

UDC:159.9:351.74 (477)

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STAGES IN PROFESSIOGENESIS OF PERSONALITY OF LAW ENFORCEMENT OFFICERS

The author analyzes the problem of personality development during the professional development. On the basis of the theoretical and methodological analysis of modern foreign and domestic approaches concerning the periodization of professional development of individuals, the author distinguished and described three stages and eleven steps in profессиogenesis of the law enforcement officer's personality: 1) the stage of professional self-determination (preuniversity); 2) the stage of professional training (university); 3) the stage of professional development (postgraduate). It is emphasized that a significant role in the promotion of the law enforcement officer in his or her profессиogenetic ladder belongs to the stage of professional training. Foundations for future professionalism of the policemen are created at that stage.

Keywords: profессиogenesis, stages of profессиogenesis, professional development, periodization, law enforcement officer, policeman

Автором аналізується проблема розвитку особистості під час її професійного становлення. На основі проведеного теоретико-методологічного аналізу сучасних зарубіжних та вітчизняних підходів щодо періодизації професійного розвитку особистості автором виокремлено та охарактеризовано три етапи та одинадцять стадій професіогенезу особистості правоохоронця: 1) етап професійного самовизначення (довузівський); 2) етап професійного навчання (вузівський); 3) етап професійного розвитку (післявузівський). Підкреслено, що значне місце у просуванні правоохоронця по

професіогенетичних сходинах належить етапу професійної підготовки, в межах якого закладаються основи майбутнього професіоналізму поліцейського.

Ключові слова: професіогенез, етапи професіогенезу, професійний розвиток, періодизація, правоохоронець, поліцейський

Relevance

The problem of professional formation of law enforcement officers is currently one of the most urgent, since it is closely related to the ever-growing requirements of society in active and purposeful people who will qualitatively carry out their duties to support the stability and security of the state as a whole. They should be adapted to the social environment and capable of having productive activities. Moreover, the formation of the personality of the future policemen occurs during their training, socialization and adaptation to normal operations.

The psychological aspects of the professional development of the personality of the law enforcement officers are covered in the articles of: D. Alexandrov, V. Androsyuk, O. Bandurka, V. Bark, N. Bobro, V. Bolotova, S. Bocharova, O. Zemlyanska, O. Kudermina, V. Lapshina, V. Lefterov, V. Medvedev, L. Moroz, O. Timchenko, O. Tsil'mak, G. Yukhnovets, S. Yakovenko, and others. The main trends in the formation of professional self-consciousness, guidance, life claims, self-concepts, identity of law enforcement officers are considered in the articles of S. Kovalchyshina, P. Makarenko, O. Makarova, T. Malkova, Y. Matsegory, N. Movmuga, E. Shehovtsova, etc.

In current researches of the problems of professional development of law enforcement officer personality it is emphasized that the development of personality, which is closely related to the professional growth, underlies the psychic and social development of law enforcement officers. Professiogenesis of the law enforcement officer involves his or her inclusion in the system of social and professional relations and the independent reproduction of such relations, which determines the gradual professionalization. This process is carried out under the influence of both targeted efforts and direct influence of the social and occupational environment with the

active selective attitude of the individuals towards the norms and values of the environment, as well as their interaction with the environment.

According to O. Tsil'mak, the problem of professional development of law enforcement specialists has both theoretical and practical constituents. As for the theoretical aspect, it is associated with the development and addition of well-known psychological concepts of personality, its structure, development and determination at different stages of the life, etc. The practical aspect of the problem aims at developing and solving tasks of professional orientation and reorientation, psychological selection (recruitment, selection); distributing and placing the staff; labor training; professional training and retraining; operational, social and psychological adaptation; professional rehabilitation, psychological support and correction, etc [8].

At the current stage of the emergence of psychological science, several attempts to develop and substantiate the stages and steps of the professional formation of law enforcement officers have been undertaken. For example, O. Gubareva suggested distinguishing the following stages in the development of professional competence of law enforcement officers: professional training, professional adaptation, primary socialization, secondary socialization, professional skills. She emphasized their close connection with the existing system of training of law enforcement officers [2]. Depending on whether a person meets the requirements for being a law enforcement officer, possesses professional motives and professionally important qualities, N. Ivanova distinguishes five stages in the professional development of law enforcement officers: basic, professional training, primary professionalization, professional competence, and professional maturity [3]. However, the existing approaches to the periodization of professiogenesis of the law enforcement officers, in our opinion, do not adequately reveal some important periods of professional formation, namely the features of profession selection; stage of professional training and its impact on further self-deployment of the individual in his or her profession; realization of law enforcement officers in their real activities.

