

ON THE ESSENCE OF PROFESSIONAL QUALITIES: A LITERATURE REVIEW

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The article is devoted to the essence of the phenomenon “professional qualities”. Different points of view of scholars according to the concept “professional qualities” are reviewed in the article. The process of professional identity formation and its transformation is a complex hierarchically organized meta-system that includes interconnected levels. At some stage of professionalization, the integration substructure of professional qualities is formed and it varies with representatives of different types of professions. The distinguishing of qualities on primary qualities and on secondary qualities is analyzed in the article. Personality traits are examined from different aspects. The universal personality characteristics that are significant and important to determine the future development of society are analyzed. Four levels of the structure of the personality (individual executive or instrumental; individual psychological; social and psychological; spiritual and cultural) are described in the article. The concept “quality” of the individual through the categories of “sign” and “feature” is defined. The factors which cause the unicity of integrated structure of human personality are analyzed. The dual nature of professional qualities is described. Integrity as a component of activity integration is analyzed. The professional qualities of future specialist are defined as a set of logically and dialectically linked interrelated individual personality traits and abilities that predetermine each other, these qualities are updated on the level of professional tasks, at the behavioral level and in the process of socialization and promote success of professional work in research and teaching sector and in manufacturing.

Keywords: professional qualities; specialist; individual; personality traits; human activity; productivity; abilities; professional work; professional development.

ПРО СУТНІСТЬ ПРОФЕСІЙНИХ ЯКОСТЕЙ: ЛІТЕРАТУРНИЙ ОГЛЯД

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Стаття присвячена сутності феномену «професійні якості». В статті розглядаються різні точки зору вчених щодо визначення поняття «професійні якості». Процес формування професійної ідентичності та його трансформація являють собою складну ієрархічно-організовану мета-систему, яка включає в себе взаємопов'язані рівні. На різних етапах професіоналізації формується інтеграційна підструктура професійних якостей і вона змінюється з представниками різних типів професій. В статті проведений аналіз виокремлення якостей на первинні та вторинні якості. Особистісні риси розглядаються з різних точок зору. Аналізуються універсальні особистісні характеристики, які є суттєвими і важливими для визначення майбутнього розвитку суспільства. В статті описані чотири рівні структури особистості: (індивідуально-виконавчий, або інструментальний; індивідуально-психологічний; соціально-психологічний; духовно-культурний). Поняття «якість» особистості визначено через категорії «ознака» та «риси». Аналізуються фактори, які призводять до єдності інтегрованої структури людської особистості. Описаний подвійний характер професійних якостей. Аналізується цілісність як компонент інтеграції діяльності. Професійні якості майбутнього фахівця визначаються як комплекс логічно й діалектично пов'язаних між собою взаємовпливаючих індивідуально-особистісних рис та здібностей, що зумовлюють одна одну, актуалізуються на рівні професійних завдань, на поведінковому рівні й у процесі соціалізації особистості та сприяють успішності професійної діяльності в науковій і викладацькій сфері та на виробництві.

Ключові слова: професійні якості; фахівець; особистість; особистісні риси; діяльність людини; продуктивність; здібності; професійна діяльність; професійний розвиток.

INTRODUCTION

The task of training of highly qualified specialists is urgent for Ukrainian education that should be aimed at the formation of professionals who meet the requirements of social and economic development. One of the important ways to solve this issue is to study the system of professional qualities in future professionals. Professional qualities are a prerequisite of becoming psychologically ready, professionally fit, successful professional of concrete industry. The direction of educational process in higher education on the formation and development of professional qualities should be a priority of professional training. Therefore, the above-mentioned important tasks generate the actual problem of concentration of the educational process of high school on the successful formation of the required professional qualities in specialists.

The article is aimed at the definition of the phenomenon “professional qualities”.

REVIEW OF PREVIOUS RESEARCH

The importance of the development of personal and professional qualities during professional education was mentioned in the works of many well-known thinkers. In particular, ideological and theoretical origins of professional education can be found in the Philosophy of J. Fichte, G. Hegel, J. Herbart. American educator and psychologist J. Dewey emphasized that real education – is not something imposed on the person from outside, it is the natural growth and development of traits, characteristics, abilities.

