

# Psychological Characteristics of Transprofessional Competences of a Vocational Education Teacher

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## ABSTRACT

Today, society needs educators who can respond quickly to the demands of employers and train mid-level professionals for the needs of high-tech production. In this regard, the level of professional competence of vocational education teachers is of particular importance.

This makes the training of vocational education teachers particularly crucial. The competences of various professional activities have already become demanded. A future vocational education teacher should be a researcher and practitioner, an organiser and an implementer, a manager and an analyst, a programmer and a psychologist at the same time. Transprofessionalism as an expansion of socio-professional boundaries and increased effectiveness can be a response to this challenge. The study of transprofessionalism requires special attention from researchers. Transprofessionals with developed interprofessional competences that meet real and future challenges of the digital economy, post-industrial society and digital industrialisation are required. The educational and professional communities are confronted with the problem of identifying the essential characteristics of transprofessional competences.

Transprofessionalism as a scientific category has conflicting interpretations, and researches on this issue in both Ukrainian and foreign science are sparse and not general. Moreover, the lack of holistic methodological ideas of transprofessionalism, how it is formed, and by which personal qualities is determined, makes it impossible to organise and implement the process of transprofessional's training. Our study clarifies the definition of transprofessionalism, analyses its psychological essence rather than the composition of transprofessional competences; the theoretical analysis will be used to identify the component factors of transprofessionalism that contribute to its development in the subject personality's activity.

The purpose of the study: is to identify and describe the psychological characteristics of transprofessional competences of a vocational education teacher. Research methods: theoretical analysis, questionnaire, methods of mathematical and statistical analysis, methods of interpretation.

*Keywords:* education, professionalism, transprofessionalism, transprofessional competences, engineering training, engineer-teacher

## Introduction

Modern global processes of scientific and technological development, digitalisation, socialisation, and ecologisation, which cover all national economies, form both new economic challenges and define new vectors of development. The emergence of such new demands in the labour market has caused the need to fundamentally update the content of vocational education based on employers' requirements and the content of the sectoral training programmes. All this can be done in the presence of relevant professional and pedagogical staff, the core of which consists of vocational training teachers, who have the basic level of professional and pedagogical training, formed as a result of implementing the principles of transprofessionalism in the educational process.

As many foreign professionologists Barr, Horsburgh, Pickard, Rasko and colleagues have noted, the necessity of transprofessionalism formation is caused by the logic of post-industrial society development: rapid change of technological modes, intensive development of information technologies require from a specialist a wider range of professional knowledge, ability to rapidly adjust to the changing conditions of professional environment and teamwork skills. New professions, which were unimaginable not long time before, are constantly appearing in the world and steadily entering our life. Robotization, uberization, the implementation of new technologies as well as the development of these and many other phenomena are forcing people to leave their usual places of work, but not the economy as a whole. The skilled labour is more in demand than ever before, contrary to popular belief. Companies and businesses need more and more people every day.

There is no doubt that the issue of the competence of a vocational teacher remains relevant and open. The activity of a vocational teacher is characterised by a professional orientation, combining two explicit and separate components: the sectoral technical and technological component and the pedagogical one. Each of them cannot be primary or secondary due to its unconditional functional obligation. In the content of vocational education and training, they should be considered only in a balanced way, including their common and specific components (Kislov, 2018).

The issues of competence formation and accordingly the transformation of the education system are considered at the present stage in almost all countries, so in this context we can say that this aspect can play the role of a consolidating trend of building a unified educational space. The level of economic development of countries, including the global economic space, which is directly related to the development of human capital, will also depend on how the issue of competence formation will be addressed and how it will be related to the modernization of production (Boiko et al., 2022). A functioning education system trains the professionals of the past. Young people are taught to go to jobs that no longer

exist, providing future professionals with intellectual tools that have long been ineffective. That is why the percentage of unemployed people in the world is so high (Zhmai, 2018). The question of which psychological mechanisms facilitate information analysis and decision-making in the context of multiple life trajectories, and which ensure the development of pre-adaptation abilities in the early stages of personal and professional development, deserves particular attention.

