

Formation of professional behavior as a technology of social and labour rehabilitation of persons with special educational needs

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Abstract. The article contains the results of the study of the features of the formation of professional behavior in the framework of social and labor rehabilitation of persons with special educational needs. The paper describes the concept of professional behavior, its main components (socio-psychological, cultural and professional, situational, organizational), briefly characterizes the proposed training, methods of psycho-diagnostics, which were used in the course of work before and after the training program and summarizes the results of the study. The work also reflects the results of a survey of heads of various organizations in order to highlight various aspects of professional behavior. The results of the study confirmed the effectiveness of the use of active methods, visual technologies in the development of professional behavior, as well as a number of significant differences in the system of personal qualities, professional motivation and career orientations before and after participation in the training. According to the results of the study, personal qualities, features of professional motivation, career orientations that form the system of professional behavior were identified.

1 Introduction

In modern conditions, the requirements of the management of organizations in relation to hired employees are increasing: to observe professional ethics, engage in professional development, participate in unpaid activities, work overtime, patiently and carefully treat partners and customers – all this in addition to the high quality of performance of labor duties. All this requires additional efforts from employees, high stress resistance, which can significantly reduce the efficiency and work motivation. All these requirements are separate elements of professional behavior of the employee [1].

In recent years, the issues of more active involvement of graduates of professional institutions with special educational needs in the labor life have become more and more urgent. In the modern world, particularly in the Russian Federation, every year the number of graduates who have health problems, but remain able to work – increases, attention is

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constantly growing to the problems of their employment, social rehabilitation. In Russia, the system of social protection of the population is registered about 12 million people in this category, and every year for the first time recognized as disabled more than 1 million people. The average annual increase of persons with disabilities up to 18 years in the last three years is 6.65 %. Increases rejuvenation and weighting of disability, which is reflected in indicators of labor activity of the population, despite the fact that employed about 15% of persons with disabilities, expressed the desire to work 55 % [2].

Low employment of this group of population requires the solution of a number of social and psychological problems at the stage of their professional education. Targeted use of technologies of social and labor rehabilitation at the level of training will improve their competitiveness in the labor market and the level of integration into society [3].

In our opinion, the problem of forming the foundations of professional behavior in the framework of obtaining a profession is Central to the system of social and labor rehabilitation of people with disabilities and is of key importance to improve their competitiveness in the labor market, promotes self-awareness of a full-fledged citizen and integration into society. While studying in vocational education institutions, such people are going through the most important period of their lives associated with the need to adapt to the difficult conditions of modern society.

Professional behavior, including those with special educational needs, is a set of socio-psychological, cultural, professional and situational-organizational components of the activity shown by the employee, ensuring its interaction with the organizational reality and affecting the effectiveness of his work [4]. Professional behavior includes a number of components (table 1)

The content of professional behavior is presented in table 1.

Table 1. Content of components of professional conduct.

	Components	Content
1	Socio-psychological	<ul style="list-style-type: none"> - personal qualities: initiative, involvement, tendency to show leadership, responsibility - work motivation and values: the value of work, motivation to achieve results, internal motivation, the desire for self-realization - balance between emotional and rational decision-making - understanding and accepting your role in the organization and in the group
2	Cultural, professional	<ul style="list-style-type: none"> - level of development of general and special abilities - orientation in group on interaction - low level of conflict - ability to prioritize and plan in work - understanding of common goals in the work, mission of the organization
3	Situational-organizational	<ul style="list-style-type: none"> - coincidence of expectations and values of management and employee - social and economic relations in the organization - the opportunity for career growth

It is necessary to purposefully form professional behavior, to study the requirements of modern employers at the level of professional educational institutions. Modern studies show that the level of staff turnover is increasing, and the period of adaptation, especially in

the first place of work, is steadily growing, which creates difficulties with staffing in enterprises and organizations.

Purposeful formation of individual components of professional behavior at the stage of professional training contributes to the subsequent rapid adaptation of graduates with HIA at work, from involvement in work and interaction with colleagues.

The formation of professional behavior of graduates of vocational schools is associated with various mechanisms that control the interaction of man and organization: cognitive, adaptive, value, protective, communicative and creative. In case of repeated actions based on the factors of professional behavior presented in table 1, as well as under the influence of all the above mechanisms, the style of professional behavior is manifested – a stable strategy of labor actions in the framework of the activities, the system of interactions with colleagues, the attitude to yourself as a specialist and to the organization as a whole. The style of professional behavior has an impact on labor efficiency and competitiveness of a person [4].

