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IMPORTANT PROFESSIONAL PSYCHOLOGICAL QUALITIES OF A SPECIALIST IN THE STRUCTURE OF COMPETENCIES

RUBEN AGHUZUMTSYAN, LAURA PETROSYAN, SONA POGHOSYAN,
ANI KHACATRYAN

Public Administration Academy of the Republic of Armenia

The article presents the scientific and practical need to develop a methodology for identifying important professional and psychological qualities of a specialist in the context of education. The innovation of the methodology approach lies in the fact that important psychological qualities are identified on the basis of the competencies presented in a specific educational program for a given profession. It gave us the opportunity to develop a complex of important professional psychological qualities of a specialist, conduct an expert survey, compare the qualities obtained with those presented in the psychological profile of the specialty (psychograms) of other researchers, and also designate a set of psychological qualities for every profession.

Keywords: Psychological qualities, profession, methodology, competence, education, analysis of research.

Nowadays the primary objective of organizations is not only to create high-quality products but also to recruit professional specialists, which are the guarantee of their progress, the cornerstone of efficiency. The effectiveness of organizations is determined by their personnel policy. It has long been a fact that a human being is an important link in the organization as a system. It is vital to accept, empower and value him/her.

In the context of professional personnel policy, such an approach means planned organization (qualitative and quantitative) of the unity of upbringing and teaching in the educational environment based on the needs and development of the state. It means to ensure the determination of the specializations and scientific directions, important professional psychological qualities in the system of selection and formation of the personnel policy, as well as the development and importance of the evaluation methods.

At present, there is a discrepancy between technologically equipped modern production and science, and the system of training of proper specialists. One of the solutions to this issue is “progressive” training. At the core of the “progressive” training are the definition and formation of the psychological characteristics and criteria, due to which effective and reliable realization of professional functions is ensured [1]. This approach is somewhat multifunctional as it can be used in the process of making a professional specialist and at different phases of the psychological selection process.

Diverse tools, opportunities and tricks of psychology can be used in order to ensure the formation of the psychological parts of the activity according to the scientifically approved approaches and the needs of modern specialists. One of these tools can be the “psychological gym”, which can

guarantee the formation and development of the important professional psychological qualities and processes. This approach is essential to ensure the training of modern specialists who, in addition to knowledge, must possess the relevant skills and competencies. That is why modern education should be directed towards the formation of competencies based on psychological qualities.

The modern world has great demands on the field of human resources, and the idea that the personnel decide everything is circulating. This concept refers not only to the professional skills but also to the important psychological qualities of a specialist. However, this idea does not find its special role, because the person changes, the professional requirements change, and of course, the key professional psychological qualities are dynamic, which means that the set of psychological requirements for professions needs constant revision. The requirements for the professions are based on the functions specific to the given profession, but as the professions in the modern world are transformed, merged, or vice versa, they become separate professions, this fact requires modern management psychology to form a concept, a methodology that will allow defining the necessary psychological qualities for the profession.

In the training of modern specialists, the issue of developing psychological qualities becomes more and more important, which requires changing the process of their preparation, emphasizing the importance of the psychological component. Discovering psychological qualities will give an opportunity to carry out effective professional activities, as well as to organize the process of specialists' training, emphasizing the development of these psychological qualities. The description of profession and psychogram are important in order to understand the description of the psychological qualities of a specialist. Those terms are widely studied in the framework of work psychology.

A. Markova notes that in work psychology a specialist model is developed, which includes the volume and structure of professional and social-psychological qualities, knowledge, abilities, which fully presents a specialist's general description as a member of society. And thus the specialist model and the specialist training model are distinguished. The latter is compiled for professional training and arises from the specialist model [2].

Cronshaw makes an interesting comment on the contradiction between competencies and job analysis. Despite all of the hype surrounding the practice of competency modeling in organizations, it appears to be a form of worker-oriented job analysis that focuses on broader characteristics of individuals and on using these characteristics to inform HR practices. As such, it is inappropriate to proclaim that competency modeling is a replacement for job analysis because each approach has a different focus, and the appropriateness of either methodology should depend on the purpose of the analysis (Cronshaw, 1998) [3, p.31].

