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ПСИХОЛОГІЧНІ ОСОБЛИВОСТІ ЧИННИКІВ УСПІШНОСТІ ПРОФЕСІЙНОГО СТАНОВЛЕННЯ ФАХІВЦІВ СОЦІОНОМІЧНИХ ПРОФЕСІЙ

Анотація

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Ключові слова: професійний розвиток, професійна спрямованість, професійна компетентність, соціономічні професії.

Постановка проблеми. Значимість соціономічних професій в сучасному суспільстві постійно підвищується. Це зумовлює необхідність визначення психологічних особливостей та чинників професійного становлення фахівців таких професій з метою сприяння їх ефективному професійному становленню та особистісно-професійному розвитку.

Аналіз останніх досліджень і публікацій. Особливості роботи та вимоги до фахівців соціономічних професій за останні декілька десятиліть зазнали значних змін у зв'язку із кардинальною глобалізацією та інформатизацією суспільства (Dubchak, 2016). Разом з тим, у підготовці

фахівців із різних професій, що відносяться до такого типу, наявне суттєве протиріччя: з одного боку, соціально-економічні зміни, що відбуваються в суспільстві зумовлюють підвищення вимог до таких фахівців, їхньої активності і відповідальності відносно власного професійного й особистісного розвитку, а з іншого – підготовка цих фахівців здебільшого залишається значною мірою суто формальною, а їх подальший професійний розвиток найчастіше відбувається стихійно (Kalaaur, 2016; Walker, et. al., 2010). При цьому, якщо етапам професійного відбору і, особливо, професійної підготовки фахівців соціономічних професій присвячено порівняно багато досліджень, то дослідження подальших етапів становлення фахівця у таких професіях практично не здійснювались (Berezan, 2018; Korniyaka, 2018).

Формулювання мети статті. Викладено результати досліджень, що характеризують психологічні особливості чинників професійного становлення фахівців соціономічних професій.

Викладення основного матеріалу. В дослідженні за участю 918 фахівців соціономічних професій встановлено, що показники сприятливих для їх професійного становлення чинників поступово підвищуються від одного етапу професійного становлення до іншого, а показники негативних, або не змінюються, або суттєво знижуються. Підтверджено, що прояви професійного вигорання та деформації є негативними для професійного становлення фахівців соціономічних професій чинниками. В якості позитивних чинників визначені показники комунікативних та організаційних здібностей, а також здоров'я та позитивності стосунків із колегами і начальством. Всі показники професійної спрямованості та компетентності фахівців соціономічних професій тісно пов'язані між собою, а основним типом зв'язку між ними є взаємовплив.

Висновки та перспективи подальших досліджень. Отримані результати можуть стати основою для запровадження системи заходів,

спрямованих на сприяння ефективному професійному становленню та особистісно-професійному розвитку фахівців соціономічних професій.

Аннотация

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Ключевые слова: профессиональное развитие, профессиональная направленность, профессиональная компетентность, социономических профессии.

Постановка проблемы. Значимость социономических профессий в современном обществе постоянно повышается. Это обуславливает необходимость определения психологических особенностей и факторов профессионального становления специалистов таких профессий с целью содействия их эффективному профессиональному становлению и личностно-профессиональному развитию.

Анализ последних исследований и публикаций. Особенности работы и требования к специалистам социономических профессий за последние несколько десятилетий претерпели значительные изменения в связи с кардинальным глобализацией и информатизацией общества (Dubchak, 2016). Вместе с тем, в подготовке специалистов разных профессий, которые относятся к такому типу, имеется существенное противоречие: с одной стороны, социально-экономические изменения, происходящие в обществе обуславливают повышение требований к таким специалистам, их активности и ответственности в отношении собственного профессионального и личностного развития, а с другой - подготовка этих специалистов в основном остается в значительной мере чисто формальной,

а их дальнейшее профессиональное развитие чаще всего происходит стихийно (Kalaaur, 2016; Walker, et. al., 2010). При этом, если этапам профессионального отбора и, особенно, профессиональной подготовки специалистов социномических профессий посвящено сравнительно много исследований, то исследование дальнейших этапов становления специалиста в таких профессиях практически не осуществлялись (Berezan, 2018; Korniyaka, 2018).