The problem of formation of professional qualities arose due to the need to increase the efficiency (late XIX-early XX century) and business leaders and organizations faced the problem of selection of the personnel, because this selection was intended to achieve the goal of organizations and facilitate an effective functioning of institutions. It is typical that the question of the effectiveness of organization has been widely studied in the most developed countries – the USA and Germany on the basis of Taylorism (named after the American engineer F. Taylor – the founder of the organization of work). The most common problem of formation of professional qualities and other labor problems were seen in the works of scholars, who called their direction as psychotechnique.

In the national science, the problem of formation of professional qualities began widely studied in the 20-30th of XX century. During this period the first attempts to study the certain professions and the requirements to these professions appeared. An important fact that, mainly, massive trades were studied (in metalworking, textiles, metallurgy, chemistry, etc.) that is of great significance today.

It is fundamentally important fact that at that time, Soviet scholars did not consider the same professional qualities as static. For example, S. Helershteyn observed that a person changes the existing qualities and the development of capabilities with the changes in the working conditions and with the promotion of new requirements for the professions. S. Helershteyn suggested changing the professional qualities in the process of promotion from the level of the professional unfitness to the level of mastery. The representatives of the new approach argue that professional qualities are examined as psychological formations which are developed during the activity.

For example, M. Leontian believes that quality is an individual characteristic that has such components as necessary knowledge and skills, the motivation of activity and readiness to its implementation, leadership, capability, capacity for analysis, capacity for modeling (or forecasting), critical attitude of information, creativity, efforts, and values (Leontian M. A., 2015, p. 62-63).

There has been much research about the problem of formation of professional qualities of specialists in different fields. For example, the basic professional qualities of sci-tech workers are described by L. Bin. L. Bin analyses and discusses professional qualities at three levels: knowledge, technique and morality (Bin L., 1999, pp. 234-237). J. Irving analyzes the influence of professional qualities of a specialist in leadership education. The qualities of teachers are examined in works of J. Stronge. He believes that qualities of effective teachers include characteristics of the teacher as an individual; teacher preparation; classroom management; and the way a teacher plans, teaches, and monitors student progress (Stronge J., 2007, p. 135).

THE CONTENT OF THE PHENOMENON "PROFESSIONAL QUALITIES"

Quality is a philosophical category. For the first time an ancient Greek philosopher Aristotle tried to analyze it, who defined the concept as "... the difference between species", i.e. as "those species traits, which make different this generic nature of the species in its originality from other entities, belonging to the same kind" (Aristotle, 1975, p. 165). Aristotle believed that "distinctive feature of quality may be considered as the fact that the same or not the same is said just about him". Prominent philosophers Descartes and Locke entered the distinguishing of qualities on primary qualities, which are owned by subjects (size, shape, movement, and so on) and on secondary qualities – subjective, which are determined by the properties of the person who perceives the impression of the subject (object), and it is a reflection of the person's communication – the subject with the object.

The concept "quality" has the detailed development in German philosopher G. Hegel, who wrote: "Quality is first being identical with certainty because something ceases to be what it is, when it loses its quality". The category of quality reflects the important side of the objective reality of the object – determination. At the same time, the philosophers argue that quality is the basis for identifying the nature and development of spiritual and material culture.

In the dictionary of Dahl such interpretation of the concept "quality" can be found: "property or identity, everything that is the essence of a person".

These concepts tend to characterize the quality as an attribute of object, subject, and phenomenon. Thus, the qualitative determination of the object, that is revealed, first of all, in the existence of the qualitative limit of the object, includes the properties in its content. The property is the moment that separates the objects from each other, characterises their certainty. However, in our opinion, the quality of the object is not appropriate to define as a set of properties because the object is a system that has a certain meaning and form, which consists of a certain set of elements and has a certain structure which is formed by these elements. Consistency is "internal" side of qualitative determination. So, it is a way of the relationship of elements within a particular whole. The property does not form a new subject. These provisions also concern the personal development.

