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## **ALGORITHM OF PROFESSIONAL SOCIALISATION OF MASTER-DEGREE STUDENTS MAJORING IN SOCIAL STUDIES AND HUMANITIES**

*The article deals with the concept of socialisation in general and professional socialisation in particular. The suggested algorithm of professional socialisation of Master-degree students majoring in social studies and humanities involves the following stages: professional orientation, professional development, professional adaptation, and professional formation. The definition of each phenomenon in psycho-pedagogical literature has been considered, followed by the author's interpretation.*

**Keywords:** *socialisation, professional socialisation, Master-degree students, professional orientation, professional development, professional adaptation, professional formation.*

### **Introduction**

The issue of Master-degree students' training at modern higher educational institutions is relevant due to the growing requirements to future professionals' qualification level. The educational system of every country should contribute to the development of students as future professionals. Master-degree students are considered to be the brainpower of every nation, because they are supposed to be involved in future research activities and work at the universities as lecturers. It is obvious that a university teacher plays a significant role in the formation of young people's mind, which in turn determines the future of the country. Due to this, the high-quality training of Master-degree students at higher educational institutions is one of the main tasks of the educational system. In view of the fact that today a great number of changes and reforms in this area are taking place, the issue of Master-degree students' professional training and socialisation is worth investigating.

The specificity of training Master-degree students has been profoundly investigated by S. Vitvytska. She has proved that the system of Master-degree students' training should contribute to all-round development of their personalities, become one of the ways of achieving European standards. The training course should also contribute to the individual professional development, involve theoretical and practical preparation of students for pedagogical, scientific-research creative activities along with mastering skills to control the results of one's own research activities together with the studies of other researchers.

A university graduate after completing the Master-degree course should be ready for doing a diverse range of professional tasks, for interacting with the new working team, students, and parents [1].

The article is aimed to present and substantiate the algorithm of professional socialisation of Master-degree students majoring in social studies and humanities.

### **Discussion**

The phenomenon of personality's socialisation has been studied by researchers from different viewpoints and positions.

For example, in psychology, socialisation is considered as a process of integration of a person into the society, triggered by his/her unconscious instincts and pre-conditioned by searching for ways of avoiding "tension" and looking for "satisfaction" (Z. Freud); as a consequence of contradictions between inner human properties and the environment (E. Erikson); as adaptation to the impact of social environment by means of behaviour patterns formation (B. Skinner, D. Kelley); as moral formation of a personality (L. Kolberg), etc.

In pedagogical discourse, socialisation is regarded as a process of engaging an individual into the system of social relations, forming his/her social experience, developing and forming as an integral personality.

Besides, according to A. Zaluzhnyi, A. Zalkind, A. Makarenko, the phenomenon is also considered as a result of a collective's impact. Yu. Prokhorov understands it as a consequent change of the processes of adaptation, interiorisation, and activities.

In V. Orel's view, socialisation of a personality is a process and result of absorbing and active reproducing of socio-cultural experience (knowledge, values, norms and customs) basing on his/her activities (communicating, studying, working, playing) and relations in the process of performing social functions [2].

Socialisation is the way individuals learn roles and expectations for both themselves and also for others in society (Brim, 1966). It is through socialisation that individuals come to realise not only their place in the larger social order and what is expected of them by that social order, but also what they should expect from themselves. Professional socialisation is the means by which individuals become professionals. It largely takes place through advanced education. The particular context in which professional socialisation occurs importantly shapes its processes and outcomes [3].

In its turn, professional socialisation is also interpreted by scholars in different ways. Having generalised all the views on the concept of professional socialisation, we consider it as a process, during which individuals obtain necessary knowledge, abilities and skills, necessary for their occupation; acquire the behavioural patterns peculiar for the social group which the profession belongs to, which helps them to be full members of this social group.

According to Mary Diane Burton, professional socialisation entails three processes. Individuals must learn the formal knowledge that distinguishes the profession. Individuals must practice and come to acquire the skills of the profession. They must assimilate the values of the profession. Different contexts can organise these processes differently. Successful outcomes of professional socialisation are an individual who knows the knowledge of the profession, can apply the skills of the profession, and has internalized the values of the profession [3, p. 2].

Within a socialisation context, becoming a professional is characterised by three processes: 1) acquiring knowledge, 2) having practical experience with the techniques, and 3) acquiring the values of the professional community [4]. The first two processes typically occur through advanced education and an apprenticeship in the field. The third socialisation process entails three psychological stages that are part of attaining professional values: doubt, motivation, and commitment [5].

