

TO THE PROBLEM OF FORMATION OF PROFESSIONALISM AND PSYCHOLOGICAL PREPARATION OF THE FUTURE SPECIALISTS OF SOCIONOMIC PROFESSIONS

Стаття розглядає актуальну проблему формування професіоналізму і психологічної підготовки майбутніх фахівців соціономічних професій. Досліджено, що в умовах сучасної вищої освіти необхідним є формування фахівця нового типу, який гармонійно поєднує ініціативність і самостійність, професіоналізм і творчість, розвинені загальнолюдські цінності, високий рівень культури і відповідальності. Встановлено, що формування особистості майбутніх фахівців соціономічних професій розглядається дослідниками як тривалий і поетапний процес, який забезпечується поєднанням педагогічно-психологічного курсу з використанням активних форм навчання, залученням студентів до науково-дослідницької роботи, участю студентів у громадській роботі, що має велике значення для вирішення проблеми формування професіоналізму і становлення особистості майбутніх фахівців соціономічних професій.

Ключові слова: професіоналізм, психологічна підготовка, майбутні фахівці соціономічних професій, професійна підготовка, формування особистості, навчання, розвиток, здібності, навички.

Статья раскрывает актуальную проблему формирования профессионализма и психологической подготовки будущих специалистов соционимических профессий. Исследовано, что в условиях современного высшего образования необходимо формирование специалиста нового типа, который гармонически объединяет инициативность и самостоятельность, профессионализм и творчество, развитые общечеловеческие ценности, высокий уровень культуры и ответственности. Установлено, что формирование личности будущих специалистов соционимических профессий рассматривается исследователями как длительный и поэтапный процесс, который обеспечивается объединением психолого-педагогического курса с использованием активных форм обучения, привлечением студентов к научно-исследовательской работе, участием студентов в общественной работе, что имеет огромное значение для решения проблемы формирования профессионализма и становления личности будущих специалистов соционимических профессий.

Ключевые слова: профессионализм, психологическая подготовка, будущие специалисты соционимических профессий, профессиональная

подготовка, формирование личности, обучение, развитие, способности, навыки.

Problem posing. Nowadays the humanization of all spheres of life involves the disclosure of creative possibilities of an individual and creation of conditions for its harmonious development, the formation of social activity, responsibility and professionalism. Today's extremely difficult social conditions are characterized by a particular acuteness, stereotypes associated with the motivation of activity and individuality of a future specialist, learning and education processes in general are constantly broken. Research of an urgent issue training of future specialists of socio-economic professions in our country is one of the most important in educational and psychological sciences. There is no need to convince someone in great influence of socio-cultural changes on a quality of man's life.

According to Polish researchers, particularly significant is the phenomenon observed in Poland (and other countries as well), mainly at the turn of XX to XXI centuries, which is the result of system transformation after 1989, known as «postmodernism» or «late modernism era», which is characterized by excellent living conditions and an inability to adapt to the complex, dynamic and opaque reality dictated by the free market.

The main indicator, according to M. Palyukh, B.Zemba, is a crisis of labor market and the feeling of insecurity which affect almost every sphere of human life regardless of the abundance, origin and social position of the person. Another new element of a postmodern reality perception - mainly through social sciences - is a pluralism the starting point of which is the multiplicity of proposals (rights, judgments, decisions, etc.), none of which is more important, or the more so, dominating over another. However, in our opinion, in postmodernism the great threat for regime, peace, order and social security can be a significant impact relativism of moral norms, which appears to undermine the fundamental truths and values, and thus the rejection of traditions, which results into enhance and stipulates for social pathology.

Social values, such as: diligence, honesty, reliability, loyalty - are perceived by some people as naivety, a lack of contact with reality, because even in films for children, popular cartoons for kids they present fairy tale characters who, get more wealth by their cunning, deceit, duplicity. Therefore, there is a danger that avoiding moral education of the youngest generations and not creating relevant examples to be taken from the elders, thus we lay the way for the development of social disfunctions, pathological phenomena that

are at odds with the moral aspects of social life and the emergence of deviant behavior of not only some individuals, but even entire groups of various societies, especially minorities. [3, с.18-19].

