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SOCIAL-PROFESSIONAL ENVIRONMENT OF PERSONALITY

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In the conditions of globalization and the chaotic nature of the normative and value system, the problem of world perception formation is particularly important: how do we want to see the global world?

Interpersonal relationships can be relations of tolerance and cooperation; advantage and exploitation, oppression or care and support. In this case, the personality will be in different social environments. Accordingly, the process of its development will take place in different ways.

The correlation of the concepts “environment” and “spaciousness” is analogous to the correlation of “part” and “whole”. Environment can be contained in space because “spaciousness” is multidimensional and “environment” is only one of its dimensions. Spaciousness contains the past, present and future times; the environment is representation of the present events.

Keywords: personality, environment, spaciousness, social-professional environment, self-regulation, life activities.

Introduction. The term “environment” means surroundings. The “theory of possibilities” by J. Gibson [4] is meaningful for the psychological and pedagogical analysis of the environment. J. Gibson uses the category of opportunity, emphasizing the active side of the human subject who masters his / her living environment. An opportunity serves as an intermediate link between the subject and the environment and is

determined by the properties of the environment and the subject. The more a person uses the opportunities of the environment, the more successful his / her free and active self-development is.

The special role of the social community as a human environment is defined by V. V. Rubtsov: "We are in a human environment. But for a person, the environment is not only the surrounding world. For a person, this is the world that exists in his / her communication, interaction, interconnection, communication and other processes" [12, c. 93].

The concept of one's professional future, the ability to build one's professional and educational spaciousness at various stages of professional formation and the readiness to realize it are actually a diagnosed result of the personality self-development during the period of professional training. The formation of a suitable type of professional and educational spaciousness is also being carried out.

Personal development consists in the gradual development of self-regulation mechanisms. The highest form of self-regulation is self-determination. This is the ability to act not predictably from the position of an external observer, but internally consciously and consistently on the basis of higher reflective internal criteria and the basis for decision-making and behavior management [8]. The main dimensions of self-determination are will and responsibility. Conscious management of activity is inherent in will, that is, choosing the direction of change. Responsibility is understood as a form of detection of activity, a form of regulation, which is characterized by concern for one's ability to change the surrounding world.

A. K. Osynsky distinguishes five components of subjective experience:

- the experience of values, the source of which is the formation of interests, moral norms and beliefs, such that orients human efforts;

- the experience of reflection, as a result of knowledge about oneself and one's own capabilities, predictable self-transformations and changes in accordance with the requirements of reality;

- the experience of primary activation, which is determined by the existing preparedness, operational adaptability to unstable conditions, the expectation of the apprehended level of achievements;

- the experience of operationalization, which involves an appropriate level of general professional knowledge and skills, self-regulation skills, which integrates specific means of transforming the situation and oneself;

- the experience of cooperation as the knowledge of interaction with other participants of joint activities, which contributes to the unification of efforts for the agreed solution of tasks [11].

The indirect influence on the developing personality is most optimally manifested in the environment in which the teacher, educator “places” stimuli that allegedly independently, without the direct influence of the teacher, contribute to the formation of the personality.

The concept of “environment” explains the correlation of conditions that ensure human development. In this case, its presence in the environment, mutual influence, interaction between the environment and the person is assumed. N. B. Krylova considers the “surrounding social spaciousness” as the environment, the zone of “direct activity of the individual, his / her immediate development and action” [9].

For a person to perceive the environment as a means of social control, it is necessary to master the relevant experience of interacting with people. This experience is a way of gaining proficiency in human relationships.

At the level of the individual, the process of human development in accordance with the “requirements” of society “relies” on various natural mechanisms (methods):

- the use of existing natural qualities that are only transformed in accordance with public “requirements”;

- the combinatorial analysis in the combination of natural human qualities, which causes the emergence of new specifically human traits and formations;

- the development of natural endowments as neoplasms, if they are used outside of the properties of the external world objects with which they have been associated until now [1].

A person in his / her integrity is an “open system” that has a certain internal content, a large number of internal states and the ability to exchange energy, matter and information with the environment. A person's life, his / her being, is described as a “trajectory” of the movement of “system” in time [3].

