

## Theoretical Methodological Basics for Studying of Transprofessionalism of a Subject of Socioeconomic Professions

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### ABSTRACT

Topicality of the issue under study is caused by the changed socio-economic conditions and socio-technological development of the Russian economy, which resulted in a considerable transformation of the scope of professions in the post-industrial society: these professions disappear, those are transformed and still those appear for the first time ever. Along with conventional concepts of "profession" and "specialty", today's profession studies (or professiology) refer, in increasing frequency, to "transfession" - a new term denoting a type of labour activity which is realized on the basis of synthesis and convergence of professional competences belonging to different specialized scopes. Transprofessionalism as an ability to perform a wide range of specialized activities can be regarded as one of profession studies features. It is signification of socio-humanitarian technologies of development of this integral ability of specialists in the system of continuous education which conditioned topicality of this study. The purpose of this article is reviewing and generalization of bases and prerequisites of transprofessionalism as a socio-humanitarian requirement and an integral quality of a subject of socioeconomic professions in a dynamically changing socio-professional environment. Leading methods of studying this issue are theoretical methodological analysis of the subject and issue of the study on basis of examining and logical generalization of scientific sources; plus, hypothetic methodological and project methods can be considered. Description of the transprofessionalism phenomenon was performed with supporting on the multidimensional, trans-disciplinary, network and project approaches. The article presents a socio-humanitarian psychology-pedagogical definition of transprofessionalism, its sense-generating content, as well as criteria of transprofessionalism manifestation in a dynamically changing socio-professional environment. Topicality of the transprofessionalism phenomenon as a requirement to a subject in its integral quality demanding the qualitatively new substantial and technological training of socioeconomic profession specialists has been substantiated. In particular, it is stated that as the world's and Russian socio-technological economy develops, profession as a concept loses its initial meaning as a scope of the social division of labour, while transprofessionals able to perform a wide range of professional activities become competitive and highly sought on an employment market. Materials of the article can be of interest for methodologists, methodology supervisors and pedagogues of continuous vocational education.

**Keywords:** transfession, transprofessionalism, subject of socioeconomic professions, logic-conceptual model of transprofessionalism

## INTRODUCTION

The global issue of education of the future which became, since recently, especially discussable due to challenges of the 4<sup>th</sup> technological revolution and prognosing of possible answers to it, remains one of the most topical problems in the world, Russia being no exception. Today education in our plain sight goes beyond the boundaries of formal institutions; the brightest example thereof is that you are able to define your own individual educational path: by practices, fieldworks, educational online courses, including from leading world universities. The world of professions undergoes changes and it becomes evident that professions which are to emerge in the nearest future will require absolutely new competences being at the interface of multiple branches, while an oncoming occupational life, most probable, will be a sequence of professions, as one has to constantly learn new competencies and enhance existing ones, taking into consideration difficulty and complexity of high-skilled specialists' activities. The concepts which are widely used both in profession studies and the usual life - "profession", "professional activity", "specialty" and "professional employment" - undergo constant changes today. The word "*profession*" originates from the Latin *profiteer* - "announce to be my craft"; *professio* - teachership, *trade*, teaching [1], and acquires a number of new meanings in process of its development: an exclusive trade of something, teaching to something, knowledge, craft, job title, vocation to something [2], occupation [3], certain occupation, specialty [4]. The following meaning of this term is becoming permanent today: the main occupational activity of a man who masters a set of special theoretical knowledge and practical skills acquired by him in result of special training and job experience. This generic concept has its own categories which are names of certain specialists involved into a narrow professional trade, e.g. pedagogue, physician, psychologist, investigator, policeman, salesman, waiter, etc. Institutionally, they are represented with a list (composition) of actions (activity) performing whereof requires special knowledge, abilities and socio-occupational qualities in a certain sphere, which is their *professional activity*. The term *specialty* is often interpreted in dictionaries as a synonym to the word "profession". In reality, it is a part of the profession singled out due to internal labour division within this profession for solving certain classes of working tasks. *Professional employment* is an activity related to satisfaction of personal and socially useful demands; it does not have a definite useful professional direction but implies readiness for performing a wide range of labour categories. Today changes in the world of professions happen much quicker than our imagination may afford, and questions like "how our world will change by 2030s, and what requirements to competences and skills of future professionals will be imposed by the world as soon as on the day after today" are far from idle ones. Since recently, the term "profession" tends to be more and more obsolete being gradually superseded by a newer term "transfession" [5]. It exists along with conventional concepts and denotes a type of labour activity realized on basis of synthesis and convergence of professional competences belonging to different specialized spheres ("trans" in Latin = *through, via*; it is the first part of complex words meaning "movement through a space, crossing a space" [6]. These are "supra-professional" competences which are important for various groups of professions, the socionomic group included. Mastering of such skills allows an employee to enhance efficiency of his/her professional activity in a relevant field; plus, it allows to transit between the fields of labour while maintaining his/her being in demand. Supra-professional competences which allow (provided you have mastered them) performing various types of activity are differently referred to by different scholars: "key" competences, "general cultural", "through-passing", "universal". Predictors of their qualification characteristics are *soft skills* - that is, flexible, "soft" abilities, or non-specialized supra-professional competences. The following is referred to as soft skills for the socionomic group of professions: systemic thinking, inter-branch communication, projects management, cost effectiveness, programming, customer focusing, multiculturalism, tolerance to uncertainty, creativeness. Related to transfessions of this group of professions may be: social conflicts mediator, pedagogue-technologist, tutor, project training organizer, startups mentor, specialist in crowd-sourcing in education, etc. [7]. Transfessions possess a trans-disciplinary structure and have the universal qualification characteristics due to use of convergent technologies from various fields of professional activity. The topical core of transfessions is *transfessionalism* - a specialist's qualitative characteristics reflecting his/her readiness for mastering and performing an activity in professions which are functionally close and having common labour objects. Another concept - that of *transprofessionalism* - has a higher degree of convergence; it is a specialist's integral quality which characterizes his/her ability to master and perform actions of a wide range of specialized activities from various categories and groups of professions [8]. In profession studies, this term is used as an alternative to professionalism.