Формулирование цели статьи. Изложены результаты исследований, характеризующие психологические особенности факторов профессионального становления специалистов социномических профессий.

Изложение основного материала. В исследовании с участием 918 специалистов социномических профессий установлено, что показатели благоприятных для их профессионального становления факторов постепенно повышаются от одного этапа профессионального становления к другой, а показатели негативных, либо не меняются, или существенно снижаются. Подтверждено, что проявления профессионального выгорания и деформации являются негативными для профессионального становления специалистов социномических профессий факторами. В качестве положительных факторов определены показатели коммуникативных и организационных способностей, а также здоровья и позитивности отношений с коллегами и начальством. Все показатели профессиональной направленности и компетентности Фахи-вцив социномических профессий тесно связаны между собой, а основным типом связи между ними есть взаимовлияние.

Выводы и перспективы дальнейших исследований. Полученные результаты могут стать основой для внедрения системы мероприятий, спря-
Язык не на содействие эффективному профессиональному становлению и личностно-профессиональному развитию специалистов социномических

професий.

Annotation

Kokun O. M., Dr. of Science (Psychology), Professor, Deputy Director of the G.S. Kostiuk Institute of psychology; Kyiv, Ukraine. **Psychological Characteristics of Successful Professional Formation of Specialists in Socionomy Professions.**

Key words: professional development, professional orientation, professional competence, socionomy professions.

Formulation of the problem. Socionomy professions become more and more important in modern society. Therefore, it is necessary to define psychological characteristics and factors supporting or retarding professional formation of specialists in such professions in order to facilitate their effective professional and personal development.

Analysis of recent researches and publications. The work peculiarities and requirements for specialists in socionomy professions have undergone significant changes in the last few decades because of globalization and IT penetration (Dubchak, 2016). At the same time, there is a significant contradiction in the training of specialists for this type professions: on the one hand, social-economic changes taking place in society lead to augmented requirements as for such specialists, their work and responsibilities and their own professional and personal development, and on the other hand, the training of such specialists remains mainly purely formal, and their further professional development is most often spontaneous (Kalaur, 2016; Walker, et. al., 2010). Moreover, if there are relatively many researches on the stages of professional selection and, especially, professional training in socionomy professions, researches on further stages of professional formation are absent nearly at all (Berezan, 2018; Korniyaka, 2018).

Formulating the purpose of article. The article purpose is to present the

research results describing the psychological characteristics of the factors supporting or retarding professional formation of specialists in socionomy professions.

The presentation of the main material. The study, involving 918 professionals in socionomy specialities, has determined that values of the factors favourable for their professional development increase gradually from one stage of professional formation to another, and values of the negative factors do not change, or even decrease significantly. The article confirms that signs of professional burnout and deformation are negative factors for professional formation of professionals in socionomy specialities. Communicative and organizational abilities, as well as health and positive relationships with colleagues and superiors have been identified as positive factors. All factors of professional orientation and competence of professionals in socionomy specialities are interconnected closely, they are mainly mutually influencing.

Conclusions and perspectives of further research. The obtained results can be the basis for the introduction of a system of measures aimed at promoting the effective professional and personal development of specialists in socionomy professions.

PSYCHOLOGICAL CHARACTERISTICS OF SUCCESSFUL PROFESSIONAL FORMATION OF SPECIALISTS IN SOCIONOMY PROFESSIONS

Key words: professional development, professional orientation, professional competence, socionomy professions.

Formulation of the problem. Modern society is characterised by continuously increasing importance of socionomy professions (Johnson, et. al., 2013; Kaplunenko, 2016). First of all, it is due to the fact that many of such

profession can transform personal characteristics of other people, here we speak about school teachers, university lecturers, psychologists, top-managers, social workers, business coaches, etc. (Čujko, 2015; Dubchak, 2016). And secondly, it is due to the fact that, besides the current high social significance of these professions in, so to speak, “their pure form”, their elements are also closely integrated into professions of all other types. For example, a director, an actor (creative professions), a foreman, a workshop manager (the “person-machines” type of professions), an employee of an ecological service (“person-nature”), a chief accountant, a director of a publishing house (“person-sign”), etc., all these occupations, in addition to their main type of profession, are also can be described as professions of socionomy type (Kokun, 2012).

