

INTEGRATIVE AND ACTIVITY-BASED APPROACH TO MODELING THE PROFESSIONAL PERSONALITY OF AN INTERNATIONAL RELATIONS STUDENT

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ABSTRACT

Aim. The main goal is to reveal the essence of the professional personality of an international relations student, as well as to confirm the integrative and activity-based approach as a methodological basis for practical activities and their formation, to determine the main characteristics of this approach, which together provide a new quality of education.

Methods. Based on comparative and systemic methods of analysis, the activity-based approach is characterised as part of the integrative and activity-based approach. An analysis of a business/role play as an implementation of the integrative and activity-based approach in the formation of a professional international relations student is conducted in the paper.

Results. The course of reasoning revealed the essence of the professional personality, its main features as interculturality/cross-culturality, polyvalence, human-centeredness and integrativity of an international relations student and the role of the university learning environment in the process of its development demonstrating an example of modeling the professional personality of international relations students in the process of obtaining higher education based on the integrative and activity-based approach during a business/role play, as one of the types of its implementation.

Conclusions. The integrated activity approach is key in the formation of the professional personality of an international relations student. A business/role play as one of the forms of implementing the integrated activity approach fully forming the necessary aspects of the professional personality of a student in the course of solving educational problems.

Keywords: integrative and activity-based approach, professional personality, international relations student, professional skills, professional language

INTRODUCTION

The profession of an international humanitarian specialist, diplomat, lawyer, economist or political scientist has always been considered one of the most responsible, prestigious and interesting and therefore attractive and desirable for most young people who complete secondary education and strive to enter universities. A wide range of necessary professional competencies that an international specialist should ideally possess fully explains the need for professional concentrated training. On the one hand, it depends on the person himself, since it includes his moral, spiritual development, upbringing, worldview in a sense, on the other hand, this training reflects the knowledge, skills, abilities and competencies that the student will receive in the process of his studies at the university and which he will operate throughout his professional life (Farrokh & Afzali, 2024).

The set of necessary above-mentioned innate and acquired components forms the basis of professional competence of the future international relations specialists, the main condition of his professional essence, his future success and functioning in the profession. (Ou et al. 2025)

Initially, the concept of “professional personality” includes knowledge, skills, abilities in professional activity and the main sources of its formation were often only the working, special environment in which the young specialist was immersed. A new team, the first workplace, and responsibility served as the initial stages of the formation of a professional personality. Usually, the initial period is a period of adaptation to the profession and the formation of a professional personality begins a little later. Nevertheless, according to the authors of this article, the professional personality of an international relations specialist is a product of the joint activity of the student and the educational institution, and is formed in the process of his training.

PROFESSIONAL PERSONALITY OF A STUDENT

What can be implied by the concept/term of the professional personality of an international specialist? In our opinion, *the professional personality of an international specialist is a complex of developed professional and personal qualities, skills, com-*

municative and adaptive abilities of a person/young specialist, allowing him/her to achieve high results in the professional sphere by making independent decisions, readiness to plan, organise and manage their professional life in the context of continuous international interaction.

Permanent interaction of an international specialist with representatives of other states and cultures, within the framework of friendly and partnership communication based on the principles of mutual respect and cooperation and the solution of a wide range of important professional tasks determine *interculturality/cross-culturality, polyvalence, human-centeredness and Integrativeness* of the professional personality of an international specialist, as its main properties and milestones of its modeling (Khubaev, 2024).

In Table 1. we will consider the main properties of the professional personality of an international relations student.

Table 1

Main Properties of the Professional Personality of an International Relations Student

... Main Properties of the Professional Personality of an International Relations Student	Definition
<i>Human-centricity</i>	Focus on carrying out activities at the international level aimed at the benefit of one's state and the individual as a whole, on improving the conditions of one's life and activities, living conditions, the development of one's family, on resolving difficult situations in the world that have arisen as a result of military conflicts and disasters by peaceful means. An internationalist is guided by generally accepted principles of international cooperation and interaction, which are based on the idea of universal peace.
<i>Interculturality/cross-culturality</i>	Willingness/ability to interact with representatives of different cultures and language groups, taking into account and respecting their cultural customs, traditions and values, taking into account differences and helping to establish friendly/partnership relations, productive dialogue that contributes to the development of further cooperation. An international specialist is focused on studying certain regions, their language, the specifics of their politics, economic development, cultural and everyday life of the peoples of these regions. Awareness will prevent possible contradictions and conflicts that may arise due to misunderstanding and hinder the creation of new relations between states.
<i>Polyvalence</i>	The most important quality that characterises a specialist as a versatile person capable of performing various work tasks in certain situations. Due to the versatility of the profession, a specialist in the international sphere must be able to successfully cope with difficult situations, using the necessary skills and competencies.