## MATERIALS AND METHODS

### Methods of Studying

In process of studying, the following methods were used: theoretical methodological analysis of scientific sources on the issue of professional becoming and personality development; synthesis; concretization; generalization; and hypothetic-deductive and project methods. In case of the scientific substantiation of a project of transprofessionalism development and technologies of realization thereof we relied on the concept of a

personality's professional becoming and on multidimensional, trans-disciplinary, network and project methodological approaches.

### The Experimental Base of Studying

Russian State Vocational Pedagogical University, Ekaterinburg was chosen as an experimental base of the study.

### Stages of the Study

The study was conducted successively in three stages. At the first stage, the issue of the study was defined, collection, analysis and systematizing of scientific information on the study issue was conducted, the objective was formulated (studying of transprofessionalism of a subject of socio-economic professions), methods of studying were defined and substantiated and the study plan was designed; at the second stage, the phenomenon of transprofessionalism was described, initial settings to its understanding were defined and the version of a logic-conceptual model of transprofessionalism was projected. The third stage consisted of generalization and systematizing of the study results.

## RESULTS AND DISCUSSIONS

Establishing of the 4<sup>th</sup> techno-economic paradigm in the economy leads to formation of a multitude of new professions and specialties mastering whereof implies that a person acquires a principally new qualification feature, that is, ability to assimilating and performing of new professional activities. In economy and industry specialists with supra-professional abilities and skills, from one hand, and inter-professional ones, from the other hand, become highly sought, as they would be able to design and create new products, perform discoveries, develop high technologies, i.e. create innovations contributing to substantial leaps in scientific-technical and socio-economic spheres. Statement of the question is important not only in the global approach (a need in highly skilled specialists throughout the country); it is also necessary for satisfaction of education needs of young men aimed at acquiring of the latest "walk-through competences" in order to solve problems of profession studies in a competent key: these are issues of employment, structuring of an individual path of professional development and change of a profession. The modern educational process is focused on development of a future specialist's competences as basic target settings. A transprofessional's competences which allow him/her solving problems in various spheres and activities and performing his/her professional activity with a high degree of efficiency can be referred to in different ways: general cultural competences, universal competences (Federal state educational standards), supra-subject competences [9], supra-professional competences [10], key competences [9,11], meta-competences [8]. In recent times, such terms as "walk-through" competences [12] and "multidimensional" competences [13] appeared. It cannot be said that every term reflects their universality and acceptance for a wide circle of activity and generality and comprehensiveness of a described phenomenon to an equal degree. For instance, the term "key" competences cannot be correlative to terms "general" or "universal", as it denotes "most significant in a certain group" and, thus, key competences may be singled out both from universal and professional competences (see: "Key" (attr.) - the most significant in some respect [14]. At the same time, definition of the supra-subject content in educational standards of the new generation which is expressed in developing of general cultural competences is not exhaustingly persuasive for solving problems which are set for higher education. These problems were announced by Olga Golodets, Deputy Chairman of the Russian government, at the forum "Program 5-100" of Ministry of Education and Science of the Russian Federation: one of the most important tasks of higher education schools is training of competitive and demanded specialists of the future on basis of development/creation and implementation of an inter-disciplinary integrated environment for solving technological challenges of the digital epoque. Moreover, as O.Yu. Golodets noted, ensuring of competitiveness and leadership of Russia in education on the international level is the historic mission of the Russian education [15]. The competences structure in Federal state educational standards (FSES) is such that general cultural/universal competences occupy too small, even insignificant place. For instance, the higher education FSES in the training program 44.04.02 Psychological