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Sustainable Education as a Way of Bringing People Together – Multiple Stories From Europe

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A Model of Prospective Psychologists' Professional Development at a University

Abstract: In order to study the process of a future psychologist's professional development which has a peculiar structure, content and qualitative characteristics, it is extremely important within the frame work of targeted developmental programs to create a particular model of a psychologist's professional development, which creates a structural and indicative basis for the development of psychological support for the professional development of a student psychologist.

While developing the model of professional development of a psychologist, we take into account the following methodological and psychological positions:

Firstly, the modeling of the professional development of a psychologist cannot be considered outside of the educational and professional activities, without taking into account the relationship and interaction of personality and activity.

Secondly, the model of professional development reflects only the basic components, serving as a mark in the study of the dynamics of the psychologist professional and personal development at various stages.

Thirdly, modeling of the professional development of a psychologist makes it possible to develop on its basis a model of psychological support.

Key words: professional self-consciousness of a psychologist, structural components of professional psychologist's self-consciousness: cognitive, motivational, emotional, model of professional development of a psychologist.

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Nowadays, the problem of student – psychologist personal development and the formation of his readiness for future professional activities is leading in the theory and practice of higher education. It is in the process of studying at an institution of higher education that the initial “development” of the profession takes place, and the life and outlook position of the individual is determined. At the same time, one of the main problems is the construction of such a system of educational process, which would take into account the features and regularities not only of the student's personal development, but also his professional development as a specialist. Therefore, it is necessary to determine the structural components of professional development of a psychologist in order to create conditions for improving its effectiveness.

In our opinion, for the study of such a complex process as the professional development of a psychologist, having a peculiar structure, content and qualitative characteristics, it is absolutely necessary within the framework of targeted development programs that envisage specific conditions for the implementation of professional functions, to create a model for the professional development of a psychologist.

But before doing this, it is necessary to further elaborate on the analysis of the provisions that should provide the methodological basis for the model of professional development of a psychologist.

In the study of the professional development peculiarities of a psychologist we have determined, we came to the following conclusions:

1. Professional development of a psychologist is characterized by non-linearity, the ability to self-organization.
2. The condition of professional development of a psychologist is a set of personal qualities.
3. The professional development of a psychologist manifests itself in the inseparability of internal and external factors, in the interaction of which it is effective.
4. The professional development of a psychologist is a dynamic, procedural system, in which certain stages are singled out [Koren 2008, p.p. 86–89].

Thus, under the professional development of a psychologist, we will understand the dynamic, non-linear, multilevel process, in which there are qualitative changes in the personality of the psychologist, due to internal and external factors.

In the course of the study, we came to the conclusion that it is necessary to find a link that will provide a transition from abstract analysis of the category of professional development of a psychologist in a university to the consideration of real concrete parties. This is a prerequisite for the development of an optimal model and technology for the professional development of a psychologist in a higher school, that is, the development of a strategy and tactics for the optimal movement of a psychologist to professional readiness and professional development.

Appeal to the research method – is modeling due to the need to consider the professional development of a psychologist as a holistic phenomenon. Using this

method, we investigate the professional development of a psychologist through a model, which in turn allows us to consider individual tumors, quality, sides and properties of this process.

When developing the model of professional development of a psychologist, we take into account the following methodological and psychological positions.

First, the simulation of the professional development of a psychologist can not be considered outside of the educational and professional activities, without taking into account the relationship and interaction of personality and activity. Because the activity of a psychologist can not be carried out without the development of professionally necessary qualities of the person, which are reflected in professional activities, assessed, compensated, adapted and developed from the standpoint of activity.

Second, the model of professional development of a psychologist, which adequately reflects the activities of a psychologist, should serve as a benchmark for solving a complex of issues of training, selection, placement of personnel; increasing the efficiency of training, retraining and using psychologists.

Thirdly, the model of professional development does not reflect all the characteristics of personality and activity, but only the main basic components, serving as a benchmark in the study of the dynamics of professional and personal development of a psychologist at different stages of his formation.

