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Psychological Patterns of Personal and Professional Evolution / Involution of The Parties of Education

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Abstract

Change of social and professional structure of Russian society has led to an inversion of value priorities in social and individual consciousness. Consumer society has replaced creating society and gave rise to a marginal subject, whose consciousness is focused on the post he/she takes, not the profession, the wish to achieve well-being not by way of self-realization and becoming a unique professional but by getting undeserved wealth as quickly as possible. Professional evolution has transformed into professional involution. That's why the problem of personality and professional development of a modern man at all stages of his/her professional evolution becomes extremely important. In the framework of our system approach to personal development a concept of professional development has been created, experimental studies have been conducted, and two alternative models (strategies) of professional work have been identified: the model of individual's professional development (professional evolution) and the model of adaptive functioning (professional involution). A tailored educational technology of individual's professional development can transform the adaptive behavior into behavior aimed at creative self-realization in profession. The technology includes four stages of optimization (change) of behavior: preparation, realization, reassessment, action. At each stage motivational, cognitive, affective and behavioral spheres are transformed. A whole complex of influencing methods (traditional and active ones) is used. The concept and the technology of individual's professional development let us set up innovative projects and continuing educational programs at schools, universities, training institutes at a qualitatively new level, providing for personality and professional development (personal and professional evolution) of the parties of education.

Keywords: personality and professional development; evolution; involution; conception; technology; parties of education.

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1. Introduction

Change of social and professional structure of Russian society has led to an inversion of value priorities in social and individual consciousness. Consumer society has replaced creating society and gave rise to a marginal person, whose consciousness is focused on the post he/she takes, not the profession, the wish to achieve well-being not by way of self-realization and becoming a unique professional but by getting undeserved wealth as quickly as possible. Professional evolution is being transformed into professional involution. That's why the problem of personality and professional development of a modern man at all stages of professional evolution (from admission to school, through the stage of conscious and independent choice of profession, the stage of professional training to creative self-realization in profession) becomes extremely important.

In the framework of our system approach to personality development a concept of professional development has been created. It considered integral personality characteristics (directedness, competence, flexibility) – as the object of development; transition to the higher level of professional self-consciousness – as a fundamental pre-requisite of development; transformation of life activity of an individual into the subject of his/her practical transformation – as a psychological mechanism; a controversial unity of “Me acting”, “Me reflected” and “Me creative” – as drivers; creative self-realization in profession and achievement of unique personality – as the result of the development. (Mitina, 2014)

Deferent models of professional development of an individual have been studied by Russian and foreign scholars for quite a long time (Zeer, 1997; Klimov, 1996; Markova, 1996; Povarenkov, 2015; Kegan, 1972; Loevinger, 1976; Super, 1985). The common feature of most scientific models is the description of the development option that is close to ideal, desired one; study of a professional path as complex and controversial but aimed at bringing up and development of a personality. The concept of professional development of an individual identified two alternative models (strategies) of professional work: the model of individual's professional development (professional evolution) and the model of adaptive functioning (professional involution). These two models differ by level of professional self-consciousness and integral personality characteristics (directedness, competence, flexibility).

Our decades-long empirical studies showed that the model of professional development characterizes constructive path of an individual in profession, path of creation, growth in creativity potential, while the model of adaptive functioning determines destructive path in profession, stagnation and neurotization, path of destruction, wasting, and plundering of creativity potential and personality resources.

A tailored educational technology of individual's professional development can transform the adaptive behavior into behavior aimed at creative self-realization in profession. The technology includes four stages of optimization (change) of behavior: preparation, realization, reassessment, action. At each stage motivational, cognitive, affective and behavioral spheres are transformed. A whole complex of influencing methods (traditional and active ones) is used. The concept and the technology of individual's professional development let us set up innovative projects and continuing education programs at schools, universities, training institutes at a qualitatively new level against the background of poly subject interaction (Mitina, 2014).

The technology of individual's professional development can be realized through theoretical and practical seminars, training seminars, coaching practical courses, however, the most effective organizational and psychological condition for improving the process of professional development of students at schools and universities is the technology of individual's professional development integrated into educational space with its stages aligned with students' periods of study and modified in accordance with their age.

During longitudinal study (2011-2016) conducted by us at school #1323 in Moscow we tried to find out whether it is possible to integrate into school educational space the psychological technology aimed at, within the common system, simultaneous, continuous personality and professional development of students, teachers, parents and psychologists as main parties and co-parties of educational space. The study covered 529 students, 72 teachers, 7 educational psychologists and 347 parents.

The experimental study had three stages:

The 1st stage was a comprehensive diagnostics of the parties of school educational space.

The 2nd stage of the experimental study consisted of 5 series: *series I* –implementation of personality and professional development programs among students at the first (1 to 4 grades), second (5 to 9 grades) and third (10-11 grades) levels of education; *series II* – implementation of personality and professional development programs among teachers; *series III* – implementation of personality and professional development programs among parents; *series IV* – implementation of personality and professional development programs among educational psychologists; *series V* – joint, simultaneous efforts for personality and professional development of the parties of education.

The 3d stage was the repeated diagnostics of the parties of school educational space.

According to our findings, active forms of personality and professional development are: at elementary school – a special experimental school subject “Me and the world”; at senior school – special voluntary classes “Who am I and who surrounds me?”, “Cognitive ability development program”, “Confidence development program”; at pre-specialization stage (8-9 grades) – two-year coaching practical course ‘My professional intentions’; at secondary school – special psychological training seminars “In search for vocation” to prepare school graduates for conscious and independent choice of profession.

As a result of personality and professional development programs pupils from elementary and senior school see a new psychological phenomenon to be formed – a disposition or leaning towards something, particular activity, appearance of individual and psychological prerequisites for something to brew. Teenagers at pre-specialization stage of education have professional intention being formed – a comprehensive personality phenomenon resulting from realization by students of the need to make certain steps in accordance with his/her own development program in order to choose a strategy of professional development and specialization at school. Dependent on the level of consciousness of professional intentions in senior pupils at specialization stage of education a special psychological work on preparing them for conscious and independent choice of profession is done, the new phenomenon is subjectified and transformed into subjective ability of a student. This paves the way for a continuous self-design of personality and a consistent move from one stage of an individual's psychological transformation to another: self-determination, self-expression and self-realization.

The result of this work is a psychological description of consciousness of all parties of education, activation of their creativity potential, formation of the community “teacher – student – parent - psychologist” as an integral dynamic psychological phenomenon that provides for the best living environment and personality and professional evolution of the parties of education.

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