**... Main Properties
of the Professional
Personality of an In- Definition
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tions Student**

<i>Integrativeness</i>	Possession of knowledge and skills obtained on the basis of interdisciplinary connections and systems and readiness to integrate them into the work process. Ability to work with different sources of information, documents, types and means of communication during negotiations.
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Source. Own research.

The list of necessary personal and professional qualities of an international specialist can be quite capacious in the context of *polyvalence, cross-culturality, integrativity and human-centeredness*. The list of professional qualities can be supplemented by education, interdisciplinarity, professional orientation, communication skills, multilingualism, erudition, versatility.

The necessary soft skills include *stress resistance, critical thinking, strategic flexibility, creative thinking, a tendency to empathy as a necessary condition* for the development of a diplomat.

Some researchers state that the professional personality of a diplomat is characterised by traits which include a passion for diplomacy, analytical thinking, strong writing and speaking skills, meticulous attention to detail, effective negotiation, stamina, bravery, historical knowledge, prudence, loyalty, resilience, relevant experience, political computability, and the ability to seize opportunities. (Blackwill, 2013)

Many researchers often consider the issue of professional personality formation from the point of view of the acmeological approach, implying acmeology (from the ancient Greek ακμή, *akme*—peak, Greek λόγος, *logos*—teaching)—a philosophical section of developmental psychology that studies the patterns and mechanisms that ensure the possibility of achieving the highest level (acme) of individual development. But mainly, acmeology researchers consider the problems of growth and development of an already mature person who has received a profession, achieved a certain professional success, which, according to many researchers, is an indicator of his formed professional personality (Bagaev, 2015)

The professional personality of an international relations student is not formed at the time of his/her studies at the university. Accordingly, its formation is based on other approaches.

From our point of view, in the context of higher education, the professional personality of an international relations student is a joint/common result of professional university training, oriented education and formation of a specialist along with his/her individual development. The sources of modeling a professional personality are correctly methodologically and conceptually organised training at the university of a future international relations specialist, upbringing in the family and self-education and education based on motivation in achieving a professional ideal and mastery.

At the early stage of such formation, it is possible to distinguish: search and choice of the right direction in the profession of an international specialist (international regional studies, diplomacy, political science), familiarisation with the necessary requirements for it, professional skills and abilities that a future specialist should possess. In order to establish psychological readiness for the chosen profession as part of early professionalisation at the university, testing or diagnostics are carried out to identify the basic soft skills necessary for the profession. Among other things, as part of studying at the university, it is possible to determine which factors contribute to the development of success in the training of a future specialist, what are the main stages of the formation of his professional interests, how and under what conditions the student improves his skills and abilities. It is also possible to create approaches that will allow you to enter the profession, to realise your professional identity (Samorodova & Simonyan, 2023).

INTEGRATIVE-ACTIVITY APPROACH IN EDUCATION OF INTERNATIONAL RELATIONS SPECIALISTS

Considering the versatility and breadth of the concept of the professional personality of an international relations specialist, the main stages of its formation, the integrative-activity approach is especially consistent with the goals and objectives of its modeling in the process of studying at the university.

The objects of this study are aimed at solving a complex problem, which can be formulated as follows: what are the theoretical, methodological and didactic foundations for implementing the integrative-activity approach in the formation of the professional personality of an international relations specialist.

This approach allows us to study the educational process from the standpoint of the integrative activity of its subjects, to explore the unity of teaching methods in the context of the formation of complex (integrative) personal neoplasms. The integrative-activity approach is thus considered as a combination of axiological, systemic, activity-based, integrative approaches and the peculiarity and integrative nature of this approach is expressed in the fact that it does not replace the other above-mentioned approaches, but integrates them, applying them consistently to achieve the communicative goals.