pedagogical education (qualification (degree) of "Master") envisages that of 72 competences which should be possessed by a graduate successfully passing a master's program, only 3 competences are general cultural ones, i.e. more than 20 times less than professional competences. The pyramid of competences which exists today should be overturned: supra-subject multidimensional competences shall prevail over professional and subject-specialized ones. In connection therewith, a new term "transfession" is being established in profession studies in recent years [5] as a type of labour activity which is realized on the basis of synthesis and convergence of professional competences belonging to different specialized scopes. Transfessions possess a trans-disciplinary structure and have the universal qualification characteristics by means of trans-disciplinary synthesis of knowledge from different sciences: natural, technical, socio-humanitarian and philosophical, as well as by means of use of

convergent technologies from various areas of professional activity. Depending on the degree of activities convergence, two mutually conditioned forms of labour subjects' professionalization are subdivided in professions studies: transfessionalism and transprofessionalism. Transfessionalism is a specialist's qualitative characteristics reflecting his/her readiness for mastering and performing actions/activity in professions which are functionally close and having common labour objects; transprofessionalism is a specialist's integral quality which characterizes his/her ability to master and perform activities from various categories and groups of professions. Transfessionalism is based on a synthesis of inter-disciplinary knowledge and competences of one professional scope (groups of professions); transprofessionalism is characterized with convergence of inter-professional types of action/activities. For instance, a director of an organization or entity, along with his/her basic functions, should be a business manager and economist, psychologist and lawyer, marketologist and innovator, in order to provide high quality of the products, and local and global competitiveness of the entity wherein he/she is the leader. A surgeon should not be only a master of a lancet but also be able to work on modern medical equipment. Transprofessionalism conditions social and professional mobility of employees and allows them to transit from performing of one set of production functions to others, that is, to be employed in other specialties, professions or occupations. Due to the ever-increasing diffusion of the world of professions and mutual penetration of specialized actions/activities, one can hardly be successful in clear dividing of these two terms. In each certain case an analysis on basis of criteria of differentiation of professional activity will be necessary. Considering the fact that transprofessionalism is a more general concept, use thereof will be substantiated when studying regular laws and mechanisms of professionalization of activity subjects.

Socio-humanitarian technologies condition transfessionalism of specialists of the socio-economic group of professions the topical core whereof are so-called soft skills (flexible social competences): adaptivity, attractiveness, communicativeness, mobility, tolerance, etc. Formation of transfessionalism of subjects of socio-economic types of activity would condition its special actuality. To be successful as professionals, representatives of humanitarian professions should possess wide knowledges and competences in various professional fields. In development of transprofessionalism and technologies of realization thereof for subjects of socio-economic professions, it is necessary to lean on the concept of a personality's professional becoming. It was V.F. Morgun who first stated about multidimensional nature of a personality. A personality, according to his multidimensional concept, is regarded as a human being who actively assimilates and consciously converts the wild nature, society and his/her own individuality, and possesses the unique dynamic correlation of spatial-temporal orientations, need-volitional emotional experiences, sense-bearing directionalities and levels of mastering of experience and multidimensional forms of realization of his/her activity [16]. An ideal model of the 21<sup>st</sup> century personality, according to V.I. Andreyev, is a multidimensional person who absorbs and realizes advantages of a creatively self-developing, self-reliant and competitive personality [17]. F.G. Yalalov gives the following definition of the concept of "professional multidimensionality": a specialist's ability to combine (unite, integrate) multiple lines (approaches) and/or fulfill multiple activities at the same time. The gist and content of this concept is expressed in mastering of multidimensional competences having the integrative and applied bases. Belonging to them are:

- multifunctionality - a specialist's ability to perform, on a sufficiently high level, professional functions of several job titles, readiness to combine professions, specialties and job titles;
- multi-doing - a specialist's ability to solve several independent concurrent tasks while performing one basic task;
- virtual mobility - a specialist's ability to apply in his/her professional activity several types of information and telecommunication technologies at the same time leading to intensifying of the professional activity;
- synergicity - men's ability for self-organizing, collective interaction, coordinated behaviour.

A specialist who applies multidimensional competences, as the author shows, achieves higher efficiency in any sphere of activity [13]. Requirements to a today's professional are presented in G. Perkin's theory about three professional revolutions [18]. According to the scholar's statement, at present specialists who are ready and able to work in an inter-professional sphere are coming to replace professionals who represent mass professions. These socio-technological conversions lead to necessity in formation of transprofessionalism, which is a qualitatively new characteristics of subjects of an activity the sense-generating predictor whereof is represented by convergence of the most revolutionary technologies - nano-, bio-, information technologies and cognitive sciences. M.V. Kovalchuk added one more type of technologies into this list: socio-humanitarian which includes social, anthropological and philosophy components [19]. Characterizing the process of globalization as a civilization phenomenon, P.V. Malinovsky points out at "transprofessionalism challenges", which manifest themselves in "paraprofessionalization" implying conversion of professionalism standards into the routine life's and activity's image by means of spreading of standard and universal technologies [20]. Analysis of foreign authors' works [21,22] allowed us to enrich the scientific understanding of transprofessionalism. Upon appearing of specialists oriented on development of universal walk-through competences, one can observe uprising of the formation of "transprofessionals" whose qualification is based on developing of new multidimensional competences allowing

to find complex and unique solutions on basis of trans-disciplinary synthesis of knowledge and inter-professional communication. Transprofessionalism opposes to the conventional understanding of professionalism. This phenomenon is characterized with polyprofessionalism, application of convergent technologies, assimilation and performing of not just relative but even being absolutely far from each other professions, readiness to go beyond boundaries of the formed experience. Only in this case, a specialist will be ready to meet socio-professional innovations of the future. One should specially emphasize that transprofessionalism does not deny the significance of an initial basic profession but, on the contrary, contributes to going beyond its boundaries, enriching thereof with knowledge, competences and technologies relating to other categories of professional activity. Thus, transprofessionalism is the simultaneous co-existence and combination of multiple types of professional qualifications acquired on individual educational paths within the basic and supplementary vocational education throughout the whole of professional life of a subject.

