



The Structural Model of Future Employees' Personal and Professional Self-Development

Zh. G. Garanina^{a*}, N. V. Andronova^a, L. I. Lashmaykina^a,
O. E. Maltseva^b, O. E. Polyakov^a

^a National Research Mordovia State University, Saransk, Russia,

* garanina23@mail.ru

^b Yanka Kupala State University of Grodno, Grodno, Belarus

Introduction: the main purpose of this paper is to present the theoretical and practical aspects of professional and personal self-development of future professionals, the construction of the structural model and the determination of levels of self-development. The study of personal and professional self-development attributes of future professionals is of special interest to modern researchers, as well as for practicing psychologists studying the problem of self-realization and self-improvement in their professional fields. This article discusses the theoretical approaches to the study of the model and structure of personal and professional self-development. It analyses the results of the comparative empirical study of the features of students self-development with various levels of formation of motivational-semantic sphere. The authors carried out the detailed theoretical analysis of the problem of personal and professional self-development. They offer the structural model of the process, including the set of interrelated value-semantic, reflexive and regulatory components. The study revealed that the personal and professional self-development is a comprehensive system based on the active personal transformation being carried out in the course of behavior and activities self-regulation of their behavior, designed to achieve personal and professional goals.

Materials and Methods: diagnostic methods were used to identify the level of self-development and personal qualities of students. Processing of the data was carried out by means of correlation, factor and cluster analysis.

Results: this article considers the results of the empirical study conducted with the help of psycho-diagnostic methods aimed at identifying the level of self-development of future professionals, its structure and features. The scientifically valid results are obtained, allowing to identify the levels of self-development of students as well as to identify factors affecting the process of self-development of future social sphere specialists.

Discussion and Conclusions: the structural model of the personal-professional self-development includes a set of interconnected components: value-semantic, reflexive and regulative. The main factor influencing the process of personal and professional self-development of future professionals is the indicator of the meaningfulness of life, which is significantly associated with readiness to self-knowledge and self-development and affect the level of self-development. The desire for self-development can be considered as one of the personal and professional values, which give future professionals the opportunity to feel the meaningfulness of life, satisfaction with the process and its results, and achieve their personal and professional goals. The results of this study have several important implication for practicing psychologists who can broaden the scope of research of self-development and self-identity processes and determine the basic ways of self-realization of the young people potential in their professional career.

Keywords: personal and professional self-development, motivation and sense sphere, self-regulation, reflection, self-efficacy, self-actualisation, meaningfulness of life

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Структурная модель личностно- профессионального саморазвития будущих специалистов

Ж. Г. Гаранина^{1*}, Н. В. Андропова¹, Л. И. Лашмайкина¹,
О. Е. Мальцева², О. Е. Поляков¹

¹ ФГБОУ ВО «МГУ им. Н. П. Огарёва», г. Саранск, Россия,
*garanina23@mail.ru

² УО «Гродненский государственный университет имени Янки Купалы»,
г. Гродно, Республика Беларусь

Введение: в статье рассматриваются теоретические подходы к исследованию модели и структуры личностно-профессионального саморазвития, а также анализируются результаты сравнительного эмпирического исследования особенностей саморазвития студентов с различным уровнем сформированности мотивационно-смысловой сферы. Цель статьи – изучение теоретических и практических аспектов проблемы профессионального и личностного саморазвития будущих специалистов, построение структурной модели и выделение уровней саморазвития.

Материалы и методы: были использованы диагностические методы, направленные на определение уровня саморазвития и личностных качеств студентов. Обработка полученных данных проводилась методом корреляционного, факторного и кластерного анализа.

Результаты исследования: личностно-профессиональное саморазвитие представляет собой целостную систему, основанную на деятельностном преобразовании личности себя, которое осуществляется в ходе саморегуляции своего поведения и деятельности, направленной на достижение личностно и профессионально значимых целей. В статье проанализированы результаты эмпирического исследования, проведенного с помощью психодиагностических методов, направленных на выявление уровня саморазвития будущих специалистов, его структуры и особенностей. Получены научно обоснованные результаты, позволяющие раскрыть уровни саморазвития студентов, а также определить факторы, влияющие на процесс саморазвития у будущих специалистов социоэкономической сферы.