The activity-based approach, developed in the works of Lev Semyonovich Vygotsky, Aleksei Nikolayevich Leontiev, Daniil Borisovich Elkonin, Piotr Yakovlevich Galperin, Vasily Vasilovich Davydov as one of the components of the integrative-activity approach denotes the process of human activity, which is aimed at the formation of his consciousness and his personality as a whole. The learning process is the process of the student's own activity, aimed at the formation of his consciousness and his personality (Leontiev, 2005).

The learner sets research goals for himself and achieves them independently. Creatively and pragmatically interacting with the world, the learner/student learns to organise himself.

It is through activity and in the process of activity that a person becomes himself, his self-development and self-actualisation of his personality occur (Leontiev, 2005). The university environment serves as the basis for such activity and the material base. The teacher can perform a guiding function, helping to correctly draw up an algorithm of actions, controlling and evaluating, summing up the work itself. The concept of the activity-based approach, namely “learning through activity” was first proposed by an American scientist (Dewey, 1987) The main principles of the activity-based approach can be identified:

- Creativity and cooperation;
- Knowledge as a tool for solving all problems and overcoming all difficulties;
- Learning through teaching thought and action.

According to Adolph Diesterweg, the educational process should be built on the principle of through activity to knowledge. Scientific knowledge should not be communicated to the student, but he should be led to the fact that he himself finds it. The teacher is not obliged to give the solution to the theorem, but let his student come to it himself.

The main essence of the activity-based approach lies in the combination of all pedagogical and methodological means for organising and implementing independent educational activities, since a person comprehends new things only through independent activity.

However, some scientists note in their works that each teacher who seeks to implement the activity-based approach in practice must take into account some features:

- knowledge remains the desired and ultimate goal of learning;
- knowledge is not self-sufficient, it is constantly replenished through the implementation of activities, since it serves as a tool for its implementation;
- learning is the transfer of practical experience of previous generations and one’s own;
- the ultimate goal of learning is the formation of a method of action that will subsequently help to model or implement professional activity (Atanov, 2002).

Among the main principles of the activity-based approach to teaching students at the university are included:

- The principle of activity, as a basic one, the main essence of which is to obtain knowledge, new information during the educational process through activity;
- The principle of continuity, which ensures the continuity of the educational process, the connection between learning technologies, the continuity of methods for achieving new knowledge;
- The principle of integrity, which is based on a holistic picture of the knowledge and skills that the student receives during his studies at the university and their role in the system of his future profession;
- The principle of variability, which implies a variety of forms and methods of obtaining new knowledge in the modern world, searching for and making decisions on the task at hand;
- The principle of creativity as the main one in the development of a professional personality, which underlies new thinking, solving difficult professional problems, forming a new type of specialist, creating a new reality (Leontiev, 2014).

The focus of the activity-based approach is on the individual, his interests, his motivation and realisation (Khokhlenkova, 2021).

In the context of the formation of the professional personality of an international relations student, the activity-based approach is part of the structure of the integrative-activity-based approach, which provides for active participation, integration of all actors in the educational process, in the formation and implementation of universal educational activities that serve as the basis for the educational and formative process.

The main characteristics of educational activities implemented within the framework of the integrative-activity approach in the context of the formation of a professional personality include the following:

- Educational activity is both the goal (desire) and the product (result) of the student's activity (training);
- Educational activity is designed and organised by the teacher/trainer in accordance with the goals set by the subjects of training (students);
- Educational activity is carried out collegially, in the process of team work. Team members can be representatives of different cultures and language groups (students of English-language undergraduate and graduate programmes, foreign students);
- Solving educational problems/cases/tasks is the core of joint educational activities. The texts of problems/cases/tasks can contain current unresolved disputes, issues in the field of international relations, politics and law. The work is based on the knowledge gained during the educational process (lectures, seminars);
- The task or case does not have a specific solution. The main goal is the process of finding it, the strategy, during which the necessary professional skills of students are developed;
- The main goal of educational activities is the internal personal professional transformations of students in the process of forming their thinking, vision, their role in the work of the team and in solving the assigned task;
- The result of educational activities is a property of the subject itself; the subject of the activity is its object.

IMPLEMENTATION OF THE INTEGRATIVE-ACTIVITY APPROACH

The readiness and ability of students to get acquainted with the profession and its features while still studying, identifying themselves with a specialist in this field, completing educational tasks set by the organiser of the educational process is one of the aspects of implementing the integrative-activity approach.