The semantic concepts of “profession”, “professional activity”, “specialty” and “professional employment” are widely used in occupational studies. Along with these established concepts, in recent years a new term “transfession”, which means a type of labour activity carried out on the basis of synthesis and convergence of social and professional competences belonging to different specialised areas, has been approved (Ialalov, 2015). The theoretical basis of transfession is multidimensionality, involving a transdisciplinary synthesis of knowledge from different sciences: natural, technical, socio-humanitarian and philosophical, and transprofessionalism is the willingness and ability to perform actions from different fields of activity (Zeer & Symanyuk, 2017).

Barr identifies the following problems in this field: the lack of a clear definition of the concepts of “interprofessionalism”, “multiprofessionalism”, “transprofessionalism”, effective assessment tools and evidence base. Accordingly, from the point of view of this researcher, the further development of the ideas of transprofessionalism should proceed in the following directions: clarification of the semantics of terms, improvement of evaluation methodology, creation of theoretical and evidential basis of the theory (Barr, 2013).

According to Horsburgh, interprofessional (as well as multiprofessional) training should be based on certain principles. These are, first of all, learning the characteristics of related professions, understanding and seeing the common professional goals and the contribution of each profession to the final result. It is also about developing teamwork skills, effective communication and understanding not only one’s own professional role but also the role of other professions (Horsburgh et al., 2001). Ultimately, this type of training provides the opportunity to practise creating well-adapted, flexible working teams with a high level of communication skills.

While Horsburgh in his work considers interprofessional and multiprofessional education as two parallel trends in learning, Harden considers multiprofessionalism, interprofessionalism and transprofessionalism as stages of transprofessional education (Harden, 1998), which are effective if a number of conditions are met: appropriate type of education, level of education and category of student, clear presentation of training outcomes, consideration of multiprofessional education as a multi-stage process.

The problem of transprofessionalism is also raised from the perspective of bringing together academics and professionals and increasing the level of

interdependence between them. Rasko emphasises the need for a new academic specialisation that would bring together scientific and practical knowledge and enable various related professional groups to cooperate (Rasko et al., 2019).

Thus, an analysis of the literature shows that there are quite a few scientific works devoted to the problem of transprofessionalism, but most of them simply state the phenomenon, and there are relatively few specific studies.

Transprofessionalism is viewed mainly from the position of mastering different types and groups of professions, or emphasizing primarily the readiness of a specialist to work in a team. Transprofessionalism, on the one hand, is a form of professional activity organisation aimed at developing future skills, building partnership and cooperation relations between professions; on the other hand, it is a qualitative characteristic reflecting readiness and ability to master and perform activities in functionally similar professions. These academics emphasise that transprofessionalism is transcending the boundaries of one profession, enriching it with knowledge and technologies related to other professional activities, developing new key competencies enabling to find complex and unique solutions based on a transdisciplinary synthesis of knowledge and interprofessional communication (Zeer et al., 2021).

Transprofessionalism is also presented as an integral characteristic of activity that has emerged as an alternative to professionalism. The latter represents only a high level of performance of work narrowly belonging to a particular field. Transprofessionalism is distinguished by its personal content oriented towards purposefulness, overcoming, achievement, risk-taking, with a high orientation towards society without attachment to one narrowly defined sphere under the permanent influence of activity, career and motivational factors (Guzanov & Fedulova, 2019).

The phenomenon of transprofessionalism is adequate to the modern era with its revolution in the world of professions, its highest dynamics of innovation and change. However, for this phenomenon to spread effectively in society, certain conditions are necessary, above all, related to the vocational training of this kind of specialists capable of multiprofessional activities and who understand all prospects of transprofessional training in particular (Ivanchenko, 2020).