Обсуждение и заключения: структурная модель личностно-профессионального саморазвития включает совокупность взаимосвязанных компонентов: ценностно-смыслового, рефлексивного и регулятивного. Основным фактором, влияющим на процесс личностного и профессионального саморазвития будущих специалистов, является показатель осмысленности жизни, который значимо связан с готовностью к самопознанию и саморазвитию и влияет на уровень саморазвития. Стремление к саморазвитию можно рассматривать как одну из личностных и профессиональных ценностей, дающую будущим специалистам возможность чувствовать осмысленность жизни, удовлетворенность ее процессом и результатами, а также достигать поставленных личных и профессиональных целей. Полученные результаты представляют особый интерес для практикующих психологов, которые могут расширить сферу исследования процессов саморазвития и самосовершенствования личности и определить основные способы потенциальной самореализации молодежи в профессиональной карьере.

Ключевые слова: личностно-профессиональное саморазвитие, мотивационно-смысловая сфера, саморегуляция, рефлексия, самоэффективность, самоактуализация, осмысленность жизни

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Introduction

In the current socio-economic conditions it is very important to consider the problem of increasing the efficiency of professional activity in various stages of professionalisation. The study is topical due to high demand for professional skills of specialists that could ensure the success of professional work, and the need for their continued self-development and self-improvement. Therefore, there is a great interest to psychologists and teachers to study the process

of personal and professional development and self-development of future professionals. The main objective of this research is to study the theoretical and practical aspects of professional and personal self-development of future professionals, the construction of the structural model and the determination of levels of self-development.

Literature Review

Theoretical and methodological analysis of the problem of personal and profes-



sional self-development allowed carrying out the systematization and integration of conceptual approaches to this phenomenon. In domestic psychology the problem of personal self-development has been developed in the framework of the activity approach in the works of A. N. Leontiev, who considered it as a manifestation of the essence of human activity directed to the change of the subject¹. While analyzing the process of self-development from the perspective of the subject approach, G. A. Zuckerman supposes that a person becomes a subject of self-development only when he or she begins to consciously set goals for self-assertion, self-improvement and self-realization, and starts to determine the prospects of what it is going to happen and directions of change [1].

In Western psychology, the problem of self-development is closely connected to the concepts of self-actualization, personal growth, ideas which were developed in the framework of the humanistic approach, or the principles underpinning the self-development (self-efficacy, self-regulation, self-realization, self-actualization, self-reflection). According to the views of humanistic psychology (G. Krayg², A. Maslow³, C. Rogers [2]), an individual is a complete and unique personality that is able to build his or her own career, to advance in their highest spiritual and personal development. Personal development in the context of personal autonomy and self-determination of behavior is considered by R. Ryan and E. Deci. In their opinion, autonomy is related to the subjectivity of the individual, based on self-initiated and self-regulated behavior. The concept of autonomy refers to the process of personal development and to its results, which is reflected in the integration of self-determination and human behavior [3].

G. Rychlak supposes in the theory of self-determination the source of self-

development is the dialectical ability for self-reflection and transcendence [4]. According to R. Kegan, self-development and meaning-making is a lifelong activity that begins in earliest infancy and continues to evolve through a series of stages encompassing childhood, adolescence, and adulthood. The evolving self describes this process of evolution in rich and human detail, concentrating especially on the internal experience of growth and transition, its costs and disruptions as well as its triumphs⁴.

C. Knudson-Martin defines self-development as the differentiating aspect, distinguishing oneself from others and knowing one's "own mind", and the attending aspect, developing a sense of connectedness with others [5]. Sh. Kapadia, J. Miller suggest that self-development involves maintaining connection and responsibilities to others and that objects are important not only for their capacity to elicit self-definition, but also as a real other to whom the individual responds [6].