Fourthly, modeling the professional development of a psychologist makes it possible to develop on its basis a model of psychological support. Then the components embodied in the model of professional development of the psychologist will serve the goals of psychological support of the psychologist. Thus, the model creates a structural and normative basis for the development of psychological support for the professional development of a student-psychologist.

The construction of a content-based theoretical model of professional development of a psychologist is a reflection of the formed normative structures of the profession of a psychologist and of his subject characteristics, which is a quest for professional activity. And one of the conditions for effective professional development of a psychologist in an institution of higher education is the student's awareness of his personal tasks in the system of vocational education, the requirements of the chosen profession for his personal qualities, the necessary knowledge, skills, abilities, etc.

Creating a model of professional development of a psychologist and a description of its structure, according to the logic of our study, it can be carried out from two positions: content and procedural. From a meaningful position, we will identify the components without which the professional development of a psychologist is impossible, and from the procedural position, we will define the main stages, crises and tumors.

The basis of the professional development of a psychologist, from a substantive point of view, in our opinion, is the professional self-awareness of a psycholo-

gist. Because, precisely basing on professional self-awareness, professionally important qualities, and professional thinking that provide the formation of psychological readiness for professional activity develop.

Professional self-awareness of the psychologist is the process and result of the psychologist's awareness of the educational-professional sphere, the purposeful regulation on this basis of his behavior, activities and relationships.

As for the formation of any other structure of personality, for professional self-consciousness, there are their sensitive periods. One of the first significant periods is the study at the university. At this time, the future psychologist assimilates the categorical-conceptual apparatus of his science and acquires the necessary knowledge and skills that allow the student to realize their belonging to the professional community, but their effective use in professional activities is impossible without the formation of professional self-consciousness.

We believe that to date, the role of professional self-consciousness of its potential capabilities in the process of forming psychological readiness of students for professional activity is not sufficiently studied. Not sufficiently taken into account personal qualities, the ability to distinguish and awareness of their "I" (as a professional among them), the presence of an adequate form of future professional activity, awareness of the requirements put forward by the profession to the personality of a professional, the ability to self-analysis, self-actualization, self-development, self-design at the stage studying at university. In this regard, our research interest is the structure and content of professional student consciousness not only as a factor in the formation of psychological readiness for professional activity, but also as a criterion for the effectiveness of the professional development of a psychologist, because depending on the level of development of self-awareness will depend on its further development.

We distinguish the following functional and structural components of professional psychologist self-awareness: cognitive, realized in self-knowledge; motivational, realized in self-actualization; emotional, realized in self-understanding; operational, realized in self-regulation. We consider each of these components in more detail in order to develop them further on by future psychologists.

The cognitive component of self-knowledge is the basis of psychologists' self-consciousness. In the process of self-knowledge, turning the mental activity into research itself, the psychologist deliberately evaluates his actions and himself as a whole. The identification of the features of the process of self-knowledge should reveal the mechanism of obtaining and developing a psychologist of knowledge about oneself. In the process of self-knowledge, individual situational images are formed into concepts that reflect the essence of a psychologist, in which the degree of his social value is expressed. And the correlation of knowledge about oneself with social requirements and norms gives him the opportunity to determine his place in the system of social relations. In the process of interaction with the outside world, a psychologist, acting as an active subject, knows the world, and at the same

time, learns about himself. If any thing, a phenomenon can be known through the relationship with other things or phenomena, through the process of identifying their numerous interconnections, then the self-knowledge of a psychologist can be carried out only through its relationship to other people, because of the various forms of its connection, "I "With" I"others. The submission of an individual about himself, for the most part, seems convincing to him, regardless of whether they are based on objective knowledge or objective thought, whether they are subjective or false. Certain ways of self-perception lead to the formation of the image of "I" and, accordingly, "I am a professional" [Chesnokova 1977, p. 124].

The condition of self-consciousness is the transformation of oneself (to form oneself as a person), to remain oneself (in spite of negative influences) and to be able to support oneself in a difficult situation, while realizing himself. Self-understanding allows you to broaden the notion of the nature of your own Self. Consequently, self-understanding is a necessary condition for self-consciousness. Self-awareness, in turn, is a manifestation of the emotional component (T. Kudryavtsev).

