

Stadial and Mechanisms of Presentations of Professional Formation and Personality Development

Vladimir N. Fomin, Nikolai S. Danakin, Inna A. Gladkova, Irina V. Savenkova and Lilia E. Gai
Belgorod Shukhov State Technological University, Kostyukova St. 46, 308012 Belgorod, Russia

Abstract: The contradiction of form and content which is a source of development, finds the reflection in opposition of stadial and mechanism representations of the processes of professional formation and personality development. For the assessment of the nature of the relationship between these representation features of stadial divisions of these processes are analysed and the types of mechanisms regulating them have been considered. The social adaption and personal initiative approaches to the studies of these processes which are the two mutual complementing views of the mechanisms of the similar aspects regulating their processes are being determined. It is supposed that the last serve as external and internal demonstration of a uniform transstadial mechanism determining all the processes of professional formation and development which represents the update and disactualization (gradual exhaustion) of professional personality potentials.

Key words: Updates, professional formation, professional development, update-potential approach, social adaption approach, personal initiative approach

INTRODUCTION

Currently, in the international and domestic sociology, psychology and pedagogical science has acquired a large number of approaches, a set of explanatory models of processes of professional formation and personality development (Siefert, 1977; Kondakov and Sukharev, 1989; Kozyreva, 2007; Pryazhnikova and Egorenko, 2012), a variety of which complicates the development of constructive technologies of youth assistance of in the professional choice and professional growth has been propounded. However, there were two types of inconsistent notions of these processes: stadial (extrinsic, phenomenon, formal) and mechanism (intrinsic, substantial, notion). The first issue is about the numerous epochs of the studied processes (chronological approach). In the second case, attempts are being made to understand the driving forces, motives, ways of conflicts resolution, their logic course (organizational approach). The formation and development consideration in these approaches serve as the specification of the known principle of historical and logical unity from philosophy of which the requirement of mutual compliance of stadial and mechanisms of representations (models) follow.

The stadial divisions of the general and Professional Formation and Personality Development (PFPD) have been presented by the foreign scientists: K. Buhler, J. Conger, E. Erikson, J. Geiwitz, R. Havighurst, J. Kagan, L. Kohlberg, P. Lazarsfeld, J. Loevinger,

M. Mahler, J. Marcia, M. Montessori, P. Mussen, J. Piaget, D. Super, etc. The domestic science representatives have also given the notion of their vision of the epochal division of these processes. These scientists are: V.A. Bodrov, L.I. Bozhovich, E.F. Zeer, E.A. Klimov, T.V. Kudryavtsev, A.K. Markova, L.M. Mitina E.B. Morgunov, A.V. Petrovsky, Y.P. Povarenkov, A.T. Rostunov, etc.

The analysis of the proposed stadial divisions allow to make some recommendations and conclusions of the methodological plan. First, in their consideration, on the one hand, it is important to define what period of PFPD the issue is all about and on the other hand, what should our attention age of individuals (children, teenagers, young men, adults) future features of these processes (prospect interest, life and career planning, etc.) be focused on.

Secondly, the creation of such models is necessary to proceed not only from psychological and age features of individuals; for instance:

- A = Early childhood
- B = Late childhood
- C = Adolescence
- D = Youngster
- E = Youth
- F = Early maturity
- G = Late maturity
- H = Old age
- I = Destitute

but also from the specific social environmental formation into which they pass in the course of their personal and professional formation and development:

- A = Family
- B = Kindergarten
- C = High school
- D = Educational market services
- E = Professional educational institution
- F = Labor market
- G = The work environment
- H = The sphere of community activity
- I = Unpaid activity sphere

Thirdly, it is possible to note two opposite and mutually additional strategy of stadial consideration of the processes of PFPD to which various researchers (Fig. 1) resort to.

The first strategy (1) has local and stadial character and concentrates attention only on one of the stages of professional and/or life cycle of the person. As an example it is possible to refer to Waterman (1985) description this process only at a stage of adolescence work or at work (Guskova and Shavyrina, 2014) which dealt with the problem of professional identity of secondary school graduates.

The second strategy (2) has transversed the transstadial character and concentrates attention on a chain of several mixed stages up to the full development cycle. Without giving full details to all occurring options, we will define only two extreme cases.

