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THEORETICAL AND PRACTICAL PRINCIPLES OF SOCIAL SPHERE SPECIALISTS TRAINING IN INTERPROFESSIONAL INTERACTION

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interaction, professionalism, professional interaction, interprofessional interaction, specialist in the social sphere, readiness for professional activity, personal trajectory of readiness.

ABSTRACT

The article considers aspects of professional development of social sphere specialists; professional roles, functions and content of professional activity are described; the leading principles of organizational and methodological assistance of the social specialists training process are determined.

The development of interprofessional interaction ideas is connected with the interprofessional group characteristics, professional and external image, competency areas, activity range and different status in the social work system.

The concept of dialogic-competence approach forms the basic principles of interprofessional interaction: system, comprehensiveness, relevance, consistency, mutual enrichment, prospects, and self-efficacy.

Interprofessional interaction involves mutual acceptance, dialogic orientation of specialists, psychological equality between all participants, the availability and sufficiency of space to build a workflow, compliance with the rules, ensuring a friendly atmosphere in joint activities. Development of readiness for interprofessional interaction includes communicative (efficiency of interpersonal and intrapersonal communications), cooperative (productive partnership in joint activity), personal-reflexive (analysis of own mental states, own actions; ability to allocate, analyze and compare own actions with the subject situation), social, team, system, mediation competences.

Mechanisms for interprofessional interaction are cooperation, communication, coordination, specialists' consistency actions, emotional, cognitive-analytical, regulatory functions of the individual.

The development of psychological readiness components for interprofessional interaction among respondents is expressed at the average level with a general tendency among Master students with motivational and emotional component and among specialists with activity-practical component to a high-level indicators and a general tendency among Bachelor students with cognitive-semantic, actively practical and regulatory components to a low-level indicators.

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1. Introduction.

1.1. Problem statement. At the current stage in Ukraine, in the context of social problems growing, the number of people in need of qualified social assistance and support is increasing. In this regard, the current strategy of the state social policy in the field of education is focused on creating a multilevel professional training system of highly qualified personnel, able to provide society with professionals in the sphere of social assistance activities. Lack of skills to set and solve professional problems interacting with other specialists, as a rule, leads to the fact that the specialist begins to work only in those areas that allow a purely individual form of activity. The consequence of this is not only a significant narrowing of the range of tasks, but also the emergence of specific isolationism, which hinders

the development of all professional activities. Interprofessional interaction provides practical problems solving, a synergistic effect achievement in the process of joint activities, different knowledge combination, which gives a more prospective view of professional problems solving, different competencies interaction, specialization benefits use, customer well-being improvement and their efficiency growth.

1.2. Analysis of recent research. The issues of future specialists readiness in the social sphere to perform professional duties have been repeatedly considered in the works of scientists I. Zvereva [2], A. Kapska [3]. Some aspects of the professional readiness formation of social workers for the social assistance implementation are covered in the works of N. Klymenyuk, I. Melnychuk, I. Trubavina [6; 7; 8]. Some aspects of interprofessional interaction are revealed in the works of A. Markova, A. Orlov, A. Radzikhovsky, Ye. Starovoitenko [7].

Among the foreign authors who considered some aspects of interprofessional interaction in the system of social work – S. Shardlow (tensions and conflicts in social work), J. Wood (interpersonal communication), Colin B. Grant (effectiveness of communicative interaction) [4]. Gabriele Schroeder identifies competencies for interprofessional interaction in health sphere (communicative, social, team skills, system, media, personal).

The purpose of the paper is to show theoretical and conceptual basis and empirical study of psychological conditions and factors, regularities of social sphere specialists' readiness for interprofessional interaction.

