

Available online at [www.sciencedirect.com](http://www.sciencedirect.com)

ScienceDirect

Procedia - Social and Behavioral Sciences 214 (2015) 385 – 392

---

---

**Procedia**  
Social and Behavioral Sciences

---

---

Worldwide trends in the development of education and academic research, 15 - 18 June 2015

## Psycho-Pedagogical Model of Students' Professional Consciousness Development

Elena Enns, Margarita Shapovalova \*

Pyatigorsk State Linguistic University, 9 Kalinin Avenue, Pyatigorsk, 357500, Russia

---

### Abstract

The paper shows various approaches to understanding the essence of professional consciousness of students, its structure and mechanisms of formation in the process of professionalization during their study at the university. The mechanisms and driving forces of formation of professional consciousness are considered, among them: the system of interpersonal relations, external evaluation, psychological readiness for professional work, interiorization of reference characteristics of activities; ability for reflection; involvement in practical professional activity, the presence of contradictions in the personality and identity of the subject of professional activity, the internal activity of an individual towards self-fulfillment, professional identification. The psychological conditions of development of professional identity and the professional identity include: professionally-oriented rich educational environment, active interaction with carriers of professional standards, values and behaviors in the academic process and practical training, consolidation of the position of a subject in educational and professional activities, higher subjective significance of the profession, an emotionally positive attitude to the profession and to himself as a professional, early inclusion in the process of professional activity and communication, updating of internal psychological mechanisms (reflection, identification) by methods of psychological influence. The theoretical model of professional identity development is described.

© 2015 Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of: Bulgarian Comparative Education Society (BCES), Sofia, Bulgaria & International Research Center (IRC) 'Scientific Cooperation', Rostov-on-Don, Russia.

**Keywords:** self-fulfillment; professional identification; professional consciousness; professional identity

---

---

\* Corresponding author. Tel.: +7-962-413-0746 ; fax: +8-879-340-0130  
E-mail address: [rey71@mail.ru](mailto:rey71@mail.ru)

## **1. Introduction**

Modern processes of modernization of society cause new demands on the organization and the results of training in high school. Competency-based approach involves the development of an integrated personal resource of high school graduates providing the ability to efficiently communicate with the outside world in the field of performing professional duties, social roles, the formation of competencies and establishment of integrated individuality. A special role in forming a holistic experience of solving the problems of life and professional engaged in professional self-awareness as a tool for adequate reflection of themselves in the profession and a regulator of professional development. Therefore, the identification of patterns and mechanisms underlying these processes, the study of the relationship of the level of development of professional consciousness and specificity of integrated individuality, as well as the creation of modern psychological and pedagogical techniques of professional consciousness of students are among the topical problems of educational psychology.

## **2. Objectives, methodology and research design**

The goal of this work is creation of a theoretical model of professional consciousness development which consists of target, informative, technological, and efficient components. At the first stage, the analysis of psychological and pedagogical research of the formation of professional identity revealed mechanisms and driving forces of formation of professional consciousness. The second stage involved elaboration of the theoretical model of professional consciousness development.

There is a diversity of viewpoints on the nature, structure and dynamics of professional identity. The concept of professional identity is based on understanding of the phenomenon of self-consciousness in the national psychology. S.L. Rubinstein described it as a conscious relationship of man to his needs and abilities, inclinations and motives of behavior, feelings and thoughts (Rubinshtein, 1989). V.S. Merlin (1986) defined identity as a property of a person to know that he is a subject of activity, he has specific social and moral characteristics. Most Russian psychologists (I.S. Kon, M.I. Lisin, V.V. Stolin, I.I. Chesnokovets) by self-awareness mean a complex, integrated process the structure of which contains interacting and interpenetrating processes: self-knowledge, self-control and self-attitude.