The spaciousness of existence in which a person “moves” also has several dimensions. On the one hand, some researchers single out plans for the spaciousness of human existence in close connection with time, and on the other hand, recognize it as such a mode of human existence as individuality [2]. Other scientists distinguish biological, social and cultural substructures in the superstructure of human existence [7].

Regardless of the views of researchers on the structure of human existence, the dynamics of development and self-development of a person as an open system is considered as a process of acquiring qualitatively new properties, increasing self-awareness and a variety of activity forms [7].

An educational environment can also be called acmeological if, as a result of the purposeful interaction of all its elements – participants in the educational process – objective possibilities arise for the actualization of the need for self-development, realization of one's creative potential and awareness of oneself as self-change subjects.

Based on the integrative criterion, several criteria and indicators can be distinguished for characterizing the educational environment. We consider the following parameters to be the criteria for the effectiveness of the educational environment development in the system of multi-level training: breadth, social activity, mobility of the educational environment.

The breadth of the educational environment serves as a structural and content special feature that determines which subjects, objects, processes and phenomena are contained in this educational environment. Indicators of this criterion are various educational trajectories; integration with other educational institutions, in particular at the international level; interuniversity exchange of teachers and students; the possibility of choosing educational microenvironments, obtaining additional professional qualifications, the possibility of choosing a teacher, etc.

The social activity of the educational environment is a criterion of its socially oriented potential in the living environment. Indicators of this criterion are the need for graduates in the labor market, the development of future professionals' competencies and personal qualities.

The mobility of the educational environment is a criterion of its ability to organic evolutionary transmutations in the context of interactions with the living environment. Thoughtful adaptation to social changes is assumed, which, on the one hand, takes into account the new social order, and on the other hand, does not cause destructive situations in the educational environment. The mobility of goals, content, means of education, personnel can be indicators of this criterion.

In pedagogical practice, in the process of professional and personal qualities formation, it is necessary to constantly take into account the objectivity of gradual and qualitative conversions in the structure of its value dispositions.

For better understanding of the pattern of behavior within which people strive to realize their values, A. Maslow suggested arranging values hierarchically according to human needs and placed them in the following order: survival (physiological needs), security (need for safety), community (social needs – friendship, love, etc.), self-esteem (needs of the “ego” – self-respect, recognition, status), self-actualization – creativity, realization of the individual's potential. The researcher believes that these levels form a hierarchy, and before the individual can pay attention to the higher levels, the lower ones must be satisfied [10].

Understanding the personality, who has any motivation, allows us to consider the social not only as something external to the person, but also as something internal. What motives will become dominant depends on social conditions, relationships, and social activity. These motives will also determine personality traits, its ability to regulate and control its various needs and interests, to change its motivational sphere.

Factors such as competition and cooperation are important in collective activities. The competition acts as a kind of “catalyst” for the development of abilities. And cooperation (since it involves the distribution of functions) has a significant impact on the specialization of the abilities of various participants in collective activity. Every personality has great potential, which is only partially realized in a separate activity. Therefore, its objective and more complete evaluation is possible only on the condition of researching the entire set of activities performed by an individual. At the same time, it is important to take into account that the realization and development of its potential depends significantly on the kind of connections with other people and how exactly this personality enters. In psychology, it is claimed that the main functions of attitudes (subjective relations) are adaptation of the individual to the social environment

according to the homeostatic principle; schematization and simplification of knowledge about the complex world, self-preservation and self-realization.

The subjectivity of relations means their belonging to the individual as a social subject. They are formed and developed in the process of accumulation and integration of the entire life experience of the individual. They characterize the life position of the individual in society. Specific “formations”: the system of preferences, opinions, tastes, interests are formed in the process of developing subjective relations. A corresponding system of images is also created, in which various sides and components of reality are represented from the position of a certain personality.

Consciousness is characterized by a powerful regulatory function. Based on the reflection of reality, it regulates the social relationships of people, interaction with the environment. The possibility of regulation arises in connection with the reflection in the mind of the regular links between different aspects of objective reality as cognizance, as well as in connection with the presence of a student's inherent feature – goal setting, which is a kind of mechanism of regulation.

