

Piddiachyi Mykola Ivanovych: scientific work «**SOCIO-PROFESSIONAL DEVELOPMENT OF PERSONALITY**». The short title of the work: **SPDP**.

SOCIO-PROFESSIONAL DEVELOPMENT OF PERSONALITY (SPDP) is a process aimed at the spiritual, intellectual, physical, social and professional formation of a personality through a phased individual identification in the system of its motives for the fundamental need for knowledge in the production or non-production sector in the labor market chosen for activity and the application of knowledge acquired for the formation of operational-technological (activity) component of the psychological sphere for the purpose of professional interaction in the process of developing a socially significant product of labor. SPDP is a comprehensive scientifically grounded system of forms, methods, means and technologies of involving in the achievement of personal and civil meaningful goals, formation of values and development of relations, which is purposefully used to achieve the goal of: development in the human consciousness of the internal need for self-expression and self-affirmation by creating socially significant material and spiritual values necessary for meeting the needs; assimilation of a certain content of education and application of a certain system of basic and special knowledge and norms that enable functioning in society and professional environment to the full extent; realization of creative potential, abilities, inclinations; formation of competency levels at the stages of age-specific development; acquisition of psychological and socio-professional experience; harmonized development; capitalization of human resources under conditions of real and projected labor activity and interaction in labor market. The mechanisms of SPDP formation and functioning are determined by the system of coordinates of the living space of a man and society. The difficulties in projecting SPDP are associated primarily with: the choice of the area of professional activity in rapidly changing living and working conditions; a systematic approach to the organization of psychological activity in its various forms and types; the objectivity of assessment of labor, which is necessary to ensure the vital activity of society and the development of the state; understatement of the level of expected remuneration for socially significant work performed; a chronic shortage of projects and resources for development throughout life, etc.

SPDP has philosophical, psychological, pedagogical, social and economic educational components. Their harmonization creates preconditions for activating the psychological activity of a personality in relation to realized needs and conditions of their satisfaction and the gradual solution of contradictions in the process of vital activity on the synergetic basis. The application of synergistic approach is aimed at: addressing personal and social linear and nonlinear problems; formation of levels of competencies at different stages of development, taking into account age-specific features, which make it possible to exist in a changing globalized space in the personal and social aspects in accordance with social maturity and status associated with social and professional affiliation.

To achieve the goal of SPDP integrative types of technologies are applied in a combination of methods, techniques and influences aimed at self-development of a personality, intensification of its efforts and ordering the totality of procedures

and operations through which a certain socio-professional project or a specific idea of reorganization, modernization or improvement of interaction with labor market is implemented. SPDP technologies reflect the applied aspect, which is characterized by: flexibility that manifests itself in the periodic change of content and forms at the level of subject-object, object-subject and subject-subject interaction; continuity, which is determined by the need for constant interaction with a personality; cyclic nature of repetition of phases, stages, process of interaction with the pupil; discreteness of the technological process reflected in the uneven impact at different stages of interaction; unpredictability of expected results due to spontaneous processes in society. Efficiency of SPDP technologization process consist in: continuity and targeting; optimization of social and professional activity; guaranteeing the sustainability of social and professional orientation; formation of self-regulation mechanisms; providing favorable conditions for the achievement of a determined goal, etc.

In SPDP process a set of conditions is determined, which purposefully affect vital activity of a personality, his/her consciousness and behavior in order to form certain qualities, beliefs, values and needs. It promotes the socialization of a person, perceiving oneself as a personality, to whom the interests of others are close and understandable. The expediency of creating an SPDP system for successful adaptation, individualization and integration of a personality is associated with: transformation of the efforts of the subjects of activity by consolidating the relationship of the components of educational process (target, content, organizational, activity, productive components); expanding the range of possibilities for influencing the personality by engaging in the process of familiarization with natural and socio-professional environments; projecting the conditions for self-development, self-realization and self-affirmation of a personality, which contributes to self-expression, manifestation of unique individuality, humanization of business and interpersonal relationships, etc.

SPDP is implemented both spontaneously, for example, through society and folk pedagogy, and purposefully, through the specially organized influence and interaction of educational establishments, social institutions, family. Content of education and state requirements to the level of SPDP and formation of qualities, values and competencies of a personality in the educational environment are regulated by the State Standards.

SPDP of students in the context of industry-specific educational environment is characterized by: civic orientation, focus on the development of socially significant values of future professionals – professional duty, readiness for collective work, ability to make decisions and bear responsibility for them, professional self-improvement throughout life, etc.

Taking into account regular relationships between the purpose, means and results of socio-professional-oriented education and the conditions of their application, attention is paid to the following main components of the content of education and requirements for training of students in primary and high school:

1. Labor activity and its infrastructure: laws of labor management; purpose, objectives, types, classification and objects at which the activity is aimed; regional

and state objects of application of labor activity; ways and forms of providing labor resources (productive forces); social significance and economic results of labor activity; nature conservation.

2. Human labor: subjects and instruments of labor; professions and labor process in the most widespread spheres of activity; influence of existing conditions on labor results; moral and ethical norms of behavior in the process of labor.

3. Professional culture: organization of labor process; development of professional creativity; observance of labor ethics; health preservation.

4. Professional orientation: optimization of the process of conscious professional self-determination taking into account individual and psychological properties, characteristics and indicators of professional suitability on the basis of labor market structure; formation of competencies for determining, implementing and adjusting a professional trajectory with a view to the indicators and criteria of professional suitability and compliance with the needs of labor market for personnel.

5. Household management: use of available means in the process of household management; analysis of the state of family economy and methods and technologies for its growth.

6. Entrepreneurial activity: labor organization; structure; conditions of implementation; evaluation criteria.

7. Social-professional interaction in the labor market: planning of the process with the definition of the ultimate goal and methods and technology of its flow; process organization; feedback and intermediate control in the process flow; operational regulation and correction; personal self-regulation and social influence; analysis of the results received.

The structure, content and amount of information of a socio-professional development nature for higher school, systems of advanced training and education throughout life are developed in accordance with the objectives of education, the purpose of learning, means of educational activities according to perceived needs of a person, their worldview and public qualities, as well as prospects for development of society, science, engineering, technology, culture, art. The main purpose of SPDP at the stages of age-specific development is to bring the professional and occupational and functional level of competencies into line with the needs and demands of society at the concrete-historical stage of cultural and socio-economic development. In the course of advanced training SPDP raises the level of awareness of professional tasks, methods and technologies of their most productive solution in the subject activity, and therefore, a process of upward movement of the degree of professional preparedness flows at the higher level due to perception, cognition, mastering.