The first extreme case (2a) presupposes the consideration of the stage of early childhood which can be considered both to the first and second strategies (for example, the concept of “initial professional development” (Bryanta *et al.*, 2006) which the authors analyze the role of parental education in professional formation of kids). However in some researches, the stages have been divided into sub-stages. So, for example, the researchers (Hartung *et al.*, 2005) urge the study of PFPD, since the early childhood progresses into a median and continues into late childhood.

The second extreme case (2d) presupposes the consideration of PSR throughout all human life which is the standard processes of the system analysis. Similar approach is applied by a number of the researchers (Savickas, 2009; Berzonsky, 1990) studying the issues of self-designing of the whole life through the creation of full vital project.

Fourthly, the criteria on the basis of which such a division is made as well as through the contents, number and temporary duration of the determined age periods

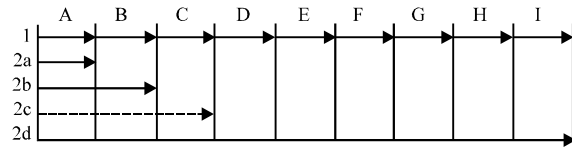


Fig. 1: Strategy of stadial consideration of processes of professional formation and personality development

extremely differ. Thus, according to L.S. Vygotsky, the majority of offered ideas of the periodical division in their attentive analysis is formal, not to mention the development essence. It is necessary to determine the mechanisms of these processes and correlation range of their effects with the duration of the next stage.

However, with the mechanised representations of the processes of PFPD business is even more difficult. Their large number is caused not only by personal inclinations of researchers but also the objective multidimensionality, versatility of the processes. However, different researchers pay attention to different aspects of the PFPD essence which are presented by such a mechanism: the principles of interaction in the manner which allows the solution of internal-external contradictions within itself internally.

As the publications analysis shows along with numerous mechanisms of local and stadial activities the regulators and activators of transstadial through the activity regulating all the PFPD cycles are considered. All THESE last ones can influence differently the PFPD process at different stages that often complicates the division of mechanisms operation of the first and second types. As a result of the studies of transstadial mechanisms a number of models propounded and which can conditionally be classified into two groups.

Typological models are included the first of them (J. Holland, A.F. Lazursky, E. Spranger, R. Le Senne, L. Szondi, A. Roe, etc.). Within this framework, different researchers give complex typology of individuals depending on their professional dispositions and/or abilities. However, contentiously for every individual of this kind, it is supposed that there is specific mechanism regulating all the processes of their professional formation and development.

In the second group, there is a whole number which belongs to single mechanism models that reflect the author's unique ideas of the wholeness for all people in the transstadial regulator. It is possible to indicate such people as crisis-solution (T.V. Kudryavtsev, A.G. Asmolov), conflict-solution (E. Erikson), contradiction-solution (A.N. Averyanov, V.G. Aseev,

A.A. Smirnov), activity formation (L.I. Bozhovich, G. Krempen, A.N. Leontyev, Yu.P. Povarenkov, B.D. Elkonin, R. Havighurst, R. Heil), career maturity (D. Super), professional choice (E. Ginsberg) and other mechanisms.

MATERIALS AND METHODS

Dual social adaptation and personal initiative approaches to professional formation and to personality development:

One of the contradictions which complicates the construction of the PFPD models mechanism is due to the joint operation of the two regulators exactly opposite each other determining these processes. It concerns the social adaptation and personal initiative of PFPD mechanisms on which the consideration of the approaches of same are focused. As an integrative, in this case, the relevance potential approach can serve as the basic representation which update and subsequently exhausts the personal potentiality of the person playing a role of the transstadial mechanism of his formation and development (Fomin, 2012).

Such an assumption isn't exotic at all. In contrast to socialization and development an attention is paid particularly by Harris (2000) emphasizing that the theory of socialization group deals with two various processes: in fact socialization and personality development as a result of which various types of behavior (first of all social) which aren't so easy to change at mature age are formed. L.I. Antsyferova, V.G. Aseev, H. Thomas and other psychologists emphasize the existence of two mutual additional mechanisms defining the formation of the personality, stable homeostatic and innovative development. Similar dual recourse approach to the PFPD problem is presented also by Mitina (1997) who is defining in it adaptive and professional development direction.

Characterizing the social adaptation approach, we can note that one of mechanisms through which the sociology looks at the formation and development of the person during his life cycle is the notion of socialization process related to PFPD which is about the process of his professional socialization. Meanwhile, the approaches of the listed above authors do always clearly elaborate the essence and features of PFPD in accordance to the definition offered by these basic processes.

