"SOCIO-PROFESSIONAL MATURITY OF PERSONALITY" CATEGORY

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The article is aimed at substantiating the definition of "socio-professional maturity of personality" and explaining its content on the basis of scientific research analysis. Socio-professional maturity, as a quality of personality in a broad sense – is primarily an indicator of its individual characteristics, which characterizes the individual as a manager of mental, physical strength, able to transform their own lives into creative productive transformation, adequately assess goals, objectives, results, make adjustments, reflection, self-control in the process of life. It has been concluded that the development of socio-professional maturity of the future pedagogue in the process of master's training is a systemic new formation, which is developed under the influence of the integrative activity of the future pedagogue as an individual, personality and subject of activity.

Keywords: personality, personal maturity, professional maturity, social situation, socio-professional maturity.

Introduction. The development of future pedagogue's socio-professional maturity is one of the priority tasks of higher pedagogical education, as it is associated with increasing the efficiency of future professional activity. The problem of socio-professional maturity acts as an independent one, in connection with the expansion of the sphere of pedagogue's activity, the complication of the socio-economic situation,

importance of the quality of their professional training is growing. One of the success indicators of future professional socio-pedagogical activities is the level of student's professional training.

Such scientists as T. Pantiuk, V. Popluzhnyi, M. Ragozina, V. Riabov, N. Skotna, O. Sukhomlynska, I. Taranenko, and others dealt with the problems of forming a civic position in the most detail from the point of view of pedagogy. The problem of civic education was studied by N. Boldyriev, A. Yarmolenko and others. Researchers of aspects of the formation of civic maturity are I. Kon, Y. Marynkina, V. Radul, R. Khmeliuk; The theory and practice of professional development of the future teacher's personality were developed by S. Vershlovskyi, I. Ziazyiun, N. Kuzmina, O. Pekhota, O. Savchenko, S. Sysoeva, V. Slastyonin, and others. A. Babaiev, G. Grevtseva, I. Pavlova, and S. Strelnikova dealt with issues devoted to the issue of upbringing a socially active personality.

The purpose of the article is to substantiate the definition of "socio-professional maturity of personality" and explain its content on the basis of scientific research analysis.

The problem of the ratio of professional and personal is a key point in the construction of concepts of professionalization of the specialist. In particular, the most well-known approaches (E. A. Klimov, N. S. Priazhnikov, E. F. Zeier) interpret the process of person's professional development through the prism of professional conformity problem, which is associated with the existence of the necessary set of talents or abilities in the individual, which acts as a condition of effective profession mastering. In fact, it is a question of "fitting" a person into a particular system of professional activity through the formation of a set of professionally important qualities in the process of preparation and mastering the profession. Other conception consider the individual as a "creator" of one's professional activity, an important characteristic is the ability to realize the

limitations of their own activities for analysis, evaluation and further self-organization. The process of becoming a professional is seen in this context as human self-development throughout the whole life. Professionalization in a broad sense becomes a way of human existence, a form of its subjectivity (N. G. Alekseiev, V. I. Slobodchikov, S. L. Rubishtein).

In our opinion, the best indicator of the socio-pedagogical training quality, first of all, is the effective implementation of future professional activities. We believe that the criterion for ensuring the effective performance of professional duties is a high level of development of future pedagogue's socio-professional maturity.

According to M. Yemelyanova, the meaning of the concept "future pedagogue's socio-professional maturity" lies within reflection of a completely new phenomenon, which involves understanding the socio-professional maturity of the future teacher as a holistic system that is constantly evolving and consists of relatively independent subsystems (personal maturity, social maturity, professional maturity, etc.), which are interconnected and interdependent by a single target, functional, content, determinant, focused on the holistic development of the student in the process of master's training [5, p. 37].

At the present stage of research development, such definitions as "personal maturity" (K. Abulkhanova-Slavska, P. Halperin, P. Yacobson, etc.); "moral maturity" (A. Belkin, A. Derkach, V. Nesmelov); "psychological maturity" (K. Abulkhanova-Slavska, B. Ananiev, A. Asmolov, A. Bodaliov, etc.); "professional maturity" (Yu. Bardin, T. Zaslavska, Yu. Kuznietsov, S. Naumkina) are revealed; some aspects of social maturity are revealed in the works of Y. Haleta, E. Holovakha, S. Ikonnikova, L. Kanishevska, L. Kogan, V. Lysovskyi, V. Radul, A. Rean, G. Yavorska and others).