PERSONALITY TRAITS

Some scholars are trying to define the concept "quality" of the individual through the categories of "characteristics" and "feature". For example, psychologist R. Nemov notes that personality features are resistant qualities defining characteristic behavior and thinking for this individual. Moreover, R. Nemov defines the features, the qualities and the properties (besides the forms of the behavior), as those concepts where the description of the individual is made.

Ukrainian psychologist and a teacher V. Kazakov is of the same opinion, who writes that the main feature of personality traits is logical, systematic display of the relevant properties in the various activities and situations (Kozakov V. A., 2000, p. 85).

"Encyclopedia of Education" determines personality as meaningful signs of individual, forms of existence of his psyche. Personality is a solid, capable for self-development, self-conscious and self-regulation of the subject. Personality is endowed with own unique and inimitable inner world. The integrity, the originality, the activity, the expression, the openness, self-development and self-regulation are the qualities of the individual.

Integrity as a component of activity integration covers all structural and dynamic expressions of life. Integrity is caused by the integrated unity of three origins of personality existence – biological, social and spiritual. For an understanding of the essential integrity, it is not enough to admit it as a sign of attribution of personality, because each individual has its own integrity, it is sometimes similar to the integrity of others, but sometimes it is fundamentally different. Thus another meaningful sign of identity is defined – its uniqueness (individual uniqueness).

The unicity of integrated structure of human personality is confirmed by the following factors:

- originality of the dynamic interaction between three main origins of personality (biological, social, spiritual);
- continuous self-motion, self-identity, during which the individual is always changing "pattern" of personal displays, gaining more and more peculiar complete form; meanwhile, the person is always unfinished, open to new changes.

One of the essential features of personality is its incompleteness. It is appropriate to personality as in the early stage of life, and also in the final stage. This means that a person is distinguished by the fact that individual's reactive behavior prevails active and this behavior prompts own conscious goals and motives.

The expressive activity of person's inner world causes the movement of individual life, during which the person faces reality. Social behavior is constructed as a learning and performance of a large number of social roles.

Self-regulation of behavior is a meaningful sign of identity. The balance of psychological processes is achieved through unconscious mechanisms. These mechanisms operate throughout life, but with the increasing complexity of life situations, their action is insufficient. Therefore, new mechanisms are formed in the individual, which are consciously operated by the same person. One of them is the mechanism of volitional regulation of behavior (Kremen V. H., 2008, pp. 1019-1020).

Personality traits in the "Encyclopedia of Education" cover a concept that implies the existence of a finite set of basic qualities, the rigidity of which determines individual personality differences, builds up a so-called "personality profile".

Personality traits are groups of signs which have the same information, act as their integral characteristics. The mandatory features of personality traits are expressional level, transsituation and potential measurability (Kremen V. H., 2008, p. 777).

Psychologist B. Rubalka stresses the positive meaning of character traits of the individual. They are the following: kindness, creativity and humanity (for scientists, teachers, doctors, etc.); honesty and fairness (for politicians, policemen, judges, military etc.); sustainability and organization (for economists, managers, officials at all levels, etc.); hard work and productivity (for workers of all sectors of the economy); responsibility and tolerance (for lawyers, merchants, service life, etc.).

We were impressed with Rubalka's opinion, that according to the character traits it is necessary to perform the professional selection, professional training and placement, as they determine the efficiency, utilization of other professionally important qualities of an employee (Rybalka V. V., 2005. p. 32).

I. Mavrov studies the relationship of personality traits and abilities. I. Mavrov argues that the development of different abilities, physical and moral qualities, begins with the first days of life and is formed by the complex of biological and social factors at different stages of life. Mavrov stresses that the formation of a number of important human qualities, including moral properties, is formed in the process of human relations, training and education systems (Mavrov I. I., 2005, p. 83).

THE NOTION "PROFESSIONAL QUALITIES"

The notion "professional qualities" is often reviewed as a "manifestation of mental personality traits which are needed for acquiring specialized knowledge and skills, as well as to achieve socially recognized efficiency in professional work" (Ponochovna-Rusak T. M., 2010. p. 167).

Professional qualities include: intellectual (thinking), moral (behavior), emotional (feelings), volitional (the ability to self-realization), organizational.