Results

Thus, the theoretical and methodological analysis of modern approaches concerning the periodization in the professional development of the personality and the existing legislation allowed us to distinguish and characterize the three stages and eleven steps of law enforcement officer professiogenesis (Table 1).

It is clear from the table that the entire process of law enforcement officer professiogenesis includes three sequential stages: 1) the stage of professional self-determination (preuniversity), which includes three steps of the primary, secondary and tertiary optation; 2) the stage of professional training (university), which consists of the step of university adaptation, interiorization and revision of professional potential (first-year students), the step of mastering professional knowledge, skills and abilities (second-year – fourth-year students), the step of consolidation and awareness of professional knowledge (graduation); 3) the stage of professional development (postgraduate), which includes the step of professional adaptation (adaptant), the step of mastering professional activities (internal), the step of creative self-expression (master), the mentoring step, and the step of retiring and social readaptation.

Table 1.

Stages in professiogenesis of the personality of law enforcement officers

Professional self-determination stage (preuniversity)	Professional training stage (university)	Professional development stage (postgraduate)
1. Step of primary optation (6-10), junior school age. 2. Step of secondary optation, (10-14), middle school age, puberty. 3. Step of tertiary optation (15-18), senior school age, early adolescence.	1. Step of university adaptation, interiorization and revision of professional potential (first-year students). 2. Step of acquiring professional knowledge and skills (second-year – fourth-year students). 3. Step of consolidation and understanding of professional knowledge (graduation).	1. Step of professional adaptation (adaptant). 2. Step of mastering professional activities (internal). 3. Step of creative self-expression (master). 4. Mentoring step 5. Step of retiring and social readaptation.

I. The stage of professional self-determination (preuniversity) includes three steps: primary optation (6-10 years of age), junior school age; secondary optation (10-14 years of age), middle school age (puberty); tertiary optation (15-18 years of age), senior school age, early adolescence. For us, at this stage, the periodization, which encompasses the life and professional development of individuals of school age, is of interest. During this period, the perception of the future profession from the fantasies about it through awareness of personal interests and abilities to conscious and responsible choice of the future profession changes in children.

The step of primary optation (6-10 years of age), junior school age. During this period, the initial maturation of the cerebral physiological and psychological structures finishes; the further accumulation of physical, neurophysiological and intellectual forces, which provides readiness for the full-fledge systematic educational activities, occurs. The transition to school age is associated with decisive changes in activities, communication, relationships with other people. The main activity is training, the way of life changes, new responsibilities and duties appear, and the relationships of the child with those who surround him or her change. At this stage, there is a transition from the gaming activity to the training activity.

This period is characterized by the development of the functions of perception, which become the basis for further development attraction of people for working and mastering the basic purposes of human activity. The cognitive activity of junior pupils generally takes place in the process of studying. The expansion of the sphere of communication is also of great importance.

Elements of social feelings develop. Skills of social behavior are formed (collectivism, responsibility for actions, sense of friendship, mutual assistance, etc.) in pupils of elementary school. Collective ties appear. Public opinion is formed. Junior school age provides great opportunities for the formation of the ethical qualities and positive features of the personality. Children develop certain abilities under the educational influence of adults that may be necessary for further professional activities. The idea of a future profession appears on the basis of imagination.

The step of secondary optation (10-14 years of age), middle school age (puberty). This period is also called referred to as middle school age. This is a very complicated step that coincides with the teenage age and the period of socialization of the child called individualization. Teenagers try to stand out from society. They are still quite attracted to the external forms of life events, but they start being interested in their content aspects. Functional and romantic approach prevails in the perception of the moral and aesthetic images of other people. Aesthetically, teenagers appreciate not only the appearance but also individual moral qualities - courage, valiance, activity, loyalty, justice, and firmness.