Professionals are now being replaced by transprofessionals, or “portfolio people” who are specialists capable of mastering new or related professions and who carry a unique “package” of knowledge and skills. Transprofessionals must be ready to work freely, through their own thinking and independent organisation of their activities, in different professional environments and organisational structures (Shevchenko, 2011). The basic transprofessional competencies include a narrow specialisation in a profession, the capacity for interprofessional communication, the capacity for transdisciplinary knowledge synthesis, a focus on combining basic research with practical problem solving, teamwork skills,

continuous self-development and self-improvement, real and virtual inclusion in what has been called community of practice (professional and transprofessional networks). Transprofessionalism means a new type of professionalism: a collectively distributed ability to reflexively link and co-organise representatives of different professions to solve complex issues (Bannikova, 2021).

There is a concept in which transprofession is understood as a methodological level of professionalism that unites fields of professions different (even contrasting) in content, creating new professions. Achievement of this level is associated with processes of personal self-actualization, a person's search for "life environments" that provide such self-actualization (Kabrin & Galazhinsky, 2017).

Multidimensional competences, the so-called key metaprofessional attributes, form the basis of transprofessional training (Ialalov, 2015). These include: socio-professional and virtual mobility, communicativeness, practical intelligence, responsibility, collectivism, ability to work, corporativeness, innovativeness, etc. In post-industrial society the personality itself acts as a qualified characteristic.

Transprofessionalism, as a readiness and ability to master the accelerating changes of post-industrial society, can be considered as a professional and personal phenomenon. In order to introduce it into the scientific and practical field of occupational studies, it is necessary to define the main semantic components of transprofessionalism and the possibility of its alignment with the changing present and professional future. The solution to this problem has necessitated the design of logical and semantic models of transprofessionalism as a means of pre-adaptation of a subject of activity to professional future and educational technologies of forming necessary competences (hard-, soft- and digital-skills) (Zeer et al., 2021).

Different researchers suggest different structures and models of transprofessionalism depending on the methodological foundations and specifics of the professional environment. Thus, Zeer and Symanyuk, relying on the concept of technology convergence, interdisciplinary basis and methodological multidimensional approach, have developed a logical and semantic model of transprofessionalism, which consists of five components:

1. Transprofessional orientation, focused on mastering the activities of different professional fields and putting the acquired knowledge into practice. This component of transprofessional competence model includes "self-concept", socio-professional adaptability, multidimensional identity, transprofessional value orientations and professional activity motivation.
2. The regulatory component represents psychological resources of a personality related to organization and regulation of his/her activity. The content aspects of this component are self-organization, self-actualization, self-efficacy, autonomy, and regulation of mental states.

3. The information and communication component considers the ability of a person to navigate in the information professional environment and contains such characteristics of a specialist as socio-communicative and professional mobility, tolerance for uncertainty, reflexivity and perceptual adequacy (autocompetence).
4. Humanitarian and technological component provides knowledge synthesis from a variety of professional fields and promotes construction of individual trajectory of transprofessional development; it includes socio-cultural competence, transdisciplinary knowledge, cognitive abilities, social intelligence and reflexive-evaluation activity.
5. The interprofessional and educational component demonstrates the multi-dimensional nature of a specialist as a necessary quality of a transprofessional. This component is represented by interdisciplinary competence, metaprofessional qualities and key competences (hard-soft-digital-competence) (Zeer et al., 2021).

The successful performance of any professional activity is ensured by the combination (integration) of hard-, soft- and digital skills. Their ratio depends on the type of professional activity. The formation of soft-skills (competences) is a priority for the development of transprofessionalism (Bystrova et al., 2020). Irrespective of the professional qualification and apart from the domain knowledge, today's professionals need to possess a high Soft Skills quotient in order to succeed in this competitive era. Hard skills contribute to only 15% of one's success while remaining 85% is made by soft skill (John, 2009). It should be noted that while the development of hard skills in vocational training takes place in the course of studies and internships, the development of soft skills occurs spontaneously and depends more on personal qualities and individual work on each person's own development.