The analysis of the views of leading sociologists on sense of socialization shows that its definition is internally inconsistent. On the one hand, it has been declared that it stems in the form of social adaptation and intrinsic (representing, in fact, the internal adaptation which involve the extrinsic-intrinsic world). On the other

hand, the socialization is said to be the process of formation and personality development consisting the acquisition of social norms, cultural values and examples of behavior which allow the individual to function in this society for development throughout his whole life.

According to the first point of view, socialization is based on the mechanism of adaptation (T. Parsons) executed by means of more private mechanisms of coercion, imitation, intrinsic and others (F. Giddings, N. Smelser, G. Tarde, etc.). Therefore, it has adaptive and mandatory (even "conformism") character and it doesn't generate in itself of "fast sense of Nevtonov" the main thing for it is to master the already achieved state. Its purposes are not to increase in variety and uniqueness but to maintain the standardised individuals, not development but to stabilize the society. In other words, socialization is similar to mass social technology of conveyor-based type, organising a socialised unlimited cyclic generations (E. Durkheim, J. Habermas, etc.).

Considering the second point of view on socialization and taking into account the above-mentioned it is possible to doubt its justification. It would seem inaccurate to use the concepts of formation and development in relation to such adaptive mechanisms as adaptation and an intrinsic methodologically: can one use whether a single time but for a prolonged period of adaptation involving external conditions to be considered formation and more so development? After all it is difficult to imagine how adaptive and compelling process by nature can develop a person? But, it appears that one can if considering from more common positions of approach to formation and development processes.

In reality, in the first place, it is necessary to recognize that socialization really stimulates and develops the child and the teenager. This stage of life cycle coincides both on time and according to the contents with formation of the personality.

Secondly, it is necessary to consider the recurrent nature of socialization. In reality, changing the next social formation environment (family, kindergarten, school, educational market of services, higher education institution, labour market and work environment), going through work practice, working in student's construction groups, changing positions, work places and even profession, the person every time is compelled to adapt to the new social environment, the new leadership role activity, new social roles, getting off the previous ones. The chain of such transitions also forces him to develop during the whole life.

Thus, it is possible to state that the personality development goes through permanent adaptation. Similar adaptive regulator of development processes are not new:

to explain the evolution in the wildlife to similar model was presented by Charles Darwin. The mechanism of natural selection represents a way of permanent adaptation of different species of organisms to the changing conditions of their habitat is their life cornerstone. Likewise, society as a whole develops in the same way, adapting to new challenges and adapting under itself the nature. However, it is clear that it is not the only mechanism of development.

At the same time, as noted above, there is another alternative to the previous one and supplementing it, i.e., personal initiative approach analysing the PFPD as a process of his professional initiative. The matter is that innovative nature of the development of humanity, on the one hand, is caused by the creativity and creativeness of people and on the other, it demands revelation of essence and abilities, formation of interests and needs of the individual, his permanent self-development and continuous education.

Based on the analysis, the idea of the mechanism of personal initiatives whose action is exhibited in an extrinsic, the revelation of natural essence and abilities, transition of personal consciousness dwells on intrinsic plan to the extrinsic. Based on the development source here depends on the internal activity of the personality, his requirement, motives, interests, purposes. Therefore in contrast to the mandatory character of the development in the first case this approach forms a model of mandatory development.

Within this approach too there are many authors' models and descriptions of the PFPD process. First of all, the notion of similar mechanism is attempted to obtain through the means of expansion of notions of socialization by giving it an active developing function alongside with adaptive as well. G.M. Andreyeva, who points to this, for example, writes that in the course of socialization, the development and reproduction of social experience does not only occur but also the transformation and its advancement to a new level. W. James considered that the process of socialization is determined by the ratio between level of conception of the individual and his achievements. The solution of the occurring contradiction serves one of activators of personality development.

Secondly, in recent years a considerable success has been achieved in the akmeological approach as the interdisciplinary scientific direction, incorporating sociological, psychological and pedagogical views. On the basis of professional and personality development and the professional akmeological lie the professional self-initiatives. It is the most representative concept of PFPD within personal initiative approach. One of the key problems for akmeological is the formation and

development of creative potential of the person in different types of professional activity. In the specified sphere successfully worked and are still working the following scientists B.G. Ananyev, V.G. Aseev, A.A. Bodalev, V.P. Bransky, N.F. Vishnyakova, A.A. Derkach, V.G. Zazykin, E.A. Klimov, N.V. Kozlova, N.V. Kuzmina, V.N. Maksimova, A.K. Markova, S.D. Pozharsky, etc.