Theoretical analysis. The variety of approaches to the definition and structure of interaction, professional interaction led to the conclusion that interprofessional interaction, as a socio-psychological category is an integrating factor that embodies parts into a holistic process of direct or indirect interplay of objects (subjects) that generates their mutual conditionality and connection. Therefore, in the context of the issue, *interprofessional interaction* is understood as a purposeful, socially conditioned, dynamic cooperation process of specialists in various spheres, which is expressed in consistent joint actions of specialists aimed at achieving individual goals and purpose of joint work. In other words, interprofessional interaction is a functional interaction that has a business nature and differs from interpersonal interaction. It contributes to the achievement of individual goals and the purpose of joint work in a high level of awareness and a positive emotional background. The peculiarities of *interprofessional interaction* is determined that the partner in interprofessional interaction always acts as a person important to the individual; participants of interaction are characterized by good mutual understanding in matters of the case; the main task of interprofessional interaction is productive cooperation. *Features of interprofessional interaction* are depth, problems and critical thinking; openness and readiness for dialogue, tolerance, sensitivity to others; flexibility in finding alternative approaches to solving the problem; variability and pliability in communication strategies; involvement in interprofessional activities; the presence of a common goal; general motivation; responsibility for making decision; joint efforts in problem solving. *The main forms of interprofessional interaction* are collaborative activities, which include subject-subject relations from the standpoint of purpose, subject, methods of implementation and feedback. *The purpose* contributes to the solution of the problem by combining joint efforts, in the process of which the knowledge, tasks and sense of cooperation, communication, emotional influences, constructive actions in solving this problem and reflective comprehension of work play an important role. *The subject* of interprofessional interaction is a professional task. *Methods* of interprofessional interaction are defined as following: motives, readiness for professional activity, practical actions, communication, professional actions, correctness in decision-making, mutual assistance, and responsibility. *Feedback* is understanding, subjective activities, emotional empathy. These processes are carried out through the *mechanisms* of empathy (understanding of relationships, feelings, mental states of another person in the form of empathy), reflection (awareness of how a person is perceived and evaluated by other people or groups); attribution (a process in which a person or group explains the causes of behavior or events), identification (a method of cognition in which the similarity of objects is established by finding common and different things in their features), and stereotyping (the process of forming an impression of a person based on stereotypes). Herewith, in the research process of the social sphere specialist role, *functional-role types of social sphere specialists professional activity are singled out*, in particular: arbitrator, defender, mediator, companion in interprofessional interaction, founder, representative of social sphere institutional support, surveyor, supervisor, consultant; the effectiveness of interprofessional interaction is determined *by the type of participant in interprofessional interaction* (collaborator, confrontator, equivocator, abettor, oppositionist, set-offer, accommodator, neutralizer), on the one hand, a set of common goals in the process of interaction, on the other hand, a system of narrow professional interdisciplinary knowledge.

Focus on interprofessional interaction is provided by the subjective position and stages: in-depth analysis of current trends in a particular field, the formation of the ability to give an objective assessment of the situation, to offer alternatives; clear understanding of the own competence limits, compliance with professional and ethical standards, acceptance of responsibility in the process of common problems solving.

The need to resolve the contradictions highlighted in the section requires a rethinking of organizational and methodological principles, conceptual and methodological approaches to a modern social worker training, their professional development in accordance with the requirements of student-centeredness and personality-oriented paradigm of higher professional education; rapid changes in the field of specialists' practical activities and the need for higher education institutions to implement new psychological and pedagogical technologies into the educational process that have an educational, stimulating character, on the one hand, and a significant gap in content, forms and technologies of their professional training, on the other hand.

This will be facilitated by the modern implementation of an interdisciplinary approach in the social sphere specialists' training in interprofessional interaction, which generally contributes to the enrichment of related disciplines through borrowing methodological tools of scientific research, combining efforts of specialists in various fields and sciences to explain scientific and methodological phenomena, comprehensive processes for a better understanding of the latest tendencies in society evolution. This approach provides an opportunity to study the object of research, using the scientific accumulation of already acquired knowledge. The study of some disciplines is accompanied by the establishment of techniques and approaches to the interdisciplinary issues of educational material, which forms interdisciplinary thinking, that will contribute to successful interprofessional interaction in the professional activities of social workers. However, we emphasize that the implementation of interdisciplinary communication does not mean abandoning the disciplinary approach to knowledge acquisition.

It is shown that this type of students' activity as an internship is one of the most important component of professional and practical training of future specialists in the social sphere. It allows the student to gain experience of future professional activity, to try practically their hand at the chosen profession, to learn to use the obtained theoretical knowledge. As an important link in the system of future social sphere specialists' training, helps to increase the level of students' professional competence, the value and content sphere development of future professionals, self-disclosure and self-knowledge, the process optimization of students' training in real professional activities.

Thus, in today's conditions in the development of higher education and professional activity of specialists in any field, priority is given to comprehensive training of specialists, in particular, the social sphere with relevant professional competence, which allows timely response to socio-economic changes in the country and effectively interact on the levels of institutions within one sector (civil society organizations) and between different sectors (community, government and local government, law enforcement agencies, social, educational and medical institutions, the media, etc.).