These stages come in the form of an initial period of reality shock and self-doubt where people spend time comparing themselves to others in the field and wondering if they themselves have made the right choice.

The goal of professional socialisation is to produce trained professionals who are both knowledgeable and skilled. These professionals should have values consistent with other similar professionals and should be committed to their chosen profession. Within the socialisation process, these outcomes may be categorised as either proximal or distal. Proximal outcomes deal with immediate circumstances such as attitudes towards the socialisation experience itself and behaviours within that context. Distal outcomes, which are theoretically dependent on proximal outcomes, deal with the long-term goals of the socialisation process such as attitudes towards the profession and behaviours within the professional role [3, p. 5-6].

Individuals have different characteristics which might influence the socialisation process. Thus, different individuals may have different proximal and distal outcomes within the same context. For example, publishing papers is an outcome of doing research. In order to do research, a student must interact with faculty and peers, have access to funds and equipment, spend time working on the research, and writing it. It may be the case that a group of people, based on individual characteristics, has more or less access to people and equipment, spends more or less time working, and subsequently publishes more or fewer papers [3, p. 8].

I. Lebedic associates the phenomenon of professional socialisation with person's professional activity, professional capacity and professional skills.

He is sure that professional activity is a personal property which involves professional self-determination and activity aimed at professional development. At the same time, he is sure that professional self-determination criteria are the following: professional orientation, manifestation of personal capabilities for achieving goals, demonstration of social and professional achievements, choice of social and professional perspective, manifestation of professional self-realisation in relations with others [6].

We believe that the phenomenon of professional socialisation should be considered along with the concepts of professional orientation, professional development, professional adaptation and professional formation. Professional socialisation is a final step in the professional path of Master-degree students in terms of studying at a university.

We suggest the following algorithm of Master-degree students' professional socialisation: *professional orientation* → *professional development* → *professional adaptation* → *professional formation* → *professional socialisation*.

It would be appropriate to review the following concepts in psycho-pedagogical literature and their interpretation by scholars.

For example, S. Tukholaz has drawn a conclusion that personal orientation has a complex multi-aspect nature, which is why it is regarded from different points of view: as a dynamic tendency (S. Rubinstein), as a system of needs (B. Dodonov), a complex of motives (L. Bozhovych), a number of interests, ideals, desires, opinions (K. Platonov), etc. In most studies, personal orientation is understood as a core sub-structure of a personality, which determines his/her psychosocial characteristics.

Different aspects of professional orientation have been studied by V. Bodrov, A. Verbytsyi, O. Kaganova, N. Kuzmina, A. Rean, V. Yakunin et al.

In S. Tykholaz's view, general personal orientation has a significant form of manifestation – professional orientation – which characterises needs, motives, values and interests of a personality in his/her professional field [7].

Besides, he distinguishes the following specific features of professional orientation:

- it integrates relevant components of motivational and axiological sphere (needs, motives, values, interests) and is manifested in preferential attitude towards professions in general and a concrete chosen profession in particular;

- it is an integral component of a specialist's professional preparedness, which determines motivation of mastering a profession, an individual professional style;

- it is an important motivation factor which encourages a personality to assess the process and results of his/her activities, self-assessment and self-development;

- its development is a complex, continuing and dynamic process taking place throughout the whole period of professional training and professional activities

and is carried out through the following stages: emergence and formation of professional intentions, professional training, partial or full professional self-realisation.

Students' orientation at the successful professional activities is considered as a combination of their inner state motives which determined their inner needs of activation of their professional development aimed at the achievement of success in the future career. The formation of orientation at the successful professional activities is associated with fulfilling the potential of a student in the process of self-development. This process requires productive activities, which is manifested in constant correcting of one's acts, deeds and behaviour, which, in turn, causes the necessity for self-control, self-assessment and responsibility. L. Hren thinks that students' orientation at the successful professional activities is also determined by the peculiarities of the educational process organisation and is characterised by the transformation of unstable temporal motives into the stable need and motives sphere focused on the successful career [8].

In the process of studying at a higher educational institution under the influence of special subjects, students' professional orientation is being formed and developed, which involves their desire to use the acquired knowledge, experience and skills in the field of the chosen career. Professional orientation also involves understanding and inner perception of goals and tasks of professional activities, along with interests, attitudes, views and ideals. All these features and components of professional orientation are the indicators of the level of its maturity in students; they are characterised by perseverance / non-perseverance, domination of personal or social motives, etc. [9].