M. Tomassini and S. Zanazzi considered the structure of self-development of competencies whose specific, practice-based components are underpinned by fundamental cognitive, social and emotional components [7]. L. M. Stansfield describes the model of the responsive self-developer is proposed, together with the model of improvements to the cognitive and support structures needed to facilitate effective self-development [8]. K. Sh. Yip supposes that under appropriate conditions, self-reflection can be very constructive, resulting in self-enhancement [9].

Theoretical approaches to professional development elaborated in western psychology describe the origins and prognosis of professional development opportunities and career growth. For example, the concept of professional development created

¹ Леонтьев А. А., Леонтьев Д. А., Соколова Е. Е. Деятельность, сознание, личность. М. : Смысл, 2005. 431 с. URL: <http://elibrary.ru/item.asp?id=20083995> (дата обращения: 23.06.2017).

² Крайг Г. Психология развития. СПб. : Питер, 2004. 939 с. URL: <http://elibrary.ru/item.asp?id=20074131> (дата обращения: 23.06.2017).

³ Маслоу А. Мотивация и личность. СПб. : Питер, 2010. 352 с. URL: <http://elibrary.ru/item.asp?id=21551518> (дата обращения: 23.06.2017).

⁴ Kegan R. The evolving self: Problem and process in human development. Cambridge, MA : Harvard University Press, 1982.

by D. Super [10], in which he connects a person with the professional development of personal maturity, personal self-development, formation and implementation of its “self-concept”. D. Super believed that the professional maturity of a person affects the satisfaction of his or her future career, the level of future professional achievements, professional self-esteem. He saw professionalization as a long process of development that greatly depends on subjective factors, the desire for self-development, not just from external circumstances. Super believed that professional self-development could be controlled via the impact on the “self-concept”, consciousness and self-identity.

Personal self-development may occur in the course of professional formation and activity, if the subject is actively involved in self-improvement of their professional qualities (V. G. Maralov [11], N. A. Nizovskikh [12], I. V. Ivanova, M. G. Shulman [13], L. I. Selivanova [14], M. A. Frizen [15]). Therefore, personal self-development is inextricably linked to professional self-development. In domestic and foreign psychology there has developed a lot of theoretical and methodological approaches to understanding of the essence of personal and professional self-development. From the standpoint of acmeological approach, A. A. Derkach, N. S. Krupenina by the personal and professional self-development mean the process of personality development, focused on the high level of professionalism and professional achievements, carried out with the help of training and self-development in the course of professional activity and professional interactions [16; 17].

On the basis of the analyzed theoretical and methodological approaches generalization, Zh. G. Garanina considers personal and professional self-development as an integral self-developing system aimed at self-transformation [18].

The personal self-development is based on the awareness of the goals and values of the self-improvement and the implementation of purposeful work on oneself. The personal self-development determines the professional self-development in the pro-

cess of learning and the implementation of professional activities. The professional self-development can be seen as the desire of increasing the level of self-efficacy and the professional competence.

In general, the personal-professional self-development is created by the needs for personal and professional self-improvement, and is carried out in the course of the self-regulation of their behavior and activities designed to achieve personal and professional purposes.

The theoretical analysis of this problem allows us to present the structural model of personal and professional self-development, which constitutes the main components of the set of interacting and interconnected components: value-semantic, reflexive and regulatory.

Value-semantic components determine the motivation and values of the self-development and self-improvement. The structure of this component includes motives and needs for the self-development and self-improvement, the value of the subject’s relationship to himself, to persons, to the profession, and meaningful orientations.

A reflective component acts as a subject reflection of the self-development of its inner qualities; it is a combination of cognitive and affective characteristics. Cognitive characteristics include a person’s comprehension of his personal and professional qualities. Affective characteristics are based on the self-relationship to one’s personality.

A regulatory component of the self-development is determined by the ability of the individual to regulate their behavior, self-efficacy, confidence of their professional competence, the ability to implement practical actions aimed at the self-transformation and self-improvement. The regulatory component includes the planning of the self-development goals and practical actions aimed at the self-development and self-improvement.

However, the problem of self-development requires further study, aimed at the construction of the structural model and the determination of levels of personal and professional self-development of future professionals.