«Professionalism of the future specialists of socio-economic professions» concentrates in itself the presence of not only a required high level of knowledge in various fields of sciences, but also the mastery of a set of professional knowledge and skills as an expert: formation of permanent interest to the individual (student, client, patient, etc..) and his outlook, professional tact and professional responsibility. Exactly these features must be formed in the minds of future specialist since student days, so the problem of forming professionalism of future specialists at universities is actual for today's researchers, who believe that professional responsibility – is an integral quality of the individual: awareness of the social significance of their activity [1]: clear knowledge of their professional functions; strictness combined with complacency; possessing abilities and practical skills of professional activity; initiative, independence, creative approach to business; profession flair.

The purpose of the article is to analyze the meaning of psychological training of future specialists of socio-economic professions for the formation of their professionalism.

Analysis of scientific research. The theoretical basis of our study is in the works on philosophical and psychological aspects of personality development (M.Berdyayev, V.Vernadsky, I.Kant, A.Maslow, K.Rogers, G.Skovoroda, V.Frankle, K.Young etc.); the theory of individuality and activity: principle of systematic study of individuality and activity (K.Abulkhanova-Slavska, B.Ananyev, P.Anokhin, O.Brushlinsky, B.Lomov etc.); concept of activity-mediated personal development (O.Leontyev, S.Maksimenko, A.Petrovsky etc.); thesis of the basic nature and development of an individual as a subject of his own life activity (K.Abulkhanova-Slavska, V.Brushlynsky, V.Molyako, V.Romenets, T.Tytarenko, T.Yatsenko etc.); activity theory, learning and development of a personality (B.Ananyev, O.Leontyev, A.Petrovskyi, S.Lutsenko etc.); concepts of education development and the organization of educational process in higher education institutions (HEI). (A.Aleksyuk, V.Andrushenko, S.Arkhangel'sky, Y.Barbina, B.Bespalko, S.Goncharenko, I.Zyazyun, M.Yevtukh, V.Kremin, V.Lofova, V.Lutai, I.Tykhonov, G.Trotzko etc.); thesis of the humanization of professional education (G.Ball, I.Bekh, O.Bodalyov, S.Bondarevska, S.Goncharenko, V.Grynkoval, M.Yevtukh, I.Zyazyun, V.Kudin, V.Lutai, V.Onyshuck, A.Sushchenko,

T.Sushchenko, N.Talyzina, G. Shchukina etc.); works, in which the thesis of a personal-oriented reproach and pedagogical support of an individual self-development in the educational process is represented (S.Amonashvili, G.Ball, I.Bekh, S.Bondarevska, M.Bityanova, O.Verbytskyi, N.Kolomynskyi, N.Klyuyeva, O.Leontyev, V.Lutai, O.Pekhota, K.Rogers, O.Savchenko, T.Chyrkova I.Yakymanska etc.); achmeological approach (O.Anisimov, O.Bodalyaov, A.Derkach, V.Zazykin, N.Kuzmina, A.Markova, A.Sytnikov, V.Shadrikov etc.); scientific understanding of a personality of a professional and patterns of its formation (V.Bodrov, K.Gurevych, B.Lomov, A.Markova, V.Shadrikov etc.). According to our analysis of psychological and pedagogical literature and scientists' research, professional training of future specialists of socionomic professions remains mainly formal even today.

Formation of professionalism of future specialists is accomplished spontaneously and determined with a set of random factors rather than purposeful psychological and pedagogical work with future professionals in this field. Research and analysis of values has a great practical importance for diagnosing in this area, and is an important part of every teacher, psychologist, sociologist and social worker's work. The value system of an individual changes his attitude to various individual and social problems. It is the direction and strength of life choices in all existing planes and dimensions of human activity. Values influence the standards and opinions of people, who in their turn determine their behavior. The structure of values influences also the attitude to the surrounding reality. Values is not the only factor which determines the human behavior, and only one of the great number. Behavior that is performed according to an individual values, can be changed through the influence of the situation. In this area an important key issue is the claim that knowledge of the structure of value preferences may, to some extent, enable the prediction of behavior of an individual and society [10, p.119].