2. Methodology. To achieve the goal and objectives of the study a set of methods was used: *theoretical* – system-structural analysis of scientific ideas and approaches to the professional readiness problem issues of social sphere specialists for interprofessional interaction, comparison, classification, generalization, systematization of theoretical and experimental data on the development of interprofessional interaction; interpretation, modeling of the studied phenomenon structure, construction of a conceptual model of professional readiness process of social sphere specialists for interprofessional interaction; *empirical* – included observation, forecasting, conversation, introspection, monitoring, questionnaires, surveys, testing, expert evaluation, reconstructive modeling, ascertaining and shaping experiment; *mathematical and statistical* methods of data processing presented in the program SPSS 17.0 – Xi-square criterion, Pearson's correlation, Student's t-criterion, analysis of variance.

A set of methods was used: the motivational-emotional component was measured using a modified version of the method by O. Bondarchuk, "Motives for becoming professionals in social work" by L. Karamushki, a questionnaire of professional activity motivation of K. Zamfir in the modification of A. Rean, the method of M. Rokych "Value orientations", The author's method "Professional activities of social workers in terms of interprofessional interaction" №1 and №2; emotional-volitional criterion was measured using the following methods: "What experience do I prefer" by B. Dodonov, differential emotions by K. Izard, a questionnaire to determine the severity of self-control in the emotional sphere, activities and behavior (social self-control) by G. Nikiforov, V. Vasiliev and S. Firsova, the author's method of assessing the tactics of negotiations in conflicts, "Five ways to resolve conflicts" by K. Thomas; the cognitive-semantic component was measured by:

the author's mini-questionnaire to determine the level of awareness of interprofessional interaction; author's questionnaire on the professional activity of a social sphere specialist in the context of interprofessional interaction; determination of the activity-practical component was carried out through the use of the following methods: transactional analysis of communication and methods of identifying "communicative and organizational abilities of KOS-2; the regulatory component was investigated using the method of studying the reflexivity by A. Karpov.

The choice of diagnostic tools is due to the fact that it most clearly reflects the objectives of the study, has a high diagnostic capacity, standardization, as well as the possibility of their use in the group.

3. Results. The author's structure (by Ya. M. Raievska) and the characteristics of the personal trajectory development components of the social specialists' readiness level for interprofessional interaction are presented (See Fig. 1). The developed structure of the personal trajectory of the social specialists' readiness level for interprofessional interaction includes the following stages: *Stage I – propaedeutic-adaptive*: social specialists' diagnostics in interprofessional interaction as a result of professional training (motivation to master the profession, manifestation of professionally important qualities, level of theoretical training, level of practical and professional skills, self-assessment of readiness for practical social work); *Stage II – organizational and formative*: technologies (practice-oriented, personal-developmental, interactive-simulative), methods (expertise, modeling and design), content of professional training (development and implementation of educational and methodical assistance complex of "Bases of interprofessional interaction in the social work system" discipline; development and implementation of interprofessional interaction training; retraining and advanced training of social workers; educational work among scientific and pedagogical staff); *Stage III – activity oriented*: principles (humanization, anthropocentrism, enrichment and deepening of development, balanced decisions, activity orientation), approaches (personal-activity, dialogical-competence, system), components, criteria and indicators (motivational-emotional: emotional-volitional – self-control, emotional stability, the ability to avoid conflict; subject-oriented – the formation of professional motivation, system of values, the ability to show initiative, the ability to make decisions independently, creativity in professional activities, professional mobility); cognitive-semantic: cognitive-analytical – the formation of general professional and professional-theoretical knowledge system, the ability to analyze the situation; activity-practical: behavioral-operational – the formation of relevant professional skills and abilities; communicative-activity – interconnection and mutual understanding, literacy competence and sociability, system of communicative knowledge, skills and abilities; regulatory: personal-reflexive – empathy, perception of oneself and others, reflexivity, awareness of the social role and behavior consistent with this role); *Stage IV – evaluative*: (monitoring of readiness for interprofessional interaction, control, correction and optimization of readiness for interprofessional interaction).

Based on the specified criteria and indicators of social sphere specialists readiness for interprofessional interaction the levels of its formation were defined: high (creative), average (sufficient), low (insufficient).