It follows that the purpose of making a specialist model is to use it in the professional training process. And since the description of profession sets out the demands of a society from the specialist, it can be used as an

example of a specialist's sample accepted in that society at a given time. It is noteworthy that the description of profession is easy to make for those professions, which have visible results and composition of professional activities. However, it is difficult to make a description of profession for the professions with a "floating" result [2]. It turns out that the specialist model should be made based on the requirements of the given period and the nature of the profession, which once again emphasizes the urgency of the issue we are proposing.

There are already description of profession and psychograms of many professions in the professional literature, which gives an opportunity to understand both the description of the profession, the important professional psychological qualities and the disruptive ones. However, universities are not guided by this principle in the process of specialist training. Moreover, the addressee of the current specialist training is the labor market, which dictates the list of important professional psychological qualities that are the basis for effective activity.

Maybe this is the reason why the long-known professional psychological descriptions do not reflect the modern specialist. Another important problem in identifying professional psychological qualities is the gap between the psychological definitions and the given profession. The competencies that are developed in conjunction with professional skills are more pronounced in the work activity. They are not fully disclosed for theoretical analysis, i.e. a specialist, who has those supposed psychological qualities, often does not show a suitable result in the work activity. There is no presumed correlation between psychological qualities and work efficiency.

The higher education system relies on the teaching of professional competencies to ensure its competitiveness and the university-labor market connection. In this respect, the following approach is remarkable: "The formation of professional competencies is an indicator of the quality of professional education, the demand of graduates. It means it ensures the competitiveness of the educational institution" [4, c. 4]. However, it should be noted that there is a conceptual gap between the psychological component expected from a specialist in the labor market and the one during education. The need for strong professional psychological qualities is pointed out and emphasized, however the processes aimed at their development are not carried out. All this requires qualitative changes in the psychological component of the specialist training process. The development of important professional psychological qualities of a specialist should be the main task of modern education. And the solution to this problem is possible only in the presence of a specialist model, which will emphasize the range of psychological qualities, skills and abilities that can be acquired and improved during the higher education process.

Some authors consider seven questions that are related to the assessment of the personal qualities of a specialist. This article discusses the following issues: personality and multidimensional models of performance, taxonomy of personality and the five-factor model, the impact of situations on the relationship between personality and productivity, the increasing importance of personality over cognitive ability, the need to

differentiate personality constructs from personality indicators, concern about falsifying personality tests and the use of personality tests in an attempt to eliminate adverse effects [5].

We can state that on a well-known scale of formation of relevant competencies, the mastery of a profession begins with unconscious incompetence. It is the phenomenon where the person does not know that he/she does not know anything. At this stage, only the potential of professional psychological qualities reveals purely, which does not ensure the effectiveness of the activity. In the next stage of the competencies development, that is, conscious incompetence, low level of some professionally important psychological qualities reveals, which is due to the conscious lack of knowledge. It means the person knows that he knows nothing. The forecasts made at this stage also cannot ensure the effectiveness of the activity.



Figure 1. Potential – low level of important psychological qualities – important psychological qualities- professionalism

The third stage of competence development is the conscious competence, in which case the specialist knows that he/she knows the profession. At this stage, the manifestation of psychological qualities can be directly related to the effectiveness of professional activities, as the person has professional self-confidence and clearly knows his/her professional boundaries. The fourth stage of competence development supposes unconscious competence, which implies a skilled performance of a

professional activity. In this case, a person does not realize much during the activity and does not make an effort to use his/her strong professional psychological qualities. At this stage, the specialist is able to solve difficult professional problems that are not only based on knowledge but also involve the merging of a person and a profession. Based on this idea, the question arises: what kind of predictions can be made at different stages of development of important professional psychological qualities. Perceptions of a specialist's important psychological qualities should form based on their competencies and changes in their professional development. With all this as a starting point, we believe that a methodological system should be developed for the study of each stage of the development of important professional psychological qualities based on the competence of a specialist.

In the process of professional training, the specialist acquires a system of knowledge, the practical application of which encounters difficulties during the professional activity. On the one hand, there is the necessary system of knowledge, on the other hand, there is a lack of operational literacy of the graduate to work in the field. This problem brought a new approach to the effective organization of education and professional activities. This is the approach based on the development of competencies and their realization of the given activity by a specialist.

We consider a number of approaches to competencies that exist in organizational psychology.