The main material. The present time requires an introduction of modern technologies, so to fulfill the new tasks the modern specialist of a socionomic field should have a high level of training and competence and professionalism. Researchers O.Y.Klymov, A.K.Markina, L.M.Mitina, Y.P.Povarenkov, M.S.Pryaznikov and others., in their works studied only the formation and evaluation of professional-essential qualities of a specialist. There is no distinct differentiation between professionalism and professional competence.

S.O.Druzhylov by professionalism means «special virtue of people to systematically, effectively and safely perform complex operations in the most diverse conditions. In the concept «professionalism» such degree of a person to master psychological structure of professional activity is displayed, which meets the current standards and objective requirements of society. And to get «that professionalism one should have necessary appropriate skills, desire and character, willingness to constantly learn and improve those skills. The concept of professionalism is not limited to the characteristics of high skilled labor: this is a particular person's outlook».

Extremely long is the process of forming the future specialists of socio-economic professions, and professional responsibility as a social and educational category. Researchers from Poland M.Palyukh, A.Horbovskiy, K.Shmyd believe that an important task of modern education is to ensure readiness to accept (respect) cultural, ethnic, religious, philosophical and traditional differences in human behavior. Confronting different types of hazards through preventive and prophylactic activities. Restriction of xenophobia, stereotypes and various manifestations of ideological fundamentalism and religion. Formation of the reasonable, critical and intelligent identification with the problematics of evolution and cultural foundations of social life, reduction of cognitive and emotional distance to their own experience and perception of the value system of other nations [9].

The lack of clear guidelines on conducting studies in professional disciplines and organization of practical activity to improve the quality of forming professional liability of a future specialist pose difficulties, leading to reducing of efficiency of pedagogical influence. It is important to use such methods and training tools which ensure full participation of the student in the process of training in the conditions of educational cooperation; develop student's own views on the issues raised and the search for their solutions, formation of independence and originality of thinking. It is appropriate to use gaming techniques training, psychological training, group activities in microgroups, practical work at school and other methods and forms of teaching that enable their members to acquire skills training cooperation, disclose individual abilities of each individual, creatively prepare themselves for future careers in humanistic and personal approach to learning.

From our studies, we see that restricting the abilities of mental activity of students in a lecture leads to poor quality of learning,

reduced activity levels of mental students' focusing; lectures provide reliable material learning only at introductory and reproductive level that is the perception of information about a studied object [5, p.105]. Workshop is a synthesis of scientific literature processed by students, the formation of ability to critically evaluate theoretical sources and helps in solving the complex issues that arise in the process of mastering a topic, in the knowledge of topic logic, its connection to other concepts and academic disciplines and themes , but given the current practice of teaching in higher education, the main task of seminars primarily serves simply knowledge test rather than the development of independence, originality of thought, the ability to find and defend their own point of view. Ignoring the usage of active forms and methods in educational process is not conducive to the formation and consolidation of professional responsibility of future graduates, and therefore necessary in the learning process is the use of active learning methods and teaching situations, tasks aimed at intensifying vocational training, integration of theoretical knowledge and practical skills in it, providing conditions for the realization of creative abilities, individuality development of future specialists, including students at individual and collective forms of scientific and educational activity with the gradual complication of its contents and simulation of real activity of a specialist, which is a mandatory pledge of forming the professional liability of future specialist. To prospective graduate student was able to learn the latest educational technologies that are based on dialogical approach, one must significantly change the organization of the educational process at the university.

