

# Differential Acmeological Approach to The Design of Psychological Support for Professional and Personal Development of Pedagogical University Students

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**Abstract.** The article presents the results of a comparative analysis of psychological assistance models functioning in Russian universities. The study objective is to identify and substantiate the provisions of the differential acmeological approach as the basis for the design of psychological assistance for professional and personal development of pedagogical university students. The model of psychological assistance for professional and personal development of pedagogical university students is designed based on the results of comparative analysis, the descriptive method, and the method of functional and structural modeling. It is demonstrated that the creation of a unique psychological assistance system stimulating the maximum realization of the creative potential of the educational process subjects' personalities as a part of the educational activity of a pedagogical university opens up additional opportunities for the individualization of professional training. The differential acmeological approach to the design of psychological assistance for professional and personal development of pedagogical university students presented in the article allows integrating the potential of general professional training courses in the system of psychological support and assistance in students' self-knowledge and professional and personal development.

## 1 Introduction

The dynamism of societal processes acts as a major prerequisite for the emergence of social and psychological stress affecting human health, primarily the health of youth.

Modern youth has the whole range of diverse information available to them, which opens up additional opportunities and simultaneously carries certain risks [1, 2]. The non-ranged

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information can disorient young people and have an ambiguous and sometimes negative impact on their professional and personal development. The conditions of social transformations are typically associated with the observed increase of social aggression followed by the decline of positive social activity accompanied by the rise in the number of young people subject to various deviations [3, 4].

The above-mentioned determines the relevance of the design and implementation of effective models of psychological assistance for self-development and self-realization of youth in the educational environment of universities [5-7].

*The goal of the present study* is to identify and substantiate the provisions of the differential acmeological approach as a basis for designing the psychological assistance for professional and personal development of pedagogical university students.

*The study objectives include:*

1. Defining the conceptual provisions of the differential acmeological analysis of personal and professional development of an individual as a basis for psychological assistance design.
2. Determining the key instruments for the implementation of the differential acmeological approach to psychological assistance for professional and personal development of pedagogical university students.

## **2 Methods**

The comparative analysis of approaches to the design of psychological assistance for professional and personal development of university students. The comparison was made based on the analysis of the models of psychological assistance and professional and personal development of students functioning in Russian universities, as well as scientific papers covering this issue [2, 5, 8-10]. The fundamental provisions of the differential acmeological approach were identified using the description method. The construction of the model of psychological assistance for professional and personal development of pedagogical university students involved the functional and structural modeling method.

## **3 Results**

The comparative analysis of the approaches to the design of the models of psychological assistance for professional and personal development of university students indicates that the basis of psychological service models of various universities, both humanitarian and technical, is formed by the systemic-activity and integrated approaches [5, 18, 20]. We must also note the conceptual uniformity of the activities of university psychological service departments. The descriptions of the models of psychological assistance for various categories of students focus primarily on the directions of activity and the issues of the organization, normative regulation, and monitoring of activities and assistance effectiveness. The conceptual basis of the content of psychological assistance for professional and personal development of students is, however, left outside the attention scope [8, 9, 10, 12].

In the present study, we focus on the analysis of conceptual foundations for the practical activity of psychological assistance for students' professional and personal development. The comparative analysis demonstrated that the models that are most productive in the higher education system combine elaborate organizational, methodological, and conceptual foundations of assistance and focus on stimulating positive social activity of young people

## **4 Discussion**

The conducted study allowed identifying the approach to designing psychological assistance for students' professional and personal development that corresponds to the specific characteristics of the objectives of the student age. The theoretical construct serving as a foundation for the design of psychological assistance is the differential acmeological approach to the study of individual differences, abilities, and perspectives of professional and personal development of an individual developed by us in collaboration with S.I. Dudin [13-15]. The proposed approach to the design of psychological assistance determines the specifics of the analysis of the psyche and social behavior of a person in pedagogical university conditions.