Materials and Methods

To achieve this goal we have carried out an empirical study among the students of the Psychology Department (National Research Mordovia State University, Russia). Age of the subjects ranged from 19 to 22. 120 People were interviewed. The following diagnostic methods were presented: questionnaire “The ability to self-development”, test “willingness to self-knowledge and self-development” (T. M. Shamova), personal views questionnaire (A. Shostrom), test of life views (D. A. Leontiev), questionnaire of self-attitude (V. V. Stolin and S. R. Panteleev), test of reflexivity (A. V. Karpov), questionnaire “Student behavior self-regulation style” (V. I. Morosanova), questionnaire of personal and professional values (Zh. G. Garanina), method of “general self-efficacy scale” (R. Schwartz, M. Erusalem, V. Romek). Processing of the data was carried out by means of correlation, factor and cluster analysis.

To study the level of personal and professional self-development the questionnaire “The ability to self-development” (T. M. Shamova) was used. This checklist allows revealing the following levels of self-development: active self-development, lack of established system of self-development, stopped self-development. The study of motivational factors influencing the self-development was carried out by means of the test “Willingness to self-knowledge and self-development” (T. M. Shamova), allowing to identify the different levels of motivational readiness for self-knowledge and self-development.

To investigate the value-semantic components of self-development the life views test (D. A. Leontiev) was used, on the basis of which the overall meaningfulness of life can be determined, as well as subscales of life goals, process and result. The values of self-development have been studied using the questionnaire of personal and professional values (Zh. G. Garanina), allowing to identify the rank structure and values of preferred subjects. The level of self-actualization was determined using a questionnaire of personal orientation (A. Shostrom), which is identified on the

basis of low, medium and high level of self-actualization.

Studying reflective qualities of students was conducted by means of research of reflexivity methodology (A. V. Karpov), that reveals a low, medium and high level of reflexivity, as well as the self-attitude test (V. V. Stolin, S. R. Panteleev), that helps to determine global self-attitude differentiated by self-esteem, self-interest, self-expectations and self-attitude.

To study the regulatory components of self-development the questionnaire “Student behavior self-control style” (V. I. Morosanova) was used, revealing the development of individual self-control, that includes the scale “overall level of self-control” which characterizes the level of development of individual self-control system of any human activity, as well as indicators of planning, simulation, programming, evaluation, indicators of regulatory and personality traits – flexibility and independence.

The study of confidence in their professional competence was determined using the “Scale of General Self-Efficacy” test (R. Schwartz, M. Erusalem, V. Romek), which is identified on the basis of low, medium and high level of self-efficacy.

Results

The results of empirical research obtained by the questionnaire “The ability to self-development” and test “willingness to self-knowledge and self-development” (T. M. Shamova), personal views questionnaire (A. Shostrom) test of life views (D. A. Leontiev), research methods reflexivity (A. V. Karpov), values of self-development questionnaire (Zh. G. Garanina), “Student behavior self-control style” (V. I. Morosanova), “general self-efficacy scale” techniques (R. Schwarzer) were subjected to correlation, factor and cluster analysis. Calculations were made using the SPSS Statistics 17.0 software.

Further research of the revealed relationships between the characteristics of personal and professional self-development was performed using correlation and factor analysis.

The results of correlation analysis showed that the highest number of statistically significant correlations ($p = 0,01$)

was found between the level of integral meaningfulness of life and self-development indicators ($r = 0,465$), willingness to self-development ($r = 0,489$), the level of self-actualization ($r = 0,53$). The statistically significant relationship between the level of self-development and self-efficacy

($r = 0,432$), self-actualization ($r = 0,38$), as well as between the level of self-development and readiness for self-development ($r = 0,438$) was determined. The statistically significant relationship was found between the level of self-development and self-attitude ($r = 0,417$).