In O. Moskaliuk's view, professional orientation is a psychological phenomenon which means person's psychological readiness for the occupational choice (B. Fedoryshyn) as a psychological factor of vocational choice and professionalisation (V. Bodrov), as a generalised form of person's attitude towards a profession (N. Kuzmina), etc. [10].

I. Lebedyk investigated the issue of professional self-realisation of future specialists majoring in humanities. He suggests to consider professional orientation as an integral personality property, which forms the hierarchical system of professionally significant motives, interests and values, which determine the preferable attitude towards the profession.

As a result of psycho-pedagogical literature review, within the framework of Master-degree students' professional socialisation, professional orientation is understood as a complex psycho-pedagogical phenomenon which determines Master-degree students' readiness to accept their future occupation, the connection of interests and motives with the future career and understanding the importance of the development in this direction. Without professional orientation such processes as professional development, professional adaptation, formation and socialisation are impossible, because they are closely interrelated and interdependent.

In V. Shcherbyna's opinion, personal and professional development is studied as a process of future specialist's formation in terms of his/her training at a higher educational institution. She also notes that many scholars (A. Derkach, V. Zazin, A. Markova, L. Rybalko, et al.) interpret personal and professional development as a process of personality's development, oriented at the high level of professionalism and professional achievements, and is performed by means of studying and self-development in the process of professional activities and professional interactions.

The concepts of professional development can be divided into three groups: structural, motivational and individual [11]. The main idea of structural theories is that both professional development and professional behaviour are changed at different life stages under different conditions (S. Akselrod, E. Genzberg, D. Miller, D. Herm). D. Super suggests a scheme of professional development, where the irregular development of a personality in a profession is emphasised, general directions and stages of professional path are distinguished. This scheme involves the following stages: 1) the stage of growth – the development of interests and skills; 2) the stage of exploration – making career choice; 3) the stage of formation – searching for “one's” activities, formation as a specialist; 4) the stage of reduction – decrease of working capacity and retirement [12].

Within the framework of our research we consider professional development of Master-degree students majoring in social studies and humanities as a process of acquiring professionally important knowledge, abilities and skills, along with the improvement of those ones, which have been already mastered. It is professional orientation which encourages a young specialist for professional development. When taking a Master-degree course, students' professional development is carried out by means of their active engaging into scientific and research activities, which involves participating in conferences, studying the discipline “Methods of Research Studies” and other ones, which have not been taught earlier, preparing for writing research papers and master-degree dissertation. Besides, professional development of Master-degree students involves active work experience internship at the university and other institutions. For example, at the faculty of Foreign Languages of Ushynsky University future English teachers do practical training at the university as lecturers, and future translators intern at translation agencies or other companies dealing with foreign languages. Very often Master-degree students are engaged into work at university departments, which helps them learn the work of the university in general and teachers in particular.

Besides, it should also be noted that the necessary element of modern specialist's professional development is not only specialty-related knowledge and skills, but also having a good command of a foreign language. It is confirmed by the fact that Master-degree admission programme involves the English language test. Professional

development is impossible without studying the experience of foreign scholars, and it is obvious that a great number of research studies of famous scholars or on the contrary, innovative investigations of young foreign authors are not translated into Ukrainian. It is very important not only to be able to read and understand texts in English, but also be able to communicate in English because there is a need for highly-qualified specialists all over the world and Ukrainian specialists should be ready to take a challenge and go abroad for their professional fulfilment.

A Ukrainian scholar S. Izbash understands socio-professional adaptation of students as an integrative phenomenon from the standpoint of personal activity approach, which acts like a process of personal changes in motivational, operational and reflexive spheres of a student's personality under the influence of external and internal factors, socio-economic conditions, associated with the engagement of a personality into the training process starting from the moment of entering a higher educational institution up to the moment of professional fulfilment during doing internship [13].

According to L. Yegorova, professional adaptation is a continuing process which is a result of purposeful activity of secondary school, higher educational institution and working teams where young specialists work after graduating from universities. There are three interrelated stages of professional adaptation:

- pre-university, which is associated with professional orientation. At this stage getting acquainted with the world of professions, determination of the field of future professional activities, manifestation of motivation and interests take place;

- university – the stage of professional training, which involves the formation and correction of professional orientation, development of professional skills, as well as professional self-consciousness;

- post-graduating – the stage of working, which involves adjustment to working conditions, team, new social status, etc. [14].