The psychological akmeological theory of motivation of achievements has become one of the kinds of akmeological approach. Works of such local scientists, as T.O. Gordeyeva, E.P. Ilyin, V.I. Kovalyov, A.N. Leontyev, M.Sh. Mahomed-Eminov, D.N. Uznadze, A.A. Fayzullayev, P.M. Jacobson, etc. are devoted to her development. Among Foreign researchers, we will note a contribution of J. Atkinson, B. Weiner, F. Hoppe, D. McClelland, A. Maslow, H. Murray, H. Heckhausen, etc.

Thirdly, various treatments of process are given within age psychology or the development psychology to which development has been given a lot of attention by such researchers as: P. Aries, L.I. Bozhovich, D. Baucum, P.Ya. Galperin, A.V. Zaporozhets, E.I. Isayev, S.N. Karpova, Yu.N. Karandashev, I.S. Kohn, G. Craig, V.T. Kudryavtsev, A.N. Leontyev, V.F. Morgun, J. Piaget, E.F. Rybalko, V.I. Slobodchikov, E.I. Stepanova, R. Tyson, F. Tyson, N.Yu. Tkachyova, N.N. Tolstykh, D.I. Feldstein, B.D. Elkonin, etc. The models of the general formation offered by these researchers and the personality developments are used at the creation of its specific modification i.e., professional formation and development. It is clear that these processes lie in narrower period of interval than the processes of the general formation and personality development.

RESULTS AND DISCUSSION

Ratio of professional formation and professional development of the personality: Taking steps to analysis the formation and his connection with development, it is necessary to note that this concept is seldom used in itself without the definition of the subject of formation (personality formation, character formation, collective formation, formation of new scientific direction, etc.). In general, it is possible to define, at least, three concepts of formation as follows:

- The specific act preceding the development
- The development synonym
- The first stage of development

For these different such various conceptions, there are specific reasons. The first conception of the formation

which is something other than development is caused, in our opinion, by the formation of personality coincides with his origin and formation corresponding to the primary acquisition of his entirety. How can one develop what hasn't created yet which is yet to be created? It is assumed that anything that has to develop needs to exist in the first place. So that is the formation that precedes the stage of development after which it continues to change as a whole entity. An example of such conceptions of formation is the birth of a child and the very first period of his life is connected with the formation of consciousness and prior to the beginning of his socialization. In the theory of ethno-genesis of L.N. Gumilev, it is possible to determine the incubatory period as the preceding phase lift of ethnos formation. Similar conception of formation of the civilizations is propounded in the theory of cultural and historical species of N. Ya. Danilevsky, etc.

Considering the second point of view, we can note that the concept of formation has a long history origination in ancient philosophy. At that time, there is still absence of idea of development as irreversible change and that is why the process of formation is defined as the emergence of one phenomenon from the other. Modern dialectics considers life as a whole the process of permanent formation as a continuous chain of transitions of possibilities into reality.

There are bases also for the third value of formation. In reality, it is possible to notice that even if the person has already become a professional, his life doesn't end at this point, his professional identity and professionalism continue to develop first in progressively and then in the regressive direction. In this case, the formation is the first stage of development. This is the obvious or inherent perception which the majority of sociologists, psychologists and teachers seem to indicate when talking about the creation of the PFPD theory.

Attempting to give a visible idea to of the ratio of professional formation and professional personality development and also mutual compliance of mechanisms and stages of these processes, we use the following premises. If the graph based on professional or personal potential from the time of $X(t)$, then the characteristic kinks in it you can see the specific range of the submechanisms governing changes in such potential in the process of professional development of the individual. In the section between two bends, representing the next stage of professional development, the course of change of potential will be determined by the dominance of any one (single or complex) institutional mechanism.

At the point of breakages between the two represent the next stage and the process will be defined by the domination by any one (single or multiple) the organizational mechanism. The exhaustion of its influence

and transition to the process regulation at the following stage of the other dominating the sub-mechanism also leads to a break during the indicated dependence. This similar effect can be obtained also from a change of functioning mode of the uniform transstadial mechanism. Such a duality in action of the local, stadial and transstadial regulators resulted in a dual strategy of stadial analysis of the PFPD processes.