The paper presents a systematic methodological basis of the author's approach concerning to the organization of the empirical study structure of the social specialists readiness level for interprofessional interaction. Thus, at the beginning of the study, to determine the level of awareness of interprofessional interaction, the following groups of respondents took part in the survey: students in specialty 231 Social work in the educational program Social work, 232 Social welfare in the educational program Social help, 053 Psychology, 016 Special education 1st year – 50 people, 2nd year students – 62 people, 3rd year students – 54 people, bachelors – 300 people, masters – 200 people, social sphere specialists – 180 people from Donetsk, Kyiv, Kirovohrad, Khmelnytsky and Chernivtsi regions, the results of which showed low level (See table 1).

Table 1. Levels of interprofessional interaction awareness among students of 1-3 courses, Bachelors, Masters and social sphere specialists

№	Groups of respondents	Levels		
		high, %	average, %	low, %
1.	1 st year students	0	0	100
2.	2 nd year students	0	16,1	83,9
3.	3 rd year students	0	33,3	66,7
4.	Bachelors	10	31,3	58,7
5.	Masters	18	32	50
6.	Specialists	22,2	33,3	44,5

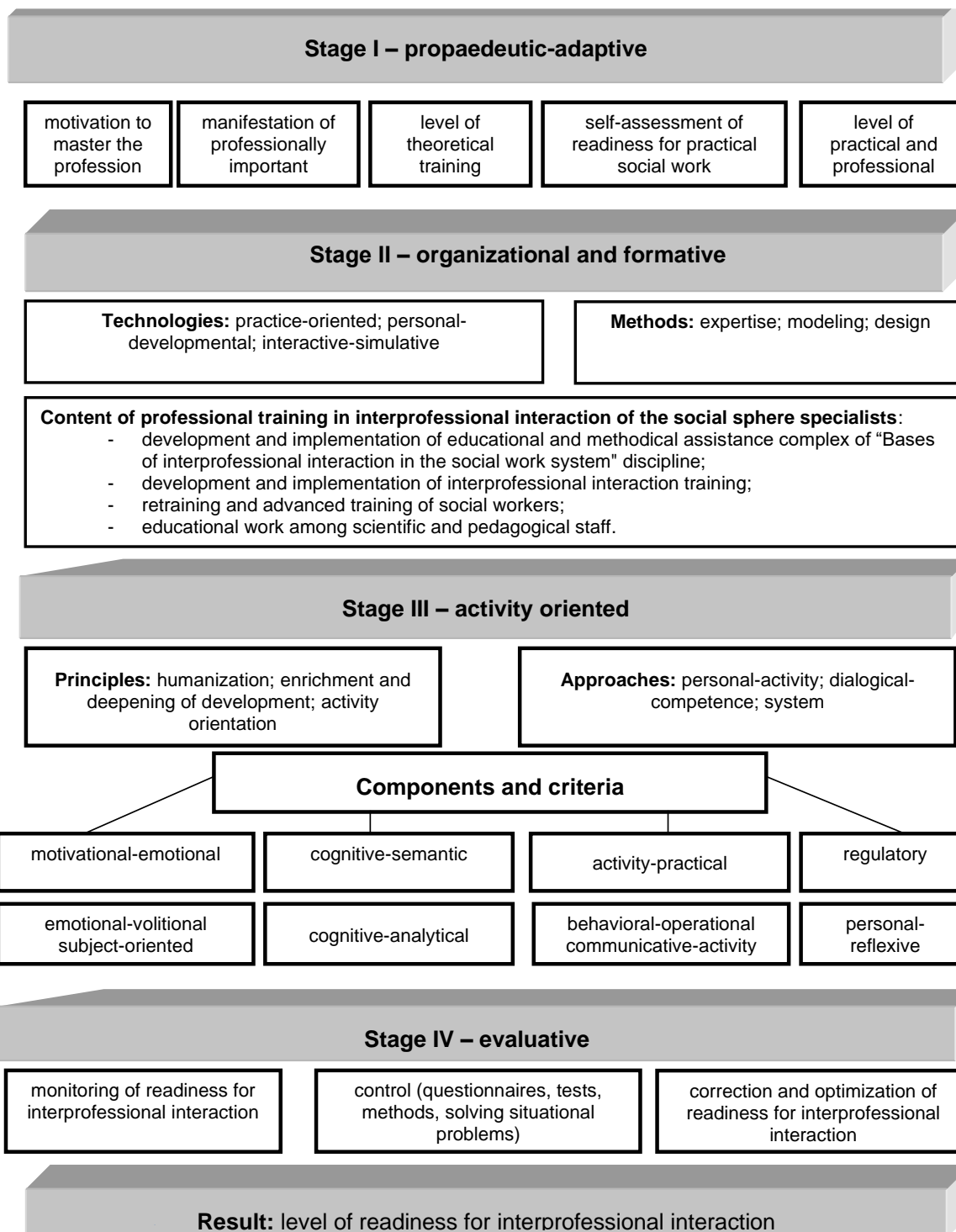


Fig. 1. The structure of the personal trajectory of the social sphere specialists' level of readiness for interprofessional interaction.