Therefore, the proposed stages of professional adaptation cover the period starting from school to the beginning of career path. In our research, we are focused on the professional adaptation in a rather narrow sense – exactly in the process of taking Master-degree course.

We agree with L. Patliovana who interprets professional adaptation as a process of mastering a profession, acquisition of knowledge, abilities and skills, behaviour patterns, way of living, which correspond to the future occupation. In its essence, professional adaptation is an integral process, in which business, personal and professional qualities of a specialist are formed, the basic level of mastered knowledge and skills enough for the formation of professional way of thinking, ability to take a stand under different circumstances is reflected [15].

In such an interpretation, professional adaptation is very close to the concept of professional socialisation, but we understand it as a stage of professional socialisation process,

which can be changed over time or because of different circumstances or changing of the kind of activities.

Besides, professional adaptation in terms of taking Master-degree course consists of different stages. For example, when starting their Master-degree course, students have to adapt to the new curriculum, new social status of Master-degree students, new disciplines, etc. Then they have to adapt to the internship peculiarities, to new environment, new people, with whom they will work. In the middle of the academic year they face the necessity of working on their Master dissertation, which also requires a lot of changes in their lives. Thus, the role of professional adaptation for Master-degree students seems to be obvious.

Professional formation is one of the main factors of personal development. According to different studies, it is a regulated process of changing certain personal qualities of activity subject. It is a continuing process of mastering a profession [16].

In T. Kartel's opinion, professional formation is a part of man's ontogenesis starting from the formation of professional intentions up to professional activities completing. It is a progressive personal development influenced by the society and professional activity oriented at self-development. Professional formation of a specialist is manifested in the development of his/her personality by means of professional traits and individual working style formation. Along with this, professional activities formation is manifested in the development of its tools and methods, improvement of technologies, etc. The knowledge of psychological peculiarities of professional development and formation helps a specialist consciously design his/her professional biography [17].

Another Ukrainian researcher T. Kukharchuk investigates the issue of future teachers' professional development. She thinks that it reflects the process of their development, starting from pedagogical education throughout the process of adaptation to professional maturity. The process of future specialists' professional formation includes the following components: personal integrative (which determines the formation of the system of professionally important qualities); regulative technological (which means mastering the activities at the professional level); subject activity (which reflects the creative character of mastering the bases of professional activities); self-actualisation (which provides the constant desire to overcome new difficulties and achieve new goals within professional activities). Professional formation is determined by the following factors: individual personal development, psychosocial and social factors [18].

Taking the specificity of our research into account, professional formation of Master-degree students majoring in social studies and humanities is considered in the aspect of associating oneself with a profession, as well as the readiness for work (both psychological and professional, i.e. the enough level of possessing knowledge and skills necessary for adequate professional activities). Unfortunately, some students do not pass all the stages of

professional socialisation (professional orientation, professional development, adaptation). Such students are not interested in their future occupation, they are not motivated for knowledge acquisition and skills mastering. Perhaps, they are stuck at the stage of professional orientation and cannot decide if this profession is what they want and what they are ready to devote their life to.

We believe that only after the stage of professional formation (which is preceded by the stages of professional orientation, development and adaptation), Master-degree students' professional socialisation can take place.

### Conclusion

Thus, professional socialisation is an integrative part of human life, starting from school age and up to the

retirement. Though in some periods it can become more active, i.e. become more significant than it was earlier. In our opinion, this is the period after completing a Bachelor programme and starting a Master-degree programme which is considered to be the first tipping point in student's professional life: he/she should decide whether he/she wants to start working or to continue studying by taking a Master-degree programme and beginning a new path of his/her professional socialisation which consists of the above mentioned stages.

Further research studies involve the processing of the survey of Master-degree students majoring in social studies and humanities according to the developed questionnaires.

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### **АЛГОРИТМ ПРОФЕСІЙНОЇ СОЦІАЛІЗАЦІЇ СТУДЕНТІВ МАГІСТРАТУРИ СОЦІО-ГУМАНІТАРНОГО ПРОФІЛЮ**

У статті подано тлумачення поняття соціалізації в цілому та професійної – зокрема. Феномен професійної соціалізації слід розглядати поруч із поняттями професійної спрямованості, професійного розвитку, професійної адаптації та професійного становлення. Професійна соціалізація є кінцевою ланкою на професійному шляху особистості. Алгоритм професійної соціалізації студентів в умовах вишу складається з таких етапів: професійна спрямованість → професійний розвиток → професійна адаптація → професійне становлення → професійна соціалізація. Професійна спрямованість – складне психолого-педагогічне явище, що визначає готовність особистості до прийняття своєї майбутньої професії, зв'язок інтересів із майбутньою професійною діяльністю та розуміння важливості професійного розвитку саме у такому напрямку. У рамках дослідження професійний