Professional consciousness is more specific in its content – the content relates to the profession and to the professional as a subject of this activity. By analyzing the extent of a problem of studying of professional consciousness, we can formulate a conclusion that most works are aimed at studying the structure, dynamics of development, revealing its contents (A.K. Markov, S.V. Vaskovskaya, T.L. Mironova, A.V. Poddubnaya, E.A. Klimov, A.A. Derkach, L.G. Matveeva). The majority of Russian researchers (E.M Vasilyeva, V.N. Koziev, L.M. Mitin) and some foreign psychologists (T. Makklapared, M. Kuna) suggest that professional identity is self-facility of the person in a profession and labor. And, like any facility, self-awareness has the cognitive, affective and behavioral substructure (self-understanding, self-attitude, self-behavior). Therefore, the main components of the structure of professional consciousness are ones that characterize the cognitive, affective, behavioral level (Efremov, 2000).

Considering the development of professional identity, it is important to note that this is a systematic process that is included in the more complex process of development of consciousness and the formation of the personality. S.L. Rubenstein (1989) noted that identity is not built externally over the personality, but is included into it, so the consciousness has no independent way of development separated from the development of the person as a real subject. A study of professional consciousness from the standpoint of the systemic approach defines the uniqueness of understanding of its essence, structure, function and role in the development of individuality and shows it as an integral formation from the viewpoint of the theory of integrated individuality. Professor V.V. Belous (2013) developing the ideas of V.S. Merlin (1986) says that the person as an integrated individuality masters the public experience in activities that performs the function of system-coordination (harmonization) multi-level properties of the integrated individuality, which is confirmed by numerous studies of the role of objective and subjective determinants of activity in the development of integrated individuality. The role of consciousness as the link mediating connections of multi-level individual properties was studied in Permian psychological school by V.S. Merlin (1986) and B.A. Vyatkin who proceeded from the material of ethnic identity, professional identity of teachers, students studying psychology, and officers of the Russian Ministry of Internal Affairs troops.

The formation and development of professional consciousness is one of the pivot aspects of a professional's personality. Professional consciousness is self-consciousness of the person who is actively involved in productive work and who uses this work as the chief means of self-fulfillment and his dignity. Professional identity is a complex personal formation, acting as a link between the personal and the activities, allowing in the process of its formation to achieve optimum results, both in the personal growth and professional activities. Forming a holistic professional consciousness of a future specialist is particularly important for so-called helping professions in which a tool of the professional functions is the personality of the subject of labor. Professional consciousness requires a special work for its development, formation, yet it often develops spontaneously. All these points urge the search for answers to issues related to the definition of criteria and indicators of formation of professional consciousness, development of the relevant methods of its formation.

We are going to consider the driving forces of development of professional consciousness. For the development of professional consciousness, according to S.V. Vaskovskoy, the following psychological conditions are needed: reference of consciousness of teachers to themselves as the subject of professional and educational activities; statement of subject-oriented aims, the goal of self-development; the using of professional and scientific terminology; interiorization of reference characteristics of activity; ability for reflection; understanding of difficulties in teaching work; collective forms of activity; involvement of teachers into professional and regulatory relations; organization of comprehensive and timely interaction; availability of proper value self-attitude. I.M. Yusupov et al. (2010) in his research of dynamics of professional identity has come to the conclusion that the dynamics of the image of "reference" of the teacher depends on his socio-demographic characteristics, his qualifications and the level of socio-economic development of the region. Reflective self-portrait is defined as teaching experience, the degree of interiorization of external evaluations of colleagues and self-attributions. Dynamics of professional consciousness is determined by the dynamics of professional competence. It is only when you turn to a practical profession that professional consciousness obtains the opportunity to form fully and properly. Considering the philosophical aspect and describing in his work various kinds of contradictions, V.I. Gorbach (1964) notes that the basis for personal development will always be internal contradictions and external conditions can only become a reason for the change. Therefore, for understanding the mechanism of development of professional consciousness, basic contradictions that arise in the personality and identity of the subject of professional activity have to be considered.