In her research T.Titova proposes to expand the arsenal of organizational forms of conducting classes, in which dialogical method becomes dominant, therefore, debates, interviews, introspection, «brainstorming», modeling, designing, protecting creative projects, problems and situational tasks didactic theater training to find alternative decisions and others will gain power [8, p.146]. In his works T.Tkachuk notes that the interest in their chosen profession while studying at the university often fades, and therefore, even internally motivated choice of future profession does not always guarantee success of professional self-determination. Student must test his capabilities within professional activity or conditions that are as close to real professional situations, not forming a positive attitude about himself as a subject of a chosen professional activity. Only those students, who have mastered the skills of a professional activity during studying, have interest and

confidence in choosing a future profession. Students can acquire such skills through participation in various social public student organizations, work in summer camps of labor and recreation, etc., having the opportunity to test the expediency, validity, depth and effectiveness of their own career choices. To know the man, one must get to know about the system and structure of values, which are among the key regulators of the functioning of the individual. However, the importance of their influence on behavior is not perpetuated. It is known that the structure of values is most clearly shown when making important life decisions [6, p.16].

Quite often in modern universities one can observe the process of the removal of the students from involving in these activities: one can rarely find a student who would be a member of a group, or take part in some social public events, charity, volunteer or educational activities, then the parochialism of a future specialist is an indication of his lack of orientation to the professional activity. Versatility of interests promotes a development of creative attitude, creating the conditions for the formation of social position and, consequently, a high level of professional skills of the future specialist.

In our opinion, one of the main area of forming a professional interest of the future specialists of socio-economic professions should be a returning of the traditions to involve students to socially active civic, charitable and volunteer work. Faculty members must do everything to ensure that the former professional self-determination and professional interest of the students never faded and changed only in the positive direction.

A lot of attention is paid by the Ukrainian scientists and teachers to the problem of formation of professionalism of future specialist of socio-economic professions in the conditions of pedagogical process, who pay attention to the need of using methods and tools of learning during the learning process that will ensure full participation of the student in the process of his professional training in terms of cooperation, the student forms his own opinions on the problems posed and finding their solutions on the basis of learned scientific content, the formation of independence and originality of thinking. The organization of an educational work should include variability of training content, some definite degree of its choice by the student, involving students in social work. Only based on these principles a teaching process at the university will be able to fix a professional responsibility in the minds of a future graduate, sustained professional interest and ongoing commitment to their own professional improvement.

For future specialists of socio-economic professions the special values are such qualities as self-awareness, independence, courage, determination, hard work, perseverance, interest, curiosity, intuition, enthusiasm, flexibility, etc., and such skills as the ability to analyze, synthesize, make analogies and comparisons, ability to build and express opinions safely, to express the same idea in different language forms (language variation), deliver their thoughts to the understanding of others, to distinguish important features in the information, processes and phenomena, generalize and differentiate objects and phenomena, actions and processes, actions and attitudes, to draw conclusions and to choose the best. According to researchers, it is necessary to turn the entire education system into the formation of reproductive to productive thinking, which is based on knowledge of ways of thinking ability and skills to really use them [3, p.94-103]. The tasks of forming a creative personality of a future specialist determine certain characteristics of involving students to student participation not only in scientific research but also in the implementation of the obtained results in the production. [3, p.97]. Such researchers as N.Komarenko, L.Talanova, O.Tsokor [8, p.18-19] emphasize on danger of preservation in the educational process at universities orientations to the finiteness of education, who point out that stereotypes of pedagogical consciousness are expressed in a narrow focus on professionalism, and this leads to the graduation of specialists with limited cultural outlook and primitive social thinking, which is especially dangerous when it comes to teaching education, close connection of scientific-research work of the students with the practice of future work, as it is in the process of practice all favorable conditions for real scientific and educational research and implementation of the results obtained directly in the educational process are created.