Formation and development of self-understanding as a process and result is inseparable from the development of a psychologist as a whole and depends on a specific mode of life. At the same time, self-understanding is an internal condition that determines the development of a psychologist and the formation of individual-typological features of its structure. It is important to understand yourself and be interested in studying yourself. In this case, comes the understanding that I am me.

The process of self-understanding is conditioned by a change in the perceptions of oneself, with the help of the formation of problems, tasks and their solution, the correlation of new knowledge with a certain system of values, the formation of vital, professional tasks and tasks to determine their capabilities.

The content of the motivational-target component is realized through self-actualization. Actualize - means to become real, to exist in fact, and not only potentially. Based on K. Rogers, we believe that the psychologist has an innate tendency for self-actualization and the desire for it to manifest itself in the purposeful satisfaction of the need for self-actualization in its vital reality. Self-actualization involves realization of personal potential and improvement of a psychologist, as a professional and as a person. An important aspect of self-actualization is taking responsibility for their actions. Self-actualization is a constant process of developing their potential in order to achieve creative maturity.

Professional self-actualization acts as an operational analogue of personality maturity. A high level of self-actualization contributes to the achievement of creative maturity of the individual. Self-actualization is a process of constant development and practical realization of its capabilities (A. Maslow, K. Rozhers, F. Perlz, E. Shostrom, L. Gozman).

Self-actualization involves the process of self-determination. Student psychologist in the first place need to determine independently their professional development [Fonar'ov 2004, p. 376]. At all stages of training, the professional self-determination of a psychologist is carried out through the process of self-analysis of behavior, psychological properties of a person, conscious statement of issues of professional development, career growth in future professional activities, etc. [Fukuyama 1989, p. 139].

The constituent part of the operating component is disorientation, which we understand as the disclosure of the reserve capabilities of the psychologist, and, consequently, the development of his creative potential.

The use of methods of self-regulation involves active volitional participation and, consequently, is a condition for the formation of a strong, responsible person.

In the study of psychological activity of a psychologist, two forms of regulation can be distinguished: inductive and performing (S. Rubinstein). The inductive reaction of the psychologist is associated with the formation of professional aspirations, the choice of orientation, activity; Performing – with the assurance of the correspondence of activity to objective conditions.

Developing the ideas of S. Rubinstein distinguish three levels of development of self-regulation, representing the ratio of external (requirements to the performance of activities) and internal (the properties of the individual). If in the first stage the psychologist reconciles its peculiarities with the norms of activity, the second - improves the quality of activity by optimizing their capabilities, then on the third level the psychologist as the subject of activity produces an optimal strategy and tactics, showing the creative nature of his activity. At this level, the psychologist may go beyond the scope of activities, increasing the degree of difficulty, implementing such forms of personal regulation, such as initiative, responsibility, and so on. So this is the psychological mechanism of “individual style of activity” in professional activity (K. Abulkhanova). Consequently, the ability to self-regulation must develop at the stage of professional training, for the further effective formation of the style of individual activity.

Thus, the process of development of a psychologist manifests itself in increasing the role of internal factors and improving self-regulation. Only the psychologist who is ready to manage himself and change the external circumstances, which recognizes himself as the subject of his own life, in the presence of the appropriate skills really demonstrates the high level of development of self-regulation.

Following S. Rubinstein, we distinguish two ways of the psychologist's relation to the world, which speaks about the degree of development of his self-regulation and the degree of transformation into the subject of his own life: included and reflexive. “Included” psychologist is dependent, passive in relation to life, to professional activity. “Reflexive” – shows an active, active attitude to life and professional activity. Moreover, it is precisely in the second way that the attitude of the psy-

chologist to the world corresponds to a higher level of development. In this case, the true dialectic of a psychologist is formed and the circumstances of his life are determined not by external factors, but by internal goals and intentions, he begins to be determined not so much by the past as by the future.

