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Professional resiliency of socionomic sphere specialists as a subject of pedagogical research

The gradual development of any science is known to depend on its successful solution of two types of tasks – theoretical and applied ones. The existence of the first kind of tasks is dictated by the immanent development of the science itself – when one theoretical task is solved, the next one that either adds or keeps the previous one is needed to be stated. If to speak about the problems of applied nature, their origins are different – researchers do not face them spontaneously, they are not caused by the inner logic of the science itself. In relation to the science, they occur from the outside and have their own special logic that is different from the inherent logic of the science. Tasks like that encourage completely new, unknown areas of research. Besides, applied tasks have an important feature: they are an attempt to solve the problem set by one science or practice by means of another science. The problem of professional resiliency of a specialist is the one that concerns such problems.

Taken in a social context, the problem of resiliency arises in connection with the problems of personality, its' activities and behaviour.

Among Ukrainian scientists this problem has been researched in the aspect of a strictly limited activity only: operators (V. Gorbunov); military

radiomen (R. Shpak); operative search officers (Yu. Galimov); officers of sniper groups (S. Lebedeva); pilots (O. Volyanskiy, Yu. Shcherbina). The problem of professional resiliency of socio-economic sphere specialists hasn't yet been researched in any way but pedagogic.

The pedagogic research of professional resiliency of socio-economic sphere specialists we defined number of tasks, such as: theoretical ground of resiliency nature and features of its manifestations; definition of its content and structure, characteristics of manifestation in the socio-economic sphere of professional activity; discovering factors that influence professional resiliency of socio-economic sphere specialists in typical and non-typical situations of their activity and reasons of their manifestation; development of professional resiliency mathematical model; definition of criteria and characteristics of its manifestation; development of the diagnostics model; creation of pedagogical technology in the process of preparation at a higher educational institution.

In the process of the research, professional resiliency of socio-economic sphere specialists was found to be an acquired quality by its nature that depends on certain personal characteristics and peculiarities the profession. The source of developing this quality lies in contradictions between abilities, likings, personal values that the person is trying to realise in the chosen professional activity, and external, social circumstances that determine demands to this activity and the area of its realisation. Taking into consideration that any essence is practically discovered only through its existence or the way of life, professional resiliency of a specialist is detected so far as the circumstances of its professional activity demand.

Professional resiliency is a complicated integral formation that appears in the process of interrelation between people and other objects. As a static characteristic, resiliency is rather abstract and impossible to study. In the present research professional resiliency is studied as a dynamic characteristic that appears in the process of human activity and is to be specially and purposefully formed.

Professional resiliency of a specialist is defined as his peculiar integral quality that is manifested in stability of positive results in his professional activity in the system of "human – human" and is determined by his personal characteristics.

It is possible for resiliency to appear, develop and be steadily kept in the personality structure. Development and formation of professional resiliency as a quality characteristic of a specialist whose properties are manifested in his professional activity ontologically take place in the three

interrelated and interdependent processes. *The first process* is presented by gradual separation of aggregate of professionally important features of a would-be specialist taking into account their qualitative determination and integrity. *The second process* is connected with differentiation of the whole on the quality set of professionally important features in the structure of the specialist's personality into a set of relatively independent parties that determine efficiency and stability of his actions as of a subject of activity. *The third process* provides a generalization, typing within a profession of a set of final professionally important features of a would-be specialist that represent his profession resiliency as a result of which quality turns into quantity. Hence, resiliency is a result of a special purposeful formation.

The structure of professional resiliency of socionomic sphere specialists consists of three units: object-active, subject-providing, evaluative-regulatory. The indicators of the object-active unit are: professionally important features, strategies and models of behaviour to overcome; of the subject-providing unit – flexibility of thinking, strength of excitation, inhibition and mobility of nervous processes, motivation of succeeding and avoiding failures; the evaluative-regulatory unit provides subjective personality control, self-actualisation, capability for self-government etc.

The structural units of professional resiliency are closely connected and integrate each other that prove the integrity of the structure, caused by integrity and indivisibility of the specialist's personality.

The analysis of scientific sources allowed determining the factors that can influence (either positively or negatively) professional resiliency of specialists. The factors are the following: high subjective complexity of the professional task; excessive responsibility; unfavorable functional and mental state; insufficient development of professionally important features; insufficient professional knowledge and skills; lack of experience in the specialty; partial or incomplete success in the activity; unfavourable orientation for a certain type of activity; lack of or no control over the situation etc.

It is experimentally proved that the same factors influence professional resiliency of a specialist in a different way depending on the situation the activity takes place. That is why the factors mentioned above were researched separately for typical and non-typical situations of the activity.