Professions of socio-nomic type, according to Ye.A. Klimov's classification [23], are those of subject-subject type, the object of studying, changing, developing and servicing whereof are people of various ages, population groups, communities and whole social systems. This class of profession is also called "humanological" professions, as their peculiarity consists in the fact that the human being is both the subject of their activity and the object of their attention. Some special human relations are being formed between the subject and the object, while the basic labour is spent for interaction between the two. Belonging to this group are all professions of the sphere of management, legal protection, social, household and information servicing, pedagogical and medical professions, and others. On grounds of "aim of labour/activity" – these are mostly processing professions (to process, to serve) as compared to gnostic professions (to recognize, to determine) and exploring ones (to invent, to construct). All professions of socio-nomic type can be divided into 3 types: executive, creative and managing. Executive professions are aimed at performing of standard tasks, working according to a rigidly defined template, observing of preset norms and rules, following to instructions, cliched solving of problems - for instance, nurse, agent, salesman, waiter, etc. Creative professions are those connected with analysis, studying, designing, development of new samples, making non-standard solutions - for instance, advocate, physician, diplomat, pedagogue, schoolmaster, psychoanalyst, psychologist, investigator, promoter, care worker, PR specialist, executive assistant, etc. Managing professions are those for which the main activities are planning and organization, coordination and control and making managerial solutions; for instance: director, manager, coach (staff manager), superintendent, supervisor (an administrative function in various fields of business, with obligation, among others, to control operations of the staff) and others. Socio-nomic professions are referred by psychologists as professions of assisting type, as they are deliberately aimed at rendering assistance by one person to other persons in organizing of better vital activity, development, personal growth, ability to settle matters with other people. But not all professions of socio-nomic type belong to the group of assisting professions. Belonging to socio-nomic professions of the "assisting" group are (as psychologists consider) physicians, psychologists, care workers and teachers whose activity can be regarded as "pure" assistance, not mediated with mechanisms, unlike that of technical specialists, or with symbols, like in the case of philologists or mathematicians; their activity is prosocial and altruistic in many aspects. A peculiarity of activities by specialists of assisting professions is their humanistic approach which is psychologically expressed in such values as active life, experiences and wisdoms of life, interesting work, continuous development and creation; and striving to self-perfection, self-realization and a desire to win recognition and esteem will be an important motive in choosing the future profession. As scientists note, a peculiarity of this group of professions of socio-nomic type is that the "assisting activity" becomes the main element of professional activity; in other words, the assisting activity becomes a profession when the subject thereof begins to consciously and purposefully apply special knowledge and skills [24]. Basing on the specificity of Russian facts of life, selection in favour of assisting professions can be made only by a person with a strong internal motivation and well-formed life values and waymarks, with altruism on a place not last by far among them. There are a number of studies aimed at exploring of social, personal and professional factors which contribute to the optimal development of a personality of this or that profession of socio-nomic type. E.g., such factors for a physician are "adaptive personal structure, high stress-resistance, adaptive value orientation of the personality, harmonic orientability of the personality, emotional robustness, moderate trait anxiety, a middle level of empathy and sensitivity" [25]. So, assisting professions are suitable for people's personal profile which possess special abilities and certain personal qualities, unlike other groups of professions, even those of socio-nomic type. In general, the following are foundational psychological characteristics of socially significant professions: 1) values-based attitude to one's profession: a person who chose it understands and accepts peculiarity of his/her profession, his/her attitude to the process and content of his/her labour is emotionally positive, and he/she has a wish to work with people and interact with them, and he/she is personally immersed into the professional activity. For socially significant professions, a personality's value-based orientation not just determines motives of this personality's activity but also stimulates to behave in accordance with his/her views, principles and ideals. 2) conditionality by moral principles applied to his/her object. In professional activity of assisting professions, those unwritten ethical norms which are set forth in neither documents but really exist and are demanded from a professional by his/her associates are regarded as important moral principles. For instance, one cannot successively realize in professions of physician or pedagogue without possessing such peculiar features as self-esteem and

respect to other people, benevolence and tolerance, interest to the surrounding world, philanthropy, striving to sort oneself out [26]. The research has shown that up to 90% of complaints of patients or their relatives are connected with communication defects, while a therapist's clothes influences a patient's evaluation of such qualities as attentiveness, frankness, competence and the patient's confidence to the physician as a whole. Labour conditions of those engaged into socio-economic professions are not easy: working in conditions of constant elevated moral responsibility for their labour, under high verbal responsibility, as a teacher's or manager's activity, for example, implies that up to 80% of their working time is occupied by communication. Specificity of labour conditions is manifested in the socio-psychological aspect especially clearly: high self-control, intensive psycho-emotional activity, psychic strains, high level of empathy and sensitivity, high cognitive complication (high concentration of attention, assimilation of a large volume of information, mastering new technologies), highly emotionally charged inter-personal interactions [27]. Their activity is conducted under conditions of elevated requirements imposed by the activity's object.