It is obvious that the action of the diagram $X(t)$ indicating this or that model of development of the personality, will have various appearance (Fig. 2) and will be interpreted differently at stages of this process.

So from the position of social adaptative approach, the general development of the individual can be presented in the form of the curve represented in Fig. 2a which is characteristic for life cycle of the systems. From the position of personal initiatives (especially akmeological) approach, this development assumes the form shown in Fig. 2b. The dark circles at the beginning of the coordinates indicate the perception of the formation in the first sense as the stage of preceding development. However in the first case (Fig. 2a), the formation serves as an initial stage of the development (a stage 1). If we talk about the professional formation, then this has to be within this interval. The second stage (stage 2) reflects life as a full fledged professional individual. It is the professionalism stage.

The last-third stage (stage 3) reflects the process of an inevitable de-professionalization of the person at the ebb of his life.

According to the views of the founder of the system approaches, A.A. Bogdanov most the general regulators of the first stage is the formation mechanism of positive feedback resembling "the better is better", massively increasing the image of professional identity and professional qualities of the personality. At the second stage the stabilizing mechanism of negative feedback sets in which provides the maintenance and use of the acquired ones.

At the third stage the mechanism of positive feedback sets in again but this time in the opposite direction indicating "the worse is the worse" again sets in. Here we see that the professional development enters the degradation stage. So this is how the local and stadial development mechanisms operate.

In the second case, the formation is the result of any finished form, the achievement of some ideal of "akme" (Fig. 2b). And in this sense, it characterizes the continuously growing process in which the development merges with the formation (which responds to it in the second point of view). Attention isn't usually paid to the second stage of the inevitable degradation.

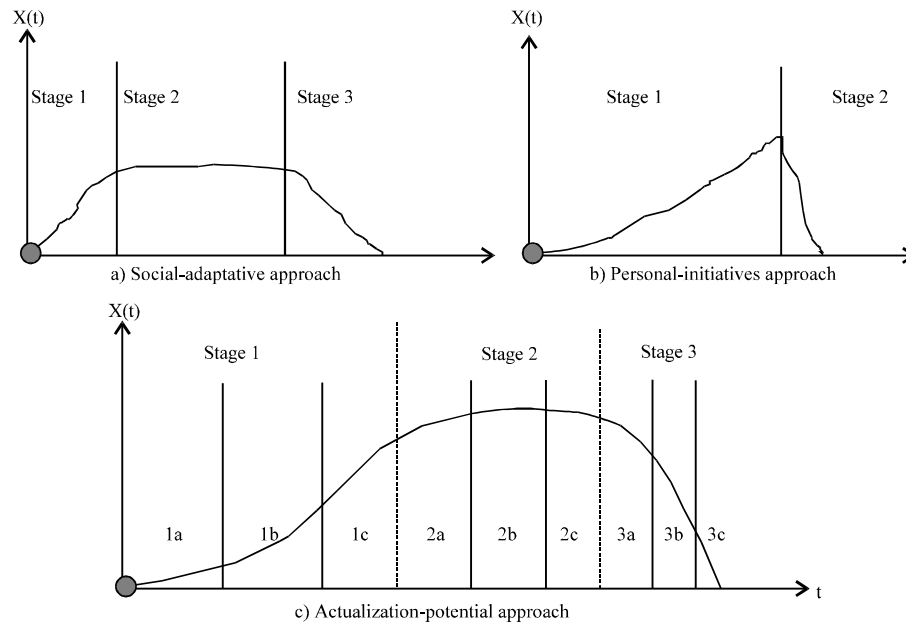


Fig. 2: Life cycles of professional development of the person within different approaches

We adhere to the intermediate point of view which includes the two noted representations as extreme cases (Fig. 2c). It is believed that the highest level of professional achievements of the person has not got an appearance of “plateau”, as is in the first case and not a “peak” as in the second case and there is nothing like smooth “hump”, seeing himself as a continuous transition from the formation (stage 1) to the zone of the professionalism where he will continue his improvement, however at the slower rates (stage 2). Later due to different circumstances (dismissal, retirement, moral exhaustion, trauma, illness, etc.) he will be excluded from the labor process and will be passed on to the descending, deprofessionalisation line of his development connected with the gradual loss of many professional important traits, reduction in the professional identity (stage 3).