Analysis of recent researches and publications. Thus, socionomy professions are aimed at supporting and management of various social processes and often require incompatible characteristics of their representatives (Kovacs, Tatham, & Larson, 2012). In particular, it includes the abilities to be demanding and at the same time to be good-natured, attentive; to adhere strictly to ethical and legal norms and to be able to orient quickly in extraordinary situations; to adhere strictly to the technological regulations and to make quick decisions in extreme situations; to show and maintain rules of conduct and communication with their own behaviour. Such professions also often put forward increased demands as for a person’s health, physical and mental capacities (Darling-Hammond, 2010; Lopes Cardozo, et. al., 2012; Pichurin, 2015). They are characterized by complex combinations of direct and indirect results of work, immediate and postponed (Kokun, & Karpoukhina, 2010). The content of work in these professions is characterized by a highly emotional interpersonal contacts, high responsibility for communication results and made decisions (Bellingrath, Weigl, & Kudielka, 2009; Goyal, & Goel, 2009).

Professiograms and psychograms of socionomy professions usually reflect only qualitative characteristics of work. As a rule, it is difficult to predict and

quantify all social-psychological conditions of work due to the high dynamics and specificity of social-psychological phenomena (Dubchak, 2016; Johnson, et. al., 2013). For example, a specialist's functions in an organization are mainly determined by its formal structure (a number of management levels, rigidity of work regulations - access to databases, control over communications, etc.), personal characteristics of an immediate superior, organizational culture (Kokun, & Karpoukhina, 2016).

Successfulness of professional work of specialists in socionomy professions, as a rule, cannot be reduced only to work results. It is usually an integral phenomenon (quantitative and qualitative indicators of work, psychophysiological costs of work, satisfaction with labour, estimation of correspondence between labour and its payment, relations with colleagues and supervisors, assessment of a person's work from their side, etc.) (Johnson, et. al., 2013). In addition, environmental factors such as a social-economic policy at the country in certain periods, various social-psychological phenomena of public life, affecting simultaneously many organizations and their personnel, influence socionomy professions (Jimmieson, Hannam & Yeo, 2010; MacBeath, 2012).

It should be noted that the work peculiarities and requirements for specialists in socionomy professions have undergone significant changes in the last few decades because of globalization and IT penetration (Dubchak, 2016). At the same time, there is a significant contradiction in the training of specialists for this type professions: on the one hand, social-economic changes taking place in society lead to augmented requirements as for such specialists, their work and responsibilities and their own professional and personal development, and on the other hand, the training of such specialists remains mainly purely formal, and their further professional development is most often spontaneous (Kalaur, 2016; Walker, et. al., 2010).

Moreover, if there are relatively many researches on the stages of professional selection and, especially, professional training in socionomy

professions, researches on further stages of professional formation are absent nearly at all (Berezan, 2018; Korniyaka, 2018). So, researches identifying psychological peculiarities and factors of professional formation of sociology specialists in the modern situation are particularly important for practice (Johnson, et. al., 2013; Kokun, 2012). After all, the results of such researches will help to develop effective measures promoting effective professional and person development of sociology professionals.

Formulating the purpose of the article. The article purpose is to present the research results describing the psychological characteristics of the factors supporting or retarding professional formation of specialists in sociology professions.

The presentation of the main material. Methods of the research: self-efficacy scale of R. Schwarzer and M. Yerusalem; Maslach Burnout Inventory (MBI), Klimov's differential diagnostic questionnaire; the test for "Communication and organizational skills determination" (KOS-2); "Study of satisfaction with one's own profession and work" test by E. Ilyin; and a questionnaire developed by us. The quantitative index of a state of professional development is determined on the base of the first 12 questions of the questionnaire; this index allowed us to distribute respondents in accordance with their stages of professional development (professional adaptation, primary professionalization, secondary professionalization, professional mastery). Another 11 questions characterize the peculiarities of specialists' professional orientation and serve as indicators of the factors favourable and unfavourable for successful professional development.