The result of the purposeful development of the components of professional behavior of graduates with disabilities is influenced by: control over the process of learning and development in training; creating conditions that will provide an opportunity to develop skills of behavior in work practice; the development of a high level of internal motivation; increasing the speed of mastering skills and qualities; the use of games in the learning process; visualization of actions and their consequences in the modeling of situations in the formation of the style of professional behavior [5].

As part of the use of interactive forms of professional behavior development, it is important to remember that the effectiveness of its formation is associated with the use of technology of visualization of the final result, which a graduate with HIA will receive if he will purposefully and systematically develop the components of professional behavior. The comparative analysis of different ways of presenting information allowed us to determine that visual methods are the most effective, since the presented visual information within the framework of training is more structured and systematized.

Visualization is the process of presenting data in the form of an image in order to maximize the convenience of their understanding, acceptance, and emotional evaluation. Visualization of the content of the material used in the development of components of professional behavior of graduates with disabilities in the framework of social and labor adaptation, contains a conscious and purposeful use of personal and professional "Gestalt", specially designed and organized to stimulate perception and emotional attitude to the material when working with him. Well-created visualization primarily helps to convince graduates with disabilities, at first only on an intuitive level, the truth of the visualized statements, to accept them. For this part of the interactions in the active training uses the mechanism of introjections [6].

Interaction is the inclusion of the individual in the inner world perceived attitudes, motives and attitudes, the basis of identification, a psychological mechanism that plays an important role in the formation and storage of knowledge in memory. Introjection called "positive transfer", it is close to the absorption, interpenetration [7].

Work with visual images in the formation of graduates of educational institutions with HIA can increase motivation and involvement in the process, flexibility and criticality of thinking in solving problems and setting plans, reduce stereotypical thinking. All this is due to the fact that images, representations and concepts in the framework of interactive interaction are combined into semantic images which give the development of logical

thinking, as well as the semantic acceptance and integration of all worked out in the interaction of images in the inner picture of the world.

2 Research program

To study the development of individual components of professional behavior among graduates of educational institutions with HIA in the framework of social and labor rehabilitation, a study was conducted on the possibilities of using training for the development of professional behavior in the framework of social and labor rehabilitation of persons with HIA. The study involved 48 respondents in the experimental and 48 in the control group. The experimental group included graduates of educational institutions with HIA and respondents with HIA who are registered in the employment Center during the year after training. In the control group there were also graduates of educational institutions with HIA and those who are registered in the employment Center (also with HIA).

Prior to the development of the training program, 560 managers of various organizations, services, enterprises, funds were interviewed on the developed questionnaire. The survey was aimed at identifying the components of professional behavior that managers would like to see in young employees who are hired.

Table 2. The severity of the components of professional behavior according to management estimates (560 people).

№	Component of professional behavior	Number (% noted)
1	initiative	98%
2	loyalty	96%
3	ability to communicate and express thoughts	94%
4	involvement	90%
5	high motivation	86%
6	observance of labour discipline	86%
7	ability to analyze work	83%

Based on the survey of heads of organizations, services, enterprises, funds, 7 main components of professional behavior were identified: initiative, loyalty, and ability to communicate and express their thoughts, involvement, high motivation, compliance with labor discipline, the ability to analyze their work.

The proposed training was aimed at the development of these components of professional behavior.

The stages of work included: testing of various personal characteristics that relate to professional behavior in the control and experimental groups, then conducting training with the participants of the experimental group and re-diagnosis. Participation in the training, which included visualization techniques about their professional present and future, as well as desired professional behavior, was voluntary.

Research of development of components of professional behavior included:

- 1) the separation of the components of professional conduct for evaluation;

2) development of self-assessment questionnaire of selected components of professional behavior;

3) definition of "problem areas" in professional behavior;

4) implementation of the developed training program;

5) re-diagnosis of participants for changes in the severity of the components of professional behavior after the events.

The training program offered to the experimental group is based on the following principles: integration of cognitive and emotional spheres, joint activities, awareness and independence, reliance on experience, updating of learning outcomes.

The training program is designed for 24 hours of intensive practical work, interaction, self-reflection (8 lessons of 3 hours). The interval between classes is 3 days to be able to comprehend it and to do homework.

The purpose of the training program is to teach specialists the skills of effective professional behavior, in which they themselves are aware of their need on the basis of the formation of professional identity and the formation of the semantic content of the activity.

Program objectives are:

- to work out psychological skills and personal qualities to improve social aspects in professional activities (interaction, building long-term cooperation);

- to develop an individual style of professional behavior;

- to teach to give feedback to yourself and others about each stage of professional activity;

- to form separate value-semantic components of professional behavior.