Relevant potential perception of the professional formation and development: The indicated provisions form the conceptual and methodological context of the relevant potential approach (Fomin, 2011) of the considered PFPD from the specific positions and the professional development (Fig. 2c) explained by the third model in its own way. On its basis lies the provision of the following theoretical-methodological sources:

- Theories of relevance and self-relevance of the personality
- Doctrines of his opportunities and requirements

- The general scientific potential concept
- Stadial and mechanism concepts of the system processes

Considering the first source, it will be noted that the theory of relevance and self-relevance was instituted in the works of Foreign (i.e., K. Goldstein, A. Maslow, G. Allport, C. Roger, E. Shostrom, etc.) and local (i.e., A.G. Asmolov, P.I. Pidkasisty, V.I. Slobodchikov, L.M. Friedman, etc.) psychologists. In the philosophical, methodological and culturological aspects, this theory was developed by L.I. Antropov L.G. Bryleva, I.A. Vintin, E.I. Isayev, N.L. Kulik, K.Ch. Mukhametdzhanov, V.I. Slobodchikov, G.A. Tsukerman, etc.

It is supposed that that the indicated above social adaptation and personal initiatives of the PFPD mechanisms are external (sociological) and internal (psychological) manifestations of the uniform mechanism of its prevalence which serves as the multiple regulator determining the whole course of PFPD by means of a set of various mechanisms (operating differently throughout all the cycle of the professional development) and sub-mechanisms (operating within a separate stage).

However, the prevalence is the dual-sided regulator and activator which are possible to determine the internal mechanism of self-relevance and the external mechanism of prevalence, i.e., the relevance under the influence of external agents and circumstances.

The essence of the second source is not absolutely obvious. The matter is that the traditional data of

relevance concerning only to relevant opportunities of the individual is not just able. The relevance and his requirements are necessary. Notwithstanding, all the importance of opportunities that the individual has, they become useless ballast if he doesn't know how to apply them. For this purpose, it is absolutely necessary to recognise the requirement. Many psychologists and teachers consider that the coaching about the requirements is one of the central issues of the formation of personality. It is not incidental to say that you will teach a person anything without teaching him to want it. It is assumed that the professional choice will reach optimum if the required profession meets the specific professional requirements and relevance to the professional possibilities of the individual. In this case, the professional development will be the most productive. The imbalance of the professional requirements and possibilities will disorganise and slow down the course of this process.

The concept of potential, widespread in various human sphere activities is the third source of specific approach, which is one of versions served as the basis of the potential of the personality is analysed by such local researchers as: B.G. Ananyev, V.G. Nesterov, L.I. Ivanko, I.P. Manokhi, N.I. Shevandrin, etc. Its specific version serves as the professional potential which has been considered as complicated potentialities, whose role is played by separate socially accepted professional requirements and fulfilling the professional possibilities of the personality. This provides the possibility to determine two directions in it, i.e., possibility and necessity. Legitimately, there are similar conceptions indicated particularly by E.M. Borisova, V.I. Zhukov, S. Zarutsky, L.I. Ivanko, E.V. Kozlova, O.L. Krayevoy, I.L. Manokhi, V.G. Nesterov, N.E. Pfeifer, etc.

In the fourth, the basis of relevance potential approach of the stadial representations isn't anything new. It is more likely to be a tribute to tradition. Here their comparison with the mechanism the interpretation of the PFPD as well as the requirement of joint analysis both is important. The mechanism analysis of various processes, including mental have been given by L.I. Antsiferova, A.A. Bogdanov, L.S. Vygotsky, A.V. Sery, A.R. Fonarev, M.S. Yanitsky, etc.

Taking into account the above-mentioned, the following concept of the mechanism relevance of the personality, the action proceeds in four stages: definition, formation, activation and fulfillment.

At the first stage, there is an external determination (with parents' help, teachers, psychologists) and self-determination of the personality, his/her apperception, i.e., understanding and obvious explicit of initial potentialities available for it, the determination of

the type and structure, an assessment of its importance which are not only determined in the normal emotional intuition but also in an accurate rational form.

At the second stage depending on the availability and condition of the potentialities and on their basis of the personal potentials of the individual is formed by the means of the spontaneous or directly influencing him through certain social agents (within the relevance) as well as its internal activities in exposition of the available potentialities (within self-relevance). The main thing at this stage is the transformation of the potent into potentials. In fact, this consists the main task of training and education.