Methodology and participants of the research: the research was conducted using the diagnostic web-site: <http://prof-diagnost.org>. For analysis, the results of 918 specialists of sociology professions were selected.

For statistical analysis, we used SPSS 22 programming package. The data obtained in research correspond to the normal distribution of studied data.

Student's Independent-samples t-test and Pearson correlation coefficient were used.

Peculiarities of manifestations of the factors influencing successful professional formation of sociology specialists

The questions from our questionnaire and the scales of Maslach Burnout Inventory (MBI) were used as the factors influencing successful professional formation of sociology specialists.

The dynamics of these factors, determined in accordance with the stages of professional development, is presented in Tables 1 and 2.

Table 1.

Factors influencing successful professional formation of sociology specialists at different professional stages (on the base of the questionnaire)

#	Factors	Stages of professional development			
		PA	PP	SP	PM
1	Positive relations with colleagues	3,69	3,87	4,07	4,14
2	Positive relations with superiors	3,06	3,70	3,81	4,02
3	Fatigues after a working day	3,06	2,80	3,02	3,10
4	Health	3,13	3,57	3,61	3,87

Notes: 1) stages of professional development: PA - professional adaptation; PP - primary professionalism; SP - secondary professionalism; PM - professional mastery;

2) differences for the factors 1, 2 and 4 from the stage of professional adaptation to the stage of professional mastery are statistically significant ($p \leq 0,05 - 0,01$).

Table 2.

Scales of Maslach Burnout Inventory (MBI) for sociology specialists at different professional stages

#	Stages of professional development
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	Components of professional burnout and deformation	PA	PP	SP	PM
1	Emotional exhaustion	34,0	27,3	24,3	18,3
2	Depersonalization	17,3	12,9	11,2	9,5
3	Reduction of personal accomplishment	25,0	18,7	14,7	9,8
4	Total	76,3	58,9	50,2	37,6

Notes: 1) The stages of professional development according to the table. 1;

2) The differences for all scales from the stage of professional adaptation to the stage of professional mastery are statistically significant ($p \leq 0,01$).

The obtained results show that the values of the factors favourable for specialists' professional development (self-esteem positive relations with colleagues and superiors, as well as health) gradually and reliably increase from one stage to another, and the values of the negative factors do not change (fatigue after a working day) or decreases significantly (all four scales of Maslach Burnout Inventory (MBI)). At the same time, all of these factors remain quite stable in all age groups of the studied specialists.

In this case, only health is the first-hand factor of successful professional formation; the specialists with better health, of course, have more prerequisites for higher professional achievements. Other factors are indirect. Thus, good relations with colleagues and superiors, on the one hand, are conditioned by the positive psychological climate in a team, and on the other hand, by the good communicative qualities of specialists and their professionalism. Similarly, professional burnout and deformation can be prevented, on the one hand, by the rational organization of professional work at a certain organization and good psychological support of this work, and on the other, by a set of a specialist's personal qualities giving resistance to professional burnout and deformation.

Correlations of indicators of professional orientation and competence of sociology specialists and factors influencing successful professional formation

First, we will analyze the correlations between the indicators of professional orientation and competence of sociology specialists obtained in our study (Table 3).

Table 3.

**Correlations of the indicators of professional orientation and competence
of sociology specialists**

#	Indicators	1	2
1	Professional self-efficacy	1,0	0,60
2	Stage of professional development	0,60	1,0
3	Satisfaction with one's own profession and work	0,40	0,52
4	Interest in professional work	0,34	0,27
5	Satisfaction with work content	0,35	0,41
6	Satisfaction with salary	0,21	0,22
7	Satisfaction with career	0,35	0,40
8	Satisfaction with social status	0,26	0,34
9	Love for one's own profession	0,27	0,36
10	Efforts to increase professional level	0,38	0,41

Notes: 1) Indicator 1 is obtained from the self-efficacy scale of R. Schwarzer and M. Yerusalem, 2 is based on the first 12 questions of our questionnaire, 3 is obtained from "Study of satisfaction with one's own profession and work" test of E. Ilyin, 4 - 10 are based on questions 13 - 19 of our questionnaire;

2) All the correlation coefficients given in the table are reliable ($p \leq 0,01$).