Development of self-control, self-analysis and planning activities is a new qualitative step in the formation of individuals. The most characteristic features are: as for physiology - puberty, as for psychology - personal self-consciousness, conscious manifestation of individuality, the significant stage in the development of the self-concept, formation of self-esteem as the main regulator of behavior and activities, which directly affects self-knowledge, self-education and the development of personality as a whole.

The process of acquiring knowledge, developing skills and abilities is characterized by variability, volatility, instability, and chaos. In this period, the formation of the skills required for logical thinking and then theoretical thinking occurs, as well as logical memory develops. Creative abilities develop and an individual style of activity is formed, which is expressed in the style of thinking. It is worth noting that the main factors of development in this age are communication with children of the same age and manifestations of individual personality traits. Therefore, on the one hand, ideas about the future profession are based more on the basis of awareness of personal interests and abilities, and on the other hand, various variable professional intentions may arise under the influence of friends.

The step of the tertiary optation (15-18 years of age), senior school age, early adolescence. This period is characterized by the completion of physical and mental maturation, social readiness for socially useful productive labor and civic responsibility. It is important to note that the development of cognitive processes of

boys reaches such a level that they are practically ready to perform all types of mental activities of adults, including the most complex tasks. Cognitive processes become more sophisticated and flexible. In addition, the emergence of cognitive tools frequently surpasses personal development.

The central moment is the self-determination, to a certain extent, the formation of world view (a system of moral attitudes and beliefs that leads to changes in intentions); the system of value orientations and social settings. At the end of this period, the youth with the help of adults or independently choose the path of professional education and training, as well as professional self-identification, i.e. during this step, desires are conscious, and the selection of the future professional activities is conscious and responsible.

II The stage of professional training (university). The practicability of distinguishing this stage of professional development as the separate period in the professional formation of law enforcement officers is due to several features:

- firstly, this period of training at universities is extremely important for the development of the personality, since at this time the significant impact on the formation of value orientations via the involvement of the individual in the values of society and future profession is imposed, which helps understand and master them. According to B. Ananiev [1], the youth is a sensitive period for the development of the main sociogenic structures of the personality and the professional identity of future specialists. This is connected with the emergence of self-awareness, professional and personal self-determination, reflection that are typical for this age. During training at the university, under favorable conditions, students develop all levels of the psyche, which determine the orientation of their personality, character, composition of thinking, professional self-consciousness, etc. In addition, on the one hand, the attitude towards the educational and professional environment is formed on the basis of the system of personal value orientations, and on the other hand, education and activities affect the system of their value and semantic personal orientations;

- secondly, exactly the youth age is characterized by an orientation towards the future, which stimulates mental activity and underlies the personal development. The

youth seek to identify the most important goals, ideals and meanings of their own lives and choose the main means to achieve their goals. In the process of education at universities, future police officers face one of strenuous periods in their lives from the psychological point of view when their values and world views significantly change, and the active formation of identity and the individual specialist occurs. At this age, the importance of responsibility for their actions increases; qualities such as sense of purpose, determination, perseverance, independence, leadership role, self-control, increased interest in the spiritual and moral problems develop [5];

- thirdly, when studying at the university under the specific conditions for training cadets, the system of specialized knowledge and skills required for effectively performing professional activities of law enforcement officers is formed. During the entire period of training, the future police officers undergo psychological preparation for their profession, which aims at forming adequate, sustainable motivation for professional activities; development of professional qualities; maintenance of high-level psychological readiness to perform duties under typical and extreme conditions; formation of the appropriate corporate culture in service teams, etc. [7]. During the professional training, the knowledge of cadets about their profession expands, professional identity is formed and the perspective of their entire way of life develops. The provision of the necessary conditions at the university contributes to the involvement of cadets in values of the professional sphere, which in the future will underlie the awareness of personal professional readiness and effective adaptation at the beginning of their career.

In general, during the professional training, the purposeful absorption of the system of professional knowledge, skills and abilities is formed via the revision of personal potential. In addition, the formation of the holistic view of the professional community, the development of the operational basis of activities, elements of professional observation, thinking, imagination and memory occur, which results in the awareness of professional readiness upon graduating the university.

There are three steps in the framework of this stage of professiogenesis of the future law enforcement officers.