Since recently, the concept of technologies convergence on inter-disciplinary gained acceptance in the scope of socio-humanitarian sciences. This position is based on uniting of heterogeneous and heterodromous properties, objects and phenomena. The multidimensional approach is regarded as a methodological base for convergence of transprofessionalism components [13]. The form of reflecting these sense-generating components is the logic-conceptual model of transprofessionalism of the activity subjects. Studying of the methodology of professional development of the activity subject allowed to determine partial principles of designing of this model:

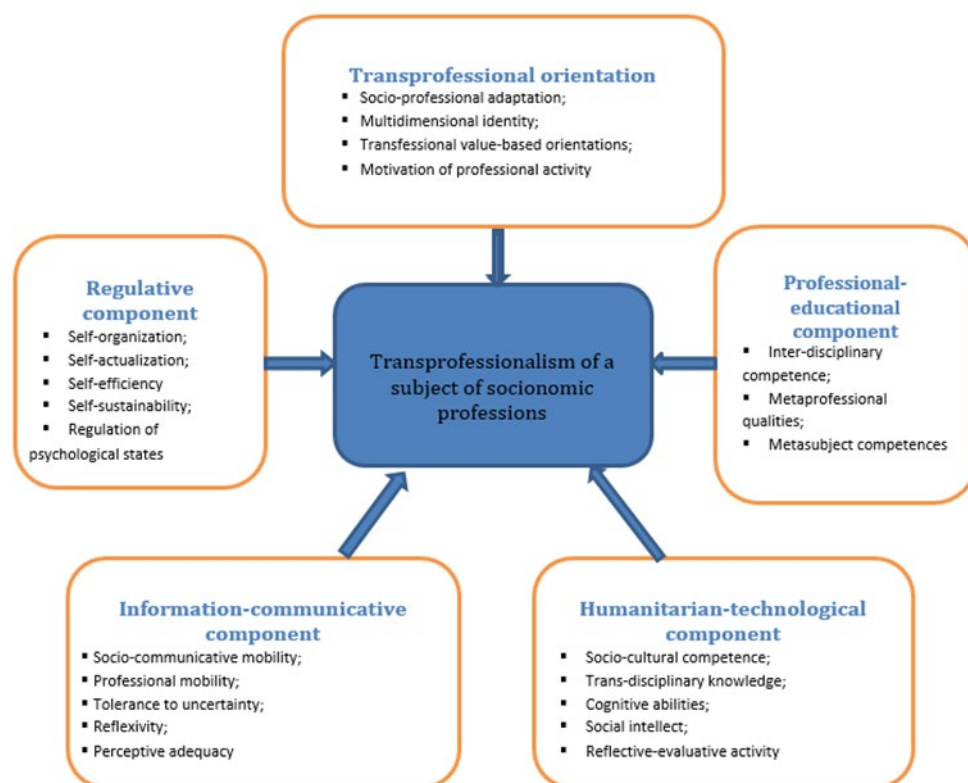
- unity of personal and professional self-determination in the professional-educational space;
- integration – associations of inter-professional and trans-disciplinary components of socio-professional activity;
- co-development of personality, education and professional activity of students;
- diplomatic niceties and selectiveness, interaction of cross-sectional professions which give rise to new professional effects;
- flexibility of vocational education content which determine individual educational paths;
- interlinking of professional and educational standards with trans-disciplinary functions of continuous vocational education;
- convergence of the content of education and high educational technologies which provide development of transprofessionalism of the educational activity subjects.

The following are instrumental components of transprofessionalism for the group of socio-economic professions:

- transprofessional orientation;
- regulative component;
- professional-educational component;
- information-communicative component;
- humanitarian-technological component.

Let us examine the content of these five components.

*Transprofessional orientation* is a sense-generating factor which conditions multidimensional character of a professional activity subject: orientation on realization of a wide range of activities, readiness for simultaneous mastering of multiple types of information and communication technologies. Theoretical analysis of specialists' professional multidimensionality allowed to single out the following component constructs: self-conception, socio-professional adaptivity, multidimensional identity, transprofessional value-based orientations, activity motivation. *Regulative component* is designed to activate the psychological resource of the professional activity subject which is characterized with the level of formed skills of scheduling, projecting, forecasting and evaluation of the activity results. As a matter of fact, regulation is a mechanism of mobilizing socio-professional reserve abilities of the activity subject. Conscious self-regulation of a specialist's arbitrary activity plays an important role in realization of this component. Related to regulatory predictors of arbitrary activity are self-organization, self-actualization, self-efficiency, self-sustainability, and regulation of psychic states. *Professional-educational component* provides formation of a multidimensional specialist. Its conceptual base is competence approach; its results are inter-disciplinary competence, metasubject (hard, soft, digital skills) competences and metaprofessional properties of the subject. *Information-communicative component* reflects a specialist's ability for navigation in the informational inter-professional environment, virtual reality included. As constructs of this component, socio-communicative mobility, professional mobility, tolerance to uncertainty, reflexivity, perceptive adequacy (auto-competence) are acting. *Humanitarian-technological component* integrates socio-humanitarian technologies and represents convergence of knowledge and technologies from many professional areas. Flexibility of these technologies allows designing