The first thing to note, all the obtained indicators of professional orientation and competence are sufficiently strongly related ($r = 0,21 - 0,52$; $p \leq 0,01$). According to the absolute values of the correlation coefficients, the two indicators of professional competence, professional self-efficacy and a stage of professional development ($r = 0,6$), are the most strongly related ones. By the way, such high correlation of the generalized indicator of our questionnaire with

the diagnostic indicator of the well-known psychodiagnostic technique is also confirmation of its validity ($r = 0,21 - 0,52$; $p \leq 0,01$).

All indicators of professional orientation are also quite closely interconnected ($r = 0,26 - 0,57$; $p \leq 0,01$). Table 4 show clearly this. As for *orientation* of these correlations, in our opinion, their main type is *mutual influence*. For example, on the one hand, the interest in professional work, the love for one's own profession, and efforts to increase a specialist's own professional level contribute to professional self-efficacy of the specialist, and on the other, professional self-efficacy ensures increase in all shown in the table indicators of professional orientation.

Table 4.

Correlations of indicators of professional competence of socionomy specialists and factors influencing successful professional formation

#	Indicators	1	2
1	Professional self-efficacy	1,0	0,60
2	Stage of professional development	0,60	1,0
3	Communicative abilities	0,35	0,36
4	Organizational abilities	0,36	0,35
5	Emotional exhaustion	-0,51	-0,45
6	Depersonalization	-0,40	-0,35
7	Reduction of personal accomplishment	-0,28	-0,28
8	Total value of professional burnout and deformation	-0,58	-0,48
9	Positive relations with colleagues	0,27	0,23
10	Positive relations with superiors	0,28	0,24
11	Health	0,29	0,23

Notes: 1) Indicator 1 is obtained from the self-efficacy scale of R. Schwarzer and M. Yerusalem, 2 is based on the first 12 questions of our questionnaire, 3- 4 are obtained from “Communication and organizational skills determination” test

(KOS-2), 5- 8 are obtained from Maslach Burnout Inventory (MBI), 9-11 are based on the questions 20, 21, 23 of our questionnaire;

2) All the correlation coefficients given in the table are reliable ($p \leq 0,01$).

From the table, we can see that both indicators of professional competence correlate most strongly and negatively with the total value of professional burnout and deformation ($r = -0,48$ and $-0,58$), as well as with all three components of Maslach Burnout Inventory (MBI) ($r = -0,26 - -0,51$).

The most pronounced *positive* factors of professional competence of sociology specialists are communicative and organizational abilities, which are professional qualities important for this type profession. Also, the indicators of professional competence correlate positively with self-esteem positive relations with colleagues and superiors, as well as health ($r = 0.23 - 0.29$).

Concerning the *orientation* of these relations, in our opinion, communicative and organizational abilities and health have *mainly one-way influence* (positive) to the professional competence of sociology professionals.

The combination of a *one-way* (negative) influence on specialists' professional competence with *the third factor influence*, we believe, takes place at studying all scales of Maslach Burnout Inventory (MBI). Thus, insufficient professional self-efficacy and emergence of negative personal changes as a result of professional work may be caused by the mismatch of a specialist's personal traits and requirements to his/her work in a "person-person" profession. And vice versa, the combination of a *one-way* (positive) influence on specialists' professional competence with *the third factor influence* takes place, obviously, in the case of positive relations with colleagues and superiors; here, certain personal qualities (such as communicative and organizational abilities, etc.) predetermine higher professional efficiency of a specialist and his/her good relationships at work. Table 5 shows correlations of the factors influencing successful professional development of specialists with the four main (out of seven used in the research) indicators of professional orientation.

Table 5.