However, we emphasize that at the present stage of development of pedagogical science, the issue of socio-professional maturity has not been

widely covered in research. The problem of socio-professional maturity in their research was considered by such Ukrainian researchers as: G. Yavorska [14] (formation of socio-professional maturity in cadets), and V. Radul (formation of socio-professional maturity of teachers) [13].

Socio-professional maturity of the future pedagogue in the process of master's training is not determined only by knowledge, skills and abilities for free orientation in professional activities. It also presupposes professional creativity, the desire to bring into the professional activity something new, original, proper, – says O. Mikhailov [11, p. 27-28].

First of all, we considered scientific positions on the characteristics of a mature person. Thus, B. Ananiev calls the characteristics of a mature personality: a developed sense of responsibility, the need to care for other people, the ability to actively participate in society, the ability to effectively use their knowledge and abilities, psychological intimacy with another person, to constructively address various life issues. problems on the way to the most complete self-realization. Mature personality, according to the scientist – "the overall state of high development of physiological, intellectual, volitional, moral, social parameters of human" [1, p. 66].

From the point of view of G. Allport, a mature person has a wide range of "I" and can look at oneself from the outside point of view, capable of warm, cordial social relations; demonstrates emotional self-regulation and self-perception; realistically perceives the world, experience, strives to achieve personally meaningful and realistic goals; has a clear idea of one's own strengths and weaknesses [5, p. 124].

Like any complex, integral phenomenon, social maturity consists of individual components. Such components are certain states of personality that accompany its activities in various spheres of public life. There are many approaches in the scientific literature to building the structure of social

maturity and to identifying the components that are most important and play the role of "supporting element" of the "core" of social maturity.

According to M. Yemelyanova, personal maturity reflects the basic integral characteristics of person, namely: professional self-awareness (motives, goals), integrative aspects of self (self-esteem, self-actualization, self-expression, self-regulation, self-improvement), awareness of values that determine the level of development. Thus, M. Yemelyanova interprets the interpretation of personal maturity as a substructure of professional maturity as follows: "social maturity in the structure of professional maturity is an integrative quality of personality that combines social knowledge, social experience and social responsibility, providing individuals with successful socialization and harmonization with others.» [5, p. 134].

The next component of socio-professional maturity is social maturity. L. Kogan characterizes the social maturity of the individual through the degrees of maturity he identifies, which he associates with the individual way of life. He identifies three degrees of maturity, which he describes as follows: 1) achieving the initial stage of social maturity (associated with mastering the profession, with the development of an active life position, mastering the principles of political and moral culture, developing the traits of a collectivist); 2) achieving high social maturity (the individual becomes a master of one's craft, takes an active part in managing the affairs of the team and society as a whole); 3) the highest degree of social maturity (associated with the comprehensive harmonious development of the individual, with the universalism of one's professional activity, with the transformation of the individual into a true leader of the masses) [7].

Somewhat by other criteria, social maturity is determined by K. Platonov. The scientist, first of all, determines the degree of maturity by age. K. Platonov calls the presence of a person's awareness of one's place among other people, the adoption of social norms that determine their

ability to consciously, actively and independently participate in the life of society to which they belong, and the presence of a conscious desire for self-improvement [12, p. 37].

Defining social maturation "as a multidimensional process that does not possess one but several criteria" [8, p. 48], I. Kon calls the most important of them: completion of education, obtaining a stable profession, starting work, financial independence from parents, political and civil age, service in the army (for men), marriage, birth of the first child. Also, as the main criterion of socio-professional maturity of the individual by various scholars are considered: the attitude of the individual to work, to work activity; active life position of the individual, their social activity; social culture, work culture; moral basis of personality; collectivism.

Regarding social culture, Yu. Bardin considers it as a general criterion of socio-professional maturity of the individual and identifies its special "modes" of the party, which are: social activity and social responsibility, expressing the direction of the subject and their inner attitude to it [2].

I. Danylenko considers moral maturity to be the core and the main indicator of social maturity. And the level of social maturity of the individual, he proposes to judge by moral criteria: "a sense and consciousness of community with people, collectivism; deep sense and high awareness of public duty; a sense and understanding of responsibility to people and society; conscientious attitude to work" [3].

Summarizing the interpretation of the components of social maturity, we turn to the opinion of J. Bardin [2]. He emphasizes that the main components of the system of socio-professional maturity must be in dialectical unity and give integrity to the whole system under consideration. Similar is the approach of O. Kameniova, who notes that while identifying the structural components of social maturity one should focus on the fact that: the structure of socio-professional maturity should be determined by

the system of social relations; the structure of social maturity should be seen as a holistic unity that is in the process of continuous transformations; the hierarchy of components of social maturity of the individual should reflect the dialectic of social maturity as a phenomenon [6, p. 46].