Thus, this logical and semantic model of transprofessionalism (Zeer et al., 2021) reflects the essential characteristics of the presented concept and allows not only assessing the formation of transprofessionalism, but also considering the factors determining the formation of students' transprofessional competences. It should be emphasized that transprofessionalism does not negate the importance of the initial, basic profession, but rather contributes to the transition beyond it, enriching it with knowledge, competencies and technologies related to other types of professional activity.

There is no doubt that the strategy of transprofessional training of vocational and pedagogical students requires the implementation of competence-based approach, which provides not a simple transfer of knowledge, skills and abilities, but focuses on the formation of creative initiative, independence, competitiveness through systematic, integrative, interdisciplinary professional training, providing solid fundamental knowledge, professional skills, practical experience,

free mastery of the profession and orientation in the world of work (Konyakhina, 2020). Transprofessionalism of future vocational school teachers' training is already incorporated in its content a priori, it is initially reflected in the requirements for vocational education teachers, which are expressed in special multi-functional competencies, mastering which allows them to solve various problems in professional and social life. These regulations have an integrative structure, i.e. include a set of abilities of future graduates within the framework of pedagogical knowledge transfer to provide effective training of future working personnel for production sphere. At the same time, harmonious personality is provided by mastering such universal competences as interpersonal, legal, systemic, communicative, informational; and involvement in the sphere of professional relations is ensured by professional and profile-specialized competences, which take into account the nature of production activity (Guzanov & Fedulova, 2019).

## Methodology

The study was conducted at Kyiv National University of Technologies and Design. The empirical sample comprised the 3-4 year students of the Fashion Industry Faculty and the Faculty of Management and Business Design, in particular those studying in the field of 015.36 Vocational Education (17 persons), 051 Economics and 075 Marketing (48 persons). The total sample of the study was 65 people.

The survey was conducted in order to determine the psychological features which ensure the development of pre-adaptation ability at the early stages of personal and professional formation, particularly, the features of students' self-actualization, the study of their self-efficacy, i. e. the confidence of a person in his potential ability to organize and carry out his own activities necessary to achieve a certain goal and motivation to succeed and avoid failure.

The methods used in the survey were selected in accordance with the principles of competence approach (Konyakhina, 2020) and the logical and semantic model of transprofessionalism of subjects of professional activity (Zeer et al., 2021). The psychological resource of the subject of professional activity, which is characterized by the level of formed skills of planning, designing, predicting and evaluating the results of activity is aimed at activating the regulatory component of this model. Essentially, regulation is a mechanism of mobilization of socio-professional potential of a subject of activity. The conscious self-regulation of the specialist's voluntary activity is of great importance in the implementation of this component. Regulatory predictors of voluntary activity include self-actualization, self-efficacy, self-organization and regulation of mental states.

The hypothesis that there can be differences in the expression level of psychological features that ensure the development of the ability to pre-adaptation in

the early stages of personal and professional development, as components of transprofessionalism, in the studied subjects with different professional orientation was proposed.

To diagnose self-actualization peculiarities, the Jones-Krendall scale developed in 1986 by Jones and Krendall on the basis of Maslow's self-actualization questionnaire was used. Respondents answered each statement using a 4-point scale: 1 point – disagree; 2 points – partially agree; 3 points – partially agree; 4 – points – agree. The higher the total value, the more self-actualised the respondent considers himself/herself to be.

To diagnose self-efficacy, we used the Schwarzer and Jerusalem questionnaire. The self-efficacy scale consists of 10 statements, which the respondent is asked to relate to his/her activity effectiveness. The respondent's ticking of the box 'completely wrong' gives 1 point; 'rather wrong' gives 2 points; 'rather correct' gives 3 points; and 'completely correct' gives 4 points. The final result is obtained by scoring all 10 statements.