Correlations of the indicators of professional orientation of sociology professionals and the factors influencing successful professional formation

#	Indicators	1	2	3	4
1	Satisfaction with one's own profession and work	1,0	0,31	0,37	0,26
2	Interest in professional work	0,31	1,0	0,57	0,36
3	Love for one's own profession	0,37	0,57	1,0	0,38
4	Efforts to increase professional level	0,26	0,36	0,38	1,0
5	Communicative abilities	0,28	0,23	0,25	0,32
6	Organizational abilities	0,31	0,21	0,09*	0,21
7	Emotional exhaustion	-0,56	-0,41	-0,47	-0,42
8	Depersonalization	-0,49	-0,35	-0,40	-0,34
9	Reduction of personal accomplishment	-0,40	-0,31	-0,35	-0,31
10	Total value of professional burnout and deformation	-0,43	-0,40	-0,41	-0,43
11	Positive relations with colleagues	0,32	0,20	0,22	0,21
12	Positive relations with superiors	0,38	0,23	0,28	0,23
13	Health	0,28	0,15	0,13	0,10*

Notes: 1) Indicator 1 is obtained from "Study of satisfaction with profession and work" test of E.Ilyin, 2-4 are based on the questions 13, 18 and 19 of our questionnaire, 5-6 are obtained from "Communication and organizational skills determination" test (KOS-2), 7 - 10 are obtained from Maslach Burnout Inventory (MBI), 11 - 14 are based on the questions 20 of our questionnaire;

2) * - $p \leq 0,05$; others – $p \leq 0,01$.

It should be noted that, as in the case of professional competence, the indicators of professional orientation have the strongest (negative) correlations with the four Maslach Burnout Inventory (MBI) scales ($r = -0.31$ and -0.56). And, as in the first case, the correlation between these two groups of indicators is, in

our opinion, the combination of *one-way* (negative) influence of specialists' professional burnout and deformation on the professional orientation with the third factor influence (inadequacy of a specialist's personal qualities with professional requirements). Other correlations between the indicators of professional orientation and the factors influencing a specialist's successful professional formation, by their force and character, are also similar to the analyzed above correlations of professional competence.

Conclusions and perspectives of further research. The obtained results show that values of the factors favourable for a specialist's professional development (positive relations with colleagues and superiors, as well as health) gradually and reliably increase at sociology specialists from one stage of their professional development to another, and values of the negative factors do not vary (fatigues in a working day), or decrease significantly (all four scales of Maslach Burnout Inventory (MBI)). At the same time, as for the age aspect, all discussed factors remain rather stable. This clearly confirms that the transition to higher stages of professional development is related to a specialist's age only indirectly, but these factors are directly related with a real increase of professional skills.

Indirectly, this conclusion is also confirmed by the research results presented by Lopes Cardozo et. al. (2012) and showed that a higher level of job motivation of sociology specialists prevents appearance of professional burnout, as well as by the work of Karyagina et. al. (2017), recorded a reduction of professional burnout of sociology specialists with increase of professional empathy.

Therefore, it is quite logical that the indicators of professional orientation and competence of specialists in sociology professions have the strongest (negative) correlations with the scales of Maslach Burnout Inventory (MBI). That is, it has been confirmed that manifestations of professional burnout and

deformation are the unfavourable factors for the professional formation of sociology specialists.

All indicators of professional orientation and competence correlate significantly ($p \leq 0.01$), and the main type of relations between them is mutual influence. For example, on the one hand, the interest in professional work, the love for their profession, and the efforts to raise their own professional level promote the specialists' professional self-efficacy, and, on the other hand, increased professional self-efficacy increase the indicators of professional orientation. This result is in line with the research results determined close mutual influence of such components of sociology professions as: professional adaptation (Breus, 2014), professional maturity (Čujko, 2015) and professional social intelligence (Kaplunenko, 2016).

Positive reliable correlations have been recorded for communicative and organizational abilities, as well as health and positive relations with colleagues and superiors. These factors can be considered as positive ones.

The obtained results can be the basis for the introduction of a system of measures aimed at promoting the effective professional and personal development of specialists in sociology professions.

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