When analyzing the functional components of the professional self-consciousness of a psychologist, it should be noted that they are interdependent, and their allocation can be taken only conditionally. These components are implemented in two plans. In the objective, where their indicator is professional skills and in the subjective, where their manifestation is the I-Concept. On the professional skills as an integral entity are influenced by external factors (vocational training, society, its requirements, morality, etc.) and internal (self-actualization, self-knowledge, self-regulation, self-understanding) factors, which results in the changing of the I-Concept. Conversely, the change in the I-Concept affects the level of professionalism.

Thus, the student's awareness of himself as a subject of educational activity in the system of professional education, awareness of the motives, goals of the learning process, is the core of the process of professional development. Activating the student's self-awareness helps him to assess his abilities, personal qualities and self-improvement in the field of professional activity. The student's self-awareness is formed on the basis of expanding knowledge about the qualities required for him as a future psychologist. Familiarizing students with the laws of forming a personality, developing the ability to analyze their activities, the ability to give a description (their strengths and weaknesses), facilitate it.

Nevertheless, the analysis of the content component of the professional development of a psychologist in an institution of higher learning is not sufficient to build a coherent model, as we have determined that the formation of professional self-awareness, professional qualities, the development of reflection is possible only in certain activities, and how well-known activity involves the process. Hence, an integral model of the professional development of a psychologist involves the study of the procedural side of this phenomenon. This is conditioned by our further consideration of the stages of professional development of the future psychologist.

The professional development of a psychologist is an individual peculiar, unique process, but it is possible to identify qualitative features and patterns that are reflected in certain stadium characteristics.

In the study of professional development during vocational training, there are several areas of research. Representatives of one of the directions pay attention to the study of mechanisms for the formation of skills (N. Bernstein, S. Gellershtein, E. Guryanova, K. Platonova and others [Fonar'ov 2005, p. 78]. The work of representatives of another direction is connected with the formation and development of PVA (V. Chebeshev, Y. Shpigel and others). The third area of research in the field of vocational training is associated with the formation of professional knowledge. These are the works of P. Halperin on the formation of the orientational basis of

action, O. Konopkin, associated with the formation of a figurative and conceptual model, D. Oshanin on the formation of operational image and V. Shadrikov on the development of information basis of activity, and others.

In recent years, a rapidly developing approach that explores professional training in terms of systematization of work. In the framework of this direction an attempt was made to form a holistic system of learning process. Leading concepts in this concept are: normatively approved way of activity, psychological system of activity, information basis of activity. Representatives of this direction were studied the patterns of formation of professional motives, the structure of the FPI, goal-setting, decision-making and structure of professional knowledge [Fonar`ov 2005, p. 347].

But, in our opinion, the formation of knowledge, skills, skills, motivation, FDI, etc. is not enough for the effective inclusion of a psychologist in professional activities. After all, the analysis of professional development periodization of personality has shown that at the stage of professional training the main neoplasms should be psychological readiness for professional activity. In our opinion, the necessary conditions for reaching a student-psychologist readiness for professional activity are the successful passing of the stages of professional training and a constructive solution to crises.

The stage of professional training of a psychologist begins at the moment of entering the university and takes place within 5–6 years. This stage is complicated by its psychological structure and multifactorial process of active interaction of the student-psychologist and the educational-professional environment, whose goal is to achieve such relationships that would ensure the professional and personal development of the future psychologist.

This stage covers several stages: adaptation, intensification, identification. In determining the stages, crises and their characteristics, we relied on our study conducted during 2006–2010 among students psychologists. The sample consists of 450 full-time and part-time students and 100 practicing psychologists.

At the stage adaptation of freshmen adapt to the conditions and content of teaching and professional process, learn new social role, establishing relationships with each other and teachers. In the process of educational and professional activity in the university there is a contradiction between the experience of school work and the new requirements for training in this institution. The depth of this contradiction is individual and depends both on inner personal factors: motivation career choices, attitudes to learning, personal activity level and so on, and from objective factors that determine the nature of teaching and professional activities, such as “university spirit”, “Group orientation”, peculiarities of forms and methods of teaching, educational practice and so on.

Possible forms of manifestation of this contradiction is the inconsistency individual perceptions of themselves as the ideal of teaching the subject, based on regulatory requirements and logic of the learning process in a particular institution contribute to the emergence of crisis professional choice.