розвиток студентів магістратури соціо-гуманітарного профілю розглядається як процес здобуття професійно важливих знань, умінь і навичок, а також удосконалення тих, що вже набуті на певний момент. Професійна адаптація – це процес здобуття професії, засвоєння знань, умінь і навичок, норм поведінки, способу життя, який відповідає майбутньому фаху. У цьому тлумаченні професійна адаптація дуже наближена до професійної соціалізації, однак у статті вона розглядається як етап процесу професійної соціалізації, який може змінюватися з плином часу чи через обставини, що виникають. Професійне становлення студентів магістратури соціо-гуманітарного профілю тлумачиться в аспекті асоціювання себе з професією та готовності до професійної діяльності (і психологічної, і фахової, тобто рівня володіння необхідними знаннями, вміннями та навичками, необхідними для повноцінної трудової активності). Професійна соціалізація є невід’ємною складовою життя особистості, починаючи зі шкільного – аж до пенсійного віку. Але в деякі періоди життя вона має властивість актуалізуватися, набувати більшої значущості, ніж раніше. Саме період від закінчення бакалаврату до вступу до магістратури є першим переломним моментом у професійному житті (соціалізації) студента, адже саме у цей час він має вирішити: або йти працювати, або продовжувати навчання у магістратурі та починати новий шлях своєї професійної соціалізації, що складається з вищеописаних стадій.

**Ключові слова:** соціалізація, професійна соціалізація, студенти магістратури, професійна спрямованість, професійний розвиток, професійна адаптація, професійне становлення.

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#### **АЛГОРИТМ ПРОФЕССИОНАЛЬНОЙ СОЦИАЛИЗАЦИИ СТУДЕНТОВ МАГИСТРАТУРЫ СОЦИО-ГУМАНИТАРНОГО ПРОФИЛЯ**

В статье представлено толкование понятия социализации в целом и профессиональной – в частности. Феномен профессиональной социализации следует рассматривать вместе с понятиями профессиональной направленности, профессионального развития, профессиональной адаптации и профессионального становления. Профессиональная социализация является конечным звеном на профессиональном пути личности. Алгоритм профессиональной социализации студентов в условиях ВУЗа состоит из следующих этапов: профессиональная направленность → профессиональное развитие → профессиональная адаптация → профессиональное становление → профессиональная социализация. Профессиональная направленность – сложное психолого-педагогическое явление, определяющее готовность личности к принятию своей будущей профессии, связь интересов с будущей профессиональной деятельностью и понимание важности профессионального развития именно в таком направлении. В рамках исследования профессиональное развитие студентов магистратуры соціо-гуманітарного профілю рассматривается как процесс получения профессионально важных знаний, умений и навыков, а также совершенствование уже имеющихся. Профессиональная адаптация – это процесс получения профессии, усвоения знаний, умений и навыков, норм поведения, образа жизни, которые соответствуют будущей профессии. В этом толковании профессиональная адаптация максимально приближена к профессиональной социализации, однако в статье она рассматривается как этап процесса профессиональной социализации, который может меняться с течением времени или в силу возникающих обстоятельств. Профессиональное становление студентов магистратуры соціо-гуманітарного профілю рассматривается в аспекте ассоциирования себя с профессией и готовности к профессиональной деятельности (и психологической, и профессиональной, то есть уровня владения необходимыми знаниями, умениями и навыками, необходимыми для полноценной трудовой активности). Профессиональная социализация является неотъемлемой частью жизни личности, начиная со школьного – вплоть до пенсионного возраста. Но в некоторые периоды жизни она имеет свойство актуализироваться, приобретать большую значимость, чем раньше. Именно период от окончания бакалаврата до поступления в магистратуру является первым переломным моментом в профессиональной жизни (социализации) студента, ведь именно в это время он должен решить: идти работать или продолжать обучение в магистратуре и начинать новый путь своей профессиональной социализации, состоящий из вышеописанных стадий.

**Ключевые слова:** социализация, профессиональная социализация, студенты магистратуры, профессиональная направленность, профессиональное развитие, профессиональная адаптация, профессиональное становление.

*Подано до редакції 21.12.2016*

*Рецензент: д. пед. н., проф. Т. Ю. Осипова*