Taking into consideration the specificity of future activity of graduates, it seems promising to researchers, that the professional and pedagogical orientation should be placed on the basis of the concept of scientific and research work of the students (SRWS) at the university. Referring to the analysis of the organization of SRWS, we see that today there is no clear system in organizing a creative training of future specialists at most universities because of the overloading of teaching staff with training sessions, lack of skills of research work of the students, lack of the necessary scientific literature in this course. As a result, the vast majority of graduates do not aim at an independent scientific research activity nowadays. Professional research skills that are used inconsistently

and irregularly have not been formed in full volume. To solve these problems scientists V.Galuzynskyi, M.Yevtukh offer to form a theoretical basis of an organization concept of SRWS which includes such main components:

- desire to teach everything and forever, knowledge assimilation, overloading of curriculum with specific materials, dogmatism and formalism of thinking;
- usage of a teacher's personality only as means of transmitting and relay of knowledge, even though in the conditions of media development and personal computers. The role of the teacher as an information source slowly moves to the media, but he is still in charge of educational functions, to the performance of which he is the least prepared these days;
- negative attitude to creativity, which can be seen in uniformity of the university, curricula, textbooks.

In her works the researcher O.Turinina believes that the solving of the task of uncovering of future specialist's creative possibilities is possible if a radical reformation of teacher's training is done, the essence of which lies in expanding aspect of creative activity, and the condition of effective formation of creative possibilities is the development and use in teaching some new educational technologies aimed at personality development of future specialist, his figurative spatial thinking and imagination, to ensure the optimal performance for the implementation of individual interests, capabilities and abilities of students [6, p.157-159]. In modern technologies the fact of having too many subjects should be avoided, when students are forced to study 10-12 disciplines simultaneously throughout the semester. According to the researcher, an important condition for the formation of the creative personality is the combination of psychological and pedagogical knowledge, psychological and pedagogical practice, the use of such techniques and methods as role-plays, discussions, solving problem situations in classroom.

According to the researcher N.Shapovalova, problematic learning involves active acquisition of knowledge and skills, their creative use and development of cognitive and mental abilities, during which students' thinking and memory, their ingenuity and search abilities develop [6, p.190]. In her works, the researcher stresses that the problem teaching of students helps overcome the contradictions between information growth and limited period of teaching, it contributes to the increase of quality of training of specialists as creative individuals and its implementation should be reasonable to combine with information-explanatory method, where

both will develop reproductive and creative thinking, in which a new approach, new idea, new strategy are produced, the problem is solved not in an ordinary way, but in a new one, and new unexpected results are obtained. Only in this case one is able to get a high effectiveness of a teaching process [6, p.190-191]. In our opinion, to change the existing situation of training a creative individuality of future specialist to the better, the teaching process should be intensified; its appeal and effectiveness should be strengthened not only concerning a particular purpose, but to all the everyday forms and methods of studying. Teaching students these mostly innovative and challenging skills and abilities requires a definite revision of the system of professional training that must concern all aspects of educational process.

Nowadays the researchers L.Volynska, Y.Burlaka, L.Zaharova, A.Markova, V.Semychenko, O.Skrypchenko, O.Tarnovska, O.Leonenko indicate the underutilization of the potential of psycho-pedagogical subjects cycle in forming the professional orientation of a future specialist; S.Yaremchyk emphasizes on the theoretical aspects of the research of the problem with professional psychological orientation. Taking this into consideration, it is necessary to search and ground the ways, factors and conditions that would ensure more effective influence of psychology on the training of future specialist, intensify his strong interest to psychological knowledge and skills to acquire it on his own and apply it to perform professional tasks.

In her research V.Filippova emphasizes the need for such aspects of teaching psychology at university:

- inclusion of the psychological preparation of future specialist in an integral psycho-pedagogical complex;
- psychology at university is a structural unity of theoretical, methodological and practical blocks;
- self-knowledge of own «I» of a university student with an understanding of self-esteem [6, p.166-168].

The approach to forming a future specialist through special abilities, personal qualities, individual psychological characteristics is becoming increasingly important today. In her works the researcher L.Tolstoluzhska focuses on the study of the motives of activity and mechanisms of their interaction as determinants of psychological and professional conduct of a future specialist and therefore the underlying motivation must be exposed, learned, turned into a realized plan and adjusted since the student time [6, p.154-157]. An important element in

the problem of the formation of psychological and professional orientation of a professional's individuality is the formation of his system of values that was considered from the viewpoint of teaching future specialists the priority values by the researchers R.Skulsky, N.Maksymchuk, Z.Ryabykina.