It is evidenced by the results of research, through which we identified the motives for choosing a profession of psychologist. So, the main motives are interest in psychology (42%); the desire to know others (22%), it should be noted that among them, 7% of students note the desire to acquire the skills of manipulative methods of influence; the desire to know oneself (22%) and the desire to help others (14%)

Motives, which are the prime reasons for choosing a profession, change during the course of study. When choosing a profession, as can be seen from the results of the study, the main motive is the interest in professional activity. However, these reasons do not correlate with psychological content of learning in the university, leading to non-adaptation because students assume that it will be interesting not aware of the need to acquire not only knowledge and skills but also self-development, to engage groups of professional identity, improve or shape professionally important qualities.

If a freshman is aware of what knowledge, skills, abilities and professionally important qualities needed for the psychologist, then there arises the problem of forming motives profession.

Also, the level of adaptability is influenced by the awareness and awareness of their future profession. Thus, according to our research, most of the freshmen do not have a clear understanding of their future profession (62%), 23% have no idea about future activities, and only 15% have a clear idea of the future activity.

Students-psychologists do not always choose a specialty in order to receive a profession of a psychologist and mastering a profession, sometimes reasons for such a choice are motives: "the lack of mathematical disciplines", "necessary diploma", "to hire", "forced parents", "friends went and I'm not worse" and so on. These motives indicate a neutral or negative attitude to the chosen profession. Certainly, such indicators testify to the lack of adaptability to educational and professional activities.

Among the aspects that determine the optimal process of adaptation of these students, as the main one can highlight the attitude towards learning and the chosen specialty. Mastering the skills of learning and the first acquaintance with the profession are the most important factors in the process of adaptation. Therefore, it is clear how important is the choice of profession. The right profession is a prerequisite for a successful adaptation of undergraduate students. After all, if the choice of profession is unsuccessful, that is, it does not meet neither abilities nor orientation of the person, so adaptation will not be optimal.

The results of the first-year students' answers make it possible to conclude that most of the junior students are satisfied with their choice (85%), (5% are dissatisfied, 10% have not yet been determined) and, thus, one can rely on their successful adaptation at higher educational institutions.

Among the obstacles in the training on the specialty "Psychology", and therefore on adaptability, the following factors are influenced by students: the inability to

plan their time, that is, the lack of self-organization (50%), laziness (35%), inability to work with literature (10%) , it is not interesting to present the material to the teachers (12%).

The professional adaptation of a student-psychologist is a two-way process. On the one hand, the process and the result of adaptation affects the further formation of it as a specialist, and on the other hand, the nature of the adaptation process is largely regulated and directed by the individual, depending on the personality characteristics, properties and professional qualities of the student. On the one hand, the state of health of a student-psychologist, his confidence in his own strength, the level of satisfaction with education, his status among teachers and other students depends on the success of the training, and, consequently, the motivation of educational and professional activities. On the other hand, the psycho-physiological, psychological health of the future psychologist, and hence the possibility of effective training, readiness for professional activity and, consequently, the success of professional activity, depends on how the process of adaptation takes place and what is its result - the character and level of adaptability. .

The passage of the first stage and a constructive solution to the crisis of professional choice is important in the process of professional development of the psychologist, since this particular stage determines the importance of proper orientation and professionalization for the development of educational and cognitive activity. Early professionalization is an incentive for the development of cognitive motivation, promotes the formation of professional interest, serves as the basis for the formation of a professionally trained creative person. Professional interest has a great incentive effect: it forces the student actively to seek to acquire knowledge, to seek ways and means of self-acquisition of knowledge.

The psychological criterion for the successful passage of this stage is the adaptation to the educational and professional environment, emotional stability, low level of personal anxiety, personal self-determination and the development of a new style of life that contribute to self-education, self-organization, motivation for learning, cognitive openness, and readiness for new knowledge.

A destructive exit from the crisis is emotional instability, high level of personal anxiety, cognitive closure, and non-readiness to accept knowledge, which leads to a maladaptation of a student-psychologist to an educational and professional environment.