S. Batyshev emphasizes the great importance of such qualities as efficiency, flexibility, awareness, because they largely affect the successful formation of professional skills of skilled workers and professionals.

A. Kyveryalh highlights in his studies two aspects of professional qualities of specialist, which are in dialectical unity – technical and social:

- social aspect includes such important interrelated elements as conscious labor discipline, mutual readiness to work for achieving objectives, self-improvement, self-esteem, creative approach to work, hard work, and etc.;

- technical aspect requires from the specialist technical, technological and organizational and economic knowledge and skills.

If we take as a basis the definition of Descartes and Locke, the professional qualities, in our opinion, will be slightly closer to the primary qualities and the qualities of training – to the secondary. However, professional development is predetermined and the properties of the person who perceives impressions, and features of the methods and techniques of measuring of this quality that is the basis of application of different complementary methods of determination.

We have a reasonable idea of V. Roylyan as to the understanding the concept of "professional quality" as a set of properties and characteristics (or even individual properties or characteristics), the results of displays are recorded by the level of professionalism and level of universalism, which are based on the requirements of society and consumer specialists and identified by some complementary methods.

The individuality of a person is characterized by a large number of features and qualities, which are called professional qualities. The description of an orderly set of professional qualities is called psychogram of the professional. The term "psychogram" was proposed by German psychologist W. Stern in his work "Differential psychology in its methodological basis". In the industrial psychotechnique in early twentieth century, psychogram was observed as a combination of professional qualities of a professional. This model consists of some important mental functions of generalized subject of labor – the successful professional, and a model was the basis for the selection of psychodiagnostic techniques and forecasting through them the successful future careers of applicants for a specific job (it was believed that a successful work was primarily determined by the availability of mental functions, abilities and a certain level of quality). The aim of practical task (professional selection or career counseling) determines the specific requirements for professional qualities. In this case, it is about the selection of resistant properties (abilities) of personality, which are difficult to exercise, but they are essential to achieving professional success.

Professional qualities are formed on the base of personal qualities of the individual in the process of professional development. Therefore, we analyze the theoretical approaches for the professionalization of the individual to study the process of formation and development of professional qualities.

The process of professional development of the individual is always characterized by individuality, which makes it possible to realize a professional identity as a higher level of personal development.

The studying of the problems of personal professional formation is directly related to the display of professional qualities of a person who is at a certain level of professionalization. The selection of professional qualities depends on the ideas of the researcher about the structure of the individual professional, which is a determining factor in the division of these qualities to the certain substructure.

THE STRUCTURE OF THE PERSONALITY

It should be noted on the existence of level of the structure of the individual, whose whole set of professional qualities hierarchy consists of four interconnected levels: 1) individual executive or instrumental; 2) individual psychological; 3) social and psychological; 4) spiritual and cultural (Fonarev A. R., 2005. pp. 144-147).

The first level is connected with the perception of a person as the subject of activity or outdoor activity. The acquired professional knowledge, skills and overall performance of the activity for the specific tasks are in great value for the description of the individual in this parameter.

The second level of analysis of human activity involves the disclosure of individual psychological and physiological characteristics, on the basis of them the capacity for productive work and efficient operation growth. The consideration of person with his unique features as an individual suggests the studying of the nervous system, the speed of nerve processes, the specifics of his mental processes (memory, attention, thought, etc.), as well as psychological type, character, abilities and aptitudes to some other activities.

The third level of human studying involves the creating of individual's social and psychological portrait. At this level, anyone can be seen as representative of the socio-cultural environment in which he grew up and was educated, who was owned then by virtue of his professional activities or lifestyle. At this level, it is about the person as a representative of a certain society in which he is included, and life traditions which he follows. The specifics of the social environment, in its turn, depends on the national and historical roots of a person, his language culture, perceived moral standards, development of civic feelings and family relations, the degree of material security of the family and attitudes that underlie the acquisition of social experience.

Finally, on the fourth level, a person can be described as a free personality, who constitutes his life-world. Considering a person from this perspective, it is necessary to reveal the value-semantic canvas of his life; it means to identify his interests, needs, intentions and desires which

are hidden motives of actions and deeds.

