

# Readiness Of Future School Psychologists For Professional Activity

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## **Abstract**

At the present stage of formation of practical psychology, the profession of psychologist-practitioner has become widespread with high demands of society. The sphere of education is most intensively provided by psychologists. But the traditional form of education does not ensure the formation of the appropriate readiness of future psychologists-practitioners for effective professional activity. To rectify the situation it is necessary to overcome a number of contradictions, the main of which are the contradictions between: the necessary personal characteristics of future specialists and the real conditions of training and practical activities, between the image of the employee of the psychological service, formed in the imagination of the population, and the real qualities of specialists; between students' interest in studying in higher educational institutions and its absence in future practical activities in the field of practical psychology; between the requirements of psychological readiness for practical activities and the actual lack of it in a number of professionally significant qualities.

## **Keywords:**

Demands, psychologists, personal characteristics, future specialists

**Introduction**

Future psychologists-practitioners still in the walls of higher education should be engaged in the formation of their professional skills and work on self-improvement. Future specialists must develop professional thinking (SD Maksymenko, VV Panok); social activity (OF Bondarenko); professional creativity and competence (VV Rybalka, VA Semichenko); critical thinking, ability to predict, improvisation (VF Morgun), general and psychological culture (JL Kolominsky), prepare for research activities, form your own worldview (MA Gulina, LM Karamushka ). One of the most important elements of the skill of a practical psychologist in a general educational institution is to determine the contingent in need of psychological assistance among students and other participants in the educational process (OF Bondarenko, RS Nemov), prevention of alcoholism and drug addiction, family strengthening (G. Panok, VV Rybalka).

The purpose of the article is a theoretical and methodological analysis of the readiness of future school psychologists for professional activities in the psychological service of educational institutions.

Presenting main material. Researchers divide the process of training a practical psychologist at the following levels: worldview, professional, personal. The effectiveness of practical professional activity depends on the professional and personal readiness of the specialist for the relevant field of activity. Scientists consider readiness for activity from different positions: as the presence of certain abilities, properties and qualities of personality (BG Ananiev, SL Rubinstein); as a stable property of the individual, which includes awareness of personal and social significance of the activity, a positive attitude

towards it and the ability to perform it. Readiness to perform activities in this regard includes moral, psychological and professional types of readiness. (OG Kovalyov, SK Shandruk); as a state of personality. The state of readiness is understood as a holistic manifestation of personality in the relevant conditions of life and activity, arises on the basis of anticipation of the situation, depends on the nature of future activities, on personal qualities and human characteristics (SL Markov, LM Mitina, VV Rybalka).

There is also psychological readiness, which is defined as a special mental state that ensures the successful completion of professional tasks, independent decision-making. MI Dyachenko, LA Kandybovych qualify psychological readiness as a professionally important and complex personal education, which includes: a positive attitude to the profession, fairly stable motives; adequate to the requirements of professional activity traits of character, abilities, manifestations of temperament; necessary knowledge, skills, abilities; stable professionally important features of perception, memory, attention, thinking, emotional and volitional qualities, and so on [4].

As for the personal readiness of students for professional activity, it has a complex dynamic structure and is a set of intellectual, reflective and psychophysiological components in their relationship with the problems of society.

One of the indicators of a student's professional readiness is professional mobility, which depends on the student's preparedness not for one type of activity, but for different ones [4]. VO Slastyonin in this regard in his study identifies the following levels of readiness of students for activities [4, 22-25]: intuitive level - the search for solutions to professional situations based on systematic trial and error, students act

unconsciously; reproductive level - students work with the help of tips, use algorithms; creative and reproductive level - students have a well-established system of scientific and psychological knowledge, skills, abilities, originally solve professional problems; creative level - students have a strong professional orientation of the individual, they have a well-developed analytical, predictive, constructive executive skills, able to solve original professional problems, a characteristic search for new approaches, developing intuition of a higher level.

A. Derkach and V. Zazykin claim that "in the process of personal and professional development there are changes in the structure of personality" [3, p.67]. The authors highlight changes in the characteristics of orientation, accumulation of experience and training, development of complex personal abilities, development of professionally important qualities determined by the specifics of activity, development of personal and business qualities, increase of psychological readiness in various situations, development of acmeological invariants of professionalism [3, p. .67].

The acmeological approach emphasizes that one of the main conditions for activating a person's personal potential is his acmeological readiness, which provides optimal models of self-organization of life and professional activity. [1, 56-57]. According to A. Derkach and V. Zazykin: "Personal and professional development is a process of personality development, mainly focused on a high level of professionalism and professional achievement, which is carried out through learning and self-development, professional activities and professional interactions" [3, p. 227], and the process of personal and professional development, according to the authors, "... should be guided by the ideal representation - the image of the future state of the subject of labor, which should reflect

the desired properties" [3, p.97]. Based on this definition, it is appropriate to distinguish between personal and professional criteria of professional maturity. These include: a block of worldviews, a block of personal qualities, a block of socio-psychological qualities. Also an important condition for the development of readiness for professional activity is the formation of skills of self-development. The ability to professional and personal self-development is a mental neoplasm that arises as a result of external influences on the individual in the process of education, training, development.

The ambiguity of the above views of scientists and researchers on the definition of readiness is explained by the fact that different types of readiness are considered, as well as what specific activity the readiness belongs to. As for the specific readiness of student psychologists for professional activity, it should be noted that all researchers include in its structure such components as motives for choosing a profession, professional orientation (positive attitude to their profession, attitude to professional activity), professionally significant personality qualities; a wide range of knowledge, skills and abilities; emotional and volitional properties of the student, his condition [3].

Summarizing the data, it can be argued that the profession of psychologist requires its representative, first of all, to carry out appropriate work on the formation of communication skills, contact skills, ability to introspection, reflection and self-development, emotional and behavioral self-regulation skills and awareness of personal and personal problems, own complexes and protection mechanisms.

Conclusions. The professional development of a psychologist-practitioner in the process of university training requires from the student a complex hard creative work on the development of his own personality and the development of psychological culture.

Theoretical analysis of the problem allows us to conclude that the readiness of future school psychologists to work - is a purposeful manifestation of the potential of students of psychology, including their beliefs, views, motives, feelings, volitional and intellectual qualities, knowledge, skills, abilities. Readiness is achieved in the course of professional training, is the result of comprehensive personal development of the future psychologists, taking into account the requirements of professional psychological activities.

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