In works of modern Ukrainian scientists they more often focus on the problem of psychological training of future specialists as a necessary component of their professional formation. Modern tasks of reforming education in Ukraine and training of the specialists require such personality structures of students in the process of professional training as the ones that are characterized by dominating professional motives which are realized by a personality and determine stable, active-effective, positive attitude of the individual to mastering the psychological knowledge, skills, abilities to assertive-pedagogical communication style in a subject-subject intercommunication. It ensures efficiency of solving pedagogical, educational and developmental problems in future careers, and conclusion is made about the need to find and ground the ways, factors and conditions that would ensure a more effective influence of psychology on professional training of a future specialist, intensify his strong interest in psychological knowledge and abilities to get it on his own and apply it while performing professional tasks [2, p.749].

Conclusions. In the conditions of the modern higher education it is necessary to form a specialist of a new type, which would harmoniously combine initiative and independence, professionalism and creativity, well-developed human values, high level of culture and responsibility. Yet we often hear complaints about the fact that today's professionals have a lack of initiative and independence, professionalism and creativity.

Among the disadvantages of an educational process organization at university, which are the reason why their graduates don't have such qualities as professional responsibility, great interest to a professional activity, appropriate professional outlook, tact, creative individuality, initiative, aspiration for professional self-perfection, for creative quest, there is a stereotypical teaching which is an obstacle to an introduction of modern technologies and nontraditional ways of teaching to an educational process, rather weak level of use of the problematic tasks, scientific and research work of a student, that contributes to the formation of a creative thinking and professional liability of a future professional; rationale for the influence of psychology on training of a future specialist and

under-utilization of its potential in implementation of this task. This in its turn gives rise in scientific and teaching environment to the need to find and ground ways, factors and conditions, which would allow a more effective impact of psychology on training of future specialists of socio-economic professions, intensify their strong interest in psychological knowledge and abilities to get it on their own and apply it while solving the professional tasks, that is to form their professional and psychological orientation.

So, the formation of an individuality of future professionals of socio-economic professions is regarded by researchers as a long and gradual process, which is possible thanks to a combination of pedagogical and psychological courses with the usage of active forms of learning, involving students in scientific-research work, the participation of students in a social work. Providing the learning process with these components is a significant step towards overcoming the problem of the formation of future specialists of socio-economic professions.

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The article runs about an actual problem of forming professionalism and psychological training of future specialists of socio-economic professions. It has been researched that in the conditions of the modern higher education it is necessary to form a specialist of new type, which would harmoniously combine initiative and independence, professionalism and creativity, well-developed human values, high level of culture and responsibility. It has been denoted that among the disadvantages of an educational process organization at university, which are the reason why their graduates don't have such qualities as professional responsibility, lasting interest to a professional activity, appropriate professional outlook, tact, creative individuality, initiative, aspiration for professional self-perfection, for creative quest, there is a stereotypical teaching, which is an obstacle to an introduction of modern technologies and nontraditional ways of teaching to an educational process, rather weak level of use of the problematic tasks, scientific-research work of a student, that contributes to the formation of a creative thinking and professional liability of a future professional; rationale for the influence of psychology on the training of a future specialist and under-utilization of its potential in implementation of this task. It has been determined that the formation of an individuality of future professionals of socio-economic professions is regarded by researchers as a long and gradual process, which provides a combination of pedagogical and psychological courses using active forms of learning, involving students in scientific-research work, the participation of students in a social work, which is of great importance for solving a problem of forming professionalism and formation of individuality of future professionals of socio-economic professions,

Keywords: professionalism, psychological training, future specialists of socio-economic professions, professional training, individuality formation, teaching, development, abilities, skills.

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