The experimental base of the study consisted of Kamyanets-Podilsky National University named after Ivan Ogienko (K-PNU), Khmelnytsky National University (KhNU) and private educational institution Kropyvnytskyi Institute of State and Municipal Administration (KISMA), among them 132 people were "Bachelor" and 66 "Master" level in specialties 231 Social work in the educational program Social work, 232 Social welfare in the educational program Social help, 053 Psychology, 016 Special education and 97 people – social sphere workers of Kamyanets-Podilsky town, Dunaivtsi town, Khmelnytsky and Chernivtsi regions. The total number of people who participated in the empirical study is 295 respondents. Given approach to the formation of the sample will ensure its representativeness in accordance with the objectives of the empirical stage study.

The sample of social specialists was divided into groups according to the following criteria: 1) gender: 17.1% men, 82.9% women; 2) age: 16.2% – up to 30 years old, 24.1% – from 30 to 40 years old; 30.1% – from 40 to 50 years old; 29.6% – over 50 years old; 3) professional experience: 16.4% – up to 5 years, 27.4% – from 5 to 15 years; 28.2% – from 15 to 25 years; 28.0% – over 25 years.

According to gender, the respondents were divided into: a group of working specialists – 35% male, 65% female; K-PNU, KhNU and KISMA students of the Master's level – 42.4% of male and 57.6% of female, Bachelor's degree – 39.4% of male, 60.6% of female.

According to the results of empirical research, in particular the author's methodology of the social sphere specialists' professional activity in the context of interprofessional interaction, a low level was revealed. Thus, when asked how often in your professional activity you turn to other specialists, the results were distributed as follows: very often – 0%, often – 20%, sometimes – 40%, never – 40%. The intensity of appealing to specialists in other fields in solving problems was below average – 60%. Difficulties that arise when interacting with experts in other fields are concealment of information – 30%, ignorance of the way to solve the problem – 50%, lack of desire to solve the problem – 20%. The effectiveness of solving the problem depends on the desire of other specialists – 50%, the capabilities of specialists – 20%, the level of professional competence – 60%, state industry standards – 50%. A shortcoming in the legal and regulatory documents concerning to interprofessional interaction of social sphere specialists is the lack of legislative framework in the regulation of interprofessional interaction and unclear distribution of rights and responsibilities of specialists. The motives that cause the shortage of interprofessional interaction in professional activities are an effective way to solve the problem – 10%, competition between specialists – 30%, a protective mechanism (this is not mine, but yours) – 10%, the struggle for own resources – 25%, the struggle for power – 15%. Specialists' appeals are treated with responsibility and conscience – 20%, with interest and activity – 20%, with selectivity and necessity – 20%, taking into account the emotional attitude (like-dislike, love, sympathy – antipathy, etc.) to the individual – 40%, as awareness of duty – 20%, neutral – 20%.

The article also analyzes the data on empirical analysis of the following components: motivational-emotional, cognitive-semantic, activity-practical and regulatory.

According to the results of determining the features of the motivational and emotional component of the level formation of readiness for interprofessional interaction of future professionals and specialists in the social sphere obtained:

- with the help of a modified version method of O. Bondarchuk, L. Karamushka "Motives for becoming specialists in social work" internal motives are dominant in future social specialists, due to interest in activities, the ability to realize themselves, mastering new skills and abilities (50% of students in educational qualification level "Bachelor" and 73% of students in educational qualification level "Master"). The main motives of social workers are external motives, which depend on the prestige of the profession, career opportunities and wage conditions;

- questionnaire on the motivation of professional activity of K. Zamfir in modification of A. Rean showed that in all groups of respondents the high and average level of motivation of professional activity prevails. However, in the group of students with educational qualification level "Bachelor", exceeds the high level of professional activity motivation in contrast to the respondents of the other two groups of subjects;