V.V. Stolin (1983) distinguishes two types of internal conflicts - conflict meaning of the Act and the conflict meaning of "Ego" that differ from each other by the "material" of constituent parts. The first are based on motivational value orientation, and the second – on self-attitude. The meaning of "Ego" is a result of correlation of its own properties with the motives of activity. As the ties with the world expand, there are multiple meanings of "Ego" which themselves are neutral to each other. But as they overlap in the "living space" of the individual activities, one has to choose, and this is not always easy. Once a choice is made, there occurs a contradiction of "Ego" meanings, that is, self-contradiction. The experiments have allowed arguing that such collision occurs when one realizes one's own personal traits, which triggers the work on consciousness.

Considering controversy as a source of professional development, E.F. Zeer (2003) believes that the professional development process is determined by the following contradiction: between the demands of society and formed professional qualities; between the creative nature of professional activity and sustainable ways of its implementation; between the need in self-fulfillment and one's creativity level. Studying the features of influence of these contradictions in the course of professionalization, the author says that if the contradiction between a person and his external life conditions is of decisive importance at the first stages of professional development then later the leading role passes on to within-the-subject nature contradictions caused by intrapersonal conflicts, dissatisfaction with professional growth, demand of further self-fulfillment.

T.V. Kudryavtsev & V.Ju. Shegurova (1983) point out that the analysis of driving forces of professional development generally accepted in the psychological literature implies considering the contradiction between the existence of an urgent need for professional self-determination of the individual and the lack of necessary professional abilities, skills for its implementation. However, he says that at different stages of professional development there are other contradictions, reflecting the specific features of each stage, as well as the underlying mechanisms of transition from one stage to another. Among such contradictions, he discusses ones between the image of a "perfect professional" - a subjective model of a professional on the one hand, and perception of oneself –

on the other. This discrepancy largely determines the specificity of the initial professional formation stage, but resolution of this contradiction occurs at later stages. An indication of this is the inconsistency level of professional self-esteem of the student. And, therefore, the same indicator may demonstrate the ability of the professional development of the person. It should be noted, however, that this contradiction can be eliminated not only in the form of approximation (objective or subjective) of a real self-image to the ideal, but also in the form of transforming the professional ego ideal.

At the stage of professional education, there may be contradictions between the ideas and certain results of students' participating in educational and professional activities, modeling a real professional work. This contradiction is resolved in the process of forming Ego as a subject of teaching and professional activity (I'm a psychology student) which, as T.V. Kudryavtsev & V.Ju. Shegurova (1983) say, is the criterion of transition to the stage of professional education.

### **3. Discussion of the research outcomes**

L.M. Mitina (1997) considers the internal activity of the person towards self-fulfillment as the main psychological mechanism of the mentioned process. Each stage of professional development is determined by a special type of internal contradictions: the contradiction between the motives, expectations, attitudes and the need for professional self-determination and to establish himself as a teacher; the contradiction between the conscious of own level of professionalization and the need for self-fulfillment; the contradiction between the need for self-fulfillment in professional activity and the level of creativity of the person. L.M. Mitina views the evaluation dissonance between the assessment of their personal qualities in terms of its compliance activities, "Active ego", and the expected assessment by others – "Reflected ego" – as one of the main reasons for intrapersonal contradictions to emerge.

An important mechanism of professional self-concept formation is professional identification. The psychological theory of social learning means by identification a process of establishing the subject of similarities between one's own behavior and the behavior of an object (person or group) received by the subject as a "sample". In this analysis of identification, it is implied that the behavior of "sample" is an incentive to select the subject of behavioral response: the subject copies external behavior models of "sample", develops norms, ideals, and moral qualities of "sample."

Thus, the psychological conditions of development of professional identity and professional identity are:

1. Professionally-oriented information-rich education environment.
2. Active communication with the carrier of professional standards, values and models of behavior during the learning process and practical training.
3. Consolidating the subject position in educational and professional activities.
4. Increase of the subjective importance of the profession, emotionally positive attitude to the profession and to the self-professionalism.
5. Early inclusion in the process of professional activity and communication.
6. Actualization of internal psychological mechanisms (reflection, identification) by methods of psychological influence.