One of the types of its practical implementation can be considered game/role-playing games, joint projects that imply teamwork and are aimed at forming the professional personality of an international relations student.

A business or role play is based on the principle of early specialisation, and is focused on the formation of professional and personal competencies.

A business play corresponds to the characteristics of the integrative-activity approach contains a complex issue or concept in modern international relations that has not found a solution. An educative task may not imply a solution, and in this case only the process of finding it is important. On the other hand, during the solution, the potential professional skills of students are revealed (Samorodova et al, 2024).

The role play involves as many participants in the educational activity as possible.

Let us consider how the modeling of the student's professional personality occurs during the educative task. As mentioned above, the professional personality of an international specialist is a complex of developed professional and personal qualities, skills, communicative and adaptive abilities of a person/young specialist, allowing him/her to achieve high results in the professional sphere by making independent decisions, readiness to plan, organise and manage their professional life in the context of continuous international interaction. Table 2. demonstrates how the main characteristics are formed—human-centredness, interculturality/cross-culturality, polyvalence and integrativity of a professional personality during a business game, as an implementation of an integrative-activity approach.

Table 2

The Main Properties of the Professional Personality of an International Specialist in the Concept of an Integrative-Activity Approach

Properties of the Professional Personality	Description of main properties of the professional personality of an international specialist in the Concept of an Integrative-Activity Approach
<i>Human-centricity</i>	To solve the problem outlined in the context of the business game, the team chooses methods aimed at the benefit of the person and his life, the implementation of his goals and interests. Students are guided by regulatory acts (in the case of a legal game), which are based on the protection of human rights, his fundamental freedoms. The internationalist is guided by the generally accepted principles of international cooperation and interaction, which are based on the idea of universal peace.
<i>Interculturality/ cross-culturality</i>	Students working in a team may be from different countries, and speak a foreign language (not the language of instruction), belong to other cultural codes, different from the cultural code of the country of instruction. The main task is a cohesive team despite the differences, and the search for acceptable solutions that do not contradict the attitudes and worldview of all team members. Knowledge of the peculiarities of the culture, language, customs and traditions of the country or regions of students is a key way to achieve success in cross-cultural communication.

Properties of the Professional Personality	Description of main properties of the professional personality of an international specialist in the Concept of an Integrative-Activity Approach
<i>Polyvalence</i>	Ability and opportunity to perform various roles, professional tasks and functions corresponding to the profession of an international lawyer during a business game. During a legal game, the student acts as a defendant or plaintiff, a court secretary or a judge, draws up complaints or interprets a court decision (international law moot court)
<i>Integrativeness</i>	During the business game, the student actively uses knowledge of related industries, actively integrating them into the process. Uses all types of information processing necessary to find the right solution to the problem. In business tasks on international relations, students use their knowledge in the field of international law, economics, politics, and at the same time he communicates in a foreign language.

Source. Own research.

The forms of implementation of the integrative-activity approach can also be collective work on projects, competitions, round tables, student conferences. It is also necessary to note the key role of the teacher in the organisation of educational activities, who performs organising, monitoring and evaluating functions. In addition, the teacher is also involved in the educational interactive-activity process and is a source of knowledge for students.

CONCLUSION

A modern specialist in the field of international relations plays an important role in creating the architecture of the world. In addition to the relevant specialised knowledge and competencies necessary for the implementation of his professional activities, he must have those special qualities and properties that are important for his professional growth and prosperity, and the development of his professional personality.

Despite the fact that its formation occurs in most cases after graduation from the university and after the beginning of his working career, the authors of this article show that the university environment, studying at the university can significantly accelerate this process. Organisers of the educational process, teachers should offer methods and approaches that will help the future international relations specialist to find himself in the profession, to understand its essence during the training process. The integrative-activity approach, as one of the key ones, to the greatest extent corresponds to the modern requirements of training modern international relations specialists. Interculturality/cross-culturality, polyvalence, human-centeredness and integrativeness of the professional personality can be formed during the educational activity built on the principles of the integrative-activity approach, where all its subjects perform their tasks, students not only acquire the necessary valuable competencies, but also fully realise themselves as a professional person.

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