Table 1. Factor analysis of the students' self-development structure
Таблица 1. Факторный анализ структуры саморазвития студентов

Components / Компоненты	Factors / Факторы	Factor variables / Факторные переменные			
		1	2	3	4
		Variance, % / Дисперсия, %			
		27,7	21,8	16,9	13,7
Value and Semantic / Ценностно-смысловой	Willingness to self-knowledge / Готовность к самопознанию	0,271	0,505	-0,230	0,567
	Willingness to self-development / Готовность к саморазвитию	0,914	0,154	0,241	-0,161
	Value of self-development / Ценность саморазвития	-0,169	0,782	0,111	0,468
	Level of self-development / Уровень саморазвития	0,203	0,885	0,316	0,207
	Meaningfulness of life / Осмысленность жизни	0,068	0,242	0,828	0,215
	Self-actualisation / Самоактуализация	0,133	0,305	0,882	0,055
Reflective / Рефлексивный	Reflexivity / Рефлексия	0,049	0,173	0,184	0,960
	Self-attitude / Самоотношение	0,832	0,124	0,301	0,025
Regulative / Регулятивный	Self-regulation / Саморегуляция	0,840	-0,172	-0,060	0,425
	Self-efficacy / Самоэффективность	0,769	0,453	-0,095	0,006

The given factor analysis allowed to identify four factors (table 1).

The first factor is called “motivational readiness for self-development”, with the highest factorial share and variance of 27,7 %, it includes indicators such as the willingness to self-development (0,914), self-regulation (0,840), self-attitude (0,832), self-efficacy (0,769).

Willingness to self-development factor has a maximum share, it includes such indicators as self-regulation, self-attitude and self-efficacy. These relationships can be explained by the fact that the willingness to self-development is determined by the presence of the developed system of the students self-regulation, which focuses on self-development of their personal

and professional qualities. People with the developed system of self-regulation form strong-willed qualities, defining their dedication and perseverance, the ability to regulate their own behavior. Since the self-attitude indicator has a big share in this factor, we can conclude that the level of self-motivation determines readiness for self-development and focuses on self-improvement. The factor of self-efficacy included in this figure can be interpreted as an effective and practical basis for the formation of motivational readiness for professional self-development. By self-efficacy we imply a combination of ideas of future psychologists on professional competence and confidence in the fact that in situations of professional activities they



can use it as a tool for the successful implementation of their tasks. This may explain the fact that a high level of self-efficacy is determined by the desire to develop their own professional competence and achieve vital goals.

The second factor which we define as “The level of self-development”, with a variance of 21,8 % includes the following variables: self-development (0,885), the value of self-development (0,782), the willingness to self-knowledge (0,505), self-efficacy (0,453). In this factor the indicators of self-development, self-efficacy and readiness to self-knowledge unite around the indicators of self-development. The achieved results can be explained by the fact that the active personal and professional self-development is an attribute of individuals who consider important life values, the ability to successfully carry out professional activities, readiness for self-knowledge and professional effectiveness.

The third factor with a variance of 16,9 %, which we called “self-actualization”, includes the following: self-actualisation (0,882), meaningfulness of life (0,828), self-regulation (0,484). Due to the fact that self-actualization has the greatest share in this factor, it can be concluded that the high level of quality determines the meaningfulness of life in general, as well as the high level of self-regulation.

The fourth factor with a variance of 13,7 %, defined as “self-reflective component” includes parameters such as reflexivity (0,960), the willingness to self-knowledge (0,567), the value of self-development (0,468), self-regulation (0,425).

Reflexivity in this factor has maximum share and includes motivational readiness for self-knowledge, awareness of the value of self-development and self-regulation. The relationship between reflection and willingness to self-knowledge is the most obvious fact, because these figures are included in a set of self-development, defining its cognitive components such as self-knowledge and self-awareness. Also the reflective unit includes the value of self-development, because awareness forms motivational readiness for self-knowledge and

self-improvement in future professionals. In addition, the structure of the unit consists of such qualities as self-regulation which is based on reflection and self-knowledge that involves self-development, change of behavior and self-regulation.

The obtained results were also processed through the cluster analysis. The procedure of clustering was carried out with indicators of self-development, readiness to self-development and self-knowledge, values, self-development and personal-professional qualities of students, such as the level of self-actualization, meaningfulness of life, reflectivity, self-control and self-efficacy. As a result, cluster analysis identified three clusters of students. These clusters allow to divide the total set of subjects into groups according to the levels of personal and professional self-development (table 2).