We have created a theoretical model of professional consciousness development which consists of the following components: the target component reveals the goal and methodological principles; the meaningful component describes the services and subjects of interaction and branches of interstructural activity of an educational institution; the technological component defines the ways and means of practical implementation of support; the efficient component includes assessment of efficiency of the influences.

#### **I. Target component**

The goal consists in ensuring a systematic and multipurpose psychological and pedagogical support of professional consciousness development in the university education environment based on the following methodological principles of psychology: the principle of humanism; the principle of systems; the principle of

subject-subject relations; the principle of individual or personal approach; the principle of cooperation and collaboration; the principle of unity of diagnosis and correction of development; principle of accounting the age characteristics of adolescence; the principle of subject – active approach; voluntary principle; the principle of liability and confidentiality.

II. The meaningful component of the theoretical model reveals the essential characteristics of psychopedagogical support of the professional identity formation.

The meaningful component of the theoretical model is based on the internal logic of the structure of university students' professional consciousness. The main (integrated) components of students' professional consciousness are such complex personality formations as "self-image", "self-concept". The structure of the generalized self-image of a student contains not only the knowledge about appearance, one about various qualities, abilities, character of the student, but also an idea of professionally important personality traits. The self-image includes students' knowledge about their interests, inclinations, abilities and opportunities (about their professional orientation). Self-image of a student includes the following forms: Ego-ideal (perfect representation of himself); Ego-normative (the picture of their compliance with certain requirements); Ego-real (idea of the qualities of the existing skills and abilities). Based on his self-image, a student develops self-concept – a relatively stable, more or less conscious system of ideas about oneself on which one builds interaction with other people and treats himself. Self-concept allows the student to lay out a strategy for his professional training and future career development. Then a student needs to create a positive image of his chosen profession: the history and significance of the profession at the moment, the subject, the conditions, the means of labor, profession demands to the person, profession development prospects. A student must have an understanding of requirements for a modern professional, and positive models of professional activities.

Based on comparison of the profession image with self-image, students form a professional image, they develop awareness of their identity with the chosen profession, form positive attitude to themselves as subjects of the current educational and professional activities, and future professional and industrial activity.

A high level of professional consciousness development in the cognitive component is characterized by the presence of knowledge about professional activities, imaging about themselves in the context of this activity, the image of "I am a professional," integrated with "self-concept." The affective component is a positive attitude toward themselves, adequate professional self-confidence. The behavioral component is characterized by the presence of a motive for self-actualization, the desire for self-development. Acting as determination and regulation factor of the professional activity, construction and self-development, as well as self-identity, professional identity are driving forces for professional development of the student.

The driving force of professional consciousness development is interiorized and actualized by a person's contradiction between the achieved and the desired "self-image". This contradiction in the positive development of the professional version gets overcome via mechanisms of introspection, feedback and reflection by means of self-identity. That is, in the learning process, a student should be aware of the actual (real) and the desired (ideal) professional development image with respect to the temporal perspective (past, present and future). If the result does not satisfy the student's self-evaluation (negative self-attitude manifests itself in a highly professional "self-image"), he starts developing trying to bridge this discrepancy.

The goal of psychological support of students is forming and developing the "self-image" in a specialist of helping professions: knowledge and attitude to himself in the system of personal development, relationships with the subjects of professional interaction and professional activities. New feelings and motives of a person generated during the professional development support of helping profession specialists lead to interiorization of the role with its cognitive, emotional and connotative components, and a person soon begins to see himself and to treat himself as a carrier of these characteristics. As a result of this work, students will develop self-esteem in their future profession converting it into a higher level of their professional identity development, which ensures forming a competent professional competitive in various activities and achieving high results in the profession.

Thus, the subjects of interaction in terms of psychological and pedagogical support of professional consciousness formation in students of helping professions are: administration, teachers, high school psychological service, curators and students.