Thus, the first level of activity sets the behavioral qualities of a person and his ability to operate virtually in a professional environment and to identify himself in a particular behavior. The second level of human life identifies a group of individual psychological characteristics and qualities. At the third level, the social and psychological qualities are formed, where the person's place and role in communicating and interacting with others, forms of social adaptation are revealed. The fourth level is to determine the spiritual and moral qualities of a person, which shows the degree of personal maturity.

The above mentioned spiritual and moral, social and psychological qualities of a person make deep, nuclear characteristics of his individual business portrait and professional world. They are revealed through the definition of two components: 1) the purpose and content of human activity; 2) life principles and beliefs that make up person's outlook. From the totality of human relationship to himself, others and his work, in our opinion, a psychological portrait of personality is ultimately created which can include both attractive and unattractive features. This portrait is revealed through human behavior that includes separate actions.

For a long time, the professional qualities of the individual were understood as a set of physiological functions and psychological properties of a person, providing high productivity and professional accelerated adaptation to changing conditions. This idea involves the consideration of a person as an individual — the doer of work, but not as a person who performs the gained spiritual and intellectual potential, a certain level of culture, consciousness and identity in a chosen profession. The utilitarian approach to a person and entirely commercial view of professional qualities led to the adoption of an idea about the specifics of their content for concrete professions. As a result, against the background of a variety of physiological and psychological functions which are required for an employee of some areas, the general trend of changes in the content and nature of work of specialist is almost no longer considered.

The situation is the following: the requirements of modern production which are dictated by specific types of human labor absorbed universal personality characteristics that are significant and important to determine the future development of society. In our opinion, it is necessary to restore the lost relationship of professional qualities with personality characteristics, due to deliberate ways of regulation of human life.

Thus, the full development of the individuality of professional is in conflict with the basic requirements of the activity which a person performs.

RESULTS

Analysis of current research shows that neither in pedagogy nor in psychology there is no unity in the terminology of the term "professional qualities".

According to modern psychologists and educators, including V. Shadrykov professional qualities are defined as the individual qualities and abilities of the subject that influence the effectiveness of the activity and its success. Professional qualities are dynamic individual personality traits, some mental and psychomotor properties that are expressed in terms of appropriate mental and psychomotor processes and physical qualities that comply with a person of any specified profession and favorable successful mastery of the profession.

The dual nature of professional qualities is reflected in the fact that, on the one hand, they are prerequisite for professional activity, and on the other hand, they are refined by themselves and polished in the process of acquiring professional experience.

V. Slastonin refers those qualities to professional qualities which affect the efficiency of labor. Slastonin relates mental processes to professional qualities (mind, sensory, language, mnemonic) and mental states and motivations of professional activity (Slastenin V. A., 2004, p. 24).

According to L. Bobikova's view, professional and personal qualities – are individual human characteristics that ensure the success in learning a profession, contribute to the formation of positive attitude towards people with whom the individual works and communicates, these qualities help to develop the desire for personal growth and self-improvement in the chosen field (Bobykova L. K., 2001, p. 69).

E. Zeyer expressed the same opinion, who determines the professional qualities as psychological characteristics, qualities and personality skills which are necessary for professional activity. According to Zeyer's view, such qualities as responsibility, ability to make decisions,

corporatism, independence and others are also psychological characteristics (Zeer E. F., 2003, p. 16).

CONCLUSION

Considering all mentioned above, we can conclude that any quality of the individual can be performed in the role of professional qualities that is included in the process of the activity. Based on the above, we can determine the professional qualities as a set of logically and dialectically linked interrelated individual personality traits and abilities that predetermine each other, these qualities are updated on the level of professional tasks, at the behavioral level and in the process of socialization and promote success of professional work in research and teaching sector and in manufacturing.

The research does not exhaust all the aspects which are related to the essence of professional qualities. The direction of future research could serve the development of the technologies of formation of professional qualities of future economists for each level of education (bachelor and master) and the development of the methodology of formation of professional qualities of future economists in an extra-curricular activity.

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