Rean's questionnaire for studying success motivation was also used. The questionnaire is designed to differentially assess two interrelated but oppositely directed motivational tendencies: desire for success and fear of failure. Separate combinations of these motivational tendencies in an individual based on their strength create a certain personality type and determine different behaviour. Respondents are asked to answer 20 questions in the questionnaire, choosing the answer 'yes' or 'no'. The respondent will receive 1 point for each key match.

These are close-ended questionnaires in terms of the nature of the answers. The advantage of closed questions in these questionnaires is the ease of data processing and the clear formalisation of the evaluation. The answers received in the course of the survey were elaborated in such a way as to maximally understand readiness for self-education activity, self-development due to which a student reaches transprofessionalism level more effectively, its formation of psychological readiness for innovative activity and personal competitiveness. Subjects participated in the study voluntarily and with sufficient information. Interviewees were informed about why the study was being conducted, how their data would be used and whether there were any associated risks, and whether anonymity was ensured.

## Results

Analysing the results of the study, it was found that the "orientation of motivation" of the respondents was distributed in the following order (see Fig. 1).

The results show that success motivation predominates among the respondents. Full motivation for success is noted by 17 respondents (35.4%) from the economists' group, and 11 people (22.8%) partially agree. In the teachers'



group, three respondents (17.6%) note motivation for success, while five people (29.4%) partially agree. At the same time, 8.4% of respondents (4 people) in the group of economists have a tendency to be motivated to fail, and also 8.4% of respondents (4 people) experience fear of failure. Failure motivation was not detected in the group of teachers, and failure motivation tendency was detected in 2 people (11.8%).

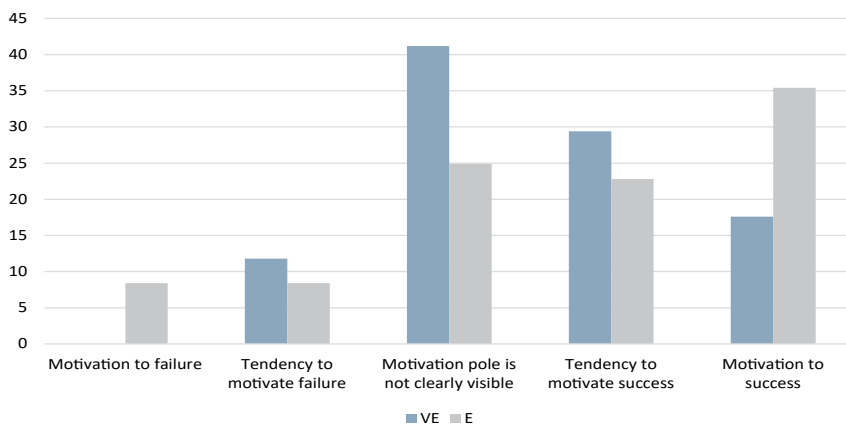


Figure 1. Parameters of “motivation orientation” between “motivation to success” and “motivation to fear of failure”

The Mann-Whitney non-parametric U-criterion was used to confirm the hypothesis that respondents with pedagogical orientation have differences with respondents with economic orientation in terms of the degree of success motivation expression during the comparison of two independent samples. In order to study success motivation indicators, a comparative analysis of its expression among specialists in different groups of professions (teachers and economists) was conducted, the results of which revealed that the empirical value of Uemp (4) is in the zone of uncertainty, which does not confirm our assumption (see Fig. 2).

Only 2 respondents (4.2%) from the economists group and 1 person (5.9%) from the teachers group showed a high level of self-efficacy. Significantly more students have an above average level of self-efficacy (41.1% of the group of teachers, 47.9% of the group of economists). There are also high indicators of the average level of self-efficacy (47.1% of the group of teachers, 35.4% of the group of economists). It should be noted that in our sample there are significantly fewer students with a low level of self-efficacy.