Through goal setting, the current state as a moment of activity is agreed with the future, therefore, the choice of goals and means of achieving them performs a regulatory function in the student's behavior. The student consciously sets a task, the achievement of which is the goal of his activity. In his desire, needs and interests are revealed. They are motives in the structure of activity: incentives, the real driving force of the student's actions, powerful regulators of his behavior.

The “motive-goal” mental system is a qualitatively new entity, which is significantly different from a motive and a certain goal. This formation is a motivation, directed stimulus and regulator of behavior and activity. Motivation is not a mechanical combination of goal and motive, but the result of processes initiated by needs, urges, desires, and aspirations. This

formation contains both energetic and regulatory properties. Having motivation, the future teacher is aware of the motive and makes willful efforts to achieve the goal.

Human needs are dynamic. As soon as one of them is satisfied, another (most often of a higher level) takes its place. People's needs, as well as the goals of their activities, are determined by living conditions, real interactions in society, reflecting the level of its development and, accordingly, its capabilities. Human needs are as diverse as the conditions and circumstances in which life is carried out.

A. Maslow believes that all people are characterized by a certain system of basic needs. He assigns that it is not society that determines the development of the individual, but the individual is the primary determining factor in relation to society. The researcher emphasizes that a person can reveal him / herself only with the help of self-actualization.

The development of the youth axiosphere is a complex, multi-level, contradictory process of understanding the transformations of the social structure that are intensively occurring in current life. At the same time, there are modifications in the new ideology, in the struggle between the values of Western modernist culture and the values of traditional national culture.

According to E. F. Zeer, the developing professional and educational spaciousness is characterized by the following three states [6]:

1. Mutual coordination, interaction, and mutual development of coordinate vectors provide stability, balance, and steadfastness to the educational spaciousness and the processes taking place within it. Fluctuations that arise do not violate the integrity of the spaciousness within which the development of both education subjects and the education system itself, which is adequate to the requirements of society and socio-

economic conditions, takes place. Evolutionary development is ensured by innovative transformations.

2. Disintegration, disharmony of the components of the educational spaciousness disrupts its determination, stability and balance. This leads to the occurrence of strong fluctuations and the formation of instability moments, the emergence of bifurcation points. The destruction of stability and dynamic balance, the accrual of external (socio-economic, scientific-technological) and internal (contradictions, crises, irrational tendencies) factors that lead to transmutations in spaciousness cause the formation of an open educational spaciousness and critical points of evolution.

3. Self-organization, the spontaneous search for mutual agreement of all components of the vector-coordinates of the educational spaciousness determines the selective functioning of the open spaciousness in the mode of interaction of its components. A state of dynamic equilibrium is detected. Development takes on an evolutionary character. The spaciousness stability is provided by the regulatory provisions of the documents bringing into regulation the functioning of the educational spaciousness components.

Thus, the educational spaciousness is characterized by three states: relatively stable, disintegrative, and self-organizing. The factors causing the evolutionary development disruption of the educational spaciousness are radical changes in society, socio-economic conditions, and scientific and technological progress.

In pedagogy, the educational environment of an educational institution is understood as a system of influence and conditions of the personality formation, as well as opportunities for its development, which are contained in the social and spatial-subject environment within the framework of organized educational process. As the professional and educational spaciousness of students of higher educational institutions, the form of the interdependence of the individual with the world of trades and methods of

obtaining professional education in the conditions of certain educational environment is considered.

We assume it expedient to consider the developmental professional and educational spaciousness of the personality as a special socio-cultural phenomenon. This phenomenon unites the system of continuous education and the world of trades, where qualitative positive changes in the creative components of spaciousness will contribute to the actualization and satisfaction of the personality needs for self-development.

When designing a high-tech educational environment, it is advisable to use an eco-anthropocentric approach, which for pedagogy means focusing the educational process on the formation of optimal methods and means of metabolism (change, transformation). This means the exchange of a person with the environment on the basis of taking into account the qualitative state of its natural and created components, the level of information culture and value orientation priorities, ways of interaction with other people and attitude to social reality.