The meaningful component comprises the following areas:

1. organizational and methodical direction (creating intercultural system of interaction of subjects of the educational process);
2. The diagnostic area (complex assessment of the level of formation of professional consciousness in

dynamics);

3. corrective-developing direction (qualitative transformation and harmonization of the parameters of professional consciousness of students and creation of the conditions for personal growth with the help of modern psychological and pedagogical technologies);

4. preventive direction (prediction and prevention of difficulties in formation of professional consciousness);

5. educational direction (improving the level of psychological knowledge, psychological culture, questions of informing the subjects of educational process about the development of professional consciousness).

### III. Technological component

The technological component includes forms, methods, techniques, means of formation of professional consciousness. Among the personality-oriented technologies of formation of professional identity, such as developing diagnostics, monitoring of social and professional development, counseling, and so on, one can select a special technology of psychological training as a means of shaping self-consciousness in polysubject interaction. In accordance with the concept of I.V. Vachkov (2007), L.M. Mitina (1997), the particular importance in the pedagogical process belongs to polysubject interaction, the ability to generate polysubjects – a complete dynamic psychological community, reflecting the phenomenon of the unity of the subjects of the educational environment which is manifested in the activity, efficiency, and ability of subjects to act as an entity in relation to the processes of self-knowledge and self-development. In the framework of modern developmental education, criteria polysubject properties are the ability to bring into life a system of relations between subjects, joint creative activity, common to all the subjects of community semantic space, all this can be implemented in the psychological training of professional consciousness.

Professional consciousness training psychotechnology involves selection of instructional techniques and technologies aimed at the following tasks:

- Formation of students' views on the psychological, social and pedagogical content of the professional activity;

- Modeling of situations where actualization of awareness is possible, as well as experience of features of professional development activities based on the component composition of professional consciousness – cognitive component (clarification, specification and expansion of knowledge about themselves, their self-image as a person and a professional), the affective component (a development positive self-attitude, adequate assessment of their abilities and capacities) and behavioral component (fixing its own self-concept in specific situations of interaction and communication, improvement of the skills of efficient self-regulation);

- Formation of skills required for planning and successfully implementing one's professional career path;

- Awareness of the content and structure of future professional career, a holistic vision of oneself in the context of future professional activities;

- Formation of positive attitudes towards studying and professional activities and focus on professional growth.

I.V. Vachkov (2007) highlights in the training program aimed at the development of professional consciousness three interrelated thematic blocks. The first one deals with the members' carrying out some of their personal characteristics and optimizing the relationship to themselves, to the identity. The second block is directed to understanding by the participants themselves in the system of professional and personal communication and optimization of interpersonal relationships with colleagues, administration and family members. The third block is focused on the awareness of the participants themselves in the system of professional activity and optimization of relations in this system. At this stage, the emphasis is on securing the new behavioral patterns and elaborating the skills of self-analysis of professional activity, as well as ways to release the creative potential. All units of the training familiarize the participants with short and efficient ways to relieve internal stress, self-control techniques (relaxation and meditation techniques, autotraining, and so on).

An analysis of basic mechanisms of self-fulfillment of the group in training was performed by T.V. Zaitseva (2002) from the standpoint of L.S. Vygotsky's cultural-historical theory of mental development and A.N. Leontiev's activity-based approach. Psychological training is considered as a particular cultural tool that helps the participants to master their behavior within a given cultural context and suggests a significant degree of participation of a leader as a "more skillful peer". The deployment of personal dynamics under the influence of the training has three stages: identifying and pushing the inefficient behavior elements to the foreground, creating new synthetic standard of efficient behavior, and interiorizing the changed form of behavior. This process is called by T.V. Zaitseva (2002) remediation of existing behavior with new, more sophisticated tools (such as rites, cultural scripts, etc.). The zone of

actual development of training participants contains all the necessary psychological conditions for efficient communication in everyday life. The main element which lacks is possession of successful cultural and historical tools mediating the human behavior and making it compatible with the specific nature of social environment. These tools include rites, patterns of behavior, norms, communication scenarios. Thus, the main task of psychological training consists in remediation of the participants' behavior with new, more sophisticated tools. The key role in this process belongs to the leader of psychological training who influences the formation of the participants' proximal development zone. The dynamics of change in the training participants' behavior unfolds in two stages: acquisition (participants will learn how to solve a behavioral problem and try to solve it together with the leader); phase of assignment (participants transform their behavior under the influence of new knowledge and can independently solve the problem). It is not by theoretical baggage of the leader and authors that efficiency of the training is determined but by their adherence to the process development logic for the setting change to occur and then to get rooted in the participants' behavior.