Based on the analysis of information provided by most scholars, O. Kameniova identified a list of personality traits that scientists have called the most important for social maturity and are component: social responsibility, social activity, collectivism, professionalism, focus on spiritual values, obedience to law, entrepreneurship, discipline, creativity, reflection, independence, tolerance, self-development, positive thinking (optimism), communication [6].

L. Novikova notes (and we share her point of view) that many social characteristics are highlighted and they, of course, need to be focused on, but "personality can not be characterized by two or three dozen properties, allegedly very important" [9, p. 44-46]. All personality traits are subordinate and are hierarchically dependent, and in this regard there is a need to identify those qualities or components that are basic and the presence of which makes a person socially mature, ie without which, even if there are many others, the person will not be assessed by society as socially mature.

Therefore, L. Novikova focused on such social parameters of personality as the focus on universal spiritual values, collectivism, entrepreneurship, social responsibility, creativity and reflection. She explains the choice of these parameters not only by the importance of the presence of these characteristics in humans in modern social conditions, but also by their technological effectiveness, because for their implementation "it is possible to use a whole arsenal of pedagogical means" [9, p.10].

Considering the fact that knowledge of the phenomenon as a system involves a comprehensive study of its internal state, the establishment of

components of structure, functions, factors that ensure its integrity, relative independence (V. Afanasiev, V. Bezpalko), professional maturity is presented as an integrative set that has component, structural-functional and semantic aspect [5, p. 105].

Understanding of professional maturity as a quality of personality is closely related to the qualitative characteristics of a person, in particular: active life position, desire for self-development, worldview and moral responsibility, independence, ability to carry out subject-practical activities.

Analyzing the structural characteristics of socio-professional maturity, an important assumption by M. Yemelyanova is that: "professional maturity is a system, content-semantic unity of personal, academic and social qualities of a graduate student, which develops in the socio-pedagogical educational process, providing them with successful self-realization in professional activities, socialization and harmonization with the environment "[5, p. 136].

Considering personal, social and academic maturity as integrative qualities of the future pedagogue, M. Yemelianova believes that professional maturity is a unifying qualitative characteristic, which covers parts of a single whole with the common idea, along with the actualization of the qualitative originality of such an association. That is, as a kind of category "maturity", professional maturity is the highest level of content-semantic unity of personal, academic and social qualities, while being an integral criterion of their formation. In this case, professional maturity as a combination of integrative qualities of personality is a comprehensive, all-round and pervasive fact, raising the individual to the highest levels of achievement at a certain stage of one's life - the stage of learning in the establishment of higher education [5].

As a quality of personality, professional maturity allows to structure, regulate and manage internal and external own vital activity, to keep

psychological balance; provides a stable motivational and value professional orientation and social readiness to perform multidisciplinary socio-pedagogical activities.

The leading criteria of professional maturity in pedagogical activity are: professional orientation of the individual to the pedagogical profession, professional competence, general and professional self-actualization in pedagogical activity. Self-actualization in professional socio-pedagogical activities, in our opinion, is the main criterion of professional maturity, because it determines the direction and is the guarantee of optimization of activities and communication.

Thus, socio-professional maturity, as a quality of personality in a broad sense – is primarily an indicator of their individual characteristics, which characterizes the individual as a manager of mental, physical strength, able to transform their own lives into creative productive transformation, adequately assess goals, objectives, results, implement correction, reflection, self-control in the process of life.

Conclusions. Thus, the definition of "professional" becomes a key one in terms of understanding the ideal model of professional achievement, and in contrast to the essentially similar concept of "specialist" who only performs (reproduces) the necessary professional actions, "professional" is characterized by the ability to independently set professional goals and to find adequate (creative) ways to solve them. At the same time, it is believed that a person becomes a professional only when one accepts professionalization as a life task that must be solved.

This issue gradually grows into a plane of finding answers to the questions of determinants and indicators of personality professionalism, among which a special place belongs to the concept of "maturity", because it indicates the emergence of a special, turning, significant stage in the trajectory of personal development.

The development of socio-professional maturity of the future pedagogue in the process of master's training is a systemic new formation, which is formed under the influence of the integrative activity of the future pedagogue as an individual, personality and subject of activity; purposeful process of professional socio-pedagogical training and socio-pedagogical requirements of professional activity. In addition, each component of future pedagogue's socio-professional maturity can be considered as an independent subsystem that has its own structure and functions.

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