The origins of the competency modeling approach to job analysis can be traced back to an article that first proposed the use of competencies in organizational settings (McClelland, 1973). The paper on "Testing for Competence, Not Intelligence," postulates that intelligence is not related to job performance and that a wide range of characteristics—labeled competencies—can be identified that differentiates between superior and average performers. In general, competency modeling refers to the practice of identifying the characteristics or attributes that are needed for effective performance on the job—specifically, those characteristics held by exceptional performers (DuBois, 1999). Spencer&Spencer also includes in competencies such variables as motives, traits, or attitudes. Lucia and Lepsinger (1999) identify two major goals of competency modeling: the identification of the skills, knowledge, and characteristics required to do the job and the identification of behaviors related to success on the job [3, p.29].

E. Zeer and D. Zavodchikov view the competency-based approach as a technology for modeling training outcomes, which are norms of quality of professional training [6]. From this point of view, the organization of the professional training process supposes the development and implementation of the precise evaluation system and criteria for not only professional knowledge, but also professional skills and professional psychological qualities for each profession, which will allow assessing the specialist's preparation level, based on his/her professional functions and responsibilities.

The components of a competence-based approach are these competencies: the ability of a specialist to apply the knowledge, skills և personal qualities to act efficiently in a specific field [7]. In this context it is

interesting to examine the approach by E. Simanyuk, L. Shemyatikhina, M. Sinyakova, according to which the competence-based approach is mainly the orientation towards the training goals: learning, self-determination, self-improvement, socialization and individuality development. The tools to achieve these goals are competency, competencies and important professional qualities [8]. It is also possible to single out a study in which additional education of psychological knowledge and skills for the development of professional competencies is considered [9]. Boyatzis's view on the competent approach is remarkable, according to which: "One of the benefits of the competency, or behavioral approach to talent is that we enter a domain of human talent that can be developed in adulthood" [10, p.5].

Thus, based on the analysis, we can say that in the process of specialist training it is necessary to develop competencies, which include not only the development of the professional knowledge system but also the development of important professional psychological qualities connected to those competencies. Taking into account the need to develop the important psychological qualities of a specialist in the training process we developed a methodology to reveal those qualities for different professions.

The novelty of this methodology is that the important psychological qualities are revealed for the specific profession based on the competencies mentioned in the specific educational program. The research methodology is based on the idea of how a specialist becomes competent, the existence of appropriate qualities is examined at each competency level. We used an expert survey to determine the psychological qualities at a specific level of competence, as well as the method of comparison by comparing psychological qualities with a professional description.

The training of future specialists presupposes that they will have a set of competencies, and each competence, in its turn, presupposes the existence of important professional psychological qualities, which are necessary for the effective implementation of professional activities.

The methodology we developed intends to carry out two main methods: expert survey and content analysis. We studied the competencies of four professions: Political Science, Psychology of Management, Law and Public Finance Management. Those competencies were distinguished by their professional educational program. Then we compared those competencies with the competencies distinguished in the same educational programs of other universities in Armenia and abroad, and we defined the similarities.

Based on our problem, we have compiled a combination of important psychological qualities for the specialists in four professions (Political Science, Psychology of Management, Law and Public Finance Management). We used quantitative and qualitative analysis to create this set of competencies. The set includes both the most common psychological qualities and the key qualities. Based on the distinguished qualities, expert questionnaires were created for the given fields. The experts in those fields were offered to evaluate the qualities necessary for the activity of the specialist in the given field by their importance, from the most important to the least important. The expert was also given the opportunity to indicate another option if there is an important professional psychological quality, which is not mentioned by us.

As experts, we chose the specialists carrying out long-term effective activities in the given spheres. The obtained results were subjected to statistical and psychological analysis and were generalized.

We compared the sets of important psychological qualities of each profession with the description of profession and psychogram of those professions, which were already presented in the literature. For comparison, we chose the descriptions of professions presented by E. Romanova [11]. The purpose of the comparison was to find out to what extent the set of psychological qualities we obtained coincides with the qualities already presented in the literature.

A comparison of the psychological qualities of the profession Law shows that there are similarities between several psychological qualities, but decision-making is singled out as a quality emphasized by experts. Analytical thinking, communication skills, impartiality, independence are mentioned both in the psychogram, and among the qualities, we single out. The flexibility of thinking is emphasized in the set of qualities of the profession Psychology of Management. This quality is not mentioned in the psychogram, however, the rigidity of thinking is mentioned among the disruptive qualities. Qualities as self-control, emotional stability and stress resistance are emphasized, too. And they are also not mentioned in the existing psychogram, though mental and emotional imbalance is mentioned among the disruptive qualities. In the case of Political Science, Public Administration and Public Finance Management, all the important professional qualities are mentioned in the psychogram.