The first group that is characterized by high and active level of self-development, includes 48 % of the subjects. In this group of students the value of self-development is significant and high (10,0), subjects are characterized by high level of expression of self-development (42,0), the motivational readiness for self-development (7,0) and for self-knowledge (6,0), as well as high level of self-actualisation (35,0), reflection (6,0), the meaningfulness of life (110,0) and the developed indicators of self-efficacy (27,0) and self-regulation (34,0). Future specialists at this level of self-development pursue self-actualisation, self-improvement, self-development and have motivational readiness for it. They have highly developed reflective sphere, they actively learn about themselves and have high level of meaningfulness of life. This group of subjects has both cognitive and conative resources for self-knowledge and self-development, they carry out self-development based on the formed regulatory qualities.

The second group, characterized by the middle, unstable levels of self-development, includes 44 % of the tested sample. This group consists of students with high levels of expression of the self-development values (10,0), the average

level of self-development (35,0) and motivational readiness for self-development (5,0) and self-knowledge (4,0). The level of meaningfulness of life (100,0) and self-actualization (34,0), self-efficacy (25,0) is quite high, indicating the sense of satisfaction and richness of life, but at the same reflexive abilities (5,0) and self-regulation (27,0) have the middle level of develop-

ment. Thus, the level of self-development is spontaneous, the students in this group have no systematic self-development due to low formation of reflexive and regulatory quality. Personal and professional self-development at this level occurs spontaneously and is influenced by the prevailing external circumstances rather than internal needs for self-perfection.

Table 2. Distribution of students across groups with different levels of self-development
Таблица 2. Распределение по группам студентов с различным уровнем саморазвития

Factors / Факторы	Group 1 / Группа 1	Group 2 / Группа 2	Group 3 / Группа 3	Average / Среднее	Standard Error / Стандартное отклонение
Self-development value / Ценность саморазвития	10,0	10,0	8,0	9,25	0,96
Self-development level / Уровень саморазвития	42,0	35,0	32,0	38,66	3,51
Meaningfulness of life / Осмысленность жизни	110,0	100,0	90,0	96,75	10,43
Willingness to self-knowledge / Готовность к самопознанию	6,0	4,0	5,0	4,75	0,96
Willingness to self-development / Готовность к саморазвитию	7,0	5,0	4,0	5,33	1,50
Self-actualisation / Самоактуализация	35,0	34,0	32,0	33,66	0,57
Reflexivity / Рефлексия	6,0	5,0	4,0	4,50	1,29
Self-regulation / Саморегуляция	34,0	27,0	20,0	27,0	3,23
Self-efficacy / Самоэффективность	27,0	25,0	19,0	24,75	4,03

The third group is 8 % of all students who are at the low, stagnant level of self-development. This group is characterized by lower levels of the value of self-development (8,0), the level of self-development (32,0) and motivational readiness for it (4,0), the average level of meaningfulness of life (90,0), and self-actualisation (32,0), as well as low levels of reflection (4,0), self-efficacy (19,0) and self-regulation (20,0). Future specialists at this level of self-development do not see it as a core value of life and do not pursue it. The level of formation of reflective, regulatory and value-semantic attributes is so low that they do not cause the desire for self-improvement and self-actualisation. They also do

not have sufficiently formed self-efficacy, which is responsible for their lack of confidence in their own competence and this does not allow them to properly carry out self-knowledge and self-development. The development of such individuals occurs at slower pace and is determined only by the external conditions of life.

According to the results of the study, the following conclusions can be made. Personal and professional self-development is essential to the professional success of future specialists in the social sphere. Based on the study we can present the structural model of personal and professional self-development, which constitute the main components of the set of interacting and in-



terconnected components: value-semantic, reflexive and regulatory.