At the second stage of professional training - intensification, there is the development of general and special abilities of students, intelligence, emotional and volitional regulation, responsibility for their formation, independence. Leading activity is scientific-cognitive.

It is at this stage that there is a sharp dissatisfaction with vocational education and professional training, which testifies to the crisis of educational and professional expectations (disappointment), in 70% it occurs on the third year. This can

be traced in the definition of the student's dynamics as the attitude towards studying at universities and directly related to the profession of a psychologist.

The content of the crisis of educational and professional expectations in the student's age is also the sharpening of the contradictions that underlie the dynamics of professional development. This is, in particular, the contradiction between the student's need for professional self-determination (paradigm, for specialization, etc.) and the lack of necessary professional knowledge, skills and abilities to meet it. So, according to the results of the study of third-year students, 80% of students can not be identified with the direction of their activities.

The transition from the initial stage of studying in the university to the next is manifested in the contradiction between the ideas of the former senior student about the ideal of the professional and the "blurred", incomplete, often inadequate representations of himself as a developing professional. This contradiction is effectively solved by creating an adequate image of "I am as a professional" through self-knowledge, self-awareness, and above all through reflection.

In the student environment there is also an objective contradiction between the perceptions of the person about the chosen profession (education, conditions, payment of work, etc.) and its real essence. The degree of expressiveness depends on how adequately these data are. This contradiction is connected with the specifics of the youth's life and professional perspectives, which is based on a high level of aspirations, no compromise in choosing goals, their idealization.

The constructive way out of the crisis shows: personal and intellectual development; social identity, optimistic social position, reflexivity, criticality and flexibility of thinking, adequate level of self-esteem, positive internal motivation for educational and professional activity, self-improvement, ability to volitional action to overcome the defects of my own Self. All these tumors help the student psychologist to determine in a psychological paradigm, promotes self-design, self-assertion.

At the final stage of the professional training – the stage of identification – the formation of a professional identity, readiness for the future professional activity of the psychologist becomes important.

Professional identity is the result of processes of professional self-determination, which manifests itself in the awareness of itself as a representative of a particular profession and professional community [Sheyder 2005, p. 127].

System-forming components of proficiency are: 1) paradigmatic self-determination in theoretical concepts; 2) instrumental self-determination, which involves the free possession of methods; 3) situational self-determination, which reflects the preferences of working with a certain category of clients and a certain type of problems. The psychological criterion for the success of this stage is the identification of the future profession of a psychologist, professional identity, professional self-determination, independence of judgments, the ability to self-presentation, adequate self-esteem, indicating the readiness of a psychologist-

student to professional activity. Since readiness is a complex, systemic phenomenon, we determine that for the student's psychologist to be successful, all components must be present: motivational (a set of motives, adequate to the goals and objectives of the activity, motivation of professional activity, motivation for development), content-operational (a set of necessary knowledge, skills and abilities of practical solution of professional tasks), reflexive (reflexivity, reflexive preparation, self-knowledge, self-design, self-management). Since it is the integration of these contributing to the success of future professional activities and the further development of a psychologist.

The destructive passage of the identification stage is indicated by the inconsistency between the I-real and the I-ideal, the contradictory attitude towards oneself as a person and a specialist, the inability to solve the internal contradictions of the I-image, the development of personal destruction.

For the future psychologist it is necessary to be able to use its crisis (crises of educational and professional development) and direct it in a constructive way. In our view, the formation of such a skill is for a student-psychologist to be an integral and important result of studying at an institution of higher education.

Studying at an institution of higher education implies that the student himself must decide on overcoming or not overcoming the next crisis, as well as finding new problems for himself, accompanied by the setting of new tasks.

The analysis of psychological peculiarities of the professional development of a psychologist makes it possible to conclude that each stage and crisis has its own psychological specificity. The determinants of the crisis are due to the logic of professional development of a psychologist. The restructuring that occurs in the process of experiencing crises, the structure of the subject of activity determines the strategy of their overcoming. Thus, the psychologist, who is in a crisis situation, needs psychological support, which will facilitate a constructive solution to the crisis.

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