- the author's method "Professional activity of social workers in terms of interprofessional interaction" №1, №2 also showed the highest level of readiness for interprofessional interaction at the average level in all groups. There was no significant difference in other levels of formation;

- according to the results of the method "What experience do I prefer" by B. Dodonov, the most common emotional experiences of respondents are communicative (45% of respondents) and altruistic (36%) emotions;

- according to the results of the method of differential emotions by K. Izard it was found that the peculiarities of the relationship between the emotional traits of the subjects relate to the tendency to experience joy, namely: joy is negatively correlated with both negative and positive emotions. This indicates the isolation of joy from other experiences; joy becomes difficult to achieve and unstable, and other emotional states reduce it; all emotional states of the subjects have an inverse correlation with the emotion of joy ($r < 0.24$), as well as a direct correlation with emotions of grief and disgust, except for the rate of aggression, which did not receive significant correlations with these fundamental emotions. There is an inverse correlation with the indicator of interest ($r < -0.22$), which has a direct correlation with the indicator of joy ($r < 0.59$);

– questionnaire to determine the severity of self-control in the emotional sphere, activities and behavior (social self-control) by G. Nikiforov, V. Vasiliev and S. Firsova showed that working specialists have regulatory characteristics which determine the planning of arbitrary action, without excessive control of consciousness, without depleting emotional resources with experiences that could hinder this process higher than the respondents of other groups. Higher indicators of working specialists and indicators of "emotional self-control" and "self-control in activities". There are no significant differences in the other two groups;

– when testing the author's methodology for assessing the tactics of negotiations in conflicts, it was found that students of educational qualification level "Bachelor" and "Master" have the same number of selected tactics for solving problems through cooperation and antidote, competition and confrontation. In contrast to the previous indicators, the dominant tactics of working specialists are more productive, in particular, the desire to solve the problem jointly (collegially) prevails in their own behavior;

– according to the method of conflict regulation (K. Thomas) for a group of students of educational qualification level "Bachelor" is quite adequate description of the behavior of "avoidance". A group of students of educational qualification level "Master" is characterized by behavior such as "competition". The group of working professionals is characterized by behavior such as "cooperation".

The results of the main criteria of readiness level for interprofessional interaction on the motivational-emotional component were as follows:

– subjectively oriented in the group of working specialists is in the range from 16 to 54 points with an average of 33 points. Statistically significant differences in this parameter were found only between groups of Bachelor students and working specialists in the social sphere: the t-criterion is 2.174, which corresponds to the level of reliability of P_{95} ;

– according to the emotional-volitional criterion in the group of working specialists is 21.98 points with an error of 0.68 (min. 8 and max. 38 points). Differences at a statistically significant level on this indicator were recorded between Bachelor students and working specialists in the social sphere: the t-criterion is 2.416, which corresponds to the level of reliability of P_{95} . Recorded differences at a high level of reliability in the motivational and emotional component of readiness level formation for interprofessional interaction at a statistically high level reveal a close relationship between the individual components.

According to the results of determining the cognitive-semantic component features of the readiness level formation for interprofessional interaction of future professionals and specialists in the social sphere is determined that:

– half of the students of the educational qualification level "Bachelor" have not formed a system of general professional and professional-theoretical knowledge (50.3%). And although the ability to analyze the situation has about the same rate (48.7%), a low level is observed in a significant number of respondents;

– more than half of the respondents of the educational qualification level "Master" have an average level of formation of the general professional system, professional and theoretical knowledge and half of the studied skills to analyze the situation. In other words, these students are characterized by the fact that they have the concept and partial understanding of interprofessional interaction. However, there are gaps in knowledge about the legal framework, which considers the interprofessional interaction of content;

– social specialists have quite high indicators of the readiness level for interprofessional interaction: a high level of formation of general professional system and professional-theoretical knowledge (44.5%) and the ability to analyze the situation (33.1%), and a low level of system formation general and professional-theoretical knowledge was not received at all by any respondents of this group. This fact is caused because among working professionals group, the majority are specialists with professional experience of 15 and over 25 years;

– statistically significant differences between groups of respondents were found for all parameters of the studied component, while the level of reliability of the differences is P_{999} .