The first step of university adaptation, internalization and revision of professional potential (first-year students). The initial stage of training at the university is characterized by: awareness and understanding of one's choice and professional identity; development of social, cultural and psychological adaptation processes associated with the adoption of the new social role of cadets; formation of attitude towards representatives of the selected profession on the basis of the initial acquaintance with the chosen specialty; awareness of the social role of the police officers and their functions in society. When one enters a certain social and professional environment, it promotes changes in self-perception and comprehension of changes in one's professional and personal life. Via revision and awareness of their professional potential (motives, aims, values, abilities), future law enforcement officers perform theoretically empirical reassessment of their own lives as a whole. Such changes occur during being first-year students of higher educational establishments.

The second step of mastering professional knowledge, skills and abilities (second-year and third-year students). According to I. Naumova [6], the main problem of further professional training is the establishment of relations between the profession and traits of personality: the correlation between personal sense with personal abilities in the study and future professional activities, aims of educational and professional activities, social needs. During this period of training in higher educational establishments, the theoretical and applied direction of education is realized; cadets acquire both theoretical knowledge and practical skills that facilitate mastering their professional functions, developing professional self-awareness, forming basic professional values during studying required professional disciplines.

However, in addition to the formation of certain qualities, the acquisition of the necessary knowledge and an increase in skills, this step may be accompanied by some disappointments, since cadets do not consider themselves as subjects of future professional activities. Most often this crisis occurs among the second-year students.

Some scholars emphasize that the reverse side of this period is the correction of ideas about the future service, the internalization of the culture of the professional environment, the expansion of social capital via the establishment of the first

professional ties that will contribute to the improvement of the work efficiency in the future.

The process of training can either support adequate identification processes or correct the disadvantages of one's professional choice. It can also lead to the loss of interest and disappointment in the future specialty. The structure of the personality of young law enforcement officers undergoes significant changes during this period. Professional needs and interests are formed. Changes in the motivational structure, system of value orientations take place.

A gradual increase in the number of professional disciplines and practice during training give cadets the opportunity: to try themselves in real activities, which helps them to understand their abilities and possibilities; to understand the specific requirements of the chosen professional activity; to master new social and professional roles. Due to the opportunity to try their skills in real practice within the framework of the chosen profession, cadets are pleased with the awareness that they are future professionals and experience positively the crisis of this stage. They also become aware that they don't belong to this professional environment and may decide to change the professional development vector. On the basis of understanding the requirements of the new social and professional role and their own abilities and capacities, cadets become aware of their achievements made by their own efforts.

The third step of consolidation and awareness of professional readiness (fourth-year students and graduates). At the final stage of training, cadets become aware of the degree of possession of certain terminology, values and norms, the use of particular vocabulary, the idea of professional myths, and professionally important qualities of specialists. After practice and internship in real police units, the "personal" basis of professional activity is improved by identifying the features of practical professional activities [6].

The fourth year and graduations are periods when the formation of new goals and perspectives takes place on the basis of awareness of the spectrum of roles acquired during professiogenesis. Destabilization may develop due to rethinking and refinement of various variants of professional and creative self-development,

employment, and construction of one's professional career. If during training there were failures in the identification processes, this may complicate the process of entering the profession directly in the workplace after graduation. Graduates can change the type of professional activities even immediately after graduation.

Thus, by implementing a theoretical and creative approach to professional self-deployment, graduates realize the level of professional readiness and move on to the next stage of personal professional orientation via consolidation of knowledge, skills, strategies and professional behavior.

III The stage of professional development (postgraduation period) includes the step of professional adaptation (*adaptant*), the step of mastering professional activities (*internal*), the step of creative self-expression (*master*), the step of mentoring, the step of retiring and social readaptation.

The step of professional adaptation (adaptant). It is a period of entering the profession and the beginning of active professional activity. It is very important in the professional formation of law enforcement officers. This step is characterized by the adaptation to social and professional norms, social and professional conditions of the environment, processes of professional activities, further development of self-determination in the selected profession, self-awareness of the right choice of profession, reconciliation of personal and professional goals and objectives, formation of significant features of the personality, development of professionally important qualities, special abilities, and emotional qualities. At this step young law enforcement officers have the opportunity to "test" the received theoretical knowledge and their agreement with professional requirements in practice. In addition, when one enters the profession, career goals emerge along with the development of new social roles. The optimal adaptation of young law enforcement officers for working activities is achieved only when the work corresponds to the most profound generalization, active and persistent properties of individuals.