The main function of value-semantic component is to understand the meaning and value of self-development, self-change in the motivation of the subject, updating internal human aspirations to achieve personally and professionally meaningful goals. Value-semantic components are defined as motivational readiness for self-development, and the value and meaning of human life. The main factor influencing the process of personal and professional self-development of future professionals is the indicator of the meaningfulness of life, which is significantly associated with readiness to self-knowledge and self-development and affect the level of self-development. The higher this factor the more substantial is the need for self-development and self-actualization. The desire for self-development can be considered as one of the personal and professional values, which give future professionals the opportunity to feel the meaningfulness of life, satisfaction with the process and its results, and achieve their personal and professional goals. One of the factors that determine personal and professional self-development specialists in the social sphere is the pursuit of self-actualization, which affects the performance and meaningfulness of life and is significantly associated with the level of self-development. In general, this factor determines the awareness of the subject's own personal and professional qualities and its aspiration for self-development and self-improvement.

Reflective component acts as a subject reflection of self-development of its intrinsic qualities, it is a combination of cognitive and affective characteristics. Reflection in the structure of personal and professional self-awareness is considered as the personal self-consciousness, professional and personal characteristics, their actual capabilities and potential resources for self-development, the basis for possible implementation of self-transformation and self-improvement. This component in the structure of self-development of future specialists reveals willingness to

self-knowledge and the self-reflection that determines the level of self-development and is largely influenced by the desire for personal growth and professional self-improvement. The person carrying out the active self-development has the high level of self-awareness and more meaningful experiences of their lives.

The regulatory component of self-development is determined by the ability of the individual to regulate their behavior, self-efficacy, confidence in their professional competence, the ability to implement practical actions aimed at self-transformation and self-improvement. Conscious self-regulation activity is the foundation of preparedness for personal and professional self-development. The individual characteristics of self-regulation also reflect how the person plans and programs to achieve goals, evaluates and adjusts their activity to obtain vital and professionally meaningful results.

Discussion and Conclusions

The priorities of socio-economic development of modern society determine the prospects of the psychological study of the problem of self-development specialists in the course of their professional development. Further study of the problem of future specialists self-development will develop practical methods aimed at developing the ability of young people for constant and conscious self-change and self-perfection, it will enhance the effectiveness of professional activity.

The results of the analytical and experimental research allow establishing a structural model of the professional self-development and identifying the main ways to increase its effectiveness. The structural model of the personal-professional self-development includes a set of interconnected components: value-semantic, reflexive and regulative. The value-semantic component determines the motivation and values of self-development and self-improvement; therefore a professional training of future specialists in the social sphere should contribute to awareness of the meaning and values of the professional self-development,

and the formation of motivational readiness of young people for the self-improvement.

A reflexive component is a combination of cognitive and affective characteristics associated with the awareness of their personal and professional qualities and self-relationship. Also a professional training of future psychologists should be aimed at forming the reflective qualities of students, on the conscious self-improvement of their professional and personal qualities for mastering the future profession.

The regulatory component is determined by the ability of the individual to regulate their behavior, self-efficacy, the ability to implement practical actions aimed at the self-transformation and self-improvement. The self-efficacy can be seen as an effective and practical basis for the formation of future specialists' readiness for professional self-development. The high level of self-efficacy is determined

by the desire to develop the professional competence in the social sphere. In this regard, future specialists need to form the self-efficacy, the ability to consciously regulate their activities, their professional competence rise.

Conscious self-development should also be accompanied by continued professional development and self-realization of professionals at all stages of career development.

In conclusion, it should be noted that in the changing social and cultural situation there is a need to develop new approaches to the study of self-identity in the process of professional development. The results of this study are of particular interest for practicing psychologists who can broaden the scope of research of self-development and self-identity processes and determine the basic ways of self-realization of the young people potential in their professional career.