The training serves to train, educate and develop the function providing audit and correction of self-concept, self-presentation in connection with the transition to the creative level of educational activity, change of the social position, expansion of social and professional fields, emergence of new dominant values. The training group acts as a natural and special social environment in which individual and group change reflects the process of a person's adaptation.

#### IV. Efficient component

The final component of the theoretical model is the efficient component that includes an assessment of the degree of efficiency of the organization of psycho-pedagogical support of formation of professional consciousness of students of helping professions, taking into account the criteria that determine the dynamics of development of professional consciousness of the state and individual psychological development.

## 4. Conclusion

It is obvious that professional identity of students requires special work on its intensive development and purposeful formation. Therefore, while keeping the features of professional consciousness formation, the search for reserves to improve it is a prerequisite for professional development of specialists, as well as an indicator of the quality of higher education.

Creating the process of psychological support training using efficient psychotechnologies of development of professional consciousness contributes to the harmonious formation of professional identity and a more efficient use of labor resources of the society.

All this confirms the relevance and importance of further study of the problem of mechanisms, conditions and technologies of development of professional consciousness of the future specialist, development of methods and techniques of psychological support of this category of students.

## Acknowledgements

We are grateful to our supervisor Professor Irina Boyazitova, Doctor of Psychology, for the opportunity of efficient collaboration and the opportunity to carry out research activities.

## References

- Boyazitova, I.V., Belous, V.V. (2013). *Oчерк teorii polimorfnoj identichnosti* [Outline of the theory of polymorphic identity]. Pyatigorsk: PSLU. 2013.
- Efremov, E.G. (2000). *Osobnosti formirovaniya professional'nogo samosoznaniya na razlichnyh stadiyah professional'nogo obucheniya* [Formation feature of professional consciousness at various stages of vocational training]. Dis. kand. psihol. nauk. Tomsk.
- Gorbach, V.I. (1964). *O vidah protivorechij* [On the types of contradictions]. Minsk.
- Kudrjavcev, T.V., Shegurova V.Ju. (1983). *Psihologicheskij analiz professional'nogo samoopredeleniya* [Psychological analysis of professional self-determination]. *Voprosy psihologii*, N2.
- Merlin, V.S. (1986). *Oчерk integral'nogo issledovaniya individual'nosti* [Outlines of the integrated research of individuality]. Moskva: Pedagogika.
- Mitina, L.M. (1997). *Lichnostnoe i professional'noe razvitie cheloveka v novyh social'no-jekonomicheskikh usloviyah* [Personal and professional development of the person in the new socio-economic conditions]. *Voprosy psihologii*, N4.
- Rubinshtejn, S.L. (1989). *Osnovy obshhej psihologii* [Bases of general psychology]. V 2 t. T. 2. Moskva: Pedagogika.
- Vachkov I.V. (2007). *Polisubjektivnyj podhod k pedagogicheskomu vzaimodejstviyu* [Polysubject approach to teacher's interaction]. *Voprosy*

psihologii, N 3, 16-29.

- Yusupov, I.M., Halitov R.G. (2010). Psihosocial'nyj dissonans: ponjatie i model' [Psychosocial dissonance: the concept and model]. Jeksperimental'naja psihologija v Rossii: tradicii I perspektivi. Moskva.
- Zajceva, T.V. (2002). Teorija psihologicheskogo treninga: monografija [Theory ofpsychological training: monograph]. SPb.: Rech', M.: Smysl.
- Zeer, Je. F. (2003). Psihologija professij [Psychology of profession]. Ekaterinburg, 252.