Thus, psychological assistance based on the differential acmeological approach is aimed at the study and practical application of data on phenomenology and the psychological reasons, mechanisms, and patterns determining the general and the specific in the individual progression towards self-actualization and a person's achievement of peak maturity or the individual "acme" [13, 16-18].

The fundamental ideas of the differential acmeological approach are formulated in the following provisions.

1. The differential acmeological approach involves determining the input of basic psychological characteristics (the formal and dynamic personality traits, intelligence, character, value orientations, and general and special abilities) in the formation of differences in other features of personality and social behavior in general [17-19].

2. The differential acmeological approach to the evaluation of factors determining the specifics of social behavior of a person involves a combination of two directions of analysis: the nomothetic approach (quantitative analysis of stable personality characteristics) and the idiographic approach (predominantly qualitative analysis of volatile personality traits) [1, 12].

3. The differential acmeological approach is based on the understanding of personality as a complex, multi-level, hierarchically organized structure [15, 19, 20].

4. The differential acmeological analysis recognizes the vital need to account for two relatively independent but closely associated spheres of being – the social and the biological. These two spheres constantly interact with one another in the structure of personality.

5. Special attention is paid to the manifestations of a person's transition to the state of a subject and the reflection of subjectivity on individual achievements.

6. The explanatory potential of the "acmeological norm" concept is used [14, 15].

7. The problem of predicting personal and professional development rather than manipulating the social behavior of a person is actualized [7, 21].

8. The results and conclusions obtained in the process of differential acmeological analysis are reproducible and verifiable.

9. A differential acmeological study involves using valid and reliable diagnostic instruments.

The psychology department of the Institute of Pedagogy and Psychology of the Moscow City University is developing and implementing an original approach to designing psychological assistance for professional and personal development of pedagogical university students. The approach to the design and implementation of psychological assistance is developed with consideration of the resources available to an educational organization, the specifics of pedagogical university students' training, and the substantial characteristics of early adult age. Said design is aimed at the creation of a unique system of psychological assistance within the educational activity of a pedagogical university that would stimulate the maximum realization of the creative potential of the educational process subjects' personalities.

Moreover, we implemented the provisions of the differential acmeological approach in special management instruments titled "Personality development map" and "Tutor's

notebook”. The map and the notebook present convenient and economical tools for psychological assistance of professional and personal development of student youth studying at a university. The originality of these instruments is found not only in its content and purpose but also in the fact that it is integrated into the educational process of basic courses of psychological training: “General psychology”, “Age and pedagogical psychology”, and “Social psychology”. Further implementation of the Map of individual development and the Tutor’s notebook takes place at special elective courses of psychological and pedagogical educational programs: “Fundamentals of personal self-development” and “Design and implementation of individual development programs”.

Upon completion of their training at the university, a student will be able to prepare a report on the results of participation in the project in consultation with leading teachers. The report would reflect major achievements in training, personal qualities serving as prerequisites for professional development, identify the level of formation of professional competencies (communicative and organizational skills, initiative and determination, creative attitude towards activity) and self-actualization achievements (aspiration for physical, intellectual, and personal self-improvement, aspiration for creativity in all areas of activity, adoption of the activity subject position, and resistance to manipulative interaction strategies).

## 5 Conclusion

The first experience of implementing the differential acmeological approach to the design of psychological assistance for professional and personal development of pedagogical university students demonstrated that the project opens up additional opportunities for solving the tasks of individualization of professional training, promotes self-knowledge and professional and personal development of students, and allows to increase their competitiveness in the labor market. The introduction of elements harmonizing the effect of the modern social environment in the educational environment of a university primarily in the form of psychological assistance for self-development and self-realization of a growing person presents a promising scientific and practical objective for the consistent transformation of higher pedagogical education in the direction of increased openness, flexibility, and sensitivity to changes in the economy, science, and the social sphere.

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