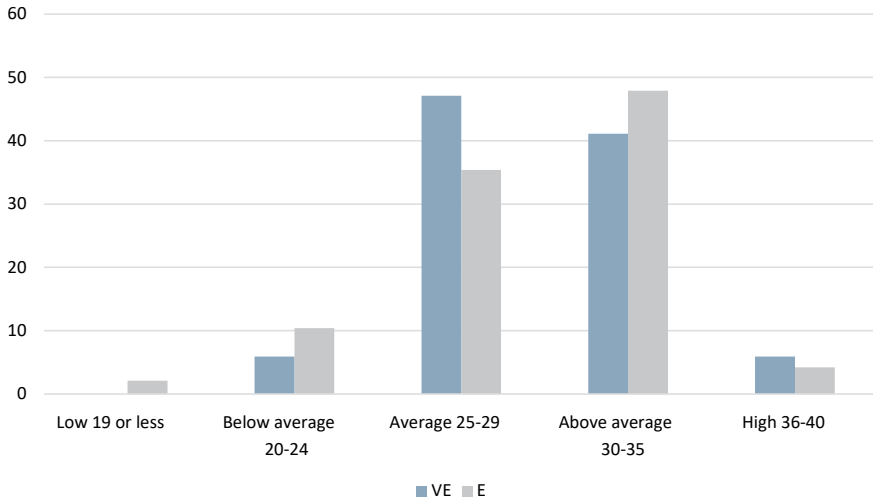


Figure 2. Shows the results of our study regarding students' self-efficacy indicators

Only 10.4% of the respondents (5 students) in the group of economists had a below average level and also 2.1% of the respondents (1 person) had a low level of self-efficacy. In the group of teachers, low level of self-efficacy was not identified, and 1 person (5.9%) has a level below average.).

In order to compare self-efficacy indicators, a comparative analysis of its expression among professionals in different groups of professions (teachers and economists) was conducted. According to the results of Mann-Whitney nonparametric U-criterion, it was found that the empirical value of  $U_{emp}$  (7) is in the zone of insignificance, which does not confirm our assumption about the prevalence of higher self-efficacy indicators in the respondents with pedagogical direction of activity.

Analyzing the results of the study, it was found that the parameters of self-actualisation indicators in the respondents were distributed in the following order (see Fig. 3).

A high level of self-actualization is noted by 2 respondents (4.2%) from the group of economists, while 38 people (79.2%) have a level above average. In the group of teachers, a high level of self-actualization is not revealed, 14 people (82.4%) have a level above average. At the same time, 16.6% of respondents (8 students) in the group of economists revealed an average level of self-actualization and also 17.6% of respondents of teachers (3 students). Low and below average levels of self-actualization were not found in both groups.

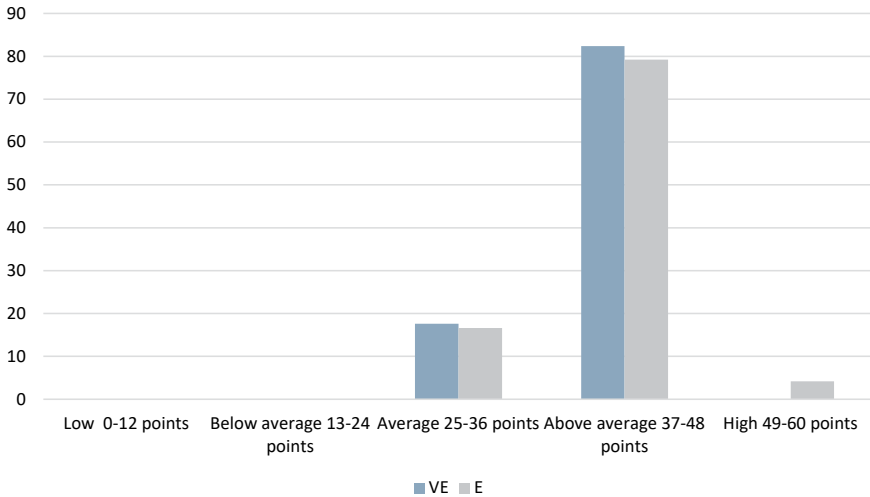


Figure 3. Parameters of self-actualisation indicators

In order to study self-actualization indicators, we also conducted a comparative analysis of its expression among professionals in different groups of professions (teachers and economists). The Mann-Whitney nonparametric U-criterion revealed that the empirical value of  $U_{emp}$  (10) is in the zone of insignificance, which does not confirm our assumption about the prevalence of higher self-actualization indicators in the respondents with pedagogical direction of activity.