A typical situation of professional activity in the socionomic sphere is caused by the combination of such activity conditions that provide making decisions under the condition of sufficient time limit and consistent information, stereotypical behaviour and, as a result, lack of risk as for the

results of the decisions made in the process of activity, emotionally well-established background of the activity. A *non-typical situation* is caused by such a specific combination of its conditions that are characterized by suddenness, deficit of time and information that is necessary for decision making, emotional intensity, risk, change of activity stereotype that influence the activity results and without special training reduces its effectiveness and resiliency.

The following *criteria of professional resiliency* of socionomic sphere specialists were chosen: predictability – non-predictability of activity results in typical and non-typical situations; sustainability – non-sustainability of the activity while fulfilling professional functions; flexibility – rigidity of human behaviour in the activity process.

The indicators that characterise professional resiliency of specialists in the sphere of “human – human” are the parts of structural units of professional resiliency.

As for professional development of its components, professional resiliency of specialists is characterised by their passive, potential or active manifestation. Passive display of professional resiliency components indicates their actual presence in the personality structure, the potential one indicates the readiness and willingness of the personality to use these components to ensure their professional resiliency in the process of activity, active one indicates the actualization of these components in order to achieve sustainable positive results in typical and non-typical situations of professional activity.

Based on the results of the diagnostic studies a mathematical model of professional resiliency of socionomic sphere specialists in the form of linear multiple regression equation has been built, quantitative characteristics of passive and active areas of potential expression of professional resiliency have been established, factor features in the degree of their influence on the expression of professional resiliency of specialists have been analysed while unnecessary ones have been discarded.

The values of model parameters allowed ranking factor features in their degree of influence on the expression of professional resiliency of socionomic sphere specialists. Strategies and behaviours to overcome have the most impact on the expression of professional resiliency (model parameter equals 0, 145). A subjective control has less impact (model parameter equals 0, 114). Capacity for self-management has significant influence (model parameter equals 0,092). The desire for risk and motivation of achieving the goal and success are equally affecting

the expression of professional resiliency, as well as flexibility of thinking (model parameter equals 0,07). The motivation to prevent failures has but a less impact there, the strength of excitation, inhibition and mobility of nervous processes (0,064) and self-actualization (0,064). Professionally important qualities have the smallest impact (0,009).

The formation experiment is based on the idea of technologization of the professional resiliency forming process. *Pedagogical technology* is understood as a complex of forms and methods of reproducing theoretically grounded personal professional development and organising the would-be specialists' professional preparation for the activity area of "human – human"; the usage of the technology promotes the foundation of the necessary personal features of students due to the professional resiliency structure and guarantees effective achievement, predicting and correcting the preparation result, that is professional resiliency.

The structure components of the developed pedagogical technology of professional resiliency formation are the following: concept basis, content part and technology process.

The concept basis of the pedagogical technology is the provision that professional resiliency forming will be effective on condition the productive professional I-concept is formed. The mechanism of professional I-concept contains reflexion, self-identification, self-control and self-regulation of the students' own activity by themselves.

The content part of the pedagogical technology was determined as the main aim, which is to teach the students to treat their actions consciously within their professional activity. This part predicted mastering knowledge: about the essence, causes of appearing and possible consequences of professional mistakes; the essence of professional resiliency and factors it is influenced by; the means of regulating one's own professional activity. The students had to master the skills of predicting a professional situation development under both typical and non-typical conditions, skills of self-evaluation, self-regulation, reflexion, self-help etc.

The technology process consisted of three stages of the students' professional resiliency forming: self-revelation, understanding and feeling of oneself; realising one's own abilities within the chosen profession; self-development in the profession etc. The main principle of the teaching process forming was situational teaching. The dominant method of pedagogical technology realisation was problematic teaching. Organisation forms as training, game and case teaching were used in the process of students' teaching.

The pedagogical technology was realised in the process and on the material of the special workshop "A Problem of Professional Resiliency of Contemporary Socioeconomic Sphere Specialists".

The researched and introduced pedagogical technology of forming professional resiliency of socioeconomic sphere specialists was tested for effectiveness. Effectiveness of the pedagogical technology is considered to determine the degree of correspondence of the obtained results to the aims of the used pedagogical technology that is the degree of correspondence of knowledge, skills and social features obtained by the would-be specialists to their professional demands, as well as available means (material, psycho-physiological, time resources) that high school possesses to provide. In this case, the effectiveness of pedagogical technology proved to achieve the necessary degree of specialists' preparation in providing their professional resiliency as well as achieving the set aim of forming professional resiliency of would-be specialists.