One of the varieties of the environment in which the student's activity is manifested is the pedagogical environment. The pedagogical environment is in constant reciprocal action with other environments, which in relation to the pedagogical field are the following ones: psychological, social, biological, etc.

Pedagogical environment is a holistic system formation in which horizontal connections between participants of the educational process and partial substructures prevail. Since the behavior of the pedagogical environment is a function of personalities, its state is considerably influenced by informal psychological structures that are based on instincts, abilities, aspirations, etc. From here we get all the infinite variety of behavioral reactions of the individual, the simulated unpredictability of the specifically taken pedagogical process.

In the apparent unpredictability of the direction of the pedagogical environment movement, depending on a certain situation, such a property as non-linearity is revealed. In such nonlinear environments, the classical principle of superposition does not retain its force. It is fair to say that the consequences of the simultaneous influence of several factors on the pedagogical environment are not equal to the sum of the results caused by the same factors, if they separately act on the environment.

The specifics of non-linear environment include its properties such as self-organization and self-regulation, which cause a reaction that is not always adequate to the goals of the pedagogical environment to external influences.

The social environment is a real lever of the educational process. The teacher's role should be to control this lever. The student's attitude to the environment should always be active, not simple dependence.

The educational environment is an important factor in targeted socialization and the personality development. Its influence on the personality largely depends on the extent to which the goals and tasks of the collective are realized by its members and are perceived by them as personal or expedient. The integral unity of the personal and the social is born in collegial, socially useful activity and initiates itself in collectivism as manifestation of the social environment properties.

Collectivism is a feeling of solidarity with the group, awareness of oneself as part of it, readiness to act for the benefit of the group and society. Cultivation of collectivism in the student body is achieved in various ways and means: organization of cooperation and mutual assistance in education, labor, and public work; joint participation of students in mass cultural and sports events; presenting perspectives to students and conjunct participation in their achievement; activation of the work of youth public organizations.

A clear idea of one's professional future, the ability to build one's professional and educational spaciousness at various stages of professional development, and the readiness to realize oneself in it are actually a diagnosed result of the personality self-development during the period of professional training.

We consider student development as objectively and systematically organized process to be a special type of progress in universal evolution. The basis of mental development is the specific reproductive activity of the individual, with the help of which he / she appropriates the historically formed fundamental needs and abilities necessary for him / her to be involved in active work and social life. Activity is the basis of mental development even because it is a condition for the personality formation. This provides a fundamentally new principle and type of connection between the living and reality. It is from this point of view that activity is not only a means of “appropriation”, but also special property of an individual that determines its specificity. It is a fundamentally new type of activity – the ability of the personality, its bearer, to subjectively transform the reality in which the personality itself is transformed.

In the activity, as a corresponding typical activity, the personality really escalates, develops as a result of its human self-realization. This type of activity eliminates all types of activity of lower levels and is able to constantly not only modify, not only serve as the basis and condition for the development of its bearer, but also develop – self-develop in society.

Activity develops, complicates, improves and is objectified in the relevant achievements of culture and at the same time overcomes them. This is characteristic of the very structure of the process and the substantive essence of the activity – the activity of energetic subjects who not only reproduce the social, but also complicate its organization, which is realized in dynamic non integral open system – society.

Consideration of the social environment, society as external force that affects the formation of qualitative personality characteristics, is based on the anthropocentric paradigm of thinking, which turns the personality into a point of application of external influences from society. In reality, such antagonism between the personality and society is constructed through artificial situations that “tear” the personality out of the natural social situation of development.

Therefore, the personality either “throws him / herself” into a new “social group” or encounters an “alien” adult.

Conclusion.

In the conditions of social pluralism, education ensures the preservation and reproduction of society as a qualitatively original integral system. It increases the adaptive potential of society and opens up new prospects for its socio-cultural development by establishing socially useful forms of activity in social practice and consciousness. Education creates a social resource, forming in individuals the ability to flexibly adapt, find their place in changing environment, combine unique traits with the ability to easily communicate with others and solve tasks that are incredible in their diversity.

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