According to the results of determining the activity-practical component features of readiness level for interprofessional interaction of future professionals and social workers, it is determined that most respondents do not know the forms, methods, methods of communication, mix communication skills with personal qualities. In particular, students, during the various types of internships, mostly use traditional forms, methods and techniques of communication with clients. Many respondents are not aware of the professional importance of communication in professional activities, as well as the need to reflect on communication skills, although they experience many difficulties in communicating with clients. More than a third of the surveyed students rated their level of communication as

unsatisfactory. Statistically significant differences between groups of respondents were found for all parameters of the studied component, while the level of reliability of the differences is P_{999} . The indicators of the studied component in groups of students of different educational levels almost do not differ. At the level of averages and percentile distribution, significant differences are found in groups of students and working specialists. The results of mathematical statistics show that in the group of specialists there is a much larger number of respondents with a high rate than among students. Determining the interprofessional interaction of social specialists on the activity-practical component creates the necessary conditions for the development of skills to think independently, navigate in any situation, and find their own approaches to solving problems.

According to the results of determining the regulatory component features of the readiness level for interprofessional interaction of future specialists and social workers, it is determined that among students of educational qualification level "Bachelor" most pay attention and analyze events related to the future (53.3%). In other words, it is typical for them to analyze future activities, behavior; to plan; predict possible solutions and more. Certain features of the time vector of reflexivity are explained by age factors. Orientation to the future is a characteristic feature of young people's personality. Almost a fifth of students of the educational qualification level "Master" showed a low level of skills and abilities to reflect in professional activities. As a rule, they solved problem situations by pointing out the only right way, without understanding and analyzing their own actions and the actions of others, did not give reasons or possible options for the development of the situation. As for employees, almost half (45.1%) of social workers are characterized by a low level of reflexivity. It is noteworthy that 6.0% of social workers have a high level of reflexivity. Such workers become excessively immersed in their own inner world, which can lead to a departure from reality and the manifestation of the destructive components of the emotional burnout syndrome.

According to the results of variance analysis, statistically significant gender and age differences in the reflexivity of the studied specialists in the social sphere were established. The reflexivity of older male professionals is much lower than that of young social professionals. In contrast, female workers have almost no changes in reflexivity with age ($p < 0.01$). Statistically significant differences between groups of respondents were found for all parameters of the studied component, while the level of reliability of the differences is P_{999} .

By the participants types of interprofessional interaction (collaborator, confrontator, equivocateur, alphabetist, oppositionist, set-offer, accommodator, neutralizer) in accordance with the functional responsibilities of respondents by motivational-emotional component most respondents received the participants type of interprofessional interaction (6%) and "collaborator" (26.4%). The lowest indicator was received by the type "confrontator" (32.2%), which significantly exceeded the indicators by other types; in terms of cognitive-semantic component, the highest indicators were obtained by the type "abettor" (26.3%), the lowest by the indicator "neutralizer" (17.2%) and "accommodator" (16.2%); according to the activity-practical component, the high level was received by the "alphabet" (26.6%), and the low level by the "collaborator" (32.3%); in terms of the regulatory component, a high level by the "confrontator" type (27.3%) and a low level by the "abettor" type (18.5%) and almost the same indicator (18.0%) by the "set-offer" type.

Thus, the general attitude to the interprofessional interaction of future specialists and social sphere workers is characterized by constant opposition to the ideas of others, which negatively affects the coherence of professional activities, including interprofessional interaction; almost in equal proportions – these are people who incite and encourage other specialists in the social sphere to achieve their own goals and professional position, and not prone to such actions; activities are not aimed at effective and efficient social cooperation to meet the needs of the client; do not take a neutral position and non-interference in interprofessional interaction in solving any problems.

The formation level of the regulatory component and its indicators (empathy, perception of oneself and others, reflexivity, awareness of social role and manner of behavior consistent with this role) is influenced by the formation level of motivational-emotional, cognitive-semantic and activity components.

4. Conclusions. According to the motivational-emotional component, most respondents received the "collaborator" type of interprofessional interaction participants; in general, there is no indicator by type "accommodator"; in terms of cognitive-semantic component, the highest indicators were also obtained by the type "accommodator", the lowest indicator – "confrontator" and "accommodator"; in terms of activity-practical component a "collaborator" and an "accommodator" received a high level, which is absent in a low level; the regulatory component has a high level in the type of "accommodator", which at a low level did not receive any choice as the type of "collaborator".

The prospects of further research are in search of ways to implement the developed conceptual model of interprofessional interaction in the new socio-cultural conditions, which will provide new opportunities for further development of determinants effectiveness in the field of psychology of social work.

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