The effectiveness test of the introduced pedagogical technology of professional resiliency of the would-be specialists in socioeconomic sphere was done according to the methodology that was based on the resiliency mathematical model. The diagnostic methodology of professional resiliency by its zones included the following stages: questioning students; standardization of measurement results; determination of manifestation area of each indicator of resiliency by its numerical value; calculation of quantitative reliability value of professional activity; determination of manifestation area of professional resiliency by its numerical value; compilation, analysis and comparison of the results; validation of the results obtained by mathematical means.

The results achieved by the students of experimental groups met the goals of the forming experiment while professionally important and personal features met the requirements of ensuring their resiliency. This proved the effectiveness of the introduced pedagogical technology of forming professional resiliency of specialists in the sphere of "human – human".

The prospects for further research are seen in:

- developing specific methods, pedagogical conditions of resiliency concept realisation in the process of preparation of socioeconomic sphere specialists independently for different specialities considering their peculiarities;
- integrating the research ideas into professional preparation of the students.

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Abstracts

ВІКТОРІЯ КОРНЕЩУК. Професійна надійність фахівців соціономічної сфери як предмет педагогічного дослідження. Стаття презентує результати педагогічного дослідження професійної надійності фахівців соціономічної сфери, яка, з одного боку, забезпечує ефективність їхньої професійної діяльності, а з іншого – є характеристикою якості підготовки таких фахівців у вищій школі. Автор розкриває сутність і структуру досліджуваного феномена; аналізує зовнішні та внутрішні чинники, що впливають на прояв професійної надійності фахівців соціономічної сфери; будує математичну модель та критеріальний апарат щодо її діагностування; розробляє педагогічну технологію формування цієї інтегративної якості фахівця в процесі його професійної підготовки.

Ключові слова: професійна надійність, соціономічна сфера діяльності, математична модель, типова та нетипова ситуації професійної діяльності, педагогічна технологія.

WIKTORIA KORNESZCZUK. Pewność zawodowa specjalistów dziedziny socjonomicznej jako przedmiot badania pedagogicznego. W artykule przedstawione wyniki badania pedagogicznego pewności zawodowej specjalistów dziedziny socjonomicznej, która z jednej strony zabezpiecza efektywność ich działalności zawodowej, a z innej – jest charakterystyką jakości przygotowania takich specjalistów w szkole wyższej. Autor ujawnia istotę i strukturę badanego fenomenu, analizuje czynniki zewnętrzne i wewnętrzne wpływające na przejaw pewności zawodowej specjalistów dziedziny socjonomicznej; buduje model matematyczny i aparat kryterialny dla jego diagnozowania; opracowuje technologię pedagogiczną kształtowania się tej jakości integracyjnej specjalisty w trakcie jego przygotowania zawodowego.

Słowa kluczowe: pewność zawodowa, dziedzina socjonomiczna

działalności, model matematyczny, sytuacja typowa i nietypowa działalności zawodowej, technologia pedagogiczna.

ВИКТОРИЯ КОРНЕЩУК. Профессиональная надежность специалистов социэкономической сферы как предмет педагогического исследования. В статье представлены результаты педагогического исследования профессиональной надежности специалистов социэкономической сферы, которая, с одной стороны, обеспечивает эффективность их профессиональной деятельности, а с другой – является характеристикой качества подготовки таких специалистов в высшей школе. Автор раскрывает сущность и структуру исследуемого феномена; анализирует внешние и внутренние факторы, влияющие на проявление профессиональной надежности специалистов социэкономической сферы; строит математическую модель и критериальный аппарат для её диагностирования; разрабатывает педагогическую технологию формирования данного интегративного качества специалиста в процессе его профессиональной подготовки.

Ключевые слова: профессиональная надежность, социэкономическая сфера деятельности, математическая модель, типичная и нетипичная ситуации профессиональной деятельности, педагогическая технология.

VICTORIA V. KORNESHCHUK. Professional resiliency of socionomic sphere specialists as a subject of pedagogical research. The article presents the results of pedagogical research, the professional reliability of specialists socionomic sphere, which, on the one hand, ensures the effectiveness of their professional activities, and on the other - is a characteristic of the quality of training of specialists in higher education. The author reveals the essence and structure of the phenomenon under study; It analyzes the external and internal factors affecting the expression of the professional reliability of the specialist socionomic sphere; constructing a mathematical model and criteria based device to diagnose it; develops educational technology of formation of the integrative quality expert in the course of his training.

Key words: professional reliability, socionomic sphere of activity, mathematical model, typical and atypical situations of professional activity, pedagogical technology.