## Discussion

A great importance in the development of a personality belongs to the personality itself, its activity, which manifests itself in the desire to go beyond normative requirements and prescriptions, in the phenomena of suprasituational and supra-role initiative. Active position, continuing education, self-organisation, self-education, self-efficacy and self-actualisation are the factors determining the formation of a transprofessional (Shevchenko, 2011). Student age is characterised by the achievement of the highest results, based on all the previous processes of biological, psychological and social development. The qualities that were lacking in high school like purposefulness, determination, perseverance, independence, initiative and self-control – are noticeably strengthened. (Zhdanyuk, 2017).

Success motivation is the mobilisation of all a person's resources, concentration and discipline. A person with success motivation thinks positively, and his or her direction in life is primarily towards success, towards discovering his or her personality in the projects conceived, rather than avoiding failure (Hedzyk et al., 2022).

Already the classic Yerkes-Dodson law establishes the dependence of performance on the strength of motivation. It follows: the higher the strength of motivation, the higher the performance (Yaremchuk, 2017). “Motivation orientation” is a momentary programme that operates in all spheres of human activity, ensuring the formation of the psychological readiness of the individual to innovative activity. The competitiveness of individuals in a rapidly changing environment depends on it (Hedzyk et al., 2022). Therefore, one aspect of the study is the study of success motivation in students. Many respondents (22.8% in the group of economists and 29.4% in the group of teachers) have a moderately high level of success motivation. Young professionals prefer a moderate level of risk taking, they are success-oriented, goal-oriented, and strive to perform at a high level. Complete motivation for success is noted by 35.4% of respondents from the economists group and 17.6% of respondents from the teachers group. All of them belong to the group of highly effective managers with a high level of risk appetite. They are motivated to succeed, to achieve their goals and prefer to work hard to get a result. The activity of students of different groups of future professions (teachers and economists), is based on the hope for success and the need to achieve success. Such people are confident in themselves, in their abilities, responsible, proactive and active. They are characterised by persistence in achieving a goal.

Part of the respondents (10 people in two groups) experience a fear of failure or a tendency to be motivated to failure. Generally, this motivation is based on the idea of avoidance and the idea of negative expectations. When starting a business, a person already fears possible failure in advance, thinking of ways to avoid this hypothetical failure rather than ways to achieve success. People motivated to fail are usually characterised by increased anxiety and low self-confidence. They try to avoid responsible tasks, and may fall into a state of near panic when faced with highly demanding tasks. At least in these cases, their situational anxiety becomes extremely high. All this, however, may be combined with a very responsible attitude to the business.

One of the central properties of personality is self-efficacy as a person’s confidence in his/her ability to control the events of his/her own life and to achieve the desired goals. A person’s beliefs about their personal effectiveness influence the way they choose to act, the effort they put in, and how long they withstand obstacles and setbacks. Self-efficacy is a productive process of integrating cognitive, social and behavioural components to implement an optimal strategy in different situations. There are three different levels at which perceived self-efficacy plays an important role in academic development. Students’ beliefs about their ability to regulate their own learning and master academic activities determine their aspirations, level of motivation and academic achievement (Bandura, 1993). People with high self-efficacy expect success, so their activities always

produce positive results. People with low self-efficacy constantly doubt themselves and expect to fail, so they are often haunted by failure. It's a vicious cycle, thinking about failure, you get failure, and the result is a drop in self-esteem. Such people pay too much attention to their shortcomings and are constantly engaged in self-criticism about their incompetence.

