principle of self-movement and development of matter" (GREKULOV, *et al.*, 1989). Synergetics, quoting I.R. Prigogine, is aimed not at what already exists at the moment, but at what is ready to emerge with an orientation towards the future. Thus, the synergetic concept for the self-development of a person's personality is aimed at identifying the features of the manifestation of order from chaos from the potential possibilities that nature has laid in a person to their implementation or actualization. Speaking about the professional self-development of an individual from the standpoint of a synergistic approach, it is necessary to voice the following principles.

Continuity is viewed as a holistic, step-by-step, and multi-level process, in which the relationship between certain stages of preparing an individual for a professional future is



observed. If we consider such periods using the example of a novice specialist, then a number of stages should be distinguished as an example:

- pre-university training (includes the stage of acquiring primary knowledge and skills necessary for a more effective entry into the second stage),
- university (includes the acquisition of theoretical knowledge and practical skills that will be used in professional activities),
- postgraduate (a beginner specialist begins to try his hand within the professional system). Education is a driving force and requires the need for theoretical and practical training and retraining. And at each level of professional self-development, it is required to master the minimum level of knowledge and competencies that is necessary to move to the next stage. For example, the requirements for the continuous improvement of their professional competencies motivates a specialist to undergo additional improvement programs, to take a refresher course. In some cases, there is a need for a complete change of the professional paradigm, which expresses the development of related professions or, as an extreme vector of movement, the development of a new profession.

Consistency assumes that professional self-development of an individual is aimed at expanding such structural components of the system as:

- self-awareness and self-reflection (includes a set of necessary skills related to the ability to evaluate oneself and the consequences of one's emotional and behavioral states),
- the ability to manage oneself (includes a set of behavioral skills related to the control and self-control of one's own behavior),
- the ability to improve and self-actualize in the professional vector of development (includes a wide range of skills related to self-support and self-motivation).

Professional self-development is supported by a complex interaction of external factors such as: (stages, profile, integration, continuity, continuity) and internal (interest, independence, activity) factors. The systemic principle itself also realizes itself in the process of structuring professional knowledge of skills, due to which the identification of the problem occurs not only at the level of one system, but also through a system of connections, actions and phenomena.

Self-development in a synergistic approach is professional and personal development, when a person purposefully orients himself towards achieving professional goals and objectives. In this process, internal mechanisms are activated that contribute to the self-



organization of the system. These include independence and responsibility, thanks to which a person comes to the fact that he can make effective choices related to professional development and self-development. The sequence of his actions can be expressed in the fact that he will continue his education, will be engaged in personal and professional growth. Along with this, the development of related professions can also occur, which will affect his self-development. Thanks to these factors, the prospects for future professional development are laid, which is the basic resource for the implementation of a successful and productive professional.

If we summarize the small results disclosed by the position of the synergistic aspect of self-development of the individual, then it is characterized by the acquisition of the following skills:

1) thanks to the use of the category and methodology of synergetics, a person can make decisions in conditions of a shortage of time and material resources,

2) there is a gradual development of a new paradigm of thinking, which can be called unconventional and based on the use of differentiated methods for solving complex problems by destroying old stereotypes and the opportunity to take a fresh look at the situation that has arisen. Thus, professional self-development from the standpoint of a synergistic approach will be considered as a process of changing personal properties that occurs under the influence of internal and external factors, and will be accompanied by the development of professionally significant human properties that determine his professional identity (NEVOLINA, 2016).

The very idea of acmeological development and the process of personality self-development was initially implicit in many acmeological sources. Purposeful and in-depth studies of the problem of acmeological development and self-development of personality began in the early 2000s, after the publication in the journal "World of Psychology" of an article entitled "Development in acmeology and acmeological development in the structure of ontogenesis" (DERKACH; SAIKO, 2007).

In this study, A.A. Derkach and E.V. Saiko spatially examined the theoretical and methodological basis, ultimately proposing a conceptual model with a problem field for the study of acmeological development. In their scientific research, the authors look at the process of acmeological development as something that allows the accumulated personal potential to be realized through active creative activity, within the social space. An important factor is the fact that the individual is presented not as a passive object that implements social programs



and tasks, but as an active subject capable of transforming the external space (DERKACH; SAIKO, 2007).

In acmeological studies, "self-development" is considered as:

- a dynamic process, within which the creative potential of a person's personality is revealed, which he uses in all spheres of life,

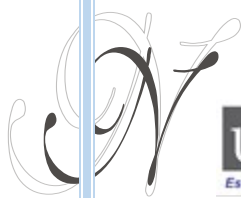
- this movement is conditioned by the essential laws of nature, thanks to which all living things strive for the maximum realization of the potential inherent in it.

- a prerequisite is awareness and understanding of oneself, one's inner potential, awareness of personal growth and self-improvement, as necessary factors that determine the quality and quantity of development in this process, is a multifactorial change and self-change, which leads to the realization of spiritual-moral and activity-practical self-enrichment, self-development and self-realization (BUKHTEEVA *et al.*, 2019).

Despite the fact that a number of authors have a different point of view, most researchers on this issue emphasize that self-development is a complex creative process of conscious personal growth. It is based on the mutually complementary movement of internal factors, including creativity, inclinations, sense-forming vectors of movement and awareness, aimed at the development and improvement of important qualities for a person and the formation of previously unavailable properties, sides, qualities, etc. (DERKACH; SAIKO, 2008).

Thus, the realization of personal potential occurs due to the resonance that occurs with the support of the external environment and personal responsibility of the person himself. Conscious internal impulses, thanks to the support of the volitional qualities of the individual, find the possibility of realization in the external environment, and the satisfaction that a person receives in the process of his interaction with society can be a vector of correct or incorrect movement. Only such consistency can lead to what is called the congruent development of a person's personality. Indeed, ultimately, as a result of the development and self-development of the personality as a component that is built into the system of acmeological growth, this is primarily the emergence of a person's subjective position (DERKACH; SAIKO, 2009).

On the other hand, from the point of view of the authors, this leads to the creation of a complex of acmeological resources and the formation on their basis of individual potential as a condition and prerequisite for the full realization of a person in personal or professional



activity. At the same time, if we note the level of subjectivity, then it acts not only as a manifestation of the level of development and self-development, but also as its factor.

For example, O.A. Basova believes that the acmeological development of a person's professional identity is manifested in the fact that he is satisfied with his professional realization, which has personal and public recognition. It is expressed in the products of his professional skill, as well as in the preservation of the professional health of the individual. From the point of view of A.A. Derkach and E.V. Saiko “it is the possibility of a person's self-realization in professional activity that provides the basic need for his self-development, and vice versa, self-reliance”.

Conclusions

Thus, the following should be emphasized. Despite the variety of studies devoted to the concept of professional self-development, general points should be highlighted.

1. Professional self-development is, first of all, a multicomponent and professionally significant process, including purposeful activity for continuous self-change, conscious management of one's professional development, choice of ways and means of professional self-improvement.

2. The essence of professional self-development is the willingness to solve current and promising professional problems, to be aware of the social significance and personal responsibility for the results of professional activity, the need for constant self-improvement and focus on professional success.

3. Professional self-development contributes to the formation of an individual style of a person's professional activity, which subsequently allows him to emphasize his uniqueness among other people. As a result, a person becomes a subject of his professional activity, realizing not only his creative potential, inherent in him by nature, but also his destiny.

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