At the third stage, the formed potential becomes more active under the influence of external (prevalence) or internal (self-formation). Thus, the potentials can "be involved" in different types of activities.

At the fourth stage the activated potential begins to be implemented under the formation of certain social and/or psychological activities. It is clear that the initial phase only of the fulfillment is related to relevance. This is simply followed further by the use and a potential exploitation. And, if at the stages of professional education where generally, the potential is formed whereas in the professional activities, it is mainly fulfilled and at the expense of the continuous development and then is gradually used up (Fomin, 2012).

Taking into account the above-mentioned and on the basis of the numerous models generalization, it is possible to forward such a three-stadial representation of this process.

In the stage of professional formation (stage 1) it is possible to determine three stages in Fig. 2c:

- The stage of the emergence of professional goals, the beginning of the recognition of the professional identification (stage 1a)
- The stage of general and vocational training, the formation of necessary professional important qualities, strengthening the professional identification (stage 1b)
- The stage of adaptation to professional activities, emergence of professional competence, individual style, the initial accumulation of personal professional experience (stage 1c)

According to L.M. Mitina, the average stage goes through three stages: adaptations, formation and stagnation which last differently for different people. In the spirit of relevance potential approach, we determine some other directions of the stage of professional improvement (stage 2 in Fig. 2c):

- The stage of the acquisition professionalism, the ability to independently and with high productivity carry out professional activities (stage 2a)
- The stage of the highest achievements in the profession with the greatest efficiency of labour (acme) (stage 2b)
- The stage of stagnation, the declination of labor indicators, the labour efficiency (so to say: "If there is no further growth, then it is close to decline") (stage 2c)

Less attention is devoted to the stage of professional degradation (stage 3 in Fig. 2c). It is obvious because here the person becomes useless for the state and therefore, interest in him dwindles away. However, as it was mentioned above, L.I. Antsiferova, R. Havighurst, D. Super, etc. considering all the cycle of the professional development, give some attention to this stage as well. Lately, however, more interest to the professional development is shown by gerontology, sociology and old age psychology. In this stage, it is possible to determine the following stages:

- The stage of gradual loss of professional important qualities (stage 3a)
- The stage of gradual loss of professional motivation, loss of interest to personal professional activity even though interest in achievements in the corresponding field of activity in general can still remain (stage 3b)
- The stage of the termination of professional activities, loss of professional identification even though nonprofessional work can still be carried out (stage 3c)

CONCLUSION

Summing up the result of the analysis of the two mutual complementing ways of organization of the processes of the PFPD, it is possible to note the following. First, the role of which the variable $X(t)$ course is represented on the graphics in 2c within the relevant potential approach plays the professional potential of the personality and his professional development represents the process of evolution of his potentials. However, at the first half of lifecycle of the person gradually slows down, his maturity and at the second one, his maturity begins to degrade. Secondly so this gives an example of transstadial activities (particularly, social adaptation and personal initiatives) and the mechanisms defining all the cycle of PFPD.

Summing up the results of analyses of the formal and substantial aspects of the processes of professional formation and development of the personality, it is possible to draw the following conclusions. First, these processes throughout life cycle of the person are determined by two alternative mutual complementing mechanisms of social adaptation and personal initiative types. The activities of the first are caused by the influence on the individual by the social the formation environment and the activities of the second are the internal motives of the personality. The features of the social formation environments and the specifics of the persons generate a big variety of conceptions of these processes and therefore the approaches of their periodical divisions which are reflected in the stadial models.

Secondly, the simple age division of the processes of the professional formation and development of the individuals has purely phenomenal character if the natural change isn't considered in the natural character of the mechanism operations regulating the course of these processes. Each stage represents an interval within which either the local (stadial) or through (transstadial) mechanism, dominates the functional regime which dictates the content of this stage of process. The moment of change of the nature of the operation of such mechanisms also serves as a temporary boundary between the stages. Similar circumstance establishes the link between the form and content of the processes between the stadial division and specifics regulating their mechanisms flow.

Thirdly, as the mechanism of the professional formation of the personality, the mechanism of prelevance of its professional potentialities is given. Its action continues as well as the subsequent stages of professional development. However, in the process of exhaustion of such potentialities, the stage of professional formation is replaced by the stage of professional improvement and then the stage of professional degradation. This allows the analysis of the relevance-potential mechanism as the regulator across the (transstadial) type.

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