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About the authors:

Zhanna G. Garanina, Professor, Chair of Psychology, National Research Mordovia State University (68 Bolshevistskaya St., Saransk 430005, Russia), Ph.D. (Psychology), **ORCID: <http://orcid.org/0000-0003-1428-1213>**, garanina23@mail.ru

Natalia V. Andronova, Associate Professor, Chair of Psychology, National Research Mordovia State University (68 Bolshevistskaya St., Saransk 430005, Russia), Ph.D. (Psychology), **ORCID: <http://orcid.org/0000-0003-1909-5575>**, andronov1971@mail.ru

Lyudmila I. Lashmaykina, Associate Professor, Chair of Psychology, National Research Mordovia State University (68 Bolshevistskaya St., Saransk 430005, Russia), Ph.D. (Psychology), **ORCID: <http://orcid.org/0000-0003-0848-3871>**, l.lashmaikina@yandex.ru

Olga E. Maltseva, Senior Lecturer, Chair of General and Social Psychology, Yanka Kupala State University of Grodno (22 Ozheshko St., Grodno 230023, Belarus), **ORCID: <http://orcid.org/0000-0002-7564-4025>**, malceva@tut.by

Osip E. Polyakov, Professor, Chair of Mordovian Languages, National Research Mordovia State University (68 Bolshevistskaya St., Saransk 430005, Russia), Ph.D (Philology), **ORCID: <http://orcid.org/0000-0003-0232-7501>**, profpolyakov@yandex.ru

Contribution of the authors:

Zhanna G. Garanina – developed the concept; initiated the research; methodology development; critical analysis and revision of the text.

Natalia V. Andronova – devising research tools (questionnaires); data collection in 2015–2016; preparation of the initial version of the text.

Lyudmila I. Lashmaykina – study of the concept; data collection in 2016–2017; formalized data analysis.

Olga E. Maltseva – critical analysis and revision of the text; analysis and preparation of initial findings.

Osip E. Polyakov – reviewing the relevant literature; revision of the draft.

All authors have read and approved the final manuscript.

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ИСПОЛЬЗОВАННЫХ ИСТОЧНИКОВ

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*Об авторах:*

Гаранина Жанна Григорьевна, профессор кафедры психологии ФГБОУ ВО «МГУ им. Н. П. Огарёва» (430005, Россия, г. Саранск, ул. Большевикская, д. 68), кандидат психологических наук, **ORCID:** <http://orcid.org/0000-0003-1428-1213>, garanina23@mail.ru

Андропова Наталья Владимировна, доцент кафедры психологии ФГБОУ ВО «МГУ им. Н. П. Огарёва» (430005, Россия, г. Саранск, ул. Большевикская, д. 68), кандидат психологических наук, **ORCID:** <http://orcid.org/0000-0003-1909-5575>, andronov1971@mail.ru

Лашмайкина Людмила Ивановна, доцент кафедры психологии ФГБОУ ВО «МГУ им. Н. П. Огарёва» (430005, Россия, г. Саранск, ул. Большевикская, д. 68), кандидат психологических наук, **ORCID:** <http://orcid.org/0000-0003-0848-3871>, l.lashmaikina@yandex.ru

Мальцева Ольга Евгеньевна, старший преподаватель кафедры общей и социальной психологии УО «Гродненский государственный университет имени Янки Купалы» (230023, Республика Беларусь, г. Гродно, ул. Элизы Ожешко, д. 22), **ORCID:** <http://orcid.org/0000-0002-7564-4025>, malcevaoo@tut.by

Поляков Осип Егорович, профессор кафедры мордовских языков ФГБОУ ВО «МГУ им. Н. П. Огарёва» (430005, Россия, г. Саранск, ул. Большевикская, д. 68), доктор филологических наук, **ORCID:** <http://orcid.org/0000-0003-0232-7501>, polyakov@yandex.ru

Заявленный вклад авторов:

Гаранина Жанна Григорьевна – разработка концепции; инициация исследования; разработка методологии; критический анализ и пересмотр текста.

Андропова Наталья Владимировна – разработка исследовательских инструментов (анкеты); сбор данных в 2015–2016 гг.; подготовка начального варианта текста.

Лашмайкина Людмила Ивановна – изучение концепции; сбор данных в 2016–2017 гг.; формализованный анализ данных.

Мальцева Ольга Евгеньевна – критический анализ и пересмотр текста, проведение анализа и подготовка первоначальных выводов.

Поляков Осип Егорович – поиск аналитических материалов в отечественных и зарубежных источниках; подготовка текста статьи.

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