The step of mastering professional activity (internal). This step of professiogenesis of law enforcement officers is characterized by the acquisition of professional experience. Persons at this step are already experienced specialists. The

sign of this step is the positive attitude of officers to the chosen profession, the independence and successful implementation of the main professional functions. When entering the profession as a full-fledged colleague capable of working stably at the normal level, the improvement in the personal structure of professional and practical thinking, perception, memory, attention, traits, abilities, the formation of operational qualities, methods of psychological support of professional activities, methods of self-evaluation, self-regulation, self-improvement occurs. This step is characterized by awareness, mobility, flexibility and collegiality of activities. During this period the gradual transition from consciously controlled actions to automatic and semiautomatic (development of skills) occurs, for example: knowledge of the legislation allows officers practically to reproduce the paragraphs of laws automatically.

The step of creative self-expression (master). This is a skillful performance of professional activities, characterized by the creative and innovative level, integrated psychological activities, personal planning of career. Policemen are characterized by some special qualities, skills, or universalism, and wide orientation in the professional area. They have already found their own unique style of activity. Results are stably good. They have grounds to believe that they are indispensable workers. So, officers are distinguished among others by their style, attitude, efficiency, and performance. According to Y. Klimov [4], they are the best professional among others who are good. Depending on the forms of attestation accepted in this profession, they have the corresponding formal qualifications (rank, category, degree, honors, rewards, etc.). They are able to solve professional tasks due to great experience, ability to organize working activities and cooperation with assistants.

The step of mentoring. This step is the highest level of any specialist, a reputable master who passes the experience to the youth and monitors their achievements. His or her life is filled with a meaningful professional perspective. The master is surrounded by like-minded disciples and followers whom he or she passes the best professional experience, i.e. this period of professiogenesis can be characterized by the transition to a pedagogical level, the transformation of specialists into teachers of professional knowledge.

The step of retiring and social readaptation. As soon as law enforcement officers retire, their personal professiogenesis enters the step of social readaptation. Readaptation is a process of person's transformation under radical changes in the conditions and content of life and activities: for example, the transition from peace to wartime, from family to lonely life, and so on.

The process of adaptation of police officers involves correction, completion, partial rebuilding of either or separate functional systems of psyche or the personality as a whole. The process of adaptation is connected either with the radical rearrangement of functional systems in the personality as a whole in the case of sudden, extraordinary changes in circumstances, or, if necessary, the transition of an individual from a state of sustainable mental adaptability in the usual conditions to a state of relatively stable mental adaptability to new life conditions and activities significantly different from the previous circumstances. Such process is observed in police officers: the transition from the special conditions of professional and personal life to civil conditions. This step of professiogenesis is characterized by: the gradual decline of professional activity or narrowing of its scope, the extinction of many professional interests, alteration of attitudes, changes in values, conflicts between abilities of the personality and intentions, distant and immediate aims, health problems (diseases), which dramatically change the direction.

If the process of readaptation occurs positively, law enforcement officers can distinguish themselves after having retired (teaches, writes authors of scientific works, etc.). Positive reflections on the productive period of professional life, which causes satisfaction, are observed. If law enforcement officers do not find themselves after retiring from the police and the restructuring of functional systems to the conditions of civil life does not occur, the decline in professional activity and productivity can gradually lead to professional degradation.

Conclusions

Thus, to sum up, we can make the following conclusions:

- stages of professiogenesis of law enforcement officers determined by us reflect their movement from the ideas about the future profession based on fantasies to the

conscious selection of professional careers; via crises of professional training whose result is the acquisition of knowledge, skills, abilities, strategies of professional behavior to the highest level of professional development – Master-Tutor;

- promotion of law enforcement officers via stages of professiogenesis gradually brings them closer to the highest professional “acme” level. A significant role in this process is played by the phase of professional training, within which lay the foundations of future professionalism of the police officers. The success of this process depends on the quality of performing duties and the final result of professional activity.

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