Thus, we have used the methodology of revealing the important psychological qualities based on the competencies mentioned in the specific educational programs of the specific professions, which made it possible to develop the set of important professional psychological qualities of a specialist, to conduct an expert survey, to compare the revealed qualities with the qualities mentioned in the psychogram, and to create the set of qualities for each profession. As a result, we created the sets of important psychological qualities for four professions, which will allow us to do a psychological selection of a specialist.

According to our strategy, further activities will be directed toward the development of assessment methodology packages, by areas. They will assess the important psychological qualities developed by our methodology.

We plan to localize the existing methodologies and develop new methodologies if necessary. The methodological packages will be developed especially for the RA specialists. They will be digitized. All this will provide an opportunity to ensure the relevance of the professional psychological qualities of the person to the position. This will solve the key issue of Psychology of Management. The set of the psychological qualities of a specialist we developed can be the basis for developing the psychological qualities of a future specialist.

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**ՄԱՍՆԱԳԻՏԱԿԱՆ ԿԱՐԵՎՈՐ ՀՈԳԵՐԱՆԱԿԱՆ ՈՐԱԿՆԵՐԸ
ՄԱՍՆԱԳԵՏԻ ԿՈՄՊԵՏԵՆՑԻԱՆԵՐԻ ԿԱՌՈՒՑՎԱԾՔՈՒՄ
ՌՈՒԲԵՆ ԱՂՈՒՁՈՒՄՑՅԱՆ, ԼԱՌԻՐԱ ՊԵՏՐՈՍՅԱՆ, ՍՈՆԱ ՊՈՂՈՍՅԱՆ,
ԱՆԻ ԽԱԶԱՏՐՅԱՆ**

Հայաստանի Հանրապետության պետական կառավարման ակադեմիա

Հոդվածում ներկայացվում է մասնագետի մասնագիտական կարևոր հոգեբանական որակները բացահայտելու անհրաժեշտությունը և մեթոդաբանությունը, որի նորարարությունն այն է, որ հոգեբանական կարևոր որակները վեր են հանվում կոնկրետ մասնագիտության համար, կոնկրետ կրթական ծրագրով նախատեսված կոմպետենցիաներից: Այն հնարավորություն տվեց առանձնացնել մասնագետի մասնագիտական կարևոր հոգեբանական որակների համախումբը, անցկացնել փորձագիտական հարցում, ստացված որակների համախումբը համադրել գիտական գրականության մեջ առկա մասնագիտության հոգեբանական նկարագրիչներում (փսիխոգրամաներում) ներկայացված որակների հետ, ուրվագծել յուրաքանչյուր մասնագիտության հոգեբանական որակների համախումբը:

Բանալի բառեր. մասնագետ, հոգեբանական որակներ, մասնագիտություն, մեթոդաբանություն, կոմպետենցիա, ուսուցում, հետազոտությունների վերլուծություն:

**ПРОФЕССИОНАЛЬНО ВАЖНЫЕ ПСИХОЛОГИЧЕСКИЕ КАЧЕСТВА
СПЕЦИАЛИСТА В СТРУКТУРЕ КОМПЕТЕНЦИЙ
РУБЕН АГУЗУМЦЯН, ЛАУРА ПЕТРОСЯН, СОНА ПОГОСЯН,
АНИ ХАЧАТРЯН**

Академия государственного управления Республики Армения

В статье представлена научно-практическая необходимость разработки методологии выявления профессионально важных психологических качеств специалиста, в контексте получаемого образования. Новизна методологического подхода состоит в том, что психологические важные качества выявляются для конкретной специальности, из компетенций, предусмотренных для данной образовательной программы. Такой подход дал возможность выделить набор профессионально важных психологических качеств, провести экспертный опрос, сравнить набор полученных качеств с качествами, представленными в психограммах в научной литературе по данному вопросу, очертить набор психологических качеств каждой профессии.

Ключевые слова: специалист, психологические качества, профессия, методология, компетенция, обучение, анализ исследований.

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