**Figure 1.** Logic-conceptual model of transprofessionalism of subjects of socio-economic professions

individual paths of labour subjects' transfessional development. Related to constructs of this component are trans-disciplinary knowledge, socio-cultural competence, social intellect, cognitive abilities and reflective-evaluative activity.

In **Figure 1** you can see one of possible variants of a logic-conceptual model of transprofessionalism of professional activity subjects.

The space between conceptual coordinates forms inter-coordinate mutual connections of predictors located on coordinate axes. The inter-coordinate space in the model forms a personality's psychological potential and resource capabilities. Personal components determine the field of potential development. A level of a certain component expressiveness adds various configuration to the personal field. Actualization of one or multiple personal components would launch a mechanism of realization of a person's whole potential. Considering heterochronism of development of a person's structural components, we may assume that, depending on a socio-psychological situation, age and psycho-physiological peculiarities, certain components become leading ones which determine the whole development of a person [28].

Depending on the heuristic orientation of the logic-conceptual model, other components can be introduced therein, e.g., socio-professional resource, socio-professional self-determination, engineering of innovations, forecasting of professional future, etc. The main thing here is that such model allows to unite heterogeneous parameters of a professional activity subject, to show its quality change in a problem field of transprofessionalism and to become a base for creating a socio-humanitarian educational platform of transprofessionalism formation for educational master's programs of socio-economic type professions.

## CONCLUSION

It is established in this study that the new technological paradigm, smart materials and technologies give rise to a new "digital era" man, and even today there is a demand in those who is able to replace three or four specialists in a professional activity, let alone a whole structural division. Highly sought and mobile specialists who are ready and able to work in the new technological environment are coming to replace professionals representing mass professions. Socio-technological reorganizations give rise to the process of professions transformation, necessity to form transprofessionalism, that is, a qualitatively new qualification characteristics of an activity subjects. Specialists oriented on development of basic metacompetences now create the formation of "transprofessionals", far from numerous for the day. Their qualification is based on developing of metaprofessional

competences allowing to find complex and unique solutions on basis of the trans-disciplinary synthesis of knowledge and inter-professional communication. The conducted study speaks for the fact that in the digital époque of today there is a long-felt need in modernization of the practice of specialists professional training which formed in Russia by now. The determination of the phenomenon of transprofessionalism by the authors and developed on basis thereof the logic-conceptual model of transprofessionalism of socio-economic professions subjects can become the foundation for future designing of the vocational-educational platform for forming transprofessionalism for socio-economic professions subjects with taking into account the profile of specialists training, which will require a cardinal restructuring of long-formed professional settings, qualities and features of a personality among whereof socio-professional and virtual mobility, communicativeness, practical intellect, responsibility, collectivism, workability, corporative approach, innovativeness, etc. occupy a leading place. The authors see an applicative orientation of the study in the following:

- assistance to development of transprofessionalism of a subject of a professional activity;
- creation of an inter-disciplinary integrated environment for solving of global challenges of the modern society;
- formation of a transprofessional (soft, digital skills) competences and metaprofessional qualities;
- scientific-methodological support of continuous vocational education and transprofessional development of the subject;
- integration of vocational-educational and out-of-system education into holistic pedagogical activity;
- designing of individual educational paths and forecasting of students' professional future.

## RECOMMENDATIONS

The results of the study set forth herein can be useful for development of educational strategies in the system of vocational education, projecting of variative educational programs for various professionally oriented groups of students, structuring of training materials, new educational discipline and courses for implementation whereof principally new approaches are necessary which conform to High Ed requirements.

Materials of the article may be of interest for methodologists, methodology supervisors and pedagogues of continuous vocational education.

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