Our study has shown that only 3 students showed a high level of self-efficacy. But significantly more students have above average and average levels of self-efficacy. However, given that the vast majority of students do not yet have direct experience of professional activity, above average self-efficacy can be considered as a manifestation of belief in their own strength, the ability to control a new situation, which indicates the readiness of students to develop professional self-efficacy.

Convergence in the field of psychological development initiates the development of flexible means of adaptation and pre-adaptation to the changes in social-humanitarian, natural-science and technical disciplines (Baksansky, 2014). By determining interdisciplinary and supraprofessional interactions, convergence acts as a factor of designing and approving a fundamentally new phenomenon in professionology – transprofessionalism. Self-actualization, based on the realization of one's personal and professional potential, is the factor of its achievement.

Researchers of the self-actualization phenomenon in humanistic psychology distinguish various components and characteristics of a self-actualized, psychologically healthy, mature personality striving for self-actualization, especially without distinguishing these concepts meaningfully: expanded sense of self, positive self-image, holistic approach to life, activity orientation, realization of creative abilities, respect for self and others, low inner conflict, sense of subjective freedom, personal integrity and existentiality (Kolodyazhna, 2018).

As a rule, constructive self-actualisation gives satisfaction to the subject from the process of activity and self-development, allows successfully setting new goals and mastering new milestones. A high level of constructiveness indicates rapid and high quality mastery of specific actions, techniques, ways of self-expression and mastery of new specializations. In our study, 83.4% of respondents in the group of economists and 82.4% in the group of teachers had an above-average level of self-actualization. At the same time, 16.6% of respondents in the group of economists and 17.6% of respondents in the group of teachers revealed an average level of self-actualization. The levels of low and below average indicators of self-actualization were not found in both groups of respondents. Students of different training profiles mainly achieve high or medium levels of self-actualisation. They are able to live in the present and rely on themselves rather than on the expectations or assessments of others. The students share the values of a self-actualising personality and have a high need for learning and self-knowledge.

This result confirms the theoretical findings of scholars in the field of transprofessionalism. Namely, that transprofessional competences are basic for any type of profession and also ensure productivity of various activities regardless of the field of professional interests (Tretiakova, 2019).

Consequently, transprofessional competences should not differ among representatives of different occupational groups. Thus, the hypothesis that there are no statistically significant differences in the level of expression of psychological features which ensure the development of the ability to pre-adaptation at the early stages of personal and professional development as components of transprofessionalism in the respondents with different professional orientation has not been confirmed.

## Conclusions

The focus on transprofessionalism entails the need to find new forms and technologies of vocational education, taking into account the individual characteristics of students, actualizing their desire for conscious, proactive goal-setting and self-actualization in a varied educational and professional space. Creation of practice-oriented educational and production environment, which promotes the application of transprofessional competences and practical mastering of the obtained knowledge, becomes possible due to the use of practical forms of learning in the educational process, aimed at activating students' activities and obtaining particular results in the formation of their practical experience. Students' participation in real projects commissioned by external organisations, grants, professional competitions enhance their interest in self-education activities and significantly increase the level of professional competences being formed. Industrial practice, conducted in professional organizations, allows to expand theoretical knowledge, promotes reflexive thinking. At the same time, a significant motivation incentive is the understanding of the impossibility to apply the knowledge obtained during theoretical training in practical professional activity without reflection. Students' participation in conferences and round tables also increases the level of professional competences. A prerequisite is the student's participation with a report and the involvement of representatives of employers to discuss professional issues on the report.

We believe that in order to increase the level of students' preparation for successful competitive professional activity in the global labour market, it is advisable to create a system of psychological support for professionalization of future specialists in universities in order to identify the main problems related to the initial stage of professional career and to facilitate their positive solution.

The obtained results should be considered as preliminary, requiring a longer research.

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