The content of the program includes the following forms and algorithm:

1) Forms of work within the training:

- theoretical classes (20% of the total time) include the distribution of teaching materials and their joint discussion in an interactive form;

- practical training (50% of the time): role-playing games; autogenous training (for emotional stabilization, increasing self-confidence, in their abilities); techniques for visualization of effective forms of behavior, plans for the professional future; mind-mapping and group discussions; techniques for the development of observation and emotional intelligence;

- development of various forms of feedback (30% of the time) in pairs and in the group, development of self-reflection skills and the ability to give feedback.

2) Algorithm of work:

- preliminary meeting with clarification of all organizational issues, elaboration of rules of conduct, preliminary communication (the goal is to relieve tension and analyze expectations), as well as conducting input psycho-diagnostics;

- main job (8 lessons);

- final meeting 1 month after the training in order to evaluate the results, get feedback from the participants and re-diagnosis.

The following methods were used to collect input and final psycho-diagnostic data:

- method of studying the strategies of behavior in the conflict of K. Thomas;

- method for diagnostics of interpersonal relationships T. Leary;

- method of studying the socio-psychological adaptation of the personality of K. Rogers;

- method of studying motivation of professional activity of K. Zamfir;

- method of diagnostics of motivational structure of personality V. E. Milman;

- method of personality diagnostics for motivation to avoid failures and achieve success T. Ehlers;

- E. Shane's career anchor questionnaire;
- orientation questionnaire of B. Bass [8].

3 Results and discussion

The results of psycho-diagnostics before and after the training allowed to analyze in detail the changes that occurred in the participants after the implementation of the program:

1. As for the strategies of behavior in the conflict, the participants after the training were expressed strategies of cooperation and compromise compared to how it was (rivalry, avoidance) to participate in the program. Perhaps this is due to the emergence of interaction skills, the use of I-messages, after participating in group exercises. The difference is significant on strategies of competition ($U_{emp} = 0,215$), avoidance ($U_{emp} = 0,112$), cooperation ($U_{emp} = 0,129$) and compromise ($U_{emp} = 0,365$), at a significance level of 0.01.

2. The study of interpersonal relationships showed that participants still occupy a dominant position, but have become more friendly to others. The differences are significant ($U_{emp} = 0.112$), the significance level is 0.01.

3. Also, indicators of social and psychological adaptation of the individual have changed – some parameters have become higher: internality ($U_{emp} = 0,215$), self-acceptance ($U_{emp} = 0,194$), as well as adaptation, in General ($U_{emp} = 0,137$). Participants began to accept others better, to experience emotional comfort more. All differences are significant at 0.01 significance level.

4. After implementation of the program internal motivation became higher. This can be explained by a greater awareness of the importance of their profession, skills, understanding of their place in the profession and a clearer understanding of possible career directions. The differences are significant ($U_{emp} = 0.104$), the significance level is 0.01.

5. Changes in the motivational structure of the personality were also revealed, the participants became focused on General activity ($U_{emp} = 0.126$) and achievement of status ($U_{emp} = 0.207$), the parameters of comfort ($U_{emp} = 0.154$) and life support ($U_{emp} = 0.229$) became lower. The differences are significant at the significance level of 0.01. In addition, motivation to achieve success ($U_{emp} = 0,114$) and reduced the motivation of avoiding failure ($U_{emp} = 0,176$). The differences are significant at the significance level of 0.01.

6. After the training program there have been changes and shifts within the framework of career orientations: increased orientation on professional competence ($U_{emp} = 0,116$), autonomy ($U_{emp} = 0,149$), service ($U_{emp} = 0,131$). Decreased stability ($U_{emp} = 0,203$) and integration of styles of life ($U_{emp} = 0,106$). The differences are significant at the significance level of 0.01.

7. Also, the participants became more focused on business, before the program they were more focused on communication. The differences are significant ($U_{emp} = 0.249$), the significance level is 0.01.

4 Conclusion

Therefore, we can say that the use of training for the development of professional behavior with the use of visual technologies in the practice of social and labor rehabilitation of students and graduates of vocational schools is effective.

In general, the use of this training contributes to the development of the ability to solve problems and set goals, resulting in increased efficiency. It also contributes to a better and more complete assimilation of professional skills, development of motivation and maintaining interest in the work that is or that graduate with HIA plans to get. In the process of purposeful development of professional behavior, participants with HIA were able to comprehend, rebuild the space of life, and its values and life orientations in the context of